AWAKE to WOKE to WORK: Building a Race Equity Culture

Equity in the Center

A project of ProInspire

About Equity in the Center

Equity in the Center works to shift mindsets, practices, and systems within the social sector to increase racial equity. We envision a future where nonprofit and philanthropic organizations advance race equity internally while centering it in their work externally.

Equity in the Center's goals are:

- Nonprofit and philanthropic organizations adopt a Race Equity Culture focused on proactive counteraction of social inequities
- Organizations define, implement, and advance race equity internally while advocating for it in their work externally
- Race equity is centered as a core goal of social impact across the sector

Table of Contents

Executive Summary 2

Introduction 4

Intended Audience 5

Methodology & Research 5

The Need for Race Equity Work 6

Building A Race Equity Culture 9

- Race Equity Cycle 10
- The Role of Levers 12

How to Get Started 20

Envisioning a Race Equity Culture 22

Appendices

- Call to Action 23
- Glossary 24
- Endnotes 26
- Bibliography 29
- Interview Summaries 32
- Equity in the Center Partners and Advisors 33

Acknowledgments 35

Executive Summary

Achieving race equity — the condition where one's racial identity has no influence on how one fares in society — is a fundamental element of social change across every issue area in the social sector. Yet the structural racism that endures in U.S. society, deeply rooted in our nation's history and perpetuated through racist policies, practices, attitudes, and cultural messages, prevents us from attaining it. The impact of structural racism is evident not only in societal outcomes, but in the very institutions that seek to positively impact them:

- ***Race Outcomes Gap.*** People of color fare worse than their white counterparts across every age and income level when it comes to societal outcomes. They experience significant disadvantages in education,[1] economic stability,[2] health, life expectancy, and rates of incarceration.[3]
- ***Racial Leadership Gap.*** BoardSource's *Leading with Intent: 2017 National Index of Nonprofit Board Practices* found that people of color comprise 10% of CEOs, 10% of Board Chairs, and 16% of Board members.[4] Compared to 40% of the working population,[5] these figures indicate a large gap between race demographics of the working population and social sector leadership. Building Movement Project's recent report, *Race to Lead: Confronting the Nonprofit Racial Leadership Gap*, highlights that the racial leadership gap is not a pipeline problem, nor is it due to differences in education, skills, or interest; rather, it is a *structural* problem within the sector.[6]

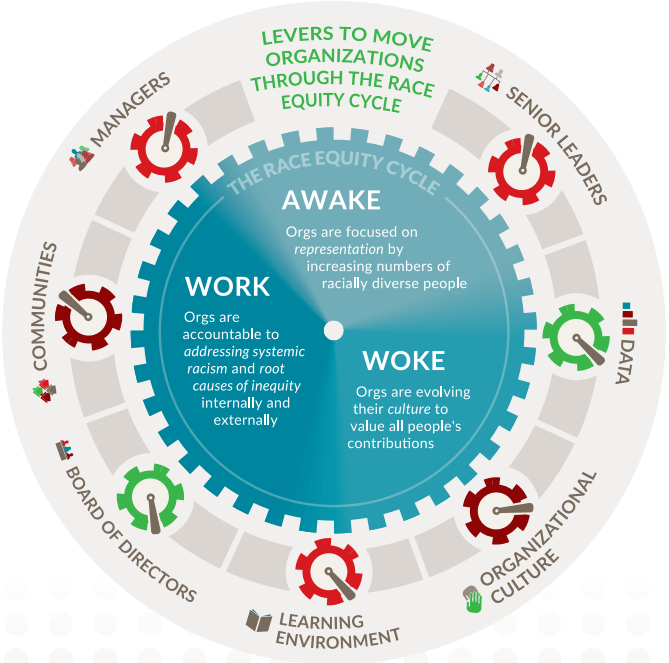
The attainment of race equity requires us to examine all four levels on which racism operates (personal, interpersonal, institutional, and structural), recognize our role in enduring inequities, and commit ourselves to change. As a sector, we must center race equity as a core goal of social impact in order to fulfill our organizational missions.

BUILDING A RACE EQUITY CULTURE

Equity in the Center believes that deep social impact is possible within the context of a ***Race Equity Culture*** — one that is focused on proactive counteraction of race inequities inside and outside of an organization. Building a Race Equity Culture is the foundational work when organizations seek to advance race equity; it creates the *conditions* that help us to adopt anti-racist mindsets and actions as individuals, and to center race equity in our life and in our work. A Race Equity Culture is the antithesis of dominant culture, which promotes assimilation over integration and dismisses opportunities to create a more inclusive, equitable environment. The work of creating a Race Equity Culture requires an *adaptive and transformational approach* that impacts behaviors and mindsets as well as practices, programs, and processes.

The Race Equity Cycle

While each organization will follow its own path towards a Race Equity Culture, our research suggests that *all* organizations go through a cycle of change as they transform from a white dominant culture to a Race Equity Culture. These changes include increased representation; a stronger culture of inclusion; and the application of a race equity lens to how organizations and programs operate. We have coined this process the Race Equity Cycle. This journey of change pushes organizations to become more committed, more knowledgeable, and more skilled in analyzing race, racism, and race equity, and in placing these issues at the forefront of organizational and operational strategy. Because each organization is comprised of different people, systems, and histories, individual organizations will enter the Race Equity Cycle at different stages and will approach their race equity work with varying levels of



organizational readiness. And while the impact will look and feel different at each stage of the Race Equity Cycle, we believe that all three stages mutually reinforce each other.

At the **AWAKE** stage, organizations are focused on *people* and on building a workforce and boards comprised of individuals from different race backgrounds. The primary goal is *representation*, with efforts aimed at increasing the number of people of different race backgrounds.

At the **WOKE** stage, organizations are focused on *culture* and on creating an environment where everyone is comfortable sharing their experiences, and everyone is equipped to talk about race equity and inequities. The primary goal is *inclusion* and internal change in behaviors, policies, and practices.

At the **WORK** stage, organizations are focused on *systems* to improve race equity. The primary goal is *integration of a race equity lens* into all aspects of an organization. This involves internal and external systems change and regularly administering a race equity assessment to evaluate processes, programs, and operations.

The Role of Levers in Building a Race Equity Culture

Our research identified seven levers — strategic elements of an organization that, when leveraged, build momentum towards a Race Equity Culture within each stage and throughout the Race Equity Cycle:

SENIOR LEADERSHIP
Individuals in a formal leadership role

MANAGEMENT
Individuals who oversee operations of teams

BOARD OF DIRECTORS
Governing body of an organization

COMMUNITY
Populations served by the organization

LEARNING ENVIRONMENT
Investment in staff capacity

DATA
Metrics to drive improvements and focus

ORGANIZATIONAL CULTURE
Shared values, assumptions, and beliefs

HOW TO GET STARTED

There is no singular or 'right' way to engage in race equity work. Even if you don't yet know the precise path your organization will take towards a Race Equity Culture, there are actionable steps to get started:

1. ***Establish a shared vocabulary.*** Ground your organization in shared meaning around race equity, structural racism, and other terms related to this work. The Glossary found in the Appendix is a helpful starting point.
2. ***Identify race equity champions at the board and senior leadership levels.*** Select those who can set race equity priorities, communicate them broadly, drive accountability, and influence the speed and depth at which race equity is embedded in the organization.
3. ***Name race equity work as a strategic imperative for your organization.*** Define and communicate how race equity connects to your mission, vision, organizational values, and strategies.
4. ***Open a continuous dialogue about race equity work.*** Use research and learnings from other organizations to start the conversation with your team or individuals who are invested in your organizational cause.
5. ***Disaggregate data.*** Collect, disaggregate, and report relevant data to get a clear picture of inequities and outcomes gaps both internally and externally.

ENVISIONING A RACE EQUITY CULTURE

When your organization has fully committed to a Race Equity Culture, the associated values become part of its DNA — moving beyond special initiatives, task force groups, and check-the-box approaches into full integration of race equity in every aspect of its operations and programs. Organizations that demonstrate this commitment exhibit characteristics, including the following:

- Leadership ranks hold a critical mass of people of color
- Staff, stakeholders, and leaders are skilled at talking about race, racism, and their implications
- Programs are culturally responsive and explicit about race, racism, and race equity
- Communities are treated as stakeholders, leaders, and assets to the work
- Evaluation efforts incorporate the disaggregation of data
- Expenditures reflect organizational values and a commitment to race equity
- Continuous improvement in race equity work is prioritized

Introduction

In a sector focused on improving social outcomes across a wide range of issues, we need only look within our own organizations to understand why we have not yet achieved the depth of change we seek. Throughout the social sector, there remains a glaring omission of a fundamental element of social impact: **race equity**. While issue-specific dynamics play an important role in driving social impact (e.g., public policy around affordable housing or the elimination of food deserts to create access to nutritious foods), the thread of structural racism runs through almost every issue faced by the U.S. social sector. Race equity must be centered as a core goal of social impact across the sector in order to achieve our true potential and fulfill our organizational missions.

Race is a social construct that has deep societal impact. Our nation's history of racism has been codified through systems such as slavery, education, and housing — all issues that the social sector seeks to address. As such, the social sector has a mandate to eliminate racism at all levels on which it exists and shift its axis towards race equity. While this may sound obvious, most people think about racism as it shows up at the individual and interpersonal level. In fact, few people in the social sector recognize that racism operates on a larger level — often inconspicuously — within both *organizations* and *systems*, and that it underlies every major social issue in the United States. Not only must we recognize that we participate in a racist system that continues to exclude and undervalue people of color, but we must also confront the root causes and manifestations of structural racism. This requires us to eliminate policies, practices, attitudes, and cultural messages that reinforce differential outcomes based on race, and to replace them with ones that promote and sustain race equity.

Race Equity (n): The condition where one's race identity has no influence on how one fares in society.

We believe that successful social sector work is only possible within the context of a Race Equity Culture that is focused on proactive counteraction of race inequities inside and outside of an organization. We start with building a Race Equity Culture because it is the foundational work when organizations seek to advance race equity; it creates the *conditions* that help us to adopt anti-racist mindsets and actions as individuals, and to center race equity in our life and in our work. While the work of true race equity is bigger, deeper, and sometimes more difficult than culture, we believe that by starting here and through sustained dedication and effort, race equity *is* attainable.

This publication is designed to serve as a reference as you build and expand your own and your organization's capacity to advance race equity. In the pages that follow, we outline the need for building a Race Equity Culture in social sector organizations, and introduce resources and strategies to help you move from commitment to action. Through our new tool, the Race Equity Cycle, we identify the three stages and common entry points of building a Race Equity Culture; help organizations find themselves in this work; and name the levers that create momentum in building a Race Equity Culture. Finally, we illustrate how those levers can work by sharing practices from peer organizations and suggesting actions you can take to get started.

Intended Audience

This publication is relevant if you:

- Have some awareness that race equity is essential to driving impactful change within the social sector
- Want to play an active role in advancing race equity in your organization
- Lead, want to lead, or have been asked to lead race equity efforts within your organization
- Want to understand how to build a Race Equity Culture within your organization

Questions you may face as you enter into this work include:

- How do I create change as the only individual formally engaged in race equity work in my organization?
- What tactics can I leverage to build a Race Equity Culture?
- How can I speak on my personal experience with racism and internalized racism in my organization?
- What is my role in leading this work as a person of color?
- What is my role in leading this work as a white person?
- What if I make a mistake?
- How much does race equity work cost, and how do I operationalize it?
- How can I effectively engage senior leadership who may be resistant to directly addressing issues of race and equity?
- How do I assess my organization's state with respect to race equity?
- How do I lobby for the support race equity work requires to be effective?
- How do measurement, data, and learning play a role in driving organizational change around race equity?

We designed this publication with these audiences and questions in mind. Our goal is to meet you where you are in your current efforts to advance race equity — regardless of where you enter this work, or how comfortable you feel with it.

Before reading further, and especially if you are new to race equity work, we suggest you review the Glossary found in the Appendix to familiarize yourself with our terminology and intended meaning for words that are often misunderstood and misappropriated.

Methodology & Research

Equity in the Center created this publication in collaboration with over 120 practitioners, thought leaders, and subject matter experts on diversity, inclusion, and race equity in the social sector. We also engaged in both primary and secondary research to validate our theory and tools, including an extensive literature review (over 25 reports, scholarly articles, other peer materials), in-depth interviews, and a series of focus groups to refine and validate our findings. These activities informed the Race Equity Cycle and helped us identify the key levers for action and impact that we mapped to this tool for organizational change. Our goal was to identify the personal beliefs and behaviors, cultural characteristics, operational tactics, and administrative practices that accelerate measurable progress as organizations move through distinct phases toward race equity. We designed the research agenda to uncover the personal, interpersonal, institutional, and structural components of dominant culture faced by individuals when confronting racism and issues of race equity in their work, as well as successful strategies for dismantling them.

Advisors in this work represent (or have consulted) nonprofit and philanthropic organizations, and were invited to participate based on demonstrated thought leadership and expertise, as well as leadership of diversity, inclusion, and equity initiatives ranging from beginning (less than one year) to established (1-5 years) to mature (5-10 years or more). Diversity of geography, philosophy, practice, and social sub-sector focus were prioritized throughout the process, as was the engagement of advisors with different racial and ethnic backgrounds. Our team assembled a coalition of advisors whose rich experiences yielded best practices and a framework for action that we believe is adaptable in diverse management contexts.

While there is a growing body of work available, cross-sector stakeholders would benefit from further research on race equity in a management context, specifically case studies and examples. Future research would both support nonprofit and philanthropic leaders in defining a clear vision for success in this work and assist in navigating the complex, years-long interpersonal, organizational, and operational transitions that characterize it.

Our Rationale for Emphasizing Race Equity over Diversity

Through our research and engagement with stakeholders, we learned that the term 'diversity' has been so frequently used — and misused — that it no longer communicates a clear definition nor captures our intention for this body of work. 'Diversity' is often focused exclusively (and intentionally, in an organizational context) on representation of 'diverse' individuals as expressed in numbers and percentages. And, while representation is an important element of race equity, it does not take into account how personal and professional inequalities are experienced by people of color. For these reasons, Equity in the Center focuses on race equity explicitly, emphasizing the structures, roles, processes, and practices that negatively impact people of color inside and outside of organizations, and outlining specific tactics to mitigate them as part of a process to drive race equity within an organization's culture.

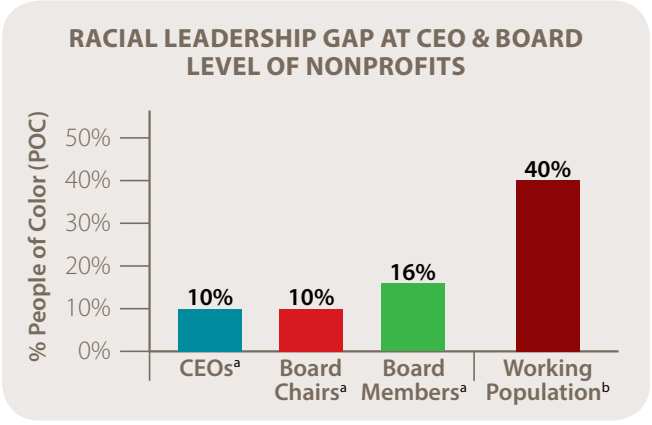
The Need for Race Equity Work

The case for deepening our commitment to race equity is evident when considering racial leadership gaps in the social sector, societal outcomes disparities, and the untapped potential of diverse teams.

RACIAL LEADERSHIP GAP

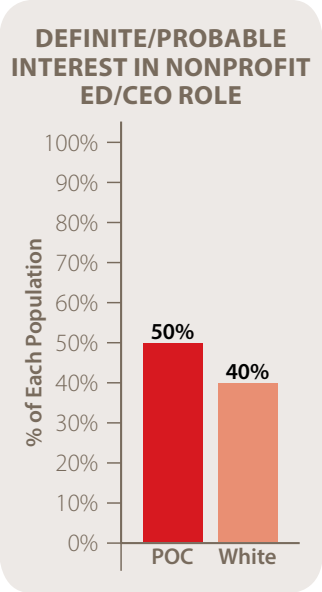
A racial leadership gap pervades the social sector, caused by a number of factors including cultures, systems, and practices. People of color continue to be underrepresented at the senior, executive, and board levels of leadership — within both social service organizations *and* the foundations that support them. This gap is likely to widen as demographics shift towards a non-white majority[7] in the U.S. while executive and board representation by people of color remains inadequate and out of sync with the general population.[8]

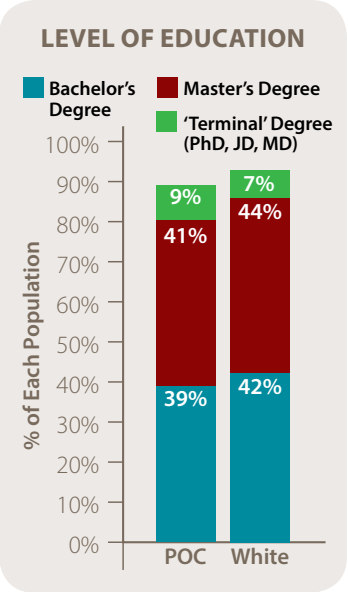
This pattern has not changed, despite consistent efforts to improve diversity in the sector. For many years, nonprofits, philanthropy, and other social sector organizations have focused on expanding the talent pipeline in the sector to increase the number of people of color primed for leadership positions. However, recent research shows that the pipeline is healthy at the front door. Instead, what needs to change are the mindsets, systems, and practices that enable emerging leaders of color to thrive within the sector.



Source: *State of the Work*, D5, 2016. Data reflects respondents to Council on Foundation's annual survey over a five-year period (2010-2014), and is not necessarily reflective of the field overall.

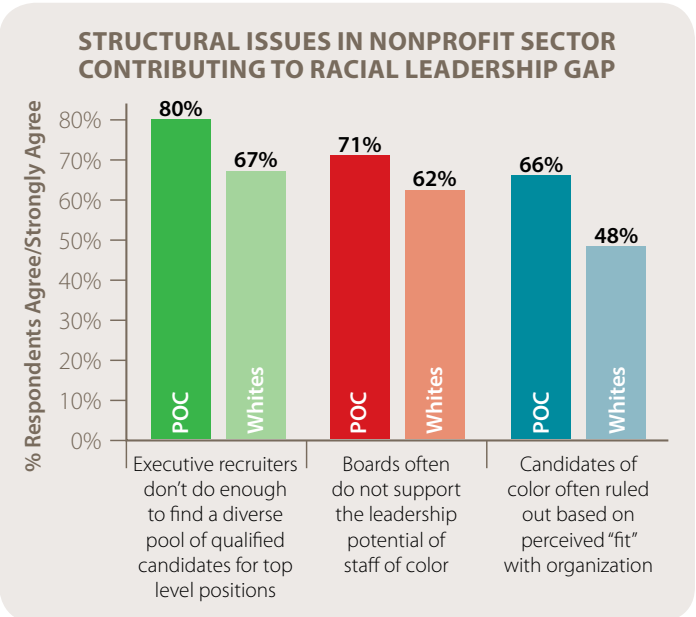
Building Movement Project's report *Race to Lead, Confronting the Nonprofit Racial Leadership Gap* highlights that the racial leadership gap is not due to differences in education, skills, or interest.[9]





Source: Building Movement Project's *Race to Lead, Confronting the Nonprofit Racial Leadership Gap,* http://racetolead.org/race-to-lead/

Rather, the report indicates that the enduring gap stems from a *structural* problem within the nonprofit sector.[10]



.

UNTAPPED POTENTIAL OF DIVERSE TEAMS

Diverse teams lead to better outputs. Scott Page, author of *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools and Societies*, uses mathematical modeling and case studies to show how diversity leads to increased productivity. His research found that diverse groups of problem solvers outperform the groups of the best individuals at solving problems.[11] McKinsey research also proves the results case for diversity: companies in the top quartile for racial and ethnic diversity are 35 percent more likely to have financial returns above their respective national industry medians.[12] Diverse nonprofit organizations, and the diversity of perspectives within them, can identify more effective solutions to social problems. Yet with the current state of inequity, we leave untapped potential for social change on the table.

RACE OUTCOMES GAP

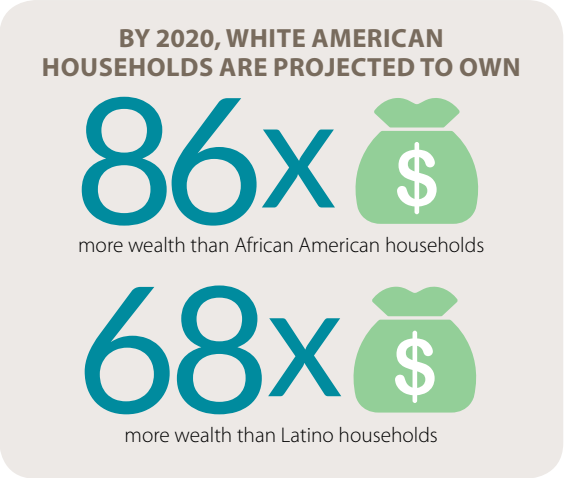
Nearly every indicator across key issue areas in the U.S. social sector shows a race outcomes gap. People of color are far worse off than their white counterparts across every age and income level in education, wealth and economic stability, health, life expectancy, and rates of incarceration. Some startling life circumstances exist for children and adults of color:

Education

- Children of color from immigrant families are nearly seven times less likely to be proficient in math by 8th grade than their U.S. born and primarily white peers, and about four times less likely to be proficient in reading by the fourth grade.[13]
- Starting as early as kindergarten and persisting throughout primary and secondary education, there are significant disparities in school test scores between students of color and their white counterparts.[14]
- Black students entering kindergarten for the first time scored lower than their white counterparts across every category tested, including reading, mathematics, science, cognitive flexibility, and approaches to learning. Black students had lower mean SAT scores for critical reading (428 vs. 527 for white students) and math (428 vs. 536 for white students).[15]

Wealth and Economic Stability

- Black children under the age of six are about three times more likely to live in poverty than their peers.[16]
- By the end of the Great Recession, the net worth of black families was $4,900, compared to $97,000 for their white family counterparts.[17]
- If current trends hold, median wealth for African Americans will fall to $0 by 2053, and the median wealth for Latino-Americans will hit $0 nearly two decades later.[18]
- By 2020, white American households are projected to own 86 times more wealth than African American households, and 68 times more wealth than Latino households.[19]



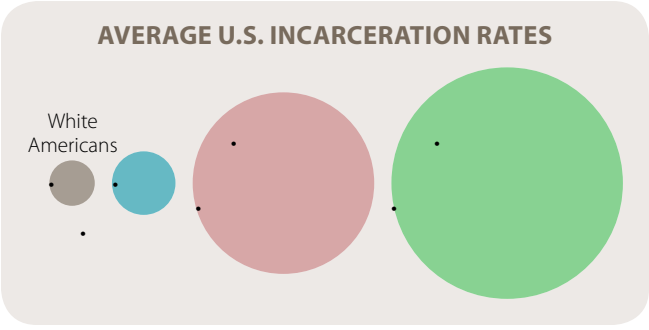
Source: Institute for Policy Studies' *The Road to Zero Wealth,* http://www.ips-dc.org/wp-content/uploads/2017/09/The-Road-to-Zero-Wealth_FINAL.pdf

Incarceration

- Black Americans are incarcerated in state prisons at an average rate of 5.1 times that of white Americans, and in some states that rate is 10 times or more.[20]
- Native Americans are admitted to prison at over four times the rate of white Americans.[21]
- Hispanic Americans are incarcerated at an average rate of 1.4 times that of white Americans, with average rates in some states going up to between three and four times that of whites.[22]

While it is outside the scope of this publication to highlight the numerous examples of disenfranchisement of people of color throughout our nation's history, suffice it to say that the structural racism embedded into every system on which our society is built is a leading cause of these enduring disparities. Other contributing factors include public policy, social and institutional practices, cultural representations, and bias. As a sector focused on the common good, we have a moral imperative to acknowledge the historical context and address the institutional barriers that have created these conditions.

Organizations that intentionally infuse their strategy with race equity and use it as a key operational driver can weaken structural racism and, through a race-conscious lens, broaden the reach of their work to long-marginalized individuals. The impact of these efforts will reverberate not only within the populations served by social sector organizations, but also within the organizations themselves. FSG and PolicyLink highlight multiple examples of how shared value is created when businesses advance race equity through the services and products they offer, their operations, and how they strengthen the business context and create opportunities for communities of color.[23] Though we are encouraged by the sector's focus on finding solutions to the race outcomes gaps through programs and services, we will not succeed in closing them until we fully buy into the case for race equity, the need to address structural racism, and understand how to achieve a Race Equity Culture within our organizations.



a. Source: The Sentencing Project's *The Color of Justice: Racial and Ethnic Disparity in State Prisons,* https://www.sentencingproject.org/publications/color-of-justice-racial-and-ethnic-disparity-in-state-prisons/#II.%20Overall%20Findings

b. Source: The Sentencing Project's *Race & Justice News: Native Americans in the Justice System,* https://www.sentencingproject.org/news/race-justice-news-native-americans-in-the-justice-system/

Other Industries

From #BlackLivesMatter to #OscarsSoWhite to #UnqualifiedForTech,[24] an increased spotlight shines on race and equity in the U.S. and its institutions. Other sectors are openly sharing their diversity, inclusion, and equity efforts and investing resources to accelerate progress in these areas.

- *Environmental Sector.* Since the inception of Green 2.0 in 2014 and the release of its report, Beyond Diversity, A Roadmap to Building an Inclusive Organization, this initiative has added more voices of color to the environmental sector while highlighting environmental issues that are especially important to communities of color.[25] Green 2.0 has successfully influenced leaders at national environmental organizations to share their diversity and inclusion data with Guidestar, the largest source of information on nonprofit organizations.
- *Public Sector.* Government Alliance on Race and Equity (GARE) supports a national network of government jurisdictions that are committed to bringing race equity to their local communities. Since its launch in 2014, GARE has worked with 79 local and county government jurisdictions to help them incorporate race equity into their strategic plans, decision making, and communications. They offer sector-specific resources and tools, such as Race Equity Plans: A How To Manual,[26] that provide steps to operationalize race equity inside of government organizations and to bring a race equity lens to their programs.
- *Private Sector.* Through the CEO Action for Diversity and Inclusion, Fortune 500 companies are rallying the business community to take measurable action in advancing diversity and inclusion in the workplace.[27] Through this initiative, CEOs from more than 300 national organizations have committed to sharing the actions their companies are taking to encourage peer learning and continued momentum.[28]

Building a Race Equity Culture

Before beginning this work, it's important to start with a clear and shared understanding of a Race Equity Culture and the nature of the work required to create and sustain it. A Race Equity Culture is one that is focused on *proactively counteracting* race inequities inside and outside of an organization. It requires an *adaptive and transformational approach* that impacts behaviors and mindsets as well as practices, programs, and processes. As Ronald Heifetz states in his book, *Adaptive Leadership*, "Adaptive challenges can only be addressed through changes in people's priorities, beliefs, habits, and loyalties. Making progress requires going beyond any authoritative expertise to mobilize discovery, shedding certain entrenched ways, tolerating losses, and generating the new capacity to thrive anew."[29] What's more, there is no checklist or 'one size fits all' approach when it comes to the adaptive challenge of creating a Race Equity Culture; each organization has to chart its own path and define its own success using a combination of tools and tactics mixed with personal and organizational culture changes that make sense for the individual context.

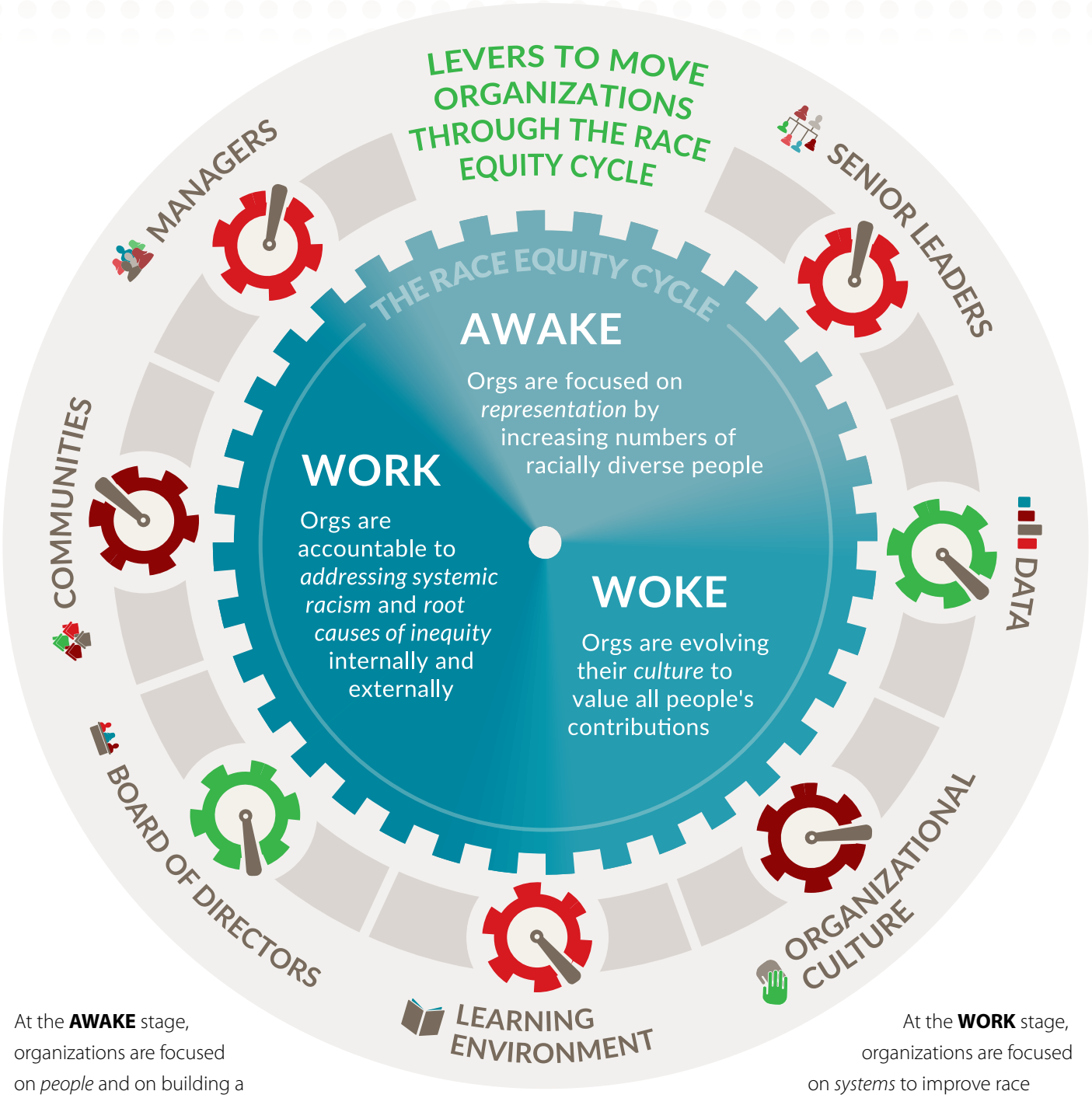
Race Equity Culture (n):
One that is focused on proactively counteracting race inequities inside and outside of an organization

What is Dominant Culture?

The term 'dominant culture' refers to organizational culture that is heavily influenced by the leadership, management, and organizational development as defined by white men and women.[30] Dominant workplace cultures don't embrace racial diversity beyond representation. They promote assimilation over integration, resulting in a missed opportunity to incorporate other cultures and to create a more inclusive, equitable environment. In his blog post "A letter to my POC sisters and brothers," Lupe Poblano speaks to this dynamic: "We are asked to compartmentalize our identity, to check our trauma, and question our own corazón wisdom... and then we are exploited — our hearts and ideas extracted from us while those with the most privilege design the organization and the Board."[31] In contrast, a Race Equity Culture shifts the internal power structure and dilutes the presence of dominant culture within organizations. It gives a larger voice and role to people of color and their lived experiences, both in daily operations and in broader strategic and decision making contexts. The benefits of a Race Equity Culture show up outside of the organization as well, in more culturally responsive programs and services.

THE RACE EQUITY CYCLE

Despite the unique nature of the journey, our research suggests that all organizations go through a cycle of change as they transform from a dominant culture (see above) to a Race Equity Culture. These changes include increased representation; a stronger culture of inclusion; and the application of a race equity lens to how organizations and programs operate. We have coined this process the ***Race Equity Cycle***. This journey of change pushes organizations to become more committed, more knowledgeable, and more skilled in analyzing race, racism, and race equity, and in placing these issues at the forefront of organizational and operational strategy. Because each organization is comprised of different people, systems, and histories, individual organizations will enter the Race Equity Cycle at different stages and will approach their race equity work with varying levels of organizational readiness. And while the impact will look and feel different at each stage of the Race Equity Cycle, we believe that all three stages mutually reinforce each other and help organizations proactively counteract structural racism and race inequities both internally and externally.



At the **AWAKE** stage, organizations are focused on *people* and on building a workforce and boards comprised of individuals from different race backgrounds. The primary goal is *representation*, with efforts aimed at increasing the number of people of different race backgrounds.

At the **WOKE** stage, organizations are focused on *culture* and creating an environment where everyone is comfortable sharing their experiences and everyone is equipped to talk about race equity and inequities. The primary goal is *inclusion* and internal change in behaviors, policies, and practices.

At the **WORK** stage, organizations are focused on *systems* to improve race equity. The primary goal is *integration of a race equity lens* into all aspects of an organization. This involves internal and external systems change and regularly administering a race equity assessment to evaluate processes, programs, and operations.

Although an organization may identify overall with one stage of the Race Equity Cycle, on any given lever it may be at a different stage. For example, an organization can be Woke overall, but may need to activate Managers in the Awake stage.

THE ROLE OF LEVERS IN BUILDING A RACE EQUITY CULTURE

How do organizations move through the Race Equity Cycle to build a Race Equity Culture? Our research identified seven levers[32] — strategic elements of an organization that, when leveraged, build momentum towards a Race Equity Culture within each stage and throughout the Race Equity Cycle. The seven levers represent both specific groups of people engaged with an organization as well as the systems, structures, and processes created — sometimes unconsciously — to help organizations operate: Senior Leadership, Management, Board of Directors, Community, Learning Environment, Data, and Organizational Culture.

On the following pages, we outline the characteristics and actions that define each lever. For ease of consideration, we organized them within three categories:

- Personal beliefs and behaviors
- Policies and processes
- Data

We also provide brief examples of how social sector organizations have put these levers into practice to achieve success in building a Race Equity Culture.

It bears repeating that there is no singular or 'right' way to engage in race equity work. Each organization needs to determine the levers to pull, and the actions to take, in order to progress in building its own Race Equity Culture.

SENIOR LEADERSHIP

Individuals in a formal leadership role

MANAGEMENT

Individuals who oversee operations of teams

BOARD OF DIRECTORS

Governing body of an organization

COMMUNITY

Populations served by the organization

LEARNING ENVIRONMENT

Investment in staff capacity

DATA

Metrics to drive improvements and focus

ORGANIZATIONAL CULTURE

Shared values, assumptions, and beliefs

SENIOR LEADERSHIP LEVER

	Personal Beliefs & Behaviors	Policies & Processes	Data
AWAKE	• Believe that diverse representation is important, but may feel uncomfortable discussing issues tied to race • Are responsive to encouragement by staff to increase diversity in the organization	• Place responsibility for creating and enforcing DEI policies within HR department	• Have started to gather data about race disparities in the populations they serve
WOKE	• Prioritize an environment where different lived experiences and backgrounds are valued and seen as assets to teams and to the organization • Regularly discuss issues tied to race and recognize that they are on a personal learning journey toward a more inclusive culture	• Take responsibility for a long-term change management strategy to build a Race Equity Culture • Have a critical mass[a] of people of color in leadership positions • Evaluate hiring and advancement requirements that often ignore system inequities and reinforce white dominant culture, such as graduate degrees and internship experience	• Analyze disaggregated data and root causes of race disparities that impact the organization's programs and the populations they serve • Disaggregate internal staffing data to identify areas where race disparities exist, such as compensation and promotion • Review compensation data across the organization (and by staff levels) to identify disparities by race (and gender)
WORK	• Model a responsibility to speak about race, dominant culture, and structural racism both inside and outside the organization	• Show a willingness to review personal and organizational oppression, and have the tools to analyze their contribution to structural racism • Identify organizational power differentials and change them by exploring alternative leadership models, such as shared leadership • Use a vetting process to identify vendors and partners that share their commitment to race equity • Ensure salary disparities do not exist across race, gender, and other identities through analysis of mandated all-staff compensation audits	• Can illustrate, through longitudinal outcomes data, how their efforts are impacting race disparities in the communities they serve • Can track retention and promotion rates by race (and gender) across the organization and by staff level • When salary disparities by race (or other identities) are highlighted through a compensation audit, staff being underpaid in comparison to peers receive immediate retroactive salary corrections

Leadership Lever in Practice

AWAKE

Leadership for Educational Equity: Analyzed disaggregated program data to identify how many people of color participated in external leadership programs about running for elected office.

WOKE

Leadership for Educational Equity: Sets and communicates goals around diversity, equity, and inclusion across all programming. Incorporates goals into staff performance metrics. Adjusts strategy upon quarterly reviews at the department and organizational levels.

Year Up: At the onset of the organization's race equity work, senior leaders were given specific talking points to spark conversation in staff meetings. Prompts included *"What is the role of a sponsor vs. an ally?"* and *"How can we be allies in this work?"*

WORK

Leadership for Educational Equity: After a four-month pilot, executive coaching program for VPs expanded to a year-long investment. VPs receive coaching about diversity/inclusion to help improve their team and organizational leadership.

a. In referencing critical mass as representation of people of color within an organization or at a certain level of leadership, we believe it should be dependent on, and reflective of, the demographics of the communities in which an organization serves or operates.

MANAGEMENT LEVER

	Personal Beliefs & Behaviors	Policies & Processes	Data
AWAKE	• Push past their own low comfort level to discuss race-related issues with staff • Possess an emergent understanding of the race disparities that exist among the populations they serve	• Have familiarity with the organization's diversity policies	• Have diversity goals outlined in their hiring plans that focus on increasing the number of racially diverse staff members
WOKE	• Can recognize and speak about race disparities and/or bias internally and externally • Value diverse teams, providing training and coaching/mentoring support	• Take responsibility for the implementation of change management strategies to build a Race Equity Culture • Have promoted or hired a critical mass[a] of people of color into staff positions	• Hold team members accountable by asking them to identify racial disparities in their programs • Track retention and promotion rates by race (on their team) to identify where they need to offer professional growth and development
WORK	• View race differences as assets to teams and to the organization, enabling people of color to bring their full selves to work and use their lived experiences to fulfill their job responsibilities • Show a willingness to review personal and organizational oppression and have the tools to analyze their contribution to structural racism	• Ensure that people of color have equal access to leadership opportunities and promotions by supporting their professional growth • Have a promotion process that anticipates and mitigates biases about people of color serving in leadership positions • Hire and promote staff members who demonstrate proficiency in how to address racism and race equity with coworkers and in their programs	• Make race equity a performance measure during their team's annual reviews • Have a long-term commitment to policy change based on racial disparities they see both inside and outside of the organization

Management Lever in Practice

AWAKE

Year Up: Added questions about diversity to performance reviews, holding individuals more accountable for progress.

WOKE

Year Up: Local leadership teams developed site-specific goals to answer the question, *"What will make our team feel more inclusive?"* Each site shared its goals with the national office and continues to track results.

Leadership for Educational Equity: Provided managers training on how to coach, mentor, and manage across differences. They also disaggregate data on performance management (4 years) and promotions (18 months), and clarify management practices to ensure they are more transparent and equitable.

WORK

Annie E. Casey Foundation: Reviews diversity data collected from grantees (across program units) to realign strategies and goals and to ensure positive race equity impact in communities served.

a. In referencing critical mass as representation of people of color within an organization or at a certain level of leadership, we believe it should be dependent on, and reflective of, the demographics of the communities in which an organization serves or operates.

BOARD OF DIRECTORS LEVER

	Personal Beliefs & Behaviors	Policies & Processes	Data
AWAKE	• May not be comfortable discussing issues tied to race at the board level	• Seek individuals from various race backgrounds for board and Executive Director/CEO positions • Show a commitment, at every level of the organization, to diverse representation, and hold the organization accountable for diversity policies and practices	• Have limited understanding about race disparities in the populations served by their organizations
WOKE	• Create and sustain practices (e.g., shared norms, vision, values, policies) to foster an inclusive environment that encourages and values differing viewpoints in decision making process	• Have a critical mass[a] of people of color on the board, including in leadership roles • Evaluate board membership requirements that ignore systemic racial inequities and reinforce dominant culture, such as minimum donation amounts and conventionally prestigious backgrounds • Acknowledge and manage power dynamics that exist on the board, and how decision making may be impacted by biases	• Analyze disaggregated data and root causes of race disparities that impact the organization's programs and the populations they serve
WORK	• Lead internal processes, procedures, and culture to eliminate bias and disparate treatment	• Show a willingness to review personal and organizational oppression, and have the tools to analyze their contribution to structural racism • Commit fully to building a Race Equity Culture and to holding the organization accountable for race equity policies and practices • Adapt their missions to engage and empower communities to work with the organization to achieve shared community advancement and benefit	• Hold the Executive Director/CEO accountable for all measures related to CEO performance on race equity, ensuring that financial resources are allocated to support the work

Board of Directors Lever in Practice

AWAKE

Year Up: Conducted a review of its board member selection process and, based on the outcomes, revamped the composition of the board to include racially diverse alumni from its programs — with the express purpose of providing a unique perspective and skill sets.

WOKE

Year Up: While the board engaged in its own learning about DEI, the organization created a special task force comprised of board members and staff who reviewed board policies and outlined recommendations for change.

WORK

Year Up: Added trainings on diversity and inclusion to the board onboarding process so that every board member had the same base level of DEI knowledge. The board's quarterly learning sessions are focused on different diversity topics, including systemic racism and privilege, that relate to Year Up's work and students served.

a. In referencing critical mass as representation of people of color within an organization or at a certain level of leadership, we believe it should be dependent on, and reflective of, the demographics of the communities in which an organization serves or operates.

COMMUNITY LEVER

	Personal Beliefs & Behaviors	Policies & Processes	Data
AWAKE	• Value the community and population served, and believe they are worthy of partnership and investment • Have developed personal relationships with community members	• Encourage staff to volunteer in the community by providing paid time off to do so • Value community members as informal advisors to the organization	• Use data analysis to assess the racial impact of their work on the communities they serve
WOKE	• Know that the community and population the organization serves have been disenfranchised by systemic issues that were most likely not created by the people served by the organization • Believe it is the role of the organization to help fix those inequities and injustices • Regularly seek community input on programs and services they provide or intend to provide	• Have strong feedback loops to encourage and respond to community feedback about race bias, diversity, and inclusion • Have community representation at the board level, either on the board itself or through a community advisory board	• Disaggregate data to adjust programming and educational goals to keep pace with changing needs of the communities they serve
WORK	• Expect staff to work with the community to co-create solutions to problems as a key way to meet the organization's mission • Understand that only through continuous interaction with, and in, the community they serve will race equity be achieved at a systemic level • Is seen and valued as an ally by the community they work with and in	• Invest financial resources to support race equity in their communities • Define criteria and processes for grant awards and partner selection using a race equity lens • Go beyond specific program areas to dedicate organizational time, resources, and influence to address underlying systemic issues that impact their communities • Ally with the community on race-related issues, even when they aren't directly related to the organization's mission	• Measure improvement using baseline data to see if program solutions are having a positive impact

Community Lever in Practice

AWAKE

Annie E. Casey Foundation: Encourages staff to volunteer their time to work on race equity goals in the communities they serve.

Leadership for Educational Equity: Disaggregated member program goals to ensure that investments in members of color are prioritized.

WOKE

Year Up: Held conversations with stakeholders to identify the community's perspective on how well Year Up was doing in terms of its diversity efforts.

Leadership for Educational Equity: Created identity-based resource groups that meet to discuss experiences and identify organizational actions to support them.

WORK

Annie E. Casey Foundation: Defined the work of race equity as mission-critical, along with the organization's need to understand and embrace race equity work internally. Made a clear connection between internal/external equity work and the Foundation's overall outcomes.

Leadership for Educational Equity: Examines disaggregated data about the onboarding experience, performance management, compensation, and retention. Identified disparities trigger deeper work to align policies and strategies.

LEARNING ENVIRONMENT LEVER

	Personal Beliefs & Behaviors	Policies & Processes	Data
AWAKE	• Focus on increasing staff knowledge about the individual and interpersonal levels of racism (e.g., individual biases, intercultural communication, and conflict skills)	• Have or are developing a shared language around race identity and issues related to race, racism, and race equity • Have or are building cross-cultural awareness, sensitivity, and empathy, including education about dominant identities that exist in organizational cultures	• Include demographics in evaluation methods to collect race-conscious data on program/training efficacy • Track number of employees who participate in DEI trainings, and amount of conversation around dominant culture and race equity
WOKE	• Expect members of the dominant culture to acknowledge and reduce the emotional labor placed upon people of color within the organization regarding race-related discussions • People of color understand and acknowledge their colleagues' learning journeys around race, racism, and racial equity	• Help senior leadership understand how to be inclusive leaders, with learning approaches that emphasize reflection, iteration, and adaptability • Support teams to improve their skills to work across difference and use constructive conflict to inspire better thinking and solutions	• Employ non-traditional ways to gather feedback on program and trainings, which may include interviews, roundtables, and external reviews • Seek input from people of color to create and iterate learning objectives and measurement strategies • Collect data on effectiveness of DEI trainings and conversations (in addition to participation numbers); conduct reviews from participants to share key insights and learnings with teams or full organization
WORK	• Critically reflect on their progress and intentionally work to sustain race equity	• Increase staff knowledge about race equity and facilitate difficult conversations related to race and racism • Learn how to impact structural racism issues outside the organization and in the communities they serve	• Use data to change culture and processes, and show a willingness to make large-scale changes based on needs surfaced by staff • Allow for multiple entry points and ways of engaging with race equity work by tailoring the use of internal and external race equity/DEI data to individual employee motivations • Formulate development and learning plans for race equity knowledge; track employee learnings and any resistance to growth • Talk freely about key organizational learnings around race equity and their journey

Learning Environment Lever in Practice

AWAKE

Leadership for Educational Equity: Developed a core fundamentals curriculum and implemented it for all teams to better understand race and racism.

WOKE

Year Up: As a part of their 360 review, each senior leader gets feedback on how effective they are at managing diversity on their teams. Based on that feedback, leaders receive coaching on how to be a more inclusive leader/lead inclusive teams. Additionally, white staff are trained as "allies," both to support and model facilitating dialogue on race within teams and learn how to effectively introduce topics that people of color have expressed they are not comfortable raising publicly.

WORK

Leadership for Educational Equity: Trains leadership on how to best support and advocate for people across identities (race, gender, ability, sexual orientation, etc).

DATA LEVER

	Personal Beliefs & Behaviors	Policies & Processes	Data
AWAKE	• Believe that successful diversity means increasing the number of racially diverse people on staff • Are not convinced that measuring internal data (such as hiring/retention) based on race/ethnicity matters, but understand value of data analysis to the work of the organization in general	• Focus on the number of employees hired and retained by race/ethnicity • Focus on internal promotion or advancement for people of color	• Track interventions from HR or other parties to mediate conflicts and misunderstandings based on race differences
WOKE	• Support implementation of new, race-conscious ways to measure initiatives, programs, and internal processes • Collect relevant data on internal indicators of diversity/inclusion in hiring and retention • Have a baseline of data indicators that inform the organization of where it can focus efforts	• Measure job applicants by their level of understanding, skill, and attributes related to diversity and race equity • Measure job satisfaction and retention by function, level, and team	• Disaggregate data by demographics such as race in every policy and program measured • Monitor the level of employee engagement and satisfaction from working in an inclusive culture • Create measures and metrics with input from people of color • Track and publish race representation statistics among their workforce, grantees, consultants, and vendors
WORK	• Use data proactively to inform and create their strategies and new initiatives • Understand that internal AND external data analysis is imperative to building a Race Equity Culture, as it builds transparency internally and externally, and allows employees who enter their work with a race equity lens to interact and engage • Use data and measurement in storytelling around their race equity journeys	• Assess alignment between strategy metrics and equity values	• Measure cultural responsiveness of their policies and programs for employees, stakeholders, and communities • Track coordinated diversity activities that align with organizational direction • Measure race equity data by using both quantitative and qualitative data and holding the organization accountable to improve its impact • Use evaluation tools for race equity, including equity assessments, to examine equity work internally and in external partnerships

Data Lever in Practice

AWAKE

Leadership for Educational Equity: Established internal goals of racially diversifying their staff to more closely mirror the diversity in their community.

WOKE

Leadership for Educational Equity: Administers a 90-day onboarding survey to gather feedback on staff experience working in an inclusive environment. They also administer an employee satisfaction survey twice annually that is disaggregated by race and gender.

Annie E. Casey Foundation: For an office improvement project, retained a vendor whose economic inclusion strategy includes the hiring of ex-offenders and other hard-to-place employees.

WORK

Leadership for Educational Equity: Reviewed current strategic goals through a race equity lens to identify areas where they could create more identity-based programming for staff and stakeholders. Measure whether identity-based leadership development efforts produce more racially diverse leaders in the education sector.

ORGANIZATIONAL CULTURE LEVER

	Personal Beliefs & Behaviors	Policies & Processes	Data
AWAKE	• Are aware that a white dominant workplace culture exists, but expect people to adhere to dominant organizational norms in order to succeed • Are learning to address challenges that occur in diverse environments as a result of unconscious biases and microaggressions that create conflict and resentment among staff	• Share the organization's commitment to DEI as part of the onboarding process of new employees	• Emphasize increasing diverse staff representation over addressing retention issues
WOKE	• Are compelled to discuss racially charged events with their staff when they occur, and hold space for their staff to process their feelings without placing undue responsibility on people of color to explain or defend themselves or their communities	• Consider ways to shift organizational norms and team dynamics in order to support racially diverse staff whose lived experiences meaningfully contribute to the organizational mission • Expect participation in race equity work across all levels of the organization	• Have long-term strategic plans and measurable goals for creating an equity culture, and an understanding of the organizational change needed to realize it
WORK	• Communicate proactively around race equity values and initiatives both internally and externally • Foster a positive environment where people feel they can raise race-related concerns about policies and programs without experiencing negative consequences or risking being labeled as a troublemaker	• Engage everyone in organizational race equity work and ensure that individuals understand their role in creating an equitable culture • Thread accountability across all efforts to support and sustain a racially equitable organization	• Assess achievement of social inclusion through employee engagement surveys

Organizational Culture Lever in Practice

AWAKE

Leadership for Educational Equity: Established a DEI Team to set a vision and define positions, language, and curriculum to achieve it.

Year Up: Created a design team comprised of a cross-section of staff that was diverse in terms of race and function. Team met regularly for "deep dives" to improve DEI knowledge.

WOKE

Leadership for Educational Equity: Created identity-based employee resource groups that invited cross-functional staff to discuss their experiences and identify actions the organization can take to support them.

Year Up: Held conversations with senior leadership to create clear definitions for diversity and inclusion prior to writing a diversity statement.

WORK

Annie E. Casey Foundation: Defined the work of race equity, as well as the organizations needed to understand and embrace it internally, as mission-critical. Make a clear and explicit connection between their equity work and the Foundation's overall outcomes.

How to Get Started

At this point, you may not know where your organization will enter this work, or the precise path your organization will take on its journey towards a Race Equity Culture. Rather than let this uncertainty impede your progress, move forward with the knowledge that it is normal. Even in the absence of a defined path, there are actionable steps your organization can take to launch its race equity work:

1. ***Establish a shared vocabulary.*** Ground your organization in shared meaning around race equity and structural racism. These terms work hand in hand; by achieving race equity, you will be dismantling structural racism. Many organizations maintain a running dictionary of terms from which to draw when needed; the Glossary found in the Appendix is a helpful starting point.
2. ***Identify race equity champions at the board and senior leadership levels.*** While race equity work only succeeds as an organization-wide effort, a critical component is buy-in from board members and senior leaders who can set race equity priorities and communicate them throughout the organization. As these constituent groups make up distinct levers, it's imperative that they independently demonstrate a firm commitment to race equity. Senior leaders must encourage others in the organization to engage in the work, influence the speed and depth at which race equity is embedded in the organization, and continuously drive progress and accountability.
3. ***Name race equity work as a strategic imperative for your organization.***[33] Hold race equity as a north star for your organization. Define and communicate how race equity work helps the organization achieve its mission. The more you connect the reasons for doing this work to your mission, vision, organizational values, and strategies, the more critically important it will feel to everyone in the organization, at every level.
4. ***Open a continuous dialogue about race equity work.*** There are numerous ways to engage in effective conversations on race equity. Host a brown-bag lunch about race equity efforts on your team, or for individuals who are invested in your organizational cause, and secure an external facilitator to ensure discussion is both objectively and effectively managed. Whether it's environmental justice, access to education, or philanthropy and grantmaking, you can find research and examples of organizations that have done race equity work and shared their learnings. Use these stories to start the conversation about race equity within your team, and discuss how the approaches of other organizations might apply to your work.
5. ***Disaggregate data.*** Start looking at your numbers. The only way to get a clear picture of inequities and outcomes gaps both internally and externally is to collect, disaggregate, and report relevant data. Organizations should examine staff engagement, performance, and compensation data by race, at all staff levels. Program data should also be disaggregated and analyzed by race. Hold yourself and your leadership accountable for this work.

What Does it Cost to Build a Race Equity Culture?

Building a Race Equity Culture is an ongoing process that requires a significant investment of time and financial resources. Most organizations we interviewed were three to five years into their journey of building a Race Equity Culture. These organizations attributed their progress to a combination of training, coaching, listening to communities and stakeholders, and planning. In the beginning stages of their race equity work, most organizations invested primarily in consultants to help them articulate their goals and priorities for this work and to support them through coaching and mentoring. Building on the momentum from early wins, the organizations then invested in longer-term strategies to infuse DEI and race equity more deeply into how the organization operates.

Sample investments to build a Race Equity Culture:

	ORGANIZATION A	ORGANIZATION B	ORGANIZATION C
Duration of active commitment to the work	8 years	5 years	4 years
Staff size when work was initiated	200	10	4
Current staff size	750	150	12
Initial annual investment in race equity capacity building	$20,000 - $40,000	$700,000	$15,000
Current annual investment in race equity capacity building	$10,000 - $20,000	Unavailable	$30,000

Envisioning a Race Equity Culture

Building a Race Equity Culture requires intention and effort, and sometimes stirs doubt and discomfort. Holding a vision of the future can sustain you in the challenging times. What does a true Race Equity Culture look like, and what benefits will accrue to your staff, systems, stakeholders, and community served?

When your organization has fully committed itself to a Race Equity Culture, the associated values become part of the organization's DNA. It moves beyond special initiatives, task force groups, and check-the-box approaches into full integration of race equity in every aspect of its operations and programs. Organizations that demonstrate this commitment exhibit the following characteristics:

- Leadership ranks hold a critical mass of people of color, whose perspectives are shifting how the organization fulfills its mission and reinforcing the organization's commitment to race equity.
- Internal change around race equity is embraced. Staff members are supported in managing and integrating the changes, and the organization demonstrates courage to advance external outcomes.
- Staff, stakeholders, and leaders are confident and skilled at talking about race and racism and its implications for the organization and for society.
- Cultural norms and practices exist that promote positive and culturally responsible interpersonal relationships among staff. Individuals are encouraged to share their perspectives and experiences.
- Programs are culturally responsive and explicit about race, racism, and race equity.
- External communications reflect the culture of the communities served.
- Communities are treated not merely as recipients of the organization's services, but rather as stakeholders, leaders, and assets to the work.
- Expenditures on services, vendors, and consultants reflect organizational values and a commitment to race equity.
- Continuous improvement in race equity work is prioritized by requesting feedback from staff and the community.
- Evaluation efforts incorporate the disaggregation of data in order to surface and understand how every program, service, or benefit impacts every beneficiary.

We have bold goals for this work. If enough race equity champions are willing and ready to engage their organizations in the transformational work of building a Race Equity Culture, we will reach the tipping point where this work shifts from an optional exercise or a short-term experiment without results, to a core, critical function of the social sector. By building a Race Equity Culture within organizations and across the social sector, we can begin to dismantle structural racism. Only then will we truly live up to our missions to serve the common good. We're ready for this work; are you?

Appendix A: Call to Action

The work of building a Race Equity Culture demands an intentional approach. People of color and whites alike must interrogate assumptions about how the work of nonprofits, grant makers, and other social sector organizations is and can be done — and by whom. There are specific practices to be followed, at all four levels on which racism operates:

PERSONAL

- ***Decolonize*** your mind. Accept that white supremacy and institutional racism are real and practiced by all races.
- ***Interrogate*** the dominant narrative. Understand implicit bias and your identity and role in enabling and propagating structural racism.
- ***Complete*** your own internal work. Don't put the burden exclusively on people of color or people who you perceive to be more "woke" to explain the system to you. Hold yourself accountable for the work at all four levels on which racism operates.

INTERPERSONAL

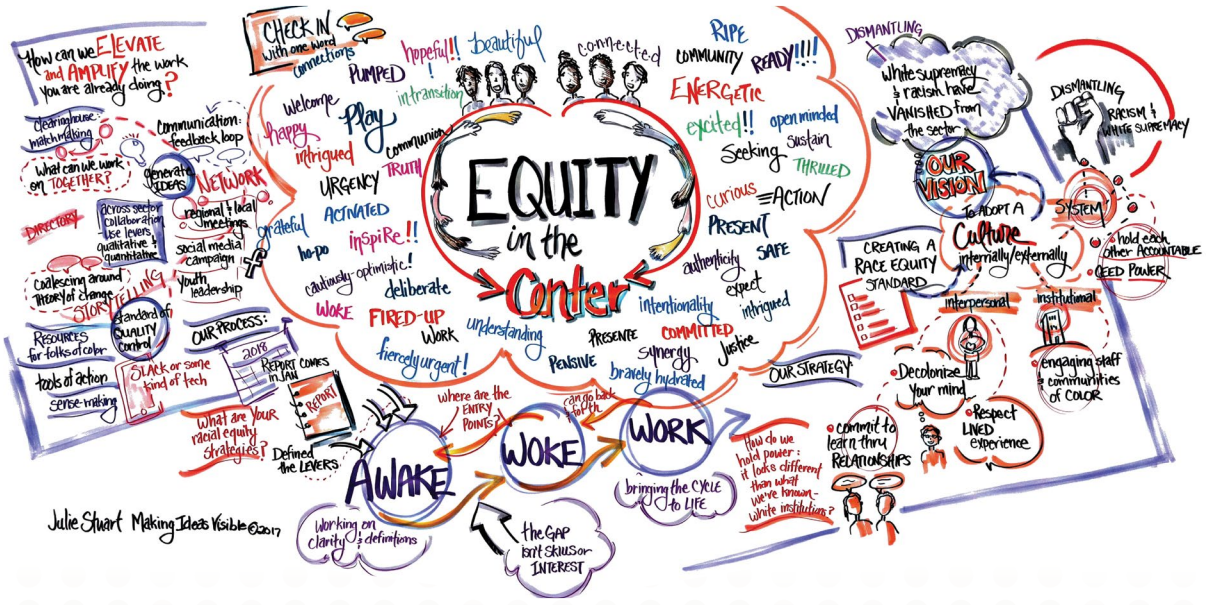
- ***Respect*** the lived experience of people of color operating within white dominant culture, including your own if you're a person of color.
- ***Commit*** to building, being vulnerable to, and learning through, relationships with people of a different race, especially people of color whose voices are often marginalized.
- ***Acknowledge*** the impact of race-based power differentials within organizations.

INSTITUTIONAL

- ***Commit*** to understanding and speaking publicly on principles of race equity, and how they apply in the institutional context.
- ***Disaggregate*** staff engagement, performance, compensation, and promotion/retention data by race at all staff levels. Hold yourself and leadership accountable for this work.
- ***Engage*** staff and communities of color to inform governance, decision making, and execution across organizational processes.

STRUCTURAL

- ***Be accountable,*** at the individual and organizational level, for dismantling personal, interpersonal, institutional, and structural instruments of white supremacy.
- ***Publicly advocate*** for race equity and challenge white dominant cultural norms, including naming microaggressions in interpersonal and institutional contexts.
- ***Cede power*** to people of color within and across teams, organizations, and systems.



Appendix B: Glossary

ANTI-OPPRESSION ORGANIZATION An organization that actively recognizes and mitigates the oppressive effects of white dominant culture and power dynamics, striving to equalize that power imbalance internally and for the communities with which they work.

ASSIMILATE The phenomenon that occurs when people belonging to the nondominant group understand dominant culture norms and take on their characteristics either by choice or by force. Many people of color are asked to "check their identities at the door" in professional settings to make their white peers comfortable. By doing so, many people of color find it easier to get promotions and professional opportunities, as well as to gain access to informal networks typically accessible only to whites.

CRITICAL MASS In reference to representation of people of color within an organization or at a certain level of leadership. This figure is dependent on, and reflective of, the specific demographics of the communities in which an organization serves or operates.

CRITICAL RACE THEORY A theory that explicitly states and recognizes that racism is ingrained in the fabric and system of American society. Even without overt racists present, institutional racism is pervasive in dominant culture. Critical Race Theory examines existing power structures, and identifies these structures as based on white privilege and white supremacy, which perpetuate the marginalization of people of color. Overall, Critical Race Theory examines what the legal and social landscape would look like today if people of color were the decision-makers.

DECOLONIZE (MIND) We exist within societal structures rooted in historical facts, one of which is colonialism: the policy and practice of acquiring control of land (frequently occupied by people of color), occupying it, and codifying power structures to elevate one race and culture above all others. The international practice of colonization informs the dominant culture that characterizes American society today, driving ideologies and subconscious biases rooted in centuries of racism, classism, and white privilege. In order to dismantle white supremacy and the white dominant culture norms it influences, one must actively "decolonize" the mind, recognizing and counteracting the thoughts, preferences, practices, and behaviors that are deeply rooted vestiges of colonization.

DIVERSITY Psychological, physical, and social differences that occur among any and all individuals; including but not limited to race, ethnicity, nationality, religion, socioeconomic status, education, marital status, language, age, gender, sexual orientation, mental or physical ability, and learning styles.[34]

DOMINANT CULTURE Dominant culture in a society refers to the established language, religion, values, rituals, and social customs on which the society was built. It has the most power, is widespread, and influential within a social entity, such as an organization, in which multiple cultures are present. An organization's dominant culture is heavily influenced by the leadership and management standards and preferences of those at the top of the hierarchy. In this paper, dominant culture refers specifically to the American context in which organizational culture is predominantly defined by white men and white women in positional power. See also "White Dominant Culture."

EMPLOYEE RESOURCE GROUP Voluntary, employee-led groups that foster a diverse, inclusive workplace aligned with organizational mission, values, goals, business practices, and objectives. Often, these groups provide support to staff who formally or informally lead race equity work in some capacity within an organization.

EQUITY The guarantee of fair treatment, access, opportunity, and advancement while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations, and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.[35]

INCLUSION The act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate and bring their full, authentic selves to work. An inclusive and welcoming climate embraces differences and offers respect in the words/actions/thoughts of all people.[36]

LEADERSHIP Individuals who influence a group of people to act towards a goal. Individuals may or may not be in positions of authority.[37]

MICROAGGRESSION The everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.[38]

RACE EQUITY The condition where one's race identity has no influence on how one fares in society. Race equity is one part of race justice and must be addressed at the root causes and not just the manifestations. This includes the elimination of policies, practices, attitudes, and cultural messages that reinforce differential outcomes by race.[39]

RACE EQUITY CULTURE A culture focused on proactive counteraction of social and race inequities inside and outside of an organization.

RACE EQUITY LENS The process of paying disciplined attention to race and ethnicity while analyzing problems, looking for solutions, and defining success. A race equity lens critiques a "color blind" approach, arguing that color blindness perpetuates systems of disadvantage in that it prevents structural racism from being acknowledged. Application of a race equity lens helps to illuminate disparate outcomes, patterns of disadvantage, and root cause.[40]

RACISM A system of advantage and oppression based on race. A way of organizing society based on dominance and subordination based on race. Racism penetrates every aspect of personal, cultural, and institutional life. It includes prejudice against people of color, as well as exclusion, discrimination against, suspicion of, and fear and hate of people of color.[41]

SOCIAL JUSTICE A concept of fair and just relations between the individual and society. This is measured by the explicit and tacit terms for the distribution of power, wealth, education, healthcare, and other opportunities for personal activity and social privileges.[42]

SOCIAL SECTOR The group of organizations that consist of both nonprofit and philanthropic organizations.

STRUCTURAL RACISM The arrangement of institutional, interpersonal, historical, and cultural dynamics in a way that consistently produces advantage for whites and chronic adverse outcomes for people of color. It illuminates that racism exists without the presence of individual actors because it is systemically embedded. When the United States was founded, racist principles were codified in governance structures and policies. As a result, racism is embedded in institutions, structures, and social relations across American society. Today, structural racism is composed of intersecting, overlapping, and codependent racist institutions, policies, practices, ideas, and behaviors that give an unjust amount of resources, rights, and power to white people while denying them to people of color.

WHITE DOMINANT CULTURE Culture defined by white men and white women with social and positional power, enacted both broadly in society and within the context of social entities such as organizations. See also "Dominant Culture" and "White Supremacy Culture."[43]

WHITE PRIVILEGE The power and advantages benefiting perceived white people, derived from the historical oppression and exploitation of other non-white groups.

WHITE SUPREMACY The existence of racial power that denotes a system of structural or societal racism which privileges white people over others, regardless of the presence or the absence of racial hatred. White racial advantages occur at both a collective and an individual level, and both people of color and white people can perpetuate white dominant culture, resulting in the overall disenfranchisement of people of color in many aspects of society.[44]

WHITE SUPREMACY CULTURE Characteristics of white supremacy that manifest in organizational culture, and are used as norms and standards without being proactively named or chosen by the full group. The characteristics are damaging to both people of color and white people in that they elevate the values, preferences, and experiences of one racial group above all others. Organizations that are led by people of color or have a majority of people of color can also demonstrate characteristics of white supremacy culture. Kenneth Jones and Tema Okun identified twelve characteristics of white supremacy culture in organizations: Perfectionism, Sense of Urgency, Defensiveness, Quantity of Quality, Worship of the Written Word, Paternalism, Power Hoarding, Fear of Open Conflict, Individualism, Progress is Bigger/More, Objectivity, and Right to Comfort.[45]

The definitions above are from a number of different sources which are included in the bibliography, as well as from Equity in the Center's research, thinking, and nomenclature.

Appendix C: Endnotes

1. Lindsey Cook, "U.S. Education: Still Separate and Unequal," US News & World Report, January 28, 2015, https://www.usnews.com/news/blogs/data-mine/2015/01/28/us-education-still-separate-and-unequal.

2. "African Americans | State of Working America," accessed April 19, 2018, http://stateofworkingamerica.org/fact-sheets/african-americans/.

3. Ashley Nellis, "The Color of Justice: Racial and Ethnic Disparity in State Prisons," Sentencing Project, June 14, 2016, https://www.sentencingproject.org/publications/color-of-justice-racial-and-ethnic-disparity-in-state-prisons/.

4. "Leading with Intent," National Index of Nonprofit Board Practices (Board Source, 2017), https://leadingwithintent.org/wp-content/uploads/2017/11/LWI-2017.pdf?utm_referrer=https%3A%2F%2Fleadingwithintent.org%2F%3F__hstc%3D98438528.0a06b021543fc9564767ba30393feb66.1519088388694.1519088388694.1519088388694.1%26__hssc%3D98438528.1.1519088388694%26__hsfp%3D1486477090.

5. Drew DeSilver, "5 Ways the U.S. Workforce Has Changed, a Decade since the Great Recession Began," *Pew Research Center* (blog), November 30, 2017, http://www.pewresearch.org/fact-tank/2017/11/30/5-ways-the-u-s-workforce-has-changed-a-decade-since-the-great-recession-began/.

6. Sean Thomas-Breitfeld and Frances Kunreuther, "Race to Lead: Confronting the Nonprofit Racial Leadership Gap" (Race to Lead, Building Movement Project, 2017), http://www.buildingmovement.org/pdf/RacetoLead_NonprofitRacialLeadershipGap.pdf.

7. "U.S. Census Bureau Projections Show a Slower Growing, Older, More Diverse Nation a Half Century from Now – Population – Newsroom – U.S. Census Bureau," US Census Bureau Public Information Office, December 12, 2012, https://www.census.gov/newsroom/releases/archives/population/cb12-243.html.

8. Board Source, "Leading with Intent," National Index of Nonprofit Board Practices (Board Source, 2017), https://leadingwithintent.org/wp-content/uploads/2017/11/LWI-2017.pdf?utm_referrer=https%3A%2F%2Fleadingwithintent.org%2F%3F__hstc%3D98438528.0a06b021543fc9564767ba30393feb66.1519088388694.1519088388694.1519088388694.1%26__hssc%3D98438528.1.1519088388694%26__hsfp%3D1486477090.

9. Sean Thomas-Breitfeld and Frances Kunreuther, "Race to Lead: Confronting the Nonprofit Racial Leadership Gap" (Race to Lead, Building Movement Project, 2017), http://www.buildingmovement.org/reports/entry/race_to_lead.

10. Ibid.

11. Scott E. Page, *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies*, 3. printing, 1. pbk. printing (Princeton, NJ: Princeton Univ. Press, 2007).

12. Vivian Hunt, Dennis Layton, and Sara Prince, "Why Diversity Matters | McKinsey & Company," McKinsey & Company, January 2015, https://www.mckinsey.com/business-functions/organization/our-insights/why-diversity-matters.

13. The Annie E. Casey Foundation. *Race for Results: 2017 Policy Report Kids Count*. Baltimore: The Annie E. Casey Foundation, 2017. April 12, 2018. http://www.aecf.org/m/resourcedoc/aecf-2017raceforresults-2017.pdf.

14. Lindsey Cook, "U.S. Education: Still Separate and Unequal," US News & World Report, January 28, 2015, https://www.usnews.com/news/blogs/data-mine/2015/01/28/us-education-still-separate-and-unequal.

15. "America's Children: Key National Indicators of Well-Being, 2013" (Federal Interagancy Forum on Child and Family Studies, 2013), https://www.childstats.gov/pdf/ac2013/ac_13.pdf.

16. "African Americans | State of Working America," accessed April 19, 2018, http://stateofworkingamerica.org/fact-sheets/african-americans/.

17. Ibid.

18. Dedrick Asante-Muhammad et al., "The Road to Zero Wealth: How the Racial Wealth Divide Is Hallowing out America's Middle Class" (Prosperity Now, Institute for Policy Studies, September 2017), http://www.ips-dc.org/wp-content/uploads/2017/09/The-Road-to-Zero-Wealth_FINAL.pdf.

19. Ibid.

20. Ashley Nellis, "The Color of Justice: Racial and Ethnic Disparity in State Prisons," Sentencing Project, June 14, 2016, https://www.sentencingproject.org/publications/color-of-justice-racial-and-ethnic-disparity-in-state-prisons/.

21. Race & Justice News: Native Americans in the Justice System," *The Sentencing Project*, March 28, 2016, https://www.sentencingproject.org/news/race-justice-news-native-americans-in-the-justice-system/.

22. Ashley Nellis, "The Color of Justice: Racial and Ethnic Disparity in State Prisons," Sentencing Project, June 14, 2016, https://www.sentencingproject.org/publications/color-of-justice-racial-and-ethnic-disparity-in-state-prisons/.

23. Angela Blackwell et al., "The Competitive Advantage of Racial Equity | PolicyLink" (PolicyLink, FSG, 2017), http://www.policylink.org/sites/default/files/The%20Competitive%20Advantage%20of%20Racial%20Equity-final.pdf.

24. Xavier Harding, "This Viral Hashtag Is Revealing How the Tech Industry Rewards White Privilege," Mic, September 19, 2017, https://mic.com/articles/184537/unqualifiedfortech-this-viral-hashtag-is-exposing-how-the-tech-industry-rewards-white-privilege.

25. Maya A. Beasley, "Beyond Diversity," *Green 2.0* (blog), May 24, 2017, https://www.diversegreen.org/beyond-diversity/.

26. Ryan Curren et al., "Racial Equity Action Plans: A How-to Manual," *Government Alliance on Race and Equity* (blog), Accessed April 19, 2018, https://www.racialequityalliance.org/resources/racial-equity-action-plans-manual/.

27. "CEOs," CEO Action for Diversity & Inclusion, accessed April 19, 2018, https://www.ceoaction.com/ceos/.

28. Ibid.

29. Ronald A. Heifetz, Alexander Grashow, and Martin Linsky, *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World* (Boston, Mass: Harvard Business Press, 2009).

30. Tema Okun, "White Supremacy Culture" (bookdRworks, February 2018), http://www.dismantlingracism.org/white-supremacy-culture.html.

31. Lupe Poblano, "A Letter to My POC Sisters and Brothers," *Compass Point* (blog), accessed April 12, 2018, https://www.compasspoint.org/blog/letter-my-poc-sisters-and-brothers.

32. Maltbia, *Leader's Guide to Leveraging Diversity: Strategic Learning Capabilities for Breakthrough Performance*, 2008.

33. Julie Nelson and Lisa Brooks, "Racial Equity Toolkit: An Opportunity to Operationalize Equity" (Local and Regional Government Alliance on Race & Equity, December 2016), https://www.racialequityalliance.org/resources/racial-equity-toolkit-opportunity-operationalize-equity/.

34. "Glossary of Terms - Diversity, Equity & Inclusion Resource Page," Sierra Club Diversity Resource Page, accessed April 20, 2018, https://sites.google.com/site/sierraclubdei/glossary-of-terms.

35. "Diversity & Inclusion Definitions," University of Manitoba: Human Resources Diversity & Inclusion, 2017, http://umanitoba.ca/admin/human_resources/equity/5804.html.

36. Ibid.

37. Susan Ward, "Leadership Definition: What Is Leadership? And Can You Learn to Be a Good Leader?," *The Balance Small Business* (blog), accessed April 20, 2018, https://www.thebalancesmb.com/leadership-definition-2948275.

38. Derald Wing Sue, "Microaggressions: More than Just Race," Psychology Today, November 17, 2010, http://www.psychologytoday.com/blog/microaggressions-in-everyday-life/201011/microaggressions-more-just-race.

39. "What Is Racial Equity? | Office of Equity & Inclusion," *Austin Community College Office of Equity and Inclusion* (blog), accessed April 20, 2018, https://sites.austincc.edu/equityandinclusion/what-is-racial-equity/.

40. The Annie E. Casey Foundation. *Race Equity and Inclusion Action Guide: 7 Steps to Advance and Embed Race Equity and Inclusion Within Your Organization*. Baltimore: The Annie E. Casey Foundation, 2014. April 20, 2018. http://www.aecf.org/m/resourcedoc/AECF_EmbracingEquity7Steps-2014.pdf.

41. "Glossary of Terms - Diversity, Equity & Inclusion Resource Page," Sierra Club Diversity Resource Page, accessed April 20, 2018, https://sites.google.com/site/sierraclubdei/glossary-of-terms.

42. Rutheelove Likita, "Social Justice Is a Concept of Fair and Just Relations between the Individual and Society.," *Medium* (blog), January 26, 2018, https://medium.com/@rutheelovelikita/social-justice-is-a-concept-of-fair-and-just-relations-between-the-individual-and-society-7d22df72e897.

43. Kenneth Jones and Tema Okun, "White Supremacy Culture," CWS Workshop, 2001, http://www.cwsworkshop.org/PARC_site_B/dr-culture.html.

44. Conor Friedersdorf, "Too Much Stigma, Not Enough Persuasion," *The Atlantic*, November 30, 2016, https://www.theatlantic.com/politics/archive/2016/11/the-scourge-of-the-left-too-much-stigma-not-enough-persuasion/508961/.

45. Tema Okun, "White Supremacy Culture" (bookdRworks, February 2018), http://www.dismantlingracism.org/white-supremacy-culture.html.

Appendix D: Bibliography

Abramovitz, Mimi, and Lisa V. Blitz. "Moving Toward Racial Equity: The Undoing Racism Workshop and Organizational Change." *Race and Social Problems* 7, no. 2 (June 2015): 97–110. https://doi.org/10.1007/s12552-015-9147-4.

"African Americans | State of Working America." Accessed April 19, 2018. http://stateofworkingamerica.org/fact-sheets/african-americans/.

"America's Children: Key National Indicators of Well-Being, 2013." Federal Interagancy Forum on Child and Family Studies, 2013. https://www.childstats.gov/pdf/ac2013/ac_13.pdf.

Andersen, Simon Calmar, and Donald P. Moynihan. "How Leaders Respond to Diversity: The Moderating Role of Organizational Culture on Performance Information Use." *Journal of Public Administration Research and Theory* 26, no. 3 (July 2016): 448–60. https://doi.org/10.1093/jopart/muv038.

Asante-Muhammad, Dedrick, Chuck Collins, Josh Hoxie, and Emanuel Nieves. "The Road to Zero Wealth: How the Racial Wealth Divide Is Hallowing out America's Middle Class." Prosperity Now, Institute for Policy Studies, September 2017. http://www.ips-dc.org/wp-content/uploads/2017/09/The-Road-to-Zero-Wealth_FINAL.pdf.

Beasley, Maya A. "Beyond Diversity." *Green 2.0* (blog), May 24, 2017. https://www.diversegreen.org/beyond-diversity/.

Blackwell, Angela, Mark Kramer, Lalitha Vaidyanathan, Lakshmi Iyer, and Josh Kirschenbaum. "The Competitive Advantage of Racial Equity | PolicyLink." PolicyLink, FSG, 2017. http://www.policylink.org/sites/default/files/The%20Competitive%20Advantage%20of%20Racial%20Equity-final.pdf.

Carr-Ruffino, Norma. "Diversity Success Strategies." *Butterworth-Heinemann*, 1999, 322.

Catalyst. "Engaging in Conversations About Gender, Race, and Ethnicity in the Workplace." *Catalyst's Women of Color Research Agenda: New Approaches, New Solutions*, 2016, 27.

Center for Assessment and Policy Development. "What Is the Difference between Tracking Community Outcomes and Evaluating the Outcomes of Change Strategies?" Racial Equity Tools, 2013. http://www.racialequitytools.org/resourcefiles/What_Is_The_Difference_Between_Tracking_Community_Outcomes_and_Evaluating_The_Outcomes_of_Change_Strategies.pdf.

"CEOs." CEO Action for Diversity & Inclusion. Accessed April 19, 2018. https://www.ceoaction.com/ceos/.

Cook, Lindsey. "U.S. Education: Still Separate and Unequal." US News & World Report, January 28, 2015. https://www.usnews.com/news/blogs/data-mine/2015/01/28/us-education-still-separate-and-unequal.

Cukier, Wendy, Suzanne Gagnon, Laura Mae Lindo, Charity Hannan, and Sarah Amato. "A [Critical] Ecological Model to Enabling Change: Promoting Diversity and Inclusion." In *Getting Things Done*, edited by Virpi Malin, Jonathan Murphy, and Marjo Siltaoja, 1. ed., 2:245–75. Dialogues in Critical Management Studies 2. Bingley: Emerald Group Publishing Limited, 2013.

Curren, Ryan, Julie Nelson, Dwayne S. Marsh, Simran Noor, and Nora Liu. "Racial Equity Action Plans: A How-to Manual." *Government Alliance on Race and Equity* (blog). Accessed April 19, 2018. https://www.racialequityalliance.org/resources/racial-equity-action-plans-manual/.

Curry-Stevens, Ann, Maries-Elena Reyes, and Coalition of Communities of Color. "Protocol for Culturally Responsive Organizations." Center to Advance Racial Equity Portland State University, December 2014. http://www.oregon.gov/ohcs/OSHC/docs/HSC-2016/030416_HSC_LIFT_CARE-report.pdf.

DeSilver, Drew. "5 Ways the U.S. Workforce Has Changed, a Decade since the Great Recession Began." *Pew Research Center* (blog), November 30, 2017. http://www.pewresearch.org/fact-tank/2017/11/30/5-ways-the-u-s-workforce-has-changed-a-decade-since-the-great-recession-began/.

"Diversity & Inclusion Definitions." University of Manitoba: Human Resources Diversity & Inclusion, 2017. http://umanitoba.ca/admin/human_resources/equity/5804.html.

Dreifus, Claudia. "Scott E. Page - In Professor's Model, Diversity Equals Productivity." *The New York Times*, January 8, 2008, sec. Science. https://www.nytimes.com/2008/01/08/science/08conv.html.

Friedersdorf, Conor. "Too Much Stigma, Not Enough Persuasion." *The Atlantic*, November 30, 2016. https://www.theatlantic.com/politics/archive/2016/11/the-scourge-of-the-left-too-much-stigma-not-enough-persuasion/508961/.

"Glossary of Terms - Diversity, Equity & Inclusion Resource Page." Sierra Club Diversity Resource Page. Accessed April 20, 2018. https://sites.google.com/site/sierraclubdei/glossary-of-terms.

Harding, Xavier. "This Viral Hashtag Is Revealing How the Tech Industry Rewards White Privilege." Mic, September 19, 2017. https://mic.com/articles/184537/unqualifiedfortech-this-viral-hashtag-is-exposing-how-the-tech-industry-rewards-white-privilege.

Heifetz, Ronald A., Alexander Grashow, and Martin Linsky. *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World*. Boston, Mass: Harvard Business Press, 2009.

Hunt, Vivian, Dennis Layton, and Sara Prince. "Why Diversity Matters | McKinsey & Company." McKinsey & Company, January 2015. https://www.mckinsey.com/business-functions/organization/our-insights/why-diversity-matters.

Jones, Kenneth, and Tema Okun. "White Supremacy Culture." CWS Workshop, 2001. http://www.cwsworkshop.org/PARC_site_B/dr-culture.html.

Kapila, Monisha, Ericka Hines, and Martha Searby. "Why Diversity, Equity, and Inclusion Matter." *Independent Sector* (blog), October 6, 2016. https://independentsector.org/resource/why-diversity-equity-and-inclusion-matter/.

"Leading with Intent." National Index of Nonprofit Board Practices. Board Source, 2017. https://leadingwithintent.org/wp-content/uploads/2017/11/LWI-2017.pdf?utm_referrer=https%3A%2F%2Fleadingwithintent.org%2F%3F__hstc%3D98438528.0a06b021543fc9564767ba30393feb66.1519088388694.1519088388694.1519088388694.1%26__hssc%3D98438528.1.1519088388694%26__hsfp%3D1486477090.

Likita, Rutheelove. "Social Justice Is a Concept of Fair and Just Relations between the Individual and Society." *Medium* (blog), January 26, 2018. https://medium.com/@rutheelovelikita/social-justice-is-a-concept-of-fair-and-just-relations-between-the-individual-and-society-7d22df72e897.

Maltbia. *Leader's Guide to Leveraging Diversity: Strategic Learning Capabilities for Breakthrough Performance*, 2008.

Marcellus, Rosaleena. "A Strategic Diversity and Inclusion Change Management Methodology." Global Novations, 2010.

Marques, Joan F. "Implementing Workplace Diversity and Values: What It Means, What It Brings." *Performance Improvement* 46, no. 9 (October 2007): 5–7. https://doi.org/10.1002/pfi.159.

Mighty, E. Joy. "Valuing Workforce Diversity: A Model of Organizational Change." *Canadian Journal of Administrative Sciences / Revue Canadienne Des Sciences de l'Administration* 8, no. 2 (April 8, 2009): 64–71. https://doi.org/10.1111/j.1936-4490.1991.tb00545.x.

Nellis, Ashley. "The Color of Justice: Racial and Ethnic Disparity in State Prisons." Sentencing Project, June 14, 2016. https://www.sentencingproject.org/publications/color-of-justice-racial-and-ethnic-disparity-in-state-prisons/.

Nelson, Julie, and Lisa Brooks. "Racial Equity Toolkit: An Opportunity to Operationalize Equity." Local and Regional Government Alliance on Race & Equity, December 2016. https://www.racialequityalliance.org/resources/racial-equity-toolkit-opportunity-operationalize-equity/.

Ng, Eddy S., and Greg J. Sears. "CEO Leadership Styles and the Implementation of Organizational Diversity Practices: Moderating Effects of Social Values and Age." *Journal of Business Ethics* 105, no. 1 (January 2012): 41–52. https://doi.org/10.1007/s10551-011-0933-7.

Okun, Tema. "White Supremacy Culture." bookdRworks, February 2018. http://www.dismantlingracism.org/white-supremacy-culture.html.

Owusu, Nadia. "Disaggregated Data Is the Foundation for Equity." *Huffington Post* (blog), September 16, 2016. https://www.huffingtonpost.com/nadia-owusu/disaggregated-data-is-the_b_12048034.html.

Owusu, Nadia, and Micah Gilmer. "Moving Racial Equity and Inclusion from the Periphery to the Center: Lessons from an Incomplete Project." *Non Profit News | Nonprofit Quarterly*, May 31, 2017. https://nonprofitquarterly.org/2017/05/31/moving-racial-equity-inclusion-periphery-center-lessons-incomplete-project/.

Padamsee, Xiomara, and Becky Crowe. "Unrealized Impact: The Case for Diversity, Equity, and Inclusion." Unrealized Impact, July 2017. http://www.unrealizedimpact.org/wp-content/uploads/2017/07/Unrealized_Impact-Final-072017.pdf.

Page, Scott E. *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies*. 3. printing, 1. pbk. printing. Princeton, NJ: Princeton Univ. Press, 2007.

Poblano, Lupe. "A Letter to My POC Sisters and Brothers." *Compass Point* (blog). Accessed April 12, 2018. https://www.compasspoint.org/blog/letter-my-poc-sisters-and-brothers.

"Race, Equity: What Long-Distance Running Teaches Us About Equity Work | CompassPoint." *Compass Point* (blog). Accessed April 12, 2018. https://www.compasspoint.org/blog/race-equity-what-long-distance-running-teaches-us-about-equity-work.

"Race & Justice News: Native Americans in the Justice System." *The Sentencing Project*, March 28, 2016. https://www.sentencingproject.org/news/race-justice-news-native-americans-in-the-justice-system/.

Safehouse Progressive Alliance for Nonviolence. "Building a Multi-Ethnic, Inclusive & Antiracist Organization Tools for Liberation Packet." Safehouse Progressive Alliance for Nonviolence (SPAN) –Anti-Racism Education, 2008. http://wp.safehousealliance.org/wp-content/uploads/2012/10/Tools-for-Liberation-Packet-SPAN.pdf.

Scott, John, and Gordon Marshall, eds. *A Dictionary of Sociology*. 3rd ed. rev. Oxford Paperback Reference. Oxford ; New York: Oxford University Press, 2009.

Sneed, Simone. "Policies, Processes, and Protocols: Three Keys to Building a Diverse Workplace." *Stanford Social Innovation Review*, April 14, 2016. https://ssir.org/articles/entry/policies_processes_and_protocols_three_keys_to_building_a_diverse_workplace.

Spataro, Sandra E. "Diversity in Context: How Organizational Culture Shapes Reactions to Workers with Disabilities and Others Who Are Demographically Different." *Behavioral Sciences & the Law* 23, no. 1 (January 2005): 21–38. https://doi.org/10.1002/bsl.623.

"State of the Work." D5 Coalition, April 2016. http://www.d5coalition.org/wp-content/uploads/2016/04/D5-SOTW-2016-Final-web-pages.pdf.

The Annie E. Casey Foundation. *Operationalizing Equity: Putting the Annie E. Casey Foundation's Racial and Ethnic Equity and Inclusion Framework Into Action*. Baltimore: The Annie E. Casey Foundation, 2017. April 12, 2018. http://www.aecf.org/m/resourcedoc/aecf-OperationalizingEquity-2017.pdf.

The Annie E. Casey Foundation. *Race Equity and Inclusion Action Guide: 7 Steps to Advance and Embed Race Equity and Inclusion Within Your Organization*. Baltimore: The Annie E. Casey Foundation, 2014. April 20, 2018. http://www.aecf.org/m/resourcedoc/AECF_EmbracingEquity7Steps-2014.pdf.

The Annie E. Casey Foundation. *Race for Results: 2017 Policy Report Kids Count*. Baltimore: The Annie E. Casey Foundation, 2017. April 12, 2018. http://www.aecf.org/m/resourcedoc/aecf-2017raceforresults-2017.pdf.

Thomas-Breitfeld, Sean, and Frances Kunreuther. "Race to Lead: Confronting the Nonprofit Racial Leadership Gap." Race to Lead, Building Movement Project, 2017. http://www.buildingmovement.org/pdf/RacetoLead_NonprofitRacialLeadershipGap.pdf.

"U.S. Census Bureau Projections Show a Slower Growing, Older, More Diverse Nation a Half Century from Now - Population - Newsroom - U.S. Census Bureau." US Census Bureau Public Information Office, December 12, 2012. https://www.census.gov/newsroom/releases/archives/population/cb12-243.html.

Ward, Susan. "Leadership Definition: What Is Leadership? And Can You Learn to Be a Good Leader?" *The Balance Small Business* (blog). Accessed April 20, 2018. https://www.thebalancesmb.com/leadership-definition-2948275.

Weiss, Alyson. "Step 2: Create a Shared Equity, Diversity, and Inclusion Vision." *YNPN Boston* (blog), October 30, 2017. https://www.ynpnboston.org/step_2_create_a_shared_equity_diversity_and_inclusion_vision.

"What Is Racial Equity? | Office of Equity & Inclusion." *Austin Community College Office of Equity and Inclusion* (blog). Accessed April 20, 2018. https://sites.austincc.edu/equityandinclusion/what-is-racial-equity/.

"White Supremacy Culture." dRworksBook. Accessed April 12, 2018. http://www.dismantlingracism.org/white-supremacy-culture.html.

Wing Sue, Derald. "Microaggressions: More than Just Race." Psychology Today, November 17, 2010. http://www.psychologytoday.com/blog/microaggressions-in-everyday-life/201011/microaggressions-more-just-race.

Appendix E: Interview Summaries

We interviewed and/or researched three organizations as part of the development of this publication, to learn about their journeys towards race equity: Year Up, Leadership for Educational Equity, and the Annie E. Casey Foundation.

YEAR UP

https://www.yearup.org

Year Up's mission is to close the Opportunity Divide by providing urban young adults with the skills, experience, and support that will empower them to reach their potential through professional careers and higher education.

The organization achieves this mission through a one-year, intensive training program that provides low-income young adults (ages 18-24) with a combination of hands-on skills development, coursework eligible for college credit, corporate internships, and wraparound support.

Year Up's commitment to diversity, equity, and inclusion is visible in its stated organizational values, program recruitment, and organizational culture.

LEADERSHIP FOR EDUCATIONAL EQUITY

https://educationalequity.org

Leadership for Educational Equity (LEE) is a nonpartisan, nonprofit leadership development organization whose mission is to inspire and support a diverse, enduring movement of leaders to engage civically and politically within their communities to end the injustice of educational inequity.

They achieve this mission by offering one-on-one coaching, fellowships, workshops, and resources to a diverse set of leaders to help them become transformative leaders who move educational equity forward.

Leadership for Educational Equity's commitment to diversity, equity, and inclusion is evident in its core values; programmatic priorities; participant recruitment strategies and processes; and equity-based professional development offerings.

ANNIE E CASEY FOUNDATION

http://www.aecf.org

The Annie E. Casey Foundation is devoted to developing a brighter future for millions of children at risk of poor educational, economic, social, and health outcomes. Their work focuses on strengthening families, building stronger communities, and ensuring access to opportunity, because children need all three to succeed. They advance research and solutions to overcome the barriers to success, help communities demonstrate what works, and influence decision makers to invest in strategies based on solid evidence.

One of the key strategies the organization relies on to fulfill its vision is a deep and long-term commitment to equity and inclusion. By employing data-driven, targeted strategies, programs, and resources that have a racial equity lens, AECF can direct its efforts towards those children, families, and communities who need them most.

We relied on their report, Operationalizing Equity (http://www.aecf.org/resources/operationalizing-equity/) to identify examples for this publication.

We would like to thank these organizations for their contributions to this publication, and we applaud each of them for their work towards race equity.

Appendix F: Equity in the Center Partners and Advisors

LAUNCH TEAM

Ben Duda, Service Year Alliance

Ericka Hines, ProInspire

Kerrien Suarez, Equity in the Center

MacArthur Antigua, Public Allies

Monisha Kapila, ProInspire

FUNDERS

Annie E. Casey Foundation

Ford Foundation

The William and Flora Hewlett Foundation

W. K. Kellogg Foundation

The Kresge Foundation

Meyer Foundation

David and Lucile Packard Foundation

ADVISORY COMMITTEE

Aaron Dorfman, National Committee for Responsive Philanthropy

Amy Lazarus, InclusionVentures

Ana Estrada, Consultant

Ana Perez, Latino Equity Project

Andrew Daub, OneTILT

Anne Wallestad, BoardSource

Annie Holmes, Opportunity Finance Network

Beth Zemsky, Zemsky & Associates Consulting

Capri St.Vil, The Corps Network

Carly Hare, CHANGE Philanthropy

Carmita Semaan, Surge Institute

Carrie Irvin, Charter Board Partners

Cassie Scarano, Commongood Careers

Claude A. Robinson, UCAN

Cora Mirikitani, Asian Americans/Pacific Islanders in Philanthropy (AAPIP)

Crystal Rountree, Teach For America

Dana Kawaoka-Chen, Bay Area Justice Funders Network

Danelle Radney, Management Leadership for Tomorrow (MLT)

Danielle DeRuiter-Williams, The Justice Collective

Desy Osunsade, Arabella Advisors

Dr. Heather Hackman, Hackman Consulting Group

Dwayne Marshall, Southeastern Council of Foundations

Elissa Sloan Perry, Management Assistance Group (MAG)

Emily Merritt, Alliance for Strong Families and Communities

Gary Williams, Family League of Baltimore

Inca Mohamed, IAM Associates

Isabelle Moses, PICO National Network

Jamal Jimerson, Minority Inclusion Project

Jamie Smith, Young Nonprofit Professionals Network

Janeen Comenote, National Urban Indian Family Coalition

Joanna Shoffner Scott, PhD, Race Matters Institute

Julie Nelson, Government Alliance on Race and Equity

Kari Saratovsky, Third Plateau Social Impact Strategies

Keecha Harris, KHA Inc

Kelly C. Weiley, CoAct Consulting

Kelly Opot, Harris County Dual Status Youth Initiative

Kimberly Casey, Forefront

Kimberly Spears Carter, Deloitte Services LP

Kristina Gawrgy Campbell, Independent Sector

Laurin Mayeno, Mayeno Consulting

Leah Lundquist, Minnesota Council on Foundations

Lee Sherman, National Human Services Assembly

Lesley Kennedy, Personal & Professional Coach

Libbie Landles-Cobb, The Bridgespan Group

Lisa Brown Alexander, Nonprofit HR

Lucy Mayo, Demos

Lupita González, Thrive Advisory

Maegan Scott, FMG Leading

Maggie Potapchuk, MP Associates

Marcus F. Walton, Borealis Philanthropy

Maria Guyette, American Cancer Society

Mary Bruce, B.A. Rudolph Foundation

Mary C. Parker, Just Collaboration

Maura Bairley, Interdependent Consultant for Social Change

Melissa Madzel, Koya Leadership Partners

Michael McAfee, PolicyLink

Michael Watson, formerly of National 4-H Council

Michelle Molitor, Fellowship for Race & Equity in Education (FREE)

Michelle Y. Bess, Sprout Social

Mikaela Seligman, AchieveMission

Nakeisha Neal Jones, Public Allies

Nicola Chin, Up With Community

Patrick Brown, The Greenlining Institute Academy

Poonam Singh, Independent Consultant, Diversity, Equity & Inclusion

Pratichi Shah, Flourish Talent Management Solutions

R.D. Leyva, Latinos for Education

Rachael Tutwiler Fortune, Jacksonville Public Education Fund

Raël Nelson James, The Bridgespan Group

Rusty Stahl, Fund the People

Safaya Fawzi, YMCA of the USA

Safi Jiroh, LeaderSpring

Samira Salem, PhD, Forward Community Investments

Sean Thomas-Breitfeld, Building Movement Project

Sheila M. Merry, Evanston Cradle to Career

Sheri Brady, Aspen Institute Forum for Community Solutions

Stacy Kono, Rockwood Leadership Institute

Suprotik Stotz-Ghosh, Grantmakers for Effective Organizations

Tamara Prather, Surge Institute

Tamika Mason, Independent Consultant

Tamir Novotny, Emerging Practitioners in Philanthropy

Tanya M. Odom, Ed.M.

Thaly Germain, Equity Partners

Trish Tchume, Within Our Lifetime: A Network to End Racism

Ursula Wright, FSG

Vernetta Walker, BoardSource

Veronica Borgonovi, FSG

Whitney Wade, Arabella Advisors

FUNDER ADVISORY COMMITTEE

Ashley B. Stewart, Baltimore City Public Schools, *Chair Emeritus*

Frances Messano, NewSchools Venture Fund

Jonathan Brack, Tipping Point Community

Kenita Williams, Southern Education Foundation

Lisa Dixon, Winthrop Rockefeller Foundation

Michelle D. Gilliard, Venture Philanthropy Partners (VPP)

Marco A. Davis, New Profit

Scott Ballina, Bill & Melinda Gates Foundation

RESOURCE MAPPING WORKING GROUP

Carly Hare, CHANGE Philanthropy, *Co-Chair*

Sean Thomas-Breitfeld, Building Movement Project, *Co-Chair*

Anita Jhaveri, AchieveMission

Elizabeth Caldwell, Alliance for Strong Families and Communities

Floyd Mills, Council on Foundations

Holly Delany Cole, Evelyn & Walter Haas, Jr. Fund

Jonathan Brack, Tipping Point Community

Julie Nelson, Government Alliance for Race Equity

Kelly Opot, Harris County Youth Collective

Kelly C. Wiley, CoAct Consulting

Kim Casey, Forefront

Kristen Ruff, Philanthropy New York

Kristina Gawrgy Campbell, Independent Sector

Lupita González, Thrive Advisory

Mikaela Seligman, AchieveMission

Nicola Chin, Up with Community

Safaya Fawzi, YMCA of the USA

Tamika Mason, Independent Consultant

Yolanda Caldera-Durant, Fund the People

Acknowledgments

Through their participation in Equity in the Center's 2017 Dialogue & Design Sessions, in-depth interviews, periodic feedback discussions, and informal conversations, more than 140 Advisory Committee members and colleagues contributed to the creation of this report. We sincerely appreciate the time and candor of the nonprofit and philanthropic leaders and DEI practitioners who shared their experiences, perceptions, challenges, and best practices to inform development of the Race Equity Cycle framework and research.

Our team is deeply grateful to Sean Thomas-Breitfeld and Building Movement Project, whose *Race to Lead: Confronting the Nonprofit Racial Leadership Gap* report played a critical role in shaping our approach to this paper. Both Sean and Carly Hare of CHANGE Philanthropy have played a critical strategic role in our work this past year, both as thought partners and as co-chairs of the Resource Mapping Working Group launched in October 2017.

We are especially indebted to the colleagues who invested hours to review the initial draft of our paper, sharing compelling insights and nuanced feedback based on decades of experience, both leading social sector organizations and implementing best practices around diversity, equity, and inclusion: MacArthur Antigua of Public Allies, Ben Duda of Service Year Alliance, Dana Kawaoka-Chen of Bay Area Justice Funders Network, Isabelle Moses of PICO National Network, Tom Nelson of Share Our Strength, Maggie Potapchuk of MP Associates, and Mikaela Seligman of AchieveMission.

We would also like to thank the nonprofit leaders whose feedback during in-depth interviews greatly advanced conceptualization of the Race Equity Cycle: Beki Bahar-Engler of Leadership for Educational Equity and Tamika Mason of Year Up.

This work would not have been possible without the profound contributions of the team that launched Equity in the Center. Emeritus Funder Advisory Committee Chair Ashley B. Stewart, formerly of the Annie E. Casey Foundation, whose visionary Casey Talent Pipelines Learning Lab birthed the collaborative project — co-launched by AmeriCorps Alums, Public Allies, and ProInspire — that became Equity in the Center. Equity in the Center's launch team spent months conceptualizing and envisioning this initiative, including MacArthur Antigua, Mary Bruce, Ana Daniels, Ben Duda, Ericka Hines, Monisha Kapila, Kerrien Suarez, and Gary Williams.

We also wish to acknowledge the thought partners whose expertise, insight and candid feedback on Equity in the Center's research, strategy, and theory of change shaped this body of work: Kelly Brown of D5, Holly Delany Cole of Evelyn & Walter Haas, Jr. Fund, Aaron Dorfman of the National Center for Responsive Philanthropy, Heather Hackman of Hackman Consulting Group, Tracy Hilliard of ORS Impact, Carrie Irvin of Charter Board Partners, Raël Nelson James of The Bridgespan Group, Susan Misra of Management Assistance Group, Julie Nelson of the Government Alliance for Race Equity, Elissa Perry of Management Assistance Group, Maggie Potapchuk of MP Associates, Paula Rowland of ORS Impact, Emily Wexler of Grantmakers for Effective Organizations, and Beth Zemsky of Zemsky & Associates Consulting.

Our team is extremely grateful to the foundations whose grants supported our work and research this past year: Annie E. Casey Foundation (Inaugural Funder), W.K. Kellogg Foundation, Ford Foundation, Kresge Foundation, William & Flora Hewlett Foundation, The David & Lucile Packard Foundation, and the Meyer Foundation. The Bill & Melinda Gates Foundation, Meyer Foundation, and Greenlining Institute generously provided in-kind space for our advisor convenings. We would also like to note that learnings from both the Casey and Kellogg Foundations' race equity teams were critical benchmarks in our research. Additionally, insights that Meyer Foundation's Nicky Goren and Meaghan Scott shared during Equity in the Center's first advisor convening provided our team with a nuanced and compelling example of how leadership on race equity has the potential to impact both an organization's internal culture and a regional ecosystem.

This report is the result of the invaluable contributions from many individuals across ProInspire, chief among them Ericka Hines, Senior Advisor for Diversity, Equity, and Inclusion, who led research and conceptualized the Race Equity Cycle. Kerrien Suarez, Director of Equity in the Center, leads the overall initiative and brought together the many advisors for this work. Martha Searby, Communications Director, invested countless hours in thorough and nuanced editing, while Andrew Plumley, Equity in the Center's Senior Program Manager, and Kate Loving, ProInspire's Marketing and Communications Associate, dedicated hours to filling in gaps with additional data points and insight from a year's worth of research. Finally, ProInspire's Founder and CEO, Monisha Kapila, set the vision that created the conditions for Equity in the Center's successful launch and expansion in the past year.

Finally, an important note: The views and opinions expressed in this paper are the responsibility of Equity in the Center, and do not necessarily reflect the views of our funders or other individuals and organizations acknowledged here.

Equity in the Center

A project of ProInspire

www.equityinthecenter.org

@equityinthectr

© 2018 ProInspire