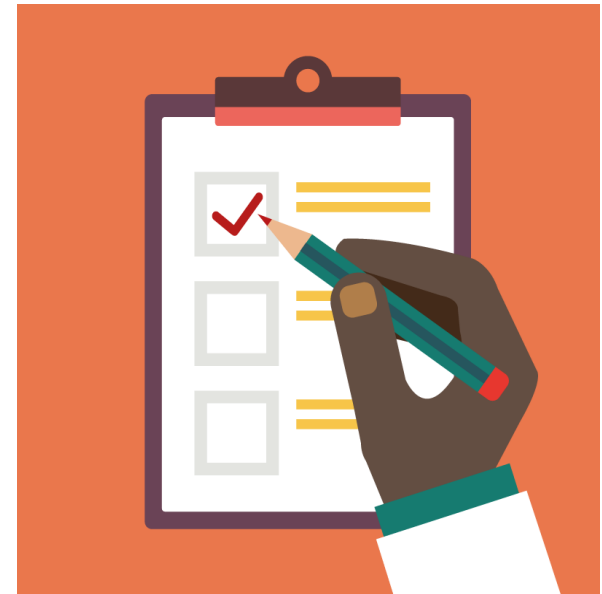


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Καλός ήλθατε uivöziel

# AGENDA

1. Recording? (not break outs!)
2. Introductions
3. Overview of Frames
  - Objectives
  - Mechanics
  - Reading/Materials :**<https://philanthropynetwork.org/events/essentials-intersectional-equity-session-1>
  - Celeste Headlee
  - Willing to be Disturbed
  - Bobbie Harro
  - Definitions
4. Foundational Concepts:
  - The meaning of being seen, heard, and connected
  - Individual, small, and large group exercises
5. The Power and Significance of Conversations
6. Action Goals:
  - Critically put developments into a historical context and understand why history matters and numerous historical pathways
  - Confront policy issues with deeper insight and sensibility





**HOW TO GO  
ABOUT LAYING  
THE  
FOUNDATION?**

Self-awareness is foundational for equity. It involves understanding your emotions and personal identity based on self-definition and others' perceptions, personal goals, and values. Recognizing biases and understanding how thoughts, feelings, and actions are interconnected is part of the work. Self-awareness enhances collective awareness and performance.

**Some have asked for checklists, but real equity work requires critical thinking.**





EVERY SYSTEM  
IS PERFECTLY  
DESIGNED  
TO GET  
THE RESULTS  
IT GETS.

-W. EDWARDS DEMING



# PUBLIC HEALTH PANDEMIC

COVID-19, PUBLIC HEALTH SYSTEMS, HEALTH CARE, PREVENTIVE CARE, BEHAVIORAL HEALTH, ORAL HEALTH, ACCESS, CULTURAL FLUENCY, FOOD SECURITY AND SYSTEMS; COMMUNITY VIOLENCE

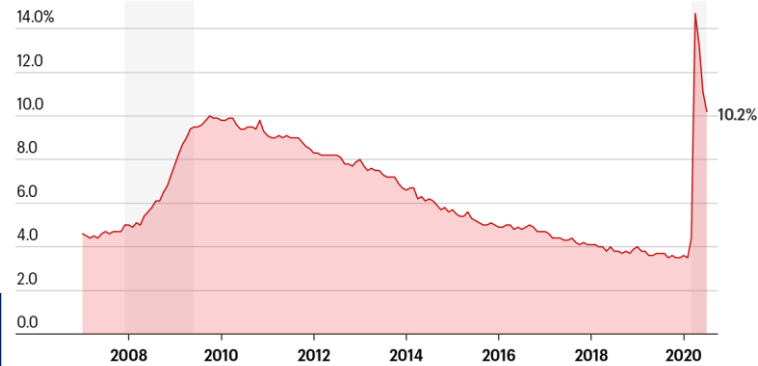


# ENVIRONMENTAL INJUSTICE

WATER, AIR, SOIL, ZONING, CONTAMINATION, HEALTH DISPARITIES,  
TRANSPORTATION, ELEMENTS OF INFRASTRUCTURE



## U.S. unemployment rate



SEASONALLY ADJUSTED FIGURES. HIGHLIGHTED DATE RANGES INDICATE RECESSION  
 CHART: LANCE LAMBERT • SOURCE: U.S. DEPARTMENT OF LABOR

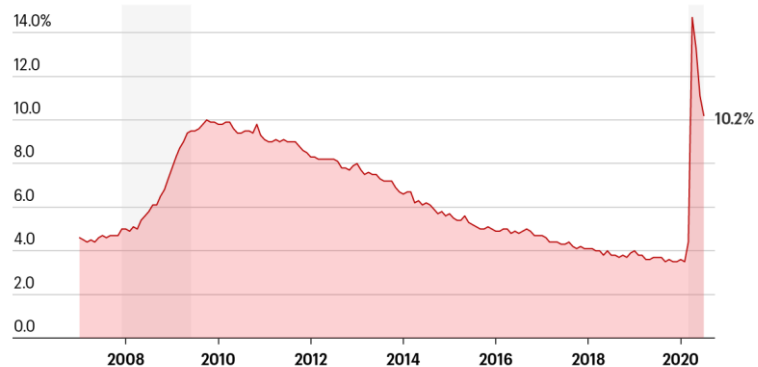
FORTUNE



# ECONOMIC PANDEMIC

UNEMPLOYMENT, BUSINESS LOSS, ECONOMIC SYSTEMS, FUTURE OF WORK, DISCRIMINATION AND ESSENTIAL WORKERS, EQUITY AND WORKFORCE TREATMENT AND BENEFITS, (education: infants through postsecondary)

### U.S. unemployment rate



SEASONALLY ADJUSTED FIGURES. HIGHLIGHTED DATE RANGES INDICATE RECESSION  
CHART: LANCE LAMBERT • SOURCE: U.S. DEPARTMENT OF LABOR

FORTUNE



# ECONOMIC PANDEMIC

UNEMPLOYMENT, BUSINESS LOSS, ECONOMIC SYSTEMS, FUTURE OF WORK, DISCRIMINATION AND ESSENTIAL WORKERS, EQUITY AND WORKFORCE TREATMENT AND BENEFITS, (education: infants through postsecondary)

# RACIAL JUSTICE, HUMILIATION

Every advocacy and community based human service organization working with communities across all intersectional identities to improve equity and wellbeing across the lifespan. Advocacy and human services include, but are not limited to, racial justice, advocacy and services for the elderly, disabled, homeless, youth, refugees and immigrants. Also included are advocacy and programs addressing juvenile justice, returning to society from prison, supportive housing, all forms of support and counseling. This mosaic of advocacy services, benefits and supports creates pathways for individuals and families to access pathways to dignity and wellbeing.



An equity and social justice framework aligns with emerging models from other domains and disciplines.

Belonging, relationships, and connections are well-established attributes of wellbeing.





# PHILANTHROPY

The word philanthropy comes from two Greek words

Philein

Meaning to Love

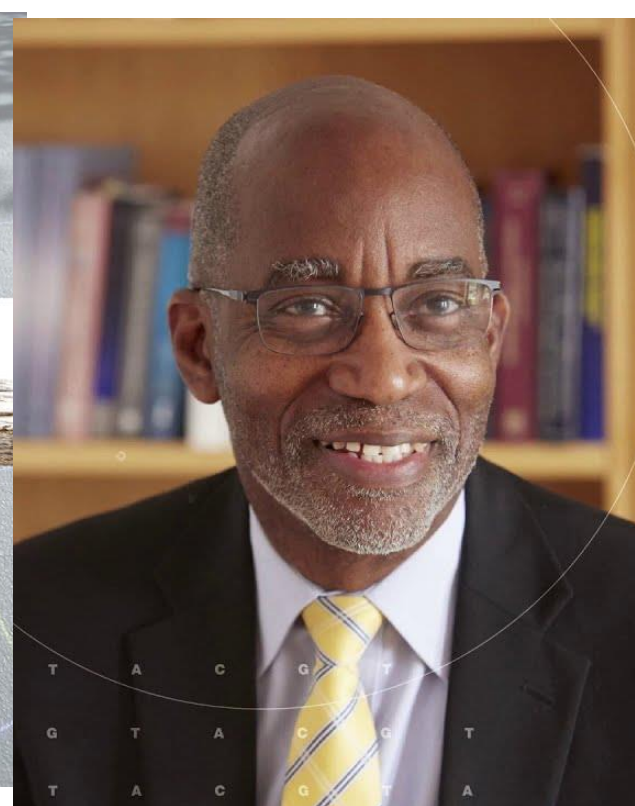
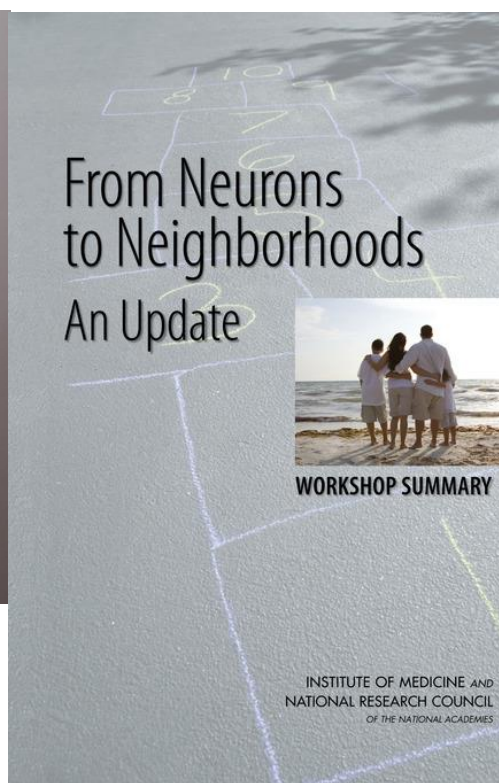
Anthropos  
(As in anthropology)

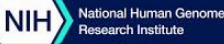

Meaning Humankind

&

PHILANTHROPY MEANS LOVE OF HUMANITY. THIS IS  
THE ESSENCE OF A BELOVED COMMUNITY OF

**GRACE**



## Racial inequities in health and what we can do about them

**David R. Williams, Ph.D.**  
Interviewed by Postdoctoral Fellow Shameka Thomas, Ph.D.

Dr. Williams is the Florence Sprague Norman and Laura Smart Norman Professor of Public Health and Chair of the Department of Social and Behavioral Sciences at Harvard T. H. Chan School of Public Health.

October 8, 2020 | 9:30 a.m. - 10:30 a.m.

**“WE KNOW MORE THAN WE DO.”**

- Dr. David R. Williams, Harvard School of Public Health
- Jack Shonkoff, Director, Center for the Developing Child, Harvard University

# THE QUESTIONS OF A STRATEGIC MOMENT



**It's not knowing what to do that counts.  
It's knowing what to do when you don't know what to  
do.**

# What Would It Take for Philanthropy Network Members Put Belonging and Co-creation at the Heart of Our Work?

- Moving from expert stand to learning stance:
  - Embrace (or tolerate) the vulnerability needed to make mistakes
  - Listen to dissenting voices
  - Leverage the privileges that are bestowed on us to experiment, fail, learn
- At a person level, we need to expand our circle of concern to include those we fear or “other.”
- At a role level, we need to examine the organizational incentives that capture us to play at the margins.
- At a systems level, we would leverage our roles to challenge incentive structures that lock in social hierarchy and keep things the way they are.



# Equity: Beyond DEI

- Far beyond traditional DEI, as a group we believe in an equity backbone.
- All endeavors I have been engaged in are grounded on the presumption that movements, nonprofit, and public sector excellence are only possible if they are generative organizations or systems pursuing intersectional equity within their composition, cultures, and policies to benefit from voices of all perspectives and experiences throughout all organizational elements. A foundation of equity is paramount.

***Equity implies the promotion of just and fair belonging throughout society, creating the conditions in which everyone can participate, prosper, and reach his, her, or their full potential.***

A serene sunset scene over a calm body of water. The sun is low on the horizon, creating a bright glow and a reflection on the water. A path of smooth, dark, rounded stones leads from the foreground towards the horizon, receding into the distance. The water is a deep blue, and the sky is a mix of orange and blue.

**PAUSE AND REFLECT**

# Foundational Concept:

“All social change begins with a conversation.”

~Margaret J. Wheatley

# THE POWER OF CONVERSATION

- Build knowledge, awareness, and empathy, and ultimately effect change.
- Conversation is also a primal way for people to form bonds, build trust, and create community.
- Research has shown that people become connected on a neural level during conversation.
- Even imagining conversation with others can increase the likelihood of cooperation in difficult social situations.
- Studies also show that being given the opportunity to have a conversation, in addition to being exposed to new information, can make all of the difference in changing people's behaviors.



**CELESTE HEADLEE:  
HOW TO HAVE A  
GREAT  
CONVERSATION**



# Co-Creation, Communication, Respect for Others

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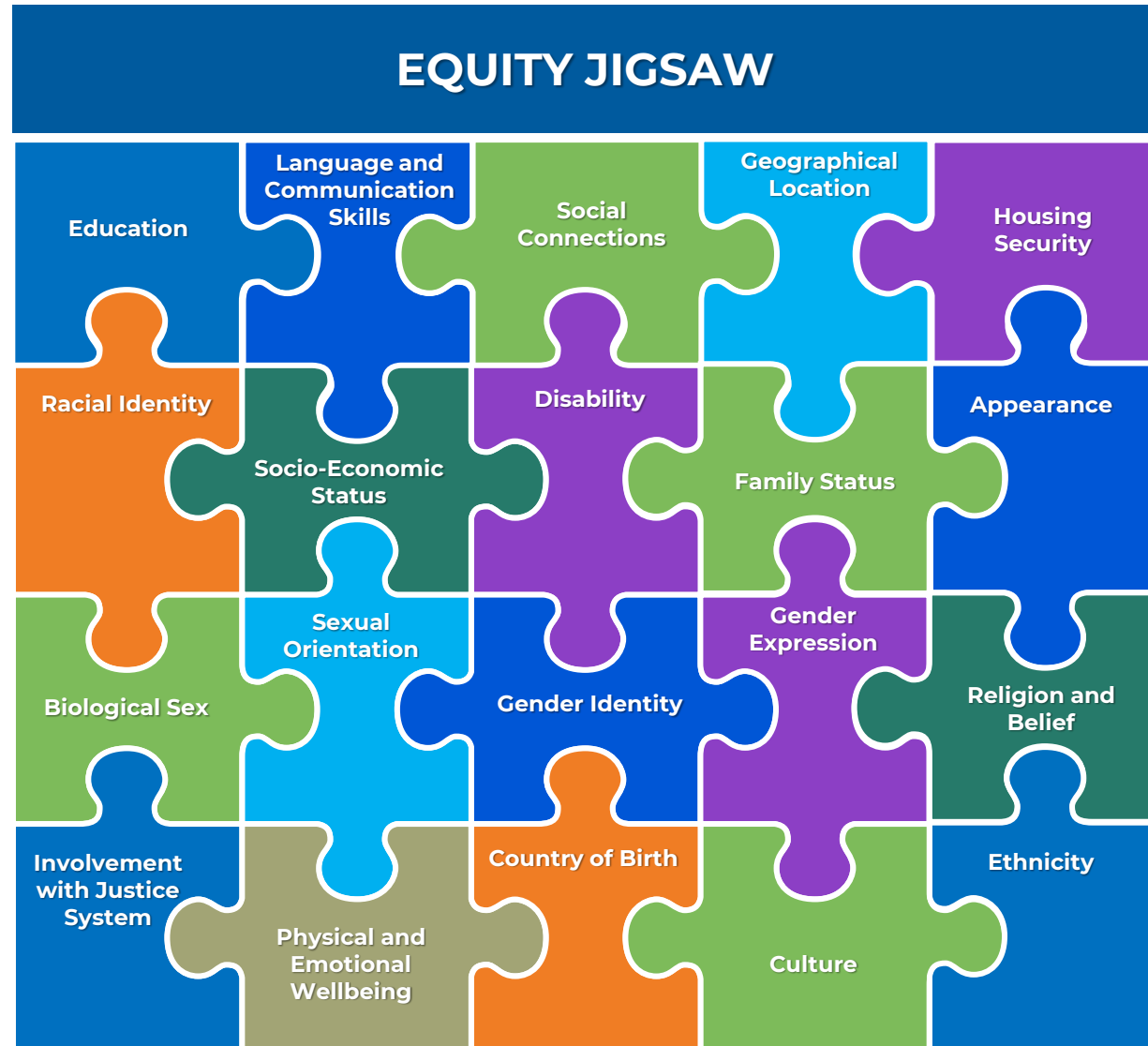
- Communicating effectively
- Developing relationships and understanding of others
- Valuing equity and difference
- Building and maintaining relationships and trust
- Managing effective teams and work groups
- Developing strong listening skills

# A MAJOR PROBLEM OF THE 21<sup>ST</sup> CENTURY IS OTHERING



## Intersectional Equity

- **Designing for equity means giving everyone what they need to succeed and understand that our histories and traditions mean not everyone has had the same opportunities or ability to raise their voice or be heard.**
- **It is important to prioritize both the process and the outcome of engagement work towards equity.**

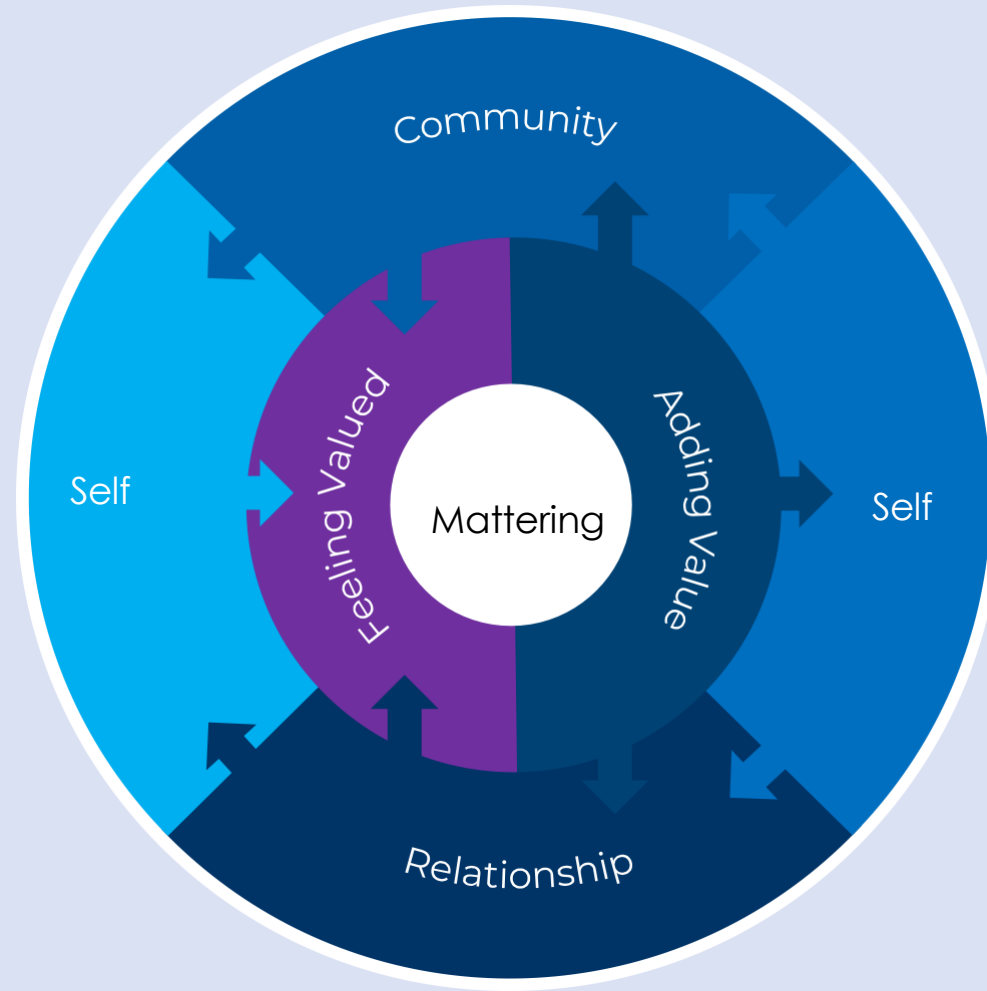




A vibrant sunset over a rocky coastline. The sun is low on the horizon, casting a golden glow across the sky and reflecting on the water. The sky transitions from a deep blue at the top to a bright yellow near the horizon. The water is dark blue, and the rocks are dark and jagged. The text "WE ALL WANT TO BE SEEN, HEARD, AND UNDERSTOOD" is overlaid in large, white, bold, sans-serif capital letters, centered horizontally and spanning most of the width of the image.

**WE ALL WANT TO  
BE SEEN, HEARD,  
AND  
UNDERSTOOD**

# MATTERING: SEEN, HEARD, CONNECTED



Prilleltensky, I. (2020). Mattering at the intersection of psychology, philosophy, and politics. *American Journal of Community Psychology*, 65(1-2), 16-34.

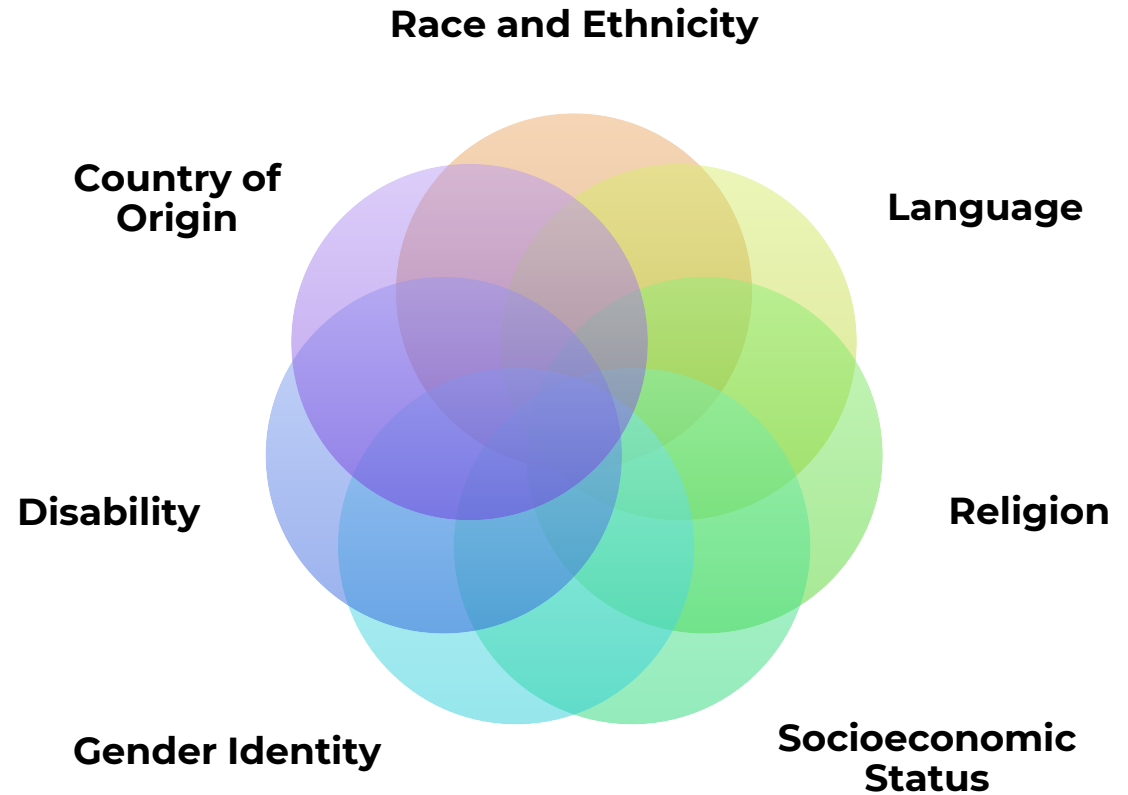
# Intersectional Equity Priority

Prioritize *intersectional equity* in the work. Intersectionality examines power dynamics, transcends communities, practices, and realms of society, and is grounded in application and practice.

Intersectional equity goes a step further by recognizing and valuing each person's multiple identities. Equity can be exhibited through an open invitation to participate, unbiased access, co-creation with those directly affected in building strategies and programs, and the infrastructure of institutions, systems, and communities.

## PRIORITIZE INTERSECTIONAL EQUITY

Focus on those who may have been more marginalized and minimize traumatization: Begin with race and ethnicity and co-create with those directly affected in building strategies and programs and in the evolution of infrastructure of institutions, systems, and communities.



Carbado, D. W., Crenshaw, K. W., Mays, V. M., & Tomlinson, B. (2013). "Intersectionality: Mapping the movements of a theory." *Du Bois review: social science research on race*, 10(2), 303-312.

**DYNAMICS  
OF SCARCITY,  
ABUNDANCE,  
AND  
LIMITATIONS**



A serene sunset over a calm body of water. The sun is low on the horizon, creating a bright glow and a reflection on the water. A path of smooth, dark, rounded stones leads from the foreground towards the horizon, receding into the distance. The water is a deep blue, and the sky is a mix of orange and yellow near the sun, fading into a lighter blue.

**PAUSE AND REFLECT**



Beloved community is formed not by the eradication of difference but by its affirmation, by each of us claiming the identities and cultural legacies that shape who we are and how we live in the world.

- Bell Hooks -

## **Constructivist Listening** – *Taking the time to process our own thinking and learn with each other*

### **Each person**

1. Has equal time to talk
2. Listens without interrupting, giving advice, or breaking in with a personal story
3. Maintains confidentiality
4. Does not criticize or complain about others during their time to talk
5. For this session and across the organization's work.



## **Jump Start Stories: if done with someone else, if not reflection. Breakout Groups (mixed across organizations) – Groups of 2**

- Please share your name and a few of the hats you wear at your organization.
- Then, one by one, we ask everyone to provide a concrete and specific example of a story when they were seen, heard, or connected. **Each person gets 3 minutes (only!) to tell their story.** We need a timekeeper in each group. When everyone in the group has told one story, ask the participants to remember the story that was most powerful for them; the one that resonated the most. **This does not have to be a work-related experience!**
- What is it like to be seen, heard, and connected?
- What was identified as affirming moments and supportive environments to be seen, heard, and connected?
- Discuss or reflect

***Enjoy your conversations and meeting other colleagues.***



A serene sunset over a calm body of water. The sun is low on the horizon, casting a warm, golden glow across the sky and reflecting on the water's surface. A path of smooth, dark, rounded stones leads from the foreground towards the horizon, creating a sense of depth and tranquility. The water is still, and the overall atmosphere is peaceful and contemplative.

**PAUSE AND REFLECT**



## **Underlying Assumptions about Constructivist Listening:**

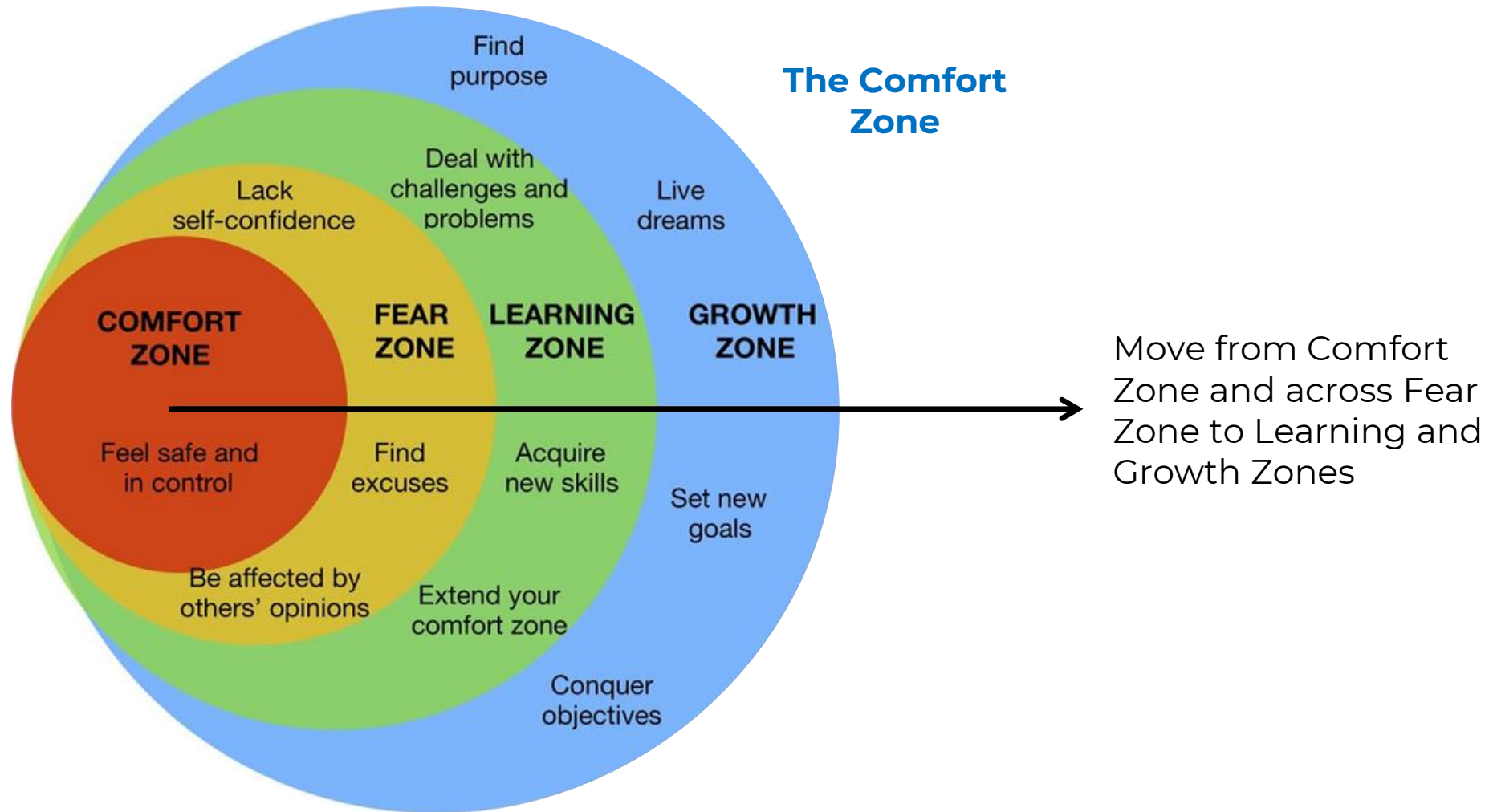
- It benefits the talker
- People can solve their own problems given the right conditions
- Cognitive + affective processing = increased understanding
- It supports a general practice of deep listening

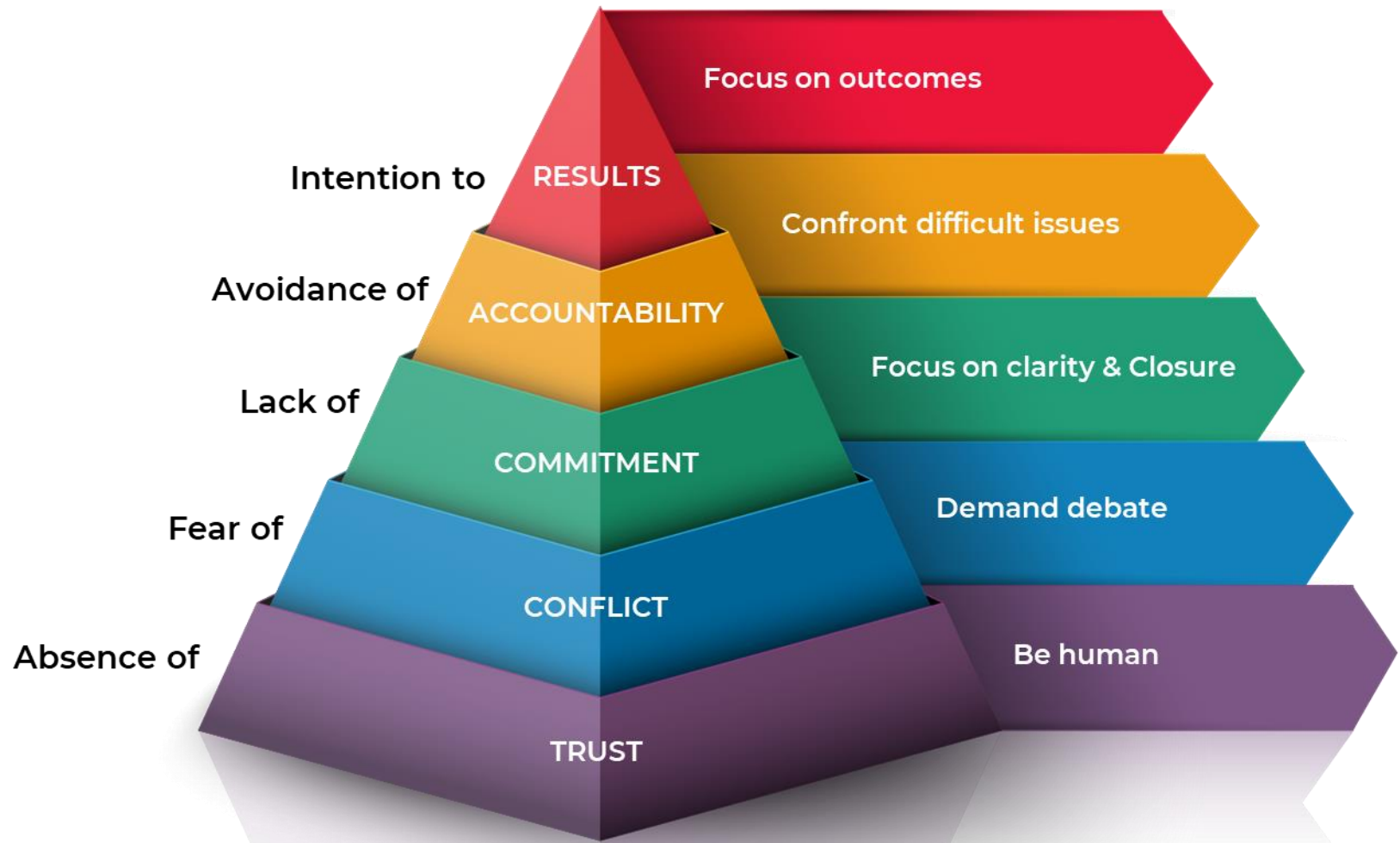
National Equity Project

# Reflection



- ✓ Foster a culture of dialog
- ✓ Opportunity for all to participate intentionally
- ✓ Look at the internal elements
- ✓ Implications for the external work of organization
- ✓ Relationships with and between these elements
- ✓ Examine how these relationships and elements dynamically interact
- ✓ Impact on how the organization's functions align with their future vision.





**Chart a team's purpose, set priorities, increase efficiency, identify approaches, achieve a means of co-creation, align with deepening strategy. Build a team that achieves and thrives.**

<https://valid.com/5-dysfunctions-of-a-team/>

# SERIES DIRECTION: POSSIBLE FUTURES


3



**PUBLIC HEALTH PANDEMIC**

COVID-19, PUBLIC HEALTH SYSTEMS, HEALTH CARE, PREVENTIVE CARE, BEHAVIORAL HEALTH, ORAL HEALTH, ACCESS, CULTURAL FLUENCY, FOOD SECURITY AND SYSTEMS, COMMUNITY VIOLENCE

4



**ENVIRONMENTAL INJUSTICE**

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5



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6



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*Create thoughtful, meaningful places for transformative conversations, action, collaboration, and impact*

# Reimagine

*Conceptualizing  
New Systems –  
Critical period of  
social evolution  
requires new  
ways of being.*

# Reform

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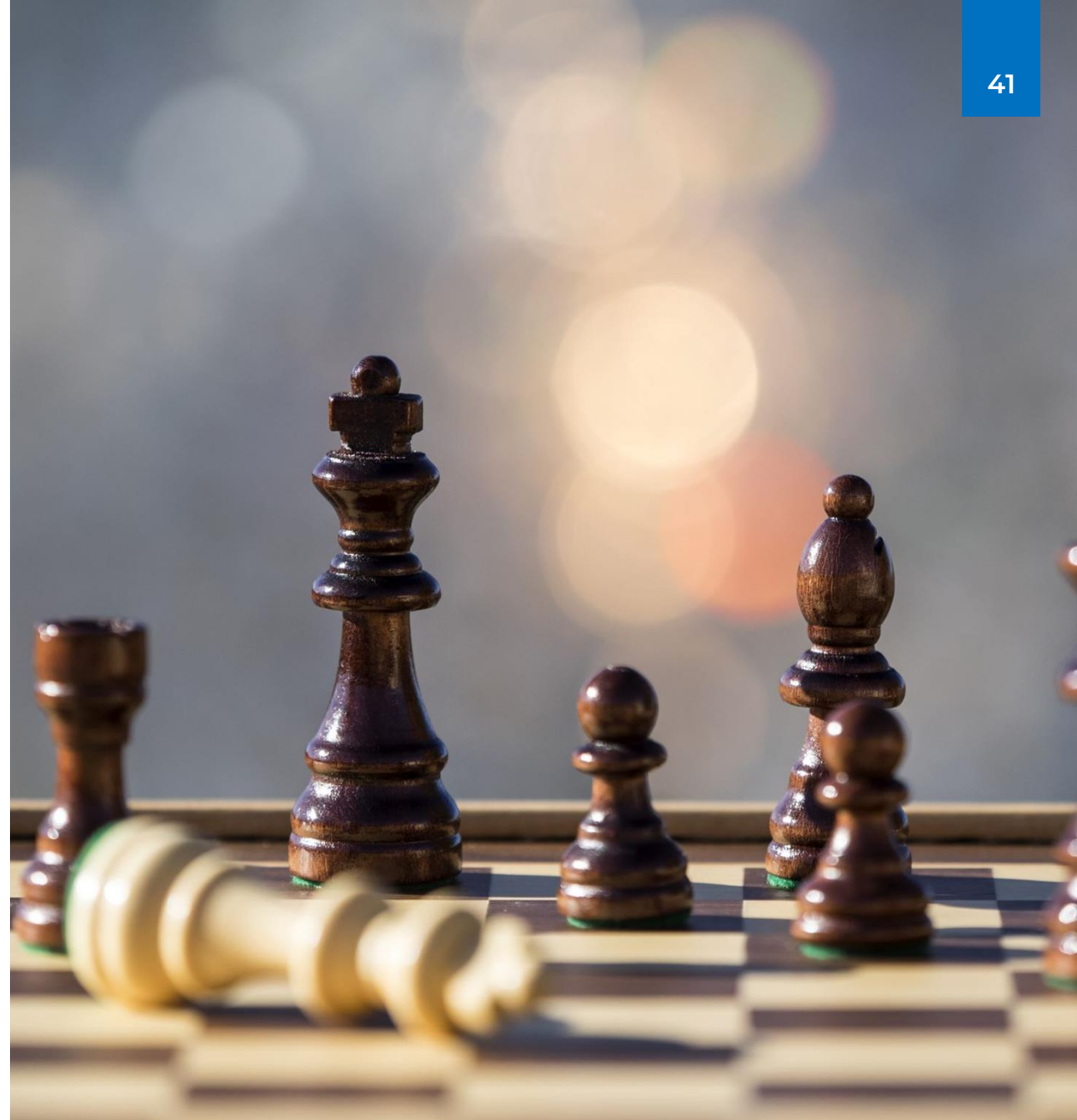
**Working Within the Current System – Current structures in society have real impact on our daily lives and our ability to self-determine.**

**As new structures are envisioned, we must simultaneously transform the structures of society that are in place now.**



# Resist

Working On the Current System – Resistance struggles have given rise to tremendous wins. To address the root causes of injustice, we are often called to stand against the destruction of human rights, systems, and policies that are destructive and be truth-tellers.



# Recreate

Generating New Systems – The future we envision calls for the creation of new institutions and practices to replace voids and broken promises. Some systems have not been serving well, others have been dismantled, gone out of business, are inaccessible or underutilized. As we succeed at dismantling unjust systems, we will need to erect new institutions and paradigms.





**“Not everything that is faced can be changed, but nothing can be changed until it is faced.”**

*~ James Baldwin*

# THANK YOU FOR YOUR KIND INTEREST

TO CONTINUE THE SERIES!

[https://www.surveymonkey.com/r/Essentials\\_Registration](https://www.surveymonkey.com/r/Essentials_Registration)

