THINK EQUITY

THINK IT. FEEL IT. DO IT. BE IT.

Elevating Social Equity

ULI Health Leaders | March 29, 2023

Welcome & Introductions

Tiffany M. Young, MSW, MPH
Managing Partner
Think Equity
She/Her

Web of Reflection

1. Stand in a circle
2. One individual will begin by holding a ball of yarn and state:
   - Name
   - Geographic Location
   - Job Title
   - Why is equity important to you personally or professionally?
1. That person will hold on to the string of yarn and toss the ball to a random person in the circle who will go next.
2. This will continue until everyone has had an opportunity to share.

Be sure to hold onto the yarn!

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Housekeeping
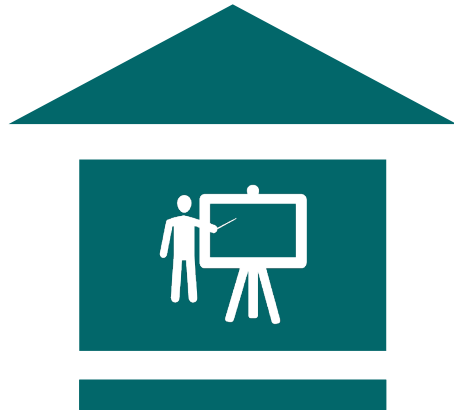
Objectives

Community Agreements

Expectations and Intentions

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Objectives

- Explore the intersection of health and social equity.

- Engage in personal and professional growth and awareness on social justice concepts and theory.

- To apply an equity lens (social, racial, and health) to impact our work.

Shared Learning Agreements

- Be present and engaged
- Maintain confidentiality
- Oops, Ouch, Uh-oh's
- Suspend judgment
- Be willing to stay curious and be uncomfortable
- Be willing to be vulnerable
- Be willing to listen to others' truth and stand in your own
- Be willing to explore the head, heart, and hand connection.

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The Fierce Urgency of Now

"We are now faced with the fact that tomorrow is today. We are confronted with **the fierce urgency of now.** In this unfolding conundrum of life and history, there 'is' such a thing as being too late. **This is no time for apathy or complacency**. This is a time for vigorous and positive action."

    - Rev. Dr. Martin Luther King Jr.

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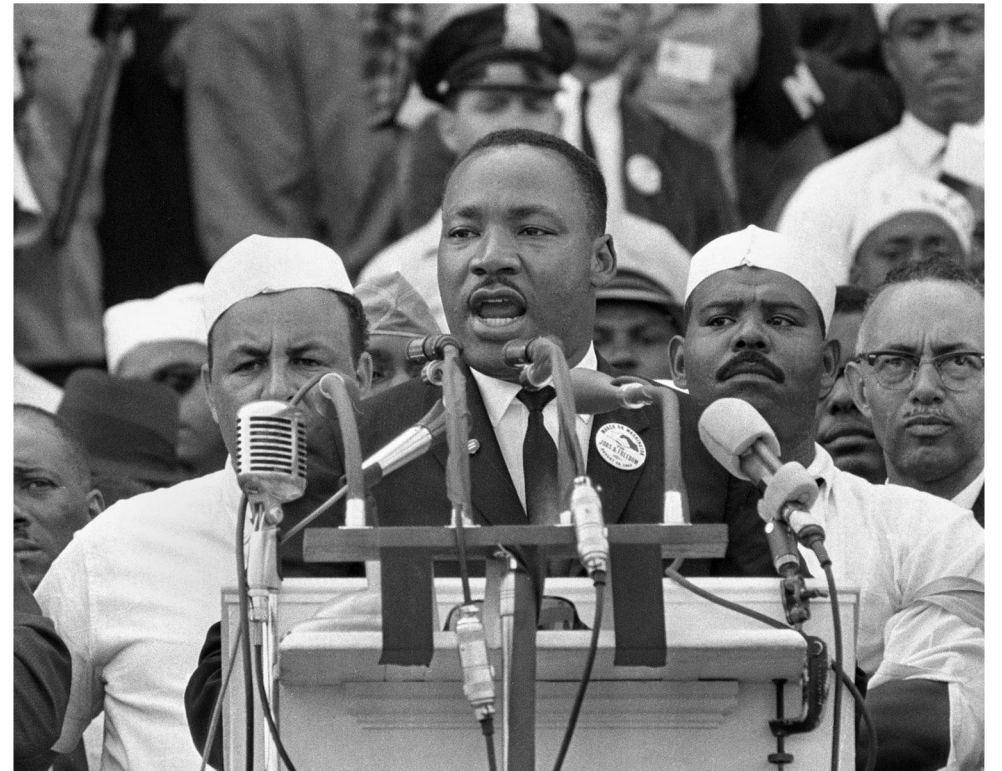
Perspective Transformation

- Why do we believe what we believe?

- Head (Logic, Data, Language) VS. Heart (Fairness, Justice, Meaning)

The process of becoming critically aware of how and why our assumptions have come to constrain the way we perceive, understand, and feel about our world; changing these structures of habitual expectation to make possible a more inclusive, discriminating, and integrating perspective; and finally making choices or otherwise acting upon these new understandings.
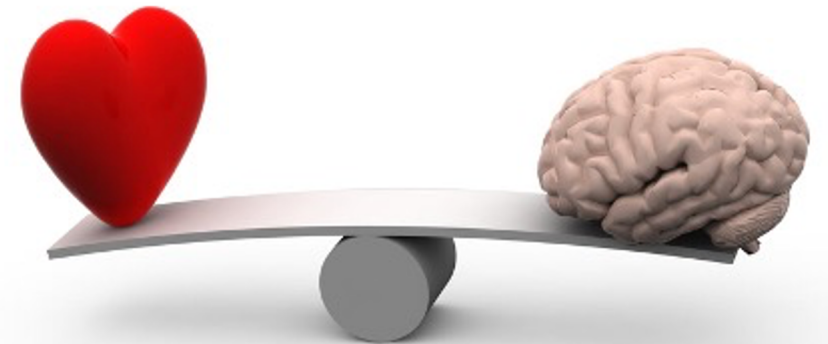
Shared Language.
Common Ground.

SECTION ONE

Common but Ever-Evolving Vocabulary

- Anti-Racism
- BIPOC
- Cisgender
- Disparity
- Diversity
- Equality
- Equity
- Ethnicity
- Implicit Bias
- Inclusion
- Intersectionality
- Microaggression
- Neurodiversity

- Non-binary/Genderqueer
- Oppression
- Privilege
- Racialized
- Racial Anxiety
- Racism
- Structural or Systemic Racism
- Social Determinants of Health
- Social Power
- Stereotypes
- Weathering
- White Supremacy/Dominant Culture

Social Justice

Social justice is a communal effort dedicated to creating and sustaining a fair and equal society in which each person and all groups are valued and affirmed. It encompasses efforts to end systemic violence and racism and all systems that devalue the dignity and humanity of any person. It recognizes that the legacy of past injustices remains all around us, so therefore promotes efforts to empower individual and communal action in support of restorative justice and the full implementation of human and civil rights. Social justice imperatives also push us to create a civic space defined by universal education and reason and dedicated to increasing democratic participation. (Definition from the John Lewis Institute for Social Justice)

Equity

To ensure fair distribution of available resources across society.

Access

Ensure all people have access to goods and services regardless of age, gender, ethnicity etc.

Participation

Enable people to participate in decisions which affect their lives.

Rights

To protect individual liberties to information about circumstances and decisions affecting them and to appeal decisions to people feel are unfair.

Forms of Equity

Social Equity: *impartiality, fairness, and justice for all people.*

Racial Equity: *the condition when one's racial identity no longer predicted their social or health outcomes*

Health Equity: *everyone has a fair and just opportunity to attain their highest level of health*

Pay Equity: *compensating employees who have similar job functions with comparably equal pay*

Transportation Equity: *fairness in mobility and accessibility to meet the needs of all community members*

Social Inequities Worldwide

Food Insecurity

Health Care

Benefits Cliff

The Wealth Gap

Terrorism

Homelessness

Government Corruption

Climate Change/Environmental Justice

Body Autonomy

Intolerance

Poverty

Pollution

Religious Discrimination

Voting Rights

Illiteracy

Gender Pay Gap

Access to Broadband/cybersecurity

Reproductive Rights/Abortion

Crime

Mental Health and Substance Abuse

Sanitation

Prostitution

Education

Free Speech/Media Surveillance

Housing Affordability

Family Violence/Family Breakdown

Child Abuse and Neglect

Gambling

Violence against women

Racism/Racial discrimination

Teenage Pregnancy

Power Imbalances

Unequal Distribution of Resources

Political extremism

Gun/Weapons Laws

Eroding Democracy

Refugee/Migrant/Asylum Seekers

Unemployment

Threats to the trans community

Ageing Population

Arrest Procedures/Police Brutality

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Diversity and Inclusion
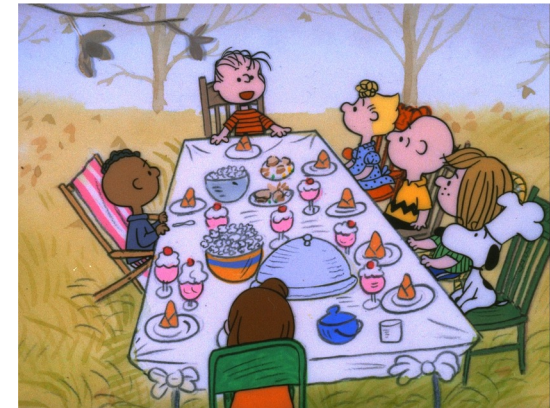
The Goal: Integration

Diversity

Focuses exclusively on representation of "diverse" individuals as expressed in numbers and percentages.

"widget counting" "assimilation vs integration"

Integration

Focuses on purposefully creating environments where cultures and the lived experiences of others are celebrated and shared, fostering a mutual respect for others and an authentic sense of community.

Standing in the Way: Dominant Culture

- Organizational culture heavily influenced by leadership, management, and organizational development as defined by white men and women.

- 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.

EquityIntheCenter.org: Awake, Woke, Work 2019

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Dominant Narrative Perpetuates Inequities

"This [dominant] narrative will always produce durable, persistent and racialized poverty; built around just accepting and tolerating this societal problem by framing it as an individual issue."

~ john a. powell

Power and Privilege

Power: Having influence, authority or control over people and/or resources and impose one's beliefs. Racism cannot be understood without understanding that power is experienced both individually and culturally.

Privilege: Unearned access to resources (social power) that are only readily available to some people because of their social group membership; an advantage, or immunity granted to or enjoyed by one societal group above and beyond the common advantage of all other groups. Privilege is often invisible to those who have it but nevertheless puts them at an advantage over those who don't have it.

Oppression: Unjust or cruel exercise of authority or power (***Definitions adapted from Racial Equity Tools***)
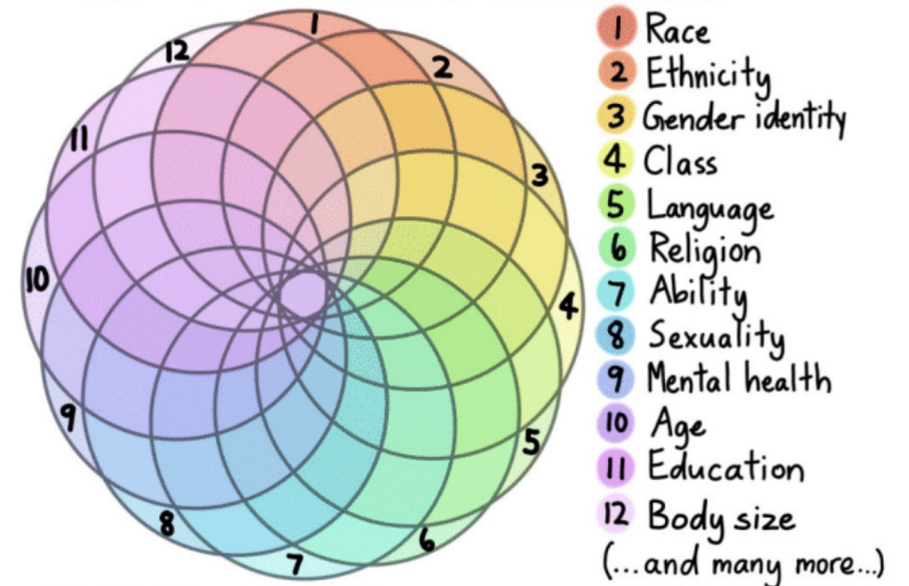
Intersectionality

The complex, cumulative manner in which the effects of different forms of discrimination or privilege combine, overlap, or intersect.

- *There are no vacuums.*
- *There is no isolation of social identities.*
- *We are the sum of every social identity we have and that can often lead to compounded privilege or oppression.*

INTERSECTIONALITY

1 Race
2 Ethnicity
3 Gender identity
4 Class
5 Language
6 Religion
7 Ability
8 Sexuality
9 Mental health
10 Age
11 Education
12 Body size
(...and many more...)

Intersectionality is a lens through which you can see where power comes and collides, where it locks and intersects. It is the acknowledgement that everyone has their own unique experiences of discrimination and privilege.
– Kimberlé Crenshaw –

@sylviaduckworth

Source: Sylvia Duckworth Instagram Account

Graphic source

Social Identities and The Isms

Ableism: Physical or Mental Ability

Ageism: Age

Classism: Socioeconomic Class/Status

Elitism: Educational Level

Heterosexism: Sexual Orientation

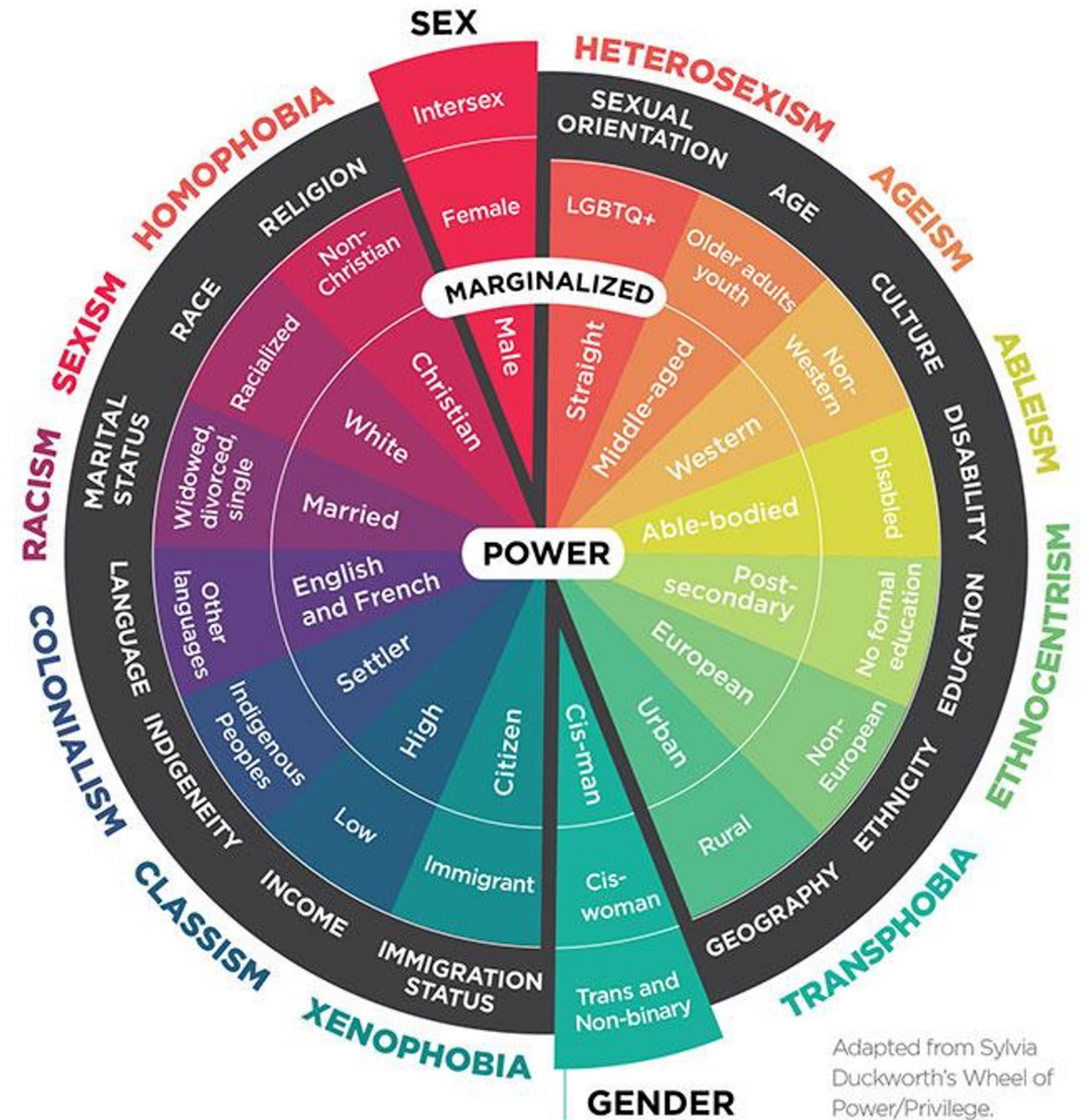**Linguistic Oppression:** Language

Racism: Race

Religious Oppression: Religion

Sexism: Sex

Genderism: Gender

Xenophobia: Immigrant Status

Adapted from Sylvia Duckworth's Wheel of Power/Privilege.

Some gender identity terms include:

| Agender Bigender | Genderfluid Genderqueer | Gender neutral Non-binary | Transgender man Transgender woman |

Race / Racism

RACE

A race is a grouping of humans based on shared physical or social qualities into categories generally viewed as distinct by society.

RACISM

1) A belief that race is the primary determinant of human traits and capacities, and that differences produce an inherent superiority of a particular race (Merriam-Webster).

2) Racism = Race Prejudice + the misuse of power in systems and institutions (The People's Institute for Survival and Beyond, n.d.).

Internalized Racism

Interpersonal Racism

Institutional Racism

Systemic/Structural Racism

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Icons by ibrandify

Anti-Racism

Anti-Racism: The work of actively opposing racism by advocating for changes in political, economic, and social life. Anti-racism tends to be an individualized approach, set up in opposition to individual racist behaviors and impacts. *(Definition taken from Racial Equity Tools)*

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Microaggressions

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, **whether intentional or unintentional**, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership (from Diversity in the Classroom, UCLA Diversity & Faculty Development, 2014).

THEMES	MICROAGGRESSION EXAMPLES	MESSAGE
Alien in One's Own Land When Asian Americans, Latino Americans and others who look different or are named differently from the dominant culture are assumed to be foreign-born	• *"Where are you from or where were you born?"* • *"You speak English very well."* • *"What are you? You're so interesting looking!"* • A person asking an Asian American or Latino American to teach them words in their native language. • Continuing to mispronounce the names of students after students have corrected the person time and time again. Not willing to listen closely and learn the pronunciation of a non-English based name.	You are not a true American. You are a perpetual foreigner in your own country. Your ethnic/racial identity makes you exotic.
Ascription of Intelligence Assigning intelligence to a person of color or a woman based on his/her race/gender	• *"You are a credit to your race."* • *"Wow! How did you become so good in math?"* • To an Asian person, *"You must be good in math, can you help me with this problem?"* • To a woman of color: *"I would have never guessed that you were a scientist."*	People of color are generally not as intelligent as Whites. All Asians are intelligent and good in math/science. It is unusual for a woman to have strong mathematical skills.
Color Blindness Statements that indicate that a White person does not want to or need to acknowledge race.	• *"When I look at you, I don't see color."* • *"There is only one race, the human race."* • *"America is a melting pot."* • *"I don't believe in race."* • Denying the experiences of students by questioning the credibility /validity of their stories.	Assimilate to the dominant culture. Denying the significance of a person of color's racial/ethnic experience and history. Denying the individual as a racial/cultural being.

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Let's talk about Implicit (Unconscious) Bias

- Look for refuting evidence and focus on seeing people as individuals.

- Work on consciously changing your stereotypes

- Take time to pause and reflect

- Adjust your perspective and

- Increase your exposure

- Practice Mindfulness

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Cultural	Definition
Awareness	A person's understanding of the differences between themselves and people from other countries or other backgrounds
Sensitivity	Awareness that cultural differences and similarities between people exist without assigning them a value—positive or negative, better or worse, right or wrong.
Competence/ Knowledge	A set of skills and knowledge that help a person learn, reason, solve problems, and interact comfortably when working with people from different cultures. When a person understands cultures beyond their own (and beyond cliched stereotypes) and can objectively consider similarities and differences between those cultures
Adaptability/ Intelligence	The ability to understand one's own and others' cognitive biases and to adapt communication and management styles, as necessary, to ensure successful team performance.
Humility	The ability to maintain an interpersonal stance that is other-oriented (or open to the other) in relation to aspects of cultural identity that are most important to the person.

Competency vs Humility

CULTURAL COMPETENCY

A learning process that builds knowledge, awareness, skills and capacity to identify, understand and respect the unique beliefs, values, customs, languages, abilities and traditions of all people in order to develop policies to promote effective programs and services.

(Mosher, Hook, Farrell, Watkins, & Davis, 2017)

CULTURAL HUMILITY

A lifelong motivation to learn from others,

Critical self-examination of cultural awareness,

Interpersonal respect,

Developing mutual partnerships that address power imbalances, and

An other-oriented stance open to new cultural information

Working in a Global Society Requires:

- Cultural and Emotional Intelligence–cognitive capacity.

- Adaptivity and Agility

- Relationship building that creatively fosters integration at every level of engagement

- Resilience to cope with unpredictable stress and maintain a sense of emotional and physical health and well-being

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Nailing it Down.

1. Have a perspective transformation
2. Equity is not equality
3. Move from diversity to integrating diverse staff into all policies practices and procedures
4. Guard against dominant thinking
5. Examine power and privilege
6. Recognize the social intersection of people/staff/patients
7. Continuously checking in on biases → are they leading to microaggressions against others
8. Am I on a path towards cultural humility?

BREAK TIME: 10 minutes

BUILDING BLOCK

Why Equity Matters

SECTION TWO

Factors Affecting Health

Physical environment

• Clean air and water

Social & economic factors

• Education, income, race/ethnicity, religion

Clinical care

• Access to quality medical care

Health behaviors

• Smoking, drinking, healthy food & activity

Genes and biology

• Predisposition to certain diseases

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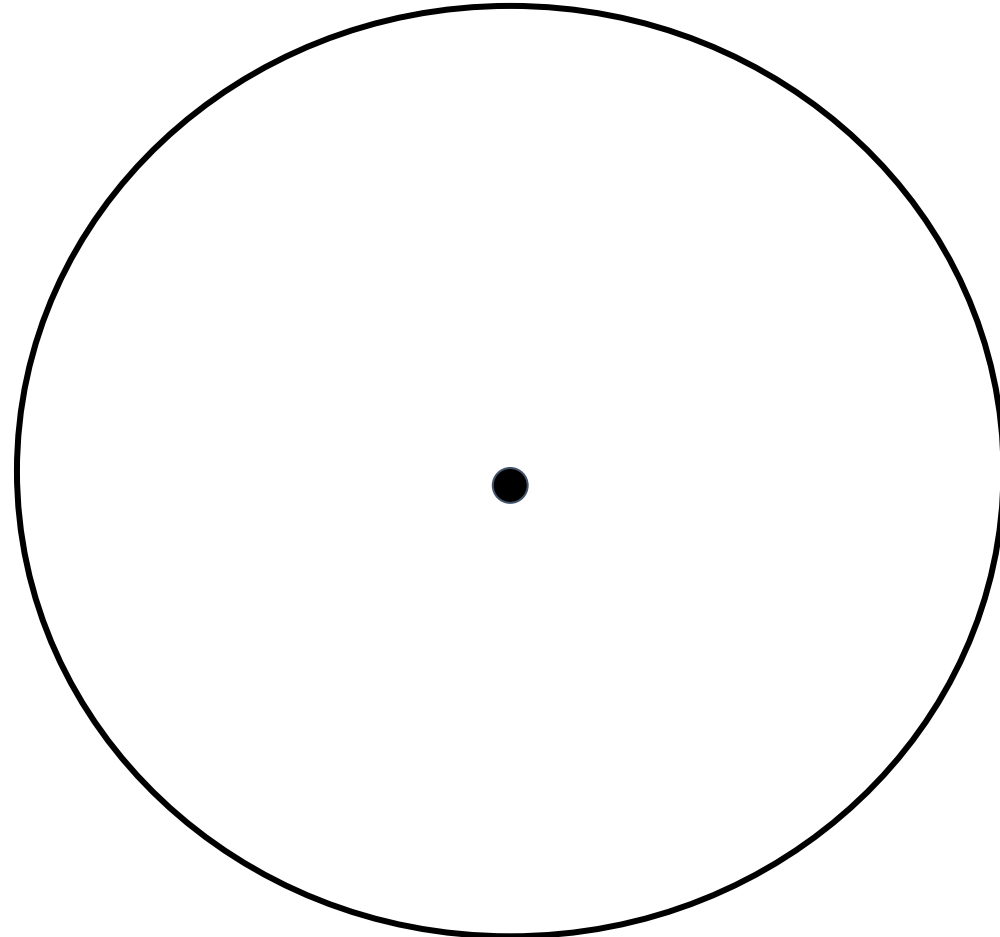
Factors Affecting Health

- Physical environment
- Social & economic factors
- Clinical care
- Health behaviors
- Genes and biology

Physical Environment **10%**

Genes & Biology **10%**

Clinical Care **10%**

Social & Economic Factors **40%**

Health Behaviors **30%**
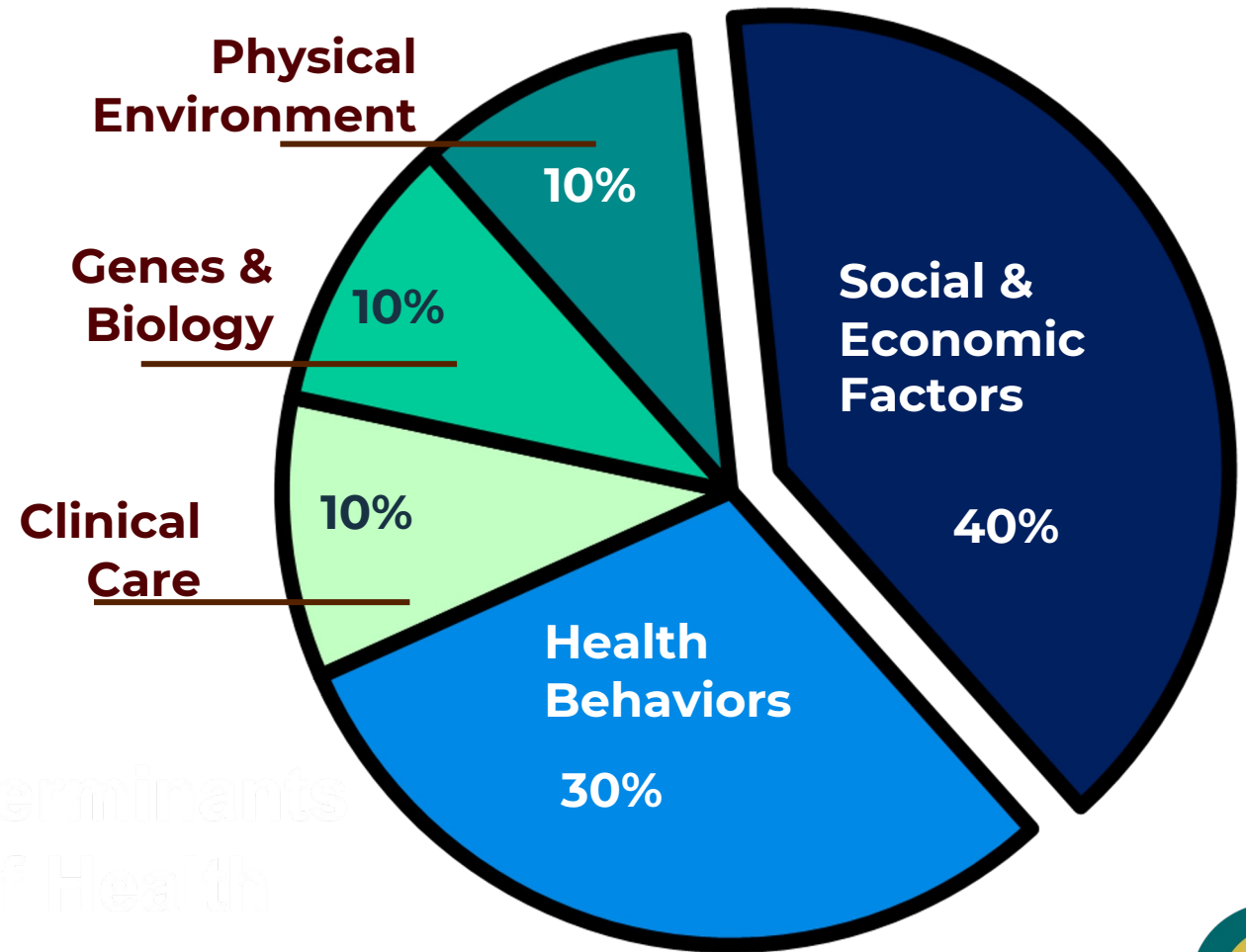
Determinants of Health

Social Factors Impacting Health
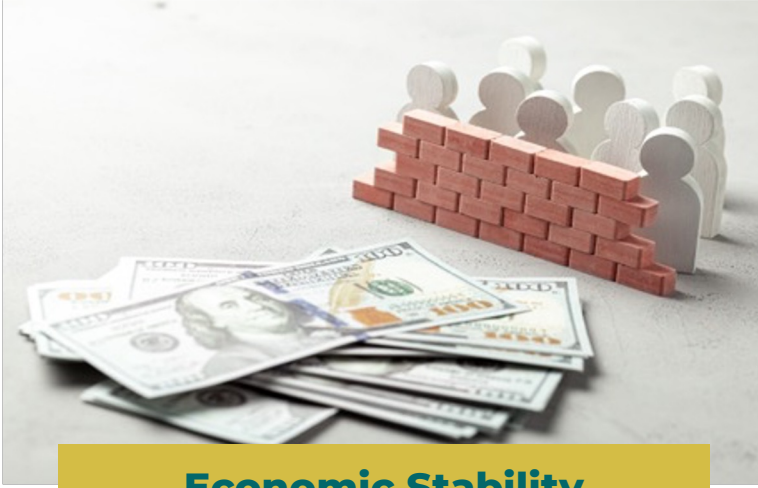
Economic Stability

Health Care

Physical Environment

Neighborhood and Community

Education
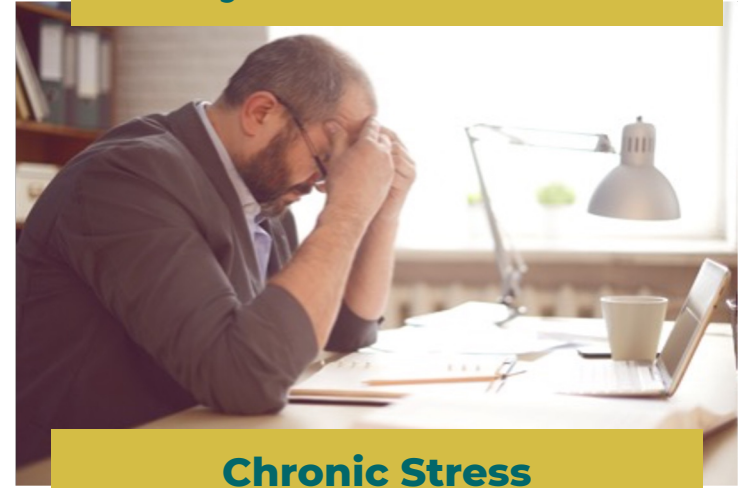
Chronic Stress

Wealth, Social Mobility, and Health

Social Mobility: the movement of individuals, families, or groups through a system of social hierarchy or stratification.

- *Vertical:* moving **up or down** on the social ladder
- *Horizontal:* movement **within the same** social category
- *Intragenerational:* status changes **within a person's lifetime**
- *Intergenerational*: moving **up or down over multiple generations**

What are the Root Causes of Health Inequities?

Structural Racism

Class Oppression

Gender Inequity

Heterosexism

When inequities are high and community assets are low, health outcomes are worst.
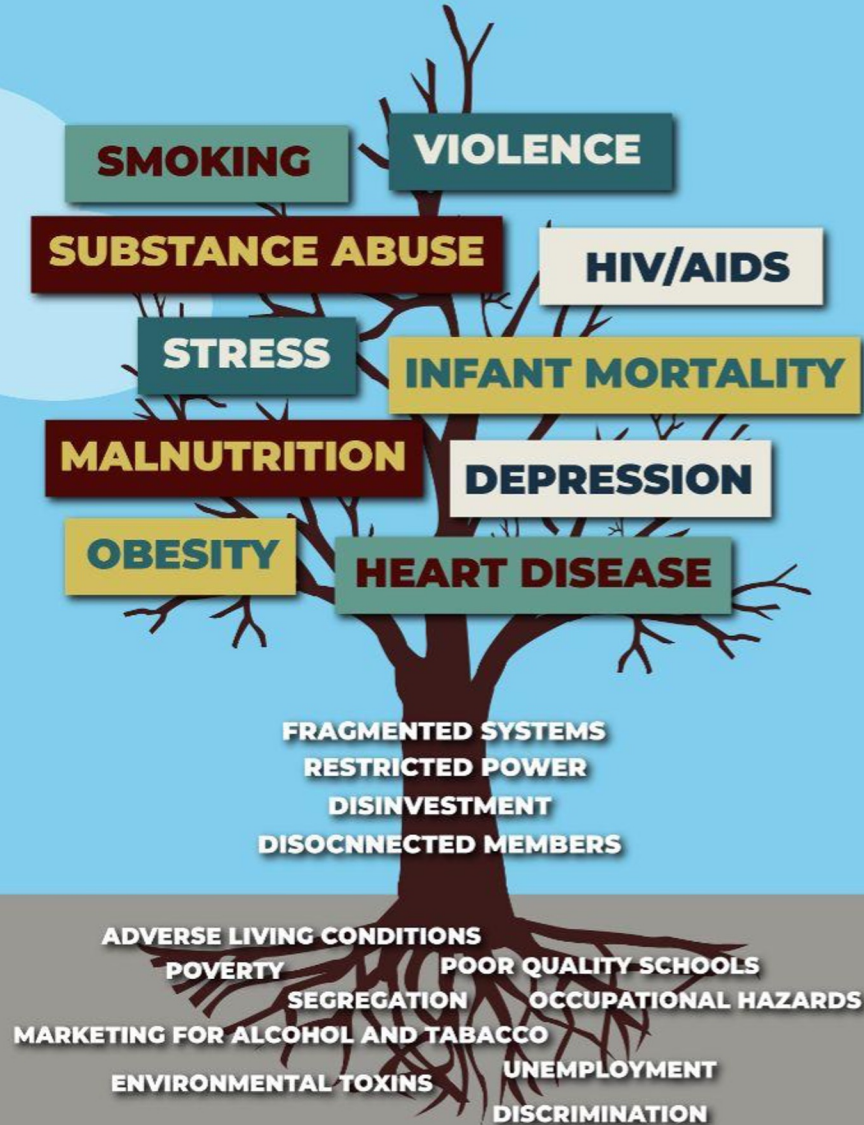
When inequities are low and community assets are high, health outcomes are the best.

Left tree:

SMOKING
VIOLENCE
SUBSTANCE ABUSE
HIV/AIDS
STRESS
INFANT MORTALITY
MALNUTRITION
DEPRESSION
OBESITY
HEART DISEASE

FRAGMENTED SYSTEMS
RESTRICTED POWER
DISINVESTMENT
DISOCNNECTED MEMBERS

ADVERSE LIVING CONDITIONS
POVERTY   POOR QUALITY SCHOOLS
SEGREGATION   OCCUPATIONAL HAZARDS
MARKETING FOR ALCOHOL AND TABACCO
ENVIRONMENTAL TOXINS   UNEMPLOYMENT
DISCRIMINATION

Right tree:

VIOLENCE
SMOKING
HIV/AIDS
SUBSTANCE ABUSE
INFANT MORTALITY
MALNUTRITION
OBESITY
DEPRESSION
HEART DISEASE
STRESS

SENSE OF COMMUNITY
SOCIAL NETWORKS
SOCIAL SUPPORT
PARTICIPATION
LEADERSHIP
PLITICAL INFLUENCE
ORGANIZATIONAL NETWORKS

QUALITY SCHOOLS   ACCESS TO HEALTHY FOODS   JOBS
ACCESS TO HEALTHCARE
ACCESS TO RECREATIONAL FACILITIES   CLEAN ENVIRONMENT
TRANSPARENT RESOURCES   HEALTH INSURANCE   QUALITY HOUSING

Nailing it Down.

1. Social Factors have the most impact on health
2. Where you live should not dictate how healthy you are
3. The goal is to have communities of high opportunity
4. Identifying and addressing the root causes of health inequities

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BUILDING BLOCK

Achieving Equity

SECTION THREE

What will it take?

Reality

Racism Poverty Nationalism Ageism

Trauma Inaccessibility Injustice

Healthcare Disparities Colorism

Redlining Microagressions Xenophobia Sexism Classism Ableism

Opression Food Insecurity Income Disparities Assimilation Apathy

Reality

Racism Poverty Nationalism Ageism

Trauma Inaccessibility Injustice

Healthcare Disparities Colorism

Redlining Microagressions Xenophobia Sexism Classism Ableism

Opression Food Insecurity Income Disparities Assimilation Apathy

Achieving Equity

Police Reform Health Equity Access to Resources Therapy Empathy

DEI Training Immigration Reform Belonging Economic Equality

Community Psychological Safety Education Justice Reform

Food Security

Accommodations

Empowerment

Mentorship

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Equity In Action

- Challenge self.

- Acknowledge history.

- Question ideologies.

- Change systems.

- Be accountable.

Downstream
Individual/Micro-Level

Self

Reflection
Examination
Awareness

Midstream
Institutional Level

Structures

Review the 3 P's
Leadership
Representation

Upstream
Macro-Level

Systems

Dismantle
Shift Power
Advocate

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Challenge Self and Question Beliefs

- Leave time for self-reflection.
- Be open to difficult and courageous conversations
- Lean into your discomfort and fear
- Be honest with yourself and others
- What have you believed about people who aren't like you and why?
- Does what you believe uphold justice and promote equity for all?
- Is there any evidence that negates your beliefs?

Where the magic happens

Your Comfort Zone

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Grab a Partner (or two)

Self-Assessment Activity Discussion
Share:

1. One thing you learned about yourself
2. How will what you learned change the way you work and live?
3. What, if anything surprised you?
4. What, if anything, made you the most uncomfortable? Why?
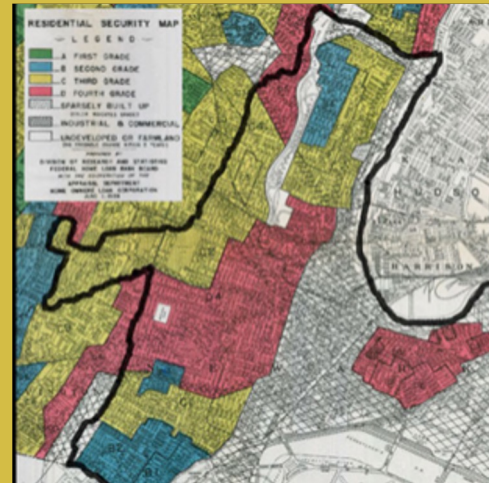
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Activity: My Core Values

Acknowledging the Past to Understand the Present

Jim Crow Laws

Redlining

Urban Renewal

Racial Zoning

BALTIMORE: PASSES FIRST RACIAL ZONING ORDINANCE IN 1910/1911 (USED PUBLIC HEALTH LANGUAGE AS JUSTIFICATION)

- "Blacks should be quarantined in isolated slums in order to reduce the incidents of civil disturbance, to prevent the spread of communicable disease into the nearby White neighborhoods, and to protect property values among the White majority."
  - Baltimore Mayor Bary Mahool, 1910

Racial Home and Land Covenants

COVENANTS IN OHIO & CLEVELAND

- Covenants were prolific throughout Ohio's major urban areas
  - A study of Columbus developments from 1921 to 1935 found 67 of 101 (or 67% of all) subdivisions platted & developed during this time to included restrictive convents
- In Cleveland, According to an NAACP branch report:
  - By 1914 Cleveland housing exhibited "a noticeable tendency toward inserting clauses in real estate deeds restricting the transfer of the property to colored people, Jews, and foreigners generally."
    - Source: African Americans and the Color Line in Ohio, 1915-1930.

None of the said lands, interests therein or improvements thereon shall be sold, resold, conveyed, leased, rented to or in any way used, occupied or acquired by any person of Negro blood or to any person of the Semitic race, blood, or origin which racial description shall be deemed to include Armenians, Jews, Hebrews, Persians or Syrians.

Understanding health [in the United States] requires grappling with the history of the country. You carry your history with you in your body.

- Nancy Krieger, Professor of Social Epidemiology, Harvard Chan School

Historical Trauma

"Historical trauma can be conceptualized as an event or set of events perpetrated on a group of people (including their environment) who share a specific group identity (e.g. nationality, tribal affiliation, ethnicity) with genocidal or ethnocidal intent (i.e. annihilation or disruption to traditional lifeways, culture, and identity)"– Walters, et al., 2011

Walters, K. L., Mohammed, S. A., Evans-Campbell, T., Beltrán, R. E., Chae, D. H., & Duran, B. (2011). BODIES DON'T JUST TELL STORIES, THEY TELL HISTORIES: Embodiment of Historical Trauma among American Indians and Alaska Natives. *Du Bois review : social science research on race*, *8*(1), 179–189. https://doi.org/10.1017/S1742058X1100018X

Becoming Anti-Racist

Fear Zone

I deny racism is a problem.

I avoid hard questions.

I strive to be comfortable.

I talk to others who look & think like me.

Learning Zone

I recognize racism is a present & current problem.

I seek out questions that make me uncomfortable.

I understand my own privilege in ignoring racism.

I educate myself about race & structural racism.

I am vulnerable about my own biases & knowledge gaps.

I listen to others who think & look differently than me.

I surround myself with others who think & look differently than me.

Growth Zone

I identify how I may unknowingly benefit from Racism.

I promote & advocate for policies & leaders that are Anti-Racist.

I sit with my discomfort.

I speak out when I see Racism in action.

I educate my peers how Racism harms our profession.

I don't let mistakes deter me from being better.

I yield positions of power to those otherwise marginalized.

www.SurgeryRedesign.com

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ULI's 10 Principles

The 10 Principles for Embedding Racial Equity in Real Estate Development reflect ULI's response to member calls for guidance on equitable development and the role the real estate industry has played in creating and perpetuating injustices, as well as workshop participants' expertise and experiences, and ULI's mission to shape the future of the built environment for transformative impact in communities worldwide. The principles demonstrate that there is a strong business case for equitable development that real estate professionals can harness to develop projects that are more successful and more equitable.

1. Embed racial equity across all aspects of your real estate development practice.
2. Commit to building your knowledge and optimizing your personal and institutional power.
3. Articulate the racial equity business case.
4. Use data to ensure equitable processes and outcomes.
5. Leverage capital to drive equitable change.
6. Understand and address current and historical context.
7. Recognize the power of language.
8. Create a community-centered development process.
9. Build trust, transparency, and credibility.
10. Form strong, intersectoral partnerships.

What is an Equity Lens?

The lens through which you view conditions and circumstances to assess who experiences benefits and who experiences burdens as a result of a program, policy, or practice.

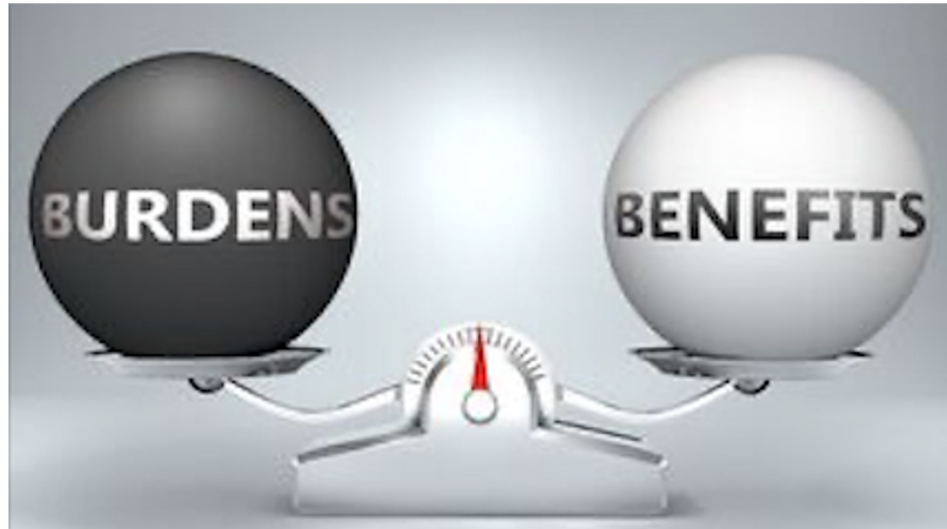**Equity through Policy**
- Strategy Development

Equity through Process
- Data Collection/Analysis
- Partnerships
- Community Engagement

Assess Burdens and Benefits

- Who benefits from this program, policy, or service? How?

- Who is burdened from this program, policy, or service? How?

- Do the burdens outweigh the benefits?

- What are the possible unintended consequences from this program, policy, or service decision?

- What can we do to mitigate any unintended consequences?

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Socially Equitable Organizations

- There is no destination or finish line. This is a life-long journey. Stay curious

- Data: Determine where you are and where you want to go (Benchmarks)

- Establish shared language

- Align equity work to mission, vision, and values

- Fail Forward

Socially Equitable Organizations

- Make equity a leader-driven priority.

- Develop structures and processes that support equity.

- Take specific actions that address the social determinants of health.

- Confront institutional racism within the organization.

- Partner with community organizations.

Socially Equitable Organizations

Intentionally centering equity by:

1. Understanding the community
2. Learning about the social factors that specifically influence the health of the population
3. Confronting implicit bias in your work
4. Empower the entire team to use their unique skills

CONCLUSION

Bringing it Home

SECTION NINE

Reflections

- What were your key takeaways and reactions today?

- What role do you play in advancing health equity?

- 24/7/30/90: Action Steps

Thank You.