

**cARTie's 2021 - 2022  
Cultural Equity // DEIA  
Workbook**

***ALWAYS A COLLABORATIVE WORK-IN-PROGRESS***

In the United States, there are systems of power that grant privilege and access unequally such that inequity and injustice result. As the leadership team behind a non-profit museum uniquely positioned to bridge inequities in education and arts access, we must hold ourselves accountable for continuously addressing and changing these systems of power. Acknowledging and challenging inequities while working in partnership is how we will make change happen.

**cARTie is committed to cultural equity and inclusion. Our commitment runs deep, but our work runs deeper. Just as archaeologists go on endless expeditions digging deeper and deeper still, our community of practice continues to peel back the layers of our life experiences and cARTie's cultural equity timeline with persistence.**

#### cARTie's Statement of Cultural Equity

cARTie recognizes that many existing systems of power grant privileged and access to the arts unequally. cARTie amplifies BIPOC voices and works to ensure that all children in Connecticut have equitable access to full and vibrant creative lives. To support a full creative life for all, cARTie commits to championing policies and practices of cultural equity that empower a just, inclusive, equitable organization.

#### cARTie's Policy of Cultural Equity

cARTie prioritizes diversity, equity, and inclusion in the dissemination of its annual call for student art, selection of exhibiting high school student artists and their art, and elementary schools targeted for tri-monthly museum visits.

#### cARTie's Plan of Cultural Equity

cARTie's Working Board engages in a dynamic, regular practice of cultural equity // DEIA work, excavating and examining our positionality and identity, both collectively and as individuals. This internal work is integrated with intentional community engagement and dialogue that together inform cARTie's interfacing with schools, students, and teachers across the state, thereby uplifting and amplifying the voices and artistry of BIPOC children in all activities.

While unable to hire a third-party consultant, cARTie's Working Board collaborates to research and design meaningful excavations and engagements to develop our social, racial, and cultural literacy and uphold our Plan, Policy, and Statement of Cultural Equity. Our workbook finds inspiration in Dr. Sealey-Ruiz's (2021) *Archaeology of the Self* professional development for preservice and inservice teachers, and it is modeled after Dr. Moore-Mensah's (2016) researched methods in regard to best cultivating critical voices in the education space.

We expect to refine our workbook as we collectively and collaboratively see fit following periodic meta-reflections every three months by the Working Board (while this is an additional engagement, it promises valuable data for improvement).

*Resources: Americans for the Arts, Los Angeles County Arts Commission, Moore-Mensah (2016), Museum Action, NAEYC, PennState extension, Sealey-Ruiz (2021)*

**As a community of practice, we recognize that:**

We are all on unique learning journeys toward an increased understanding of the role of equity, diversity, and inclusion in our community and educational setting. Regardless of where we each fall on the continuum or cycle of learning, each of us is taking steps toward increased growth and understanding of our positionality to serve our diverse learners best and create inclusive learning environments.

We are engaging in this work together, and we support one another, without judgement, in our learning journeys. We contribute openly, acknowledge one another's best of intentions, but also "call one another in" along the way.

We stay engaged, speak our truths, experience discomfort, expect and accept non-closure, and maintain confidentiality at all times in this cyclical process engaging with equity work.

We are responsible for living up to our espoused beliefs and values decentering Whiteness within our organizational culture and norms.

We remain committed to designing the most inclusive organization and reimagined museum, consistently checking in with ourselves individually and collectively.

**As a community of practice so committed to cultural equity and inclusion, we routinely ask our organization:**

Whose work is displayed? Whose work is dominant? Why?

For whom are we designing curriculum? To what student needs do we attend primarily?

What is the social-emotional climate in our learning environment?

Are we providing a learning environment where all students' cultures are recognized and respected?

Have we made genuine attempts to make our museum experience relevant to all of our students?

Are we knowledgeable about, and sensitive to, students' differing cultural backgrounds, values, traditions, and learning styles? Is our pedagogy culturally responsive, relevant, and sustaining?

**As a member of cARTie's community of practice, I routinely ask myself:**

Have I identified and confronted my biases and prejudice? Are my views ethno- and/or Eurocentric?

Am I actively anti-racist? Do I celebrate and arm diversity?

Do I demonstrate respect for cultures and backgrounds that are different from my own?

**As a member of cARTie's community of practice, I acknowledge:**

I am responsible for staying engaged in this work.

I speak my truth and I support my colleagues in doing the same without judgement.

I will experience discomfort.

I expect and accept non-closure.

I maintain confidentiality.

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Signature

\_\_\_\_\_  
Date

# Cultural Equity // DEIA Workshop Plan

Every first Thursday of each month, cARTie's Working Board gathers together from 7:00-8:00pm (with director reports and other Board business to follow, all informed through the lens of cultural equity, thereafter from 8:00-9:00pm) to engage deeply in its cultural equity and inclusion work. cARTie's Working Board collaboratively devised the following plan:

## 1. Check-In: Where are you right now?

Where are you calling in from right now? // How have you been engaging with cultural equity?  
Optional: Show-and-Tell Resources, Anecdotes, Reflections, Etc.

## 2. Grounding In This Moment

Affirm our intention to devote ourselves to developing cultural equity, each meeting digging deeper and peeling back layers of our life experiences and cARTie's cultural equity timeline.

## 3. Excavation-Breaker: Movie/Video Clip

Five minute 'Pre-Write' to record initial thoughts on the movie/video clip.

## 4. Uncovering Biases: Book Discussion

Book-club-style open discussion with chapter-by-chapter guiding questions, as well as reflections back on cARTie and cARTie's operations.

*Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do*  
by Jennifer L. Eberhardt PhD

"This book helps us to scientifically view how racial bias works in our own minds and throughout society. We could not ask for a better guide to understand this reality than Jennifer Eberhardt. Her research reveals critical information that can help leaders better understand how biases can impact our judgment and how we are perceived by the communities we are sworn to serve." ~ Kamala D. Harris, United States Vice President

"The hope for progress is greatly increased by this groundbreaking new book" ~ Bryan Stevenson, author of Just Mercy

"[A] timely, exhaustive investigation of how bias infiltrates every sector of public and private life... Eberhardt offers tips for reforming business practices, police departments, and day-to-day interactions in pursuit of a fairer world for everyone." ~ Esquire.com

"Powerful...useful for those new to the topic as well as those well-versed in the topic...Eberhardt abandons the jargon-speak of academic research and speaks to the reader's head, heart, and soul...[and] will make you think about the news, your neighborhood, your workplace and yourself with fresh eyes." ~ Forbes

"Jennifer Eberhardt's work is essential to helping us understand racial inequalities in our country and around the world." ~ Michelle Alexander, author of The New Jim Crow

## 5. Independent Journaling

Five minute 'Post-Write' to record reflective thoughts on our discussion, as well as our own personal and collective relationship with cultural equity.

# Cultural Equity // DEIA Workshop Schedule

## Thursday, June 3

Pre-Read: Introduction (in *Biased* by Jennifer L. Eberhardt PhD)  
Watch: "[The Double Edged Sword](#)" // "[White Identity in Diversity Discourse](#)" // "[Color Blind or Color Brave](#)"  
Discuss: Uncovering Biases (in *Biased* p. 303)

## Thursday, July 1

Pre-Read: Chapter 1 "Seeing Each Other" (in *Biased* by Jennifer L. Eberhardt PhD)  
Watch: "[I Speak Jive](#)"  
Discuss: Uncovering Biases (in *Biased* p. 303-4)

## Thursday, August 5

Pre-Read: Chapter 2 "Nurturing Bias" (in *Biased* by Jennifer L. Eberhardt PhD)  
Watch: "[The Danger of A Single Story](#)"  
Discuss: Uncovering Biases (in *Biased* p. 304)  
Meta-Reflection: What's working? What could be improved?

## Thursday, September 2

Pre-Read: Chapter 3 "A Bad Dude" (in *Biased* by Jennifer L. Eberhardt PhD)  
Watch: "[Amir Bilal Billups](#)"  
Discuss: Uncovering Biases (in *Biased* p. 305)

## Thursday, October 7

Pre-Read: Chapter 4 "Male Black" (in *Biased* by Jennifer L. Eberhardt PhD)  
Watch: "[The Scars of Stop-and-Frisk](#)"  
Discuss: Uncovering Biases (in *Biased* p. 305-6)

## Thursday, December 2

Pre-Read: Chapter 5 "How Free People Think" (in *Biased* by Jennifer L. Eberhardt PhD)  
Watch: "[Guess Who's Coming to Dinner](#)"  
Discuss: Uncovering Biases (in *Biased* p. 306)  
Meta-Reflection: What's working? What could be improved?

## Thursday, January 6

Pre-Read: Chapter 6 "The Scary Monster" (in *Biased* by Jennifer L. Eberhardt PhD)  
Watch: "[Somewhere in America](#)"  
Discuss: Uncovering Biases (in *Biased* p. 306-7)

## Thursday, February 3

Pre-Read: Chapter 7 "The Comfort of Home" (in *Biased* by Jennifer L. Eberhardt PhD)  
Watch: "[Black Doll White Doll](#)"  
Discuss: Uncovering Biases (in *Biased* p. 307)

## Thursday, March 3

Pre-Read: Chapter 8 "Hard Lessons" (in *Biased* by Jennifer L. Eberhardt PhD)  
Watch: "[Standardized Testing: The Problem with America's Education System](#)"  
Discuss: Uncovering Biases (in *Biased* p. 308)  
Meta-Reflection: What's working? What could be improved?

## Thursday, April 7

Pre-Read: Chapter 9 "Higher Learning" (in *Biased* by Jennifer L. Eberhardt PhD)  
Watch: "[Turning Impediments Into Opportunities](#)"  
Discuss: Uncovering Biases (in *Biased* p. 308-9)

## Thursday, May 5

Pre-Read: Chapter 10 "The Bottom Line" (in *Biased* by Jennifer L. Eberhardt PhD)  
Watch: "[Teacher as Interrupter](#)"  
Discuss: Uncovering Biases (in *Biased* p. 309-10)

## Thursday, June 2

Pre-Read: Conclusion (in *Biased* by Jennifer L. Eberhardt PhD)  
Watch: "[2053](#)"  
Discuss: Uncovering Biases (p. 310)  
Meta-Reflection: What's working? What could be improved?

## 8 Key Lessons from CEI // DEIA Literature Review

**Be explicit about goals for cultural equity and inclusion** in all of the organization's materials, including its mission statement, job descriptions, board recruitment materials, grant requirements, casting and programming. If participation and engagement with a particular community is desired, state explicitly who that community is and how they will be engaged.

The meaning of diversity, cultural equity and inclusion **goes beyond race and ethnicity**, and must be defined for each organization. Depending on the context, this may include the homeless, the incarcerated, the disabled, the poor, veterans, the elderly and the LGBTQ community. It may also include psychographic traits related to personal opinions, fears and aspirations.

**Partner with organizations serving the communities you wish to serve.** This includes both arts organizations and non-arts organizations, and even non-organizations.

Define terms, set clear goals and measure progress, then **celebrate victories while also identifying the barriers that are preventing success.** Share all of this information publicly, as part of being explicit about what you want to achieve.

To achieve full cultural equity and inclusion will take a long time. **Plan for the long haul**, and be prepared for hard work.

**Include culturally specific organizations** and understand their place in the larger arts and culture ecology of the region. This includes recognizing their leadership and role in serving the communities you also wish to serve.

**Your institution may change as a result of all this work.** In fact, it must. These changes may challenge staff, board members, audiences and other stakeholders, so plans will be needed to manage change. There is a robust body of literature on this from practitioners from both the nonprofits and business sectors which may be useful.

**One size does not fit all**, and differences should be recognized in board recruitment, hiring, grantmaking and building partnerships, given that organizations and artists differ by discipline, size, life cycle placement, community served, type of programming and mission.

## Definitions:

**BIPOC:** Black, Indigenous, People of Color. Term commonly used to describe individuals who are not considered White.

**Cultural Equity:** The values, policies, and practices that ensure that all people—including but not limited to those who have been historically underrepresented based on race/ethnicity, age, disability, sexual orientation, gender, gender identity, socioeconomic status, geography, citizenship status, or religion—are represented in the development of arts policy; the support of artists; the nurturing of accessible, thriving venues for expression; and the fair distribution of programmatic, financial, and informational resources.

**Diversity:** The demographic mix of a specific collection of people, taking into account elements of difference, but focusing particularly on race and ethnicity, LGBTQ populations, people with disabilities and women.

**Equity:** The promotion of justice, impartiality and fairness within the procedures, processes, and distribution of resources by institutions or systems. Tackling equity issues requires an understanding of the underlying or root causes of outcome disparities within our society.

**Inclusion:** The degree to which diverse individuals are able to participate fully in the decision-making processes within an organization or group.

**Privilege:** Unearned access to resources (social power) only available to those of a dominant social group.

**Privileged Group Member:** A member of an advantaged social group privileged by birth or acquisition, i.e. Whites, men, owning class, upper-middle-class, heterosexuals, gentiles, Christians, non-disabled individuals.

**Safe Space:** An environment in which everyone feels comfortable expressing themselves and participating fully, without fear of attack, ridicule or denial of experience.