

RACIAL EQUITY ASSESSMENT REPORT

WISCONSIN PUBLIC HEALTH ASSOCIATION



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HOW TO USE THIS REPORT

READ.
DISCUSS.
SHARE.
REFLECT.
COMMIT.
PLAN.
ACT.

PROJECT OVERVIEW

Wisconsin Public Health Association (WPHA) contracted with UBUNTU Research and Evaluation to an organizational assessment with WPHA's members, boards, leaders, staffing and contractors to evaluate their policies and procedures in regard to being anti-racist and inclusive. UBUNTU uses Radical Accountability for Creating Equity (R.A.C.E.) as a methodological framework for evaluation. R.A.C.E. is a critical evaluation framework that challenges systemic oppression as it manifests within programs, policies, and procedures within a given organization. R.A.C.E. is organized around eight domains of human dignity: intrinsic (autonomy, self-determination, humanity) and non-intrinsic (excellence, merit, identity, relationships, and access). For this evaluation, we utilized a critical consciousness around race as it intersects with gender, class, sexuality and other identities.

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ASSUMPTIONS

WPHA issued a resolution declaring racism a public health crisis for the state of Wisconsin. As a public health association it recognizes the need for racial equity across institutions and systems that impact health. WPHA is the most recognized membership association for public health professionals in Wisconsin and states their mission is to build a healthier, safer Wisconsin through policy and partnership. The WPHA has taken on the shared responsibility of exercising racial equity to achieve their mission.

PROJECT GOALS

- Conduct an organizational assessment for board, leadership, and members to move forward together to incorporate racial equity as a core element within WPHA;
- Review and recommend actions for updating policies, practices and guiding documents; examples include, but not limited to: bylaws, strategic plan, work plans, membership application, website. This would include paper review as well as operational assessment related to use of these documents;

- Recommend strategies to ensure ongoing communication with WPHA membership on the internal assessment process and outcomes

PROJECT ACTIVITIES

Activity	Timeline
Learning Workshop <ul style="list-style-type: none"> ➤ Explored individual journeys to thinking about racial equity through Origin Stories ➤ Reflected in small groups about the journey of the organization based on their perspective ➤ Co-Created an organizational journey map 	July 2019
Literature Review <ul style="list-style-type: none"> ➤ Reviewed literature relevant to questions asked by the board 	September - December 2019
Data Collection <ul style="list-style-type: none"> ➤ Content Analysis <ul style="list-style-type: none"> ◦ Reviewed the website and organizational communications ➤ Interviews <ul style="list-style-type: none"> ◦ Interviewed six organizational leaders ➤ Survey <ul style="list-style-type: none"> ◦ Sent out a survey to all members of the organization 	July - November 2019
Data Analysis <ul style="list-style-type: none"> ➤ Collaborated to analyze data, report findings and developed recommendations 	October - December 2019

A BRIEF REVIEW OF LITERATURE ON RACISM IN ORGANIZATIONS

Racism is a permanent aspect of society and organizations are not exempt from this system of oppression (Donner & Miller, 2006; Walter, Ruiz, Tourse, Kress, Morningstar, MacArthur & Daniels, 2017). Much of the literature on racism and creating organization change centers whiteness and the role of white staff and leaders in addressing racism in organizations (Gulati-Partee & Potapchuk, 2014; Michael & Conger, 2009; Ward, 2008). Studies have examined the ways in which whiteness in organizations are sustained because of white normativity, or the ideas and practices- unconscious and invisible- that make whiteness appear to be natural and right and difficult to see and therefore address (Gulati-Partee & Potapchuk, 2014; Ward, 2008). While some organizations frame their equity work in regard to diversity (Abramovitz & Blitz, 2015; Trenerry & Paradies, 2012), others urge organizations to discuss and address systemic inequities (Blitz & Kohl,

2012; Hills & Curry-Stevens, 2017). Research has pointed out the ways in which organizations overemphasis on diversity in their organization is touted in order to get support and funding rather than to create real structural change within the organization. Diversity celebration events, strategic planning, counting employees of color to ensure fairness and equality may reflect white normative approaches to racial equality rather than addressing racial equity (Ward, p. 583, 2008). Previous research on whiteness in organizations has focused on the formal and structural factors to examine whether white members hold the majority of positions of power and authority and how racial affinity groups can shift organizations to be antiracist (Blitz & Kohl, 2012; Donner & Miller, 2006; Gulati-Partee & Potapchuk, 2014; Michael & Conger, 2009; Ward, 2008).

Recognizing that whiteness and racism impacts the organization and their members, staff and leadership, as well as the public that they serve is a critical first step toward advancing racial equity. Thus, promoting and advancing racial equity in organizations can have a positive impact on communities of color (Meehan et al., 2009). Racial equity is defined as “closing the gaps” and addressing “root causes” of race-based inequalities. Racial equity involves eliminating policies, practices, cultural messages and attitudes that reinforce differential outcomes because of race” (Hills & Curry-Stevens, p. 25, 2017). Using a racial equity lens is acknowledged as an ongoing process (Redwood & King, 2014) and practice of increasing capacity to see, understand, and relate to other racial and cultural realities, worldviews, values and norms that are different from one’s own and to be willing to work to create equity and justice (Hills & Curry-Stevens, p. 25, 2017). Examining policies, practices, and organizational culture to understand how organizations privilege white people and subordinate people of color are important to understand. Studies suggest that by developing internal systems that support organization’s members, staff and leaders to learn and develop a common language for understanding structural racism and other forms of systemic inequities can help advance racial equity work (Blitz & Kohl, 2012). Moreover, research suggests increased knowledge about structural racism can foster engagement in racial equity work, having outside strategic advice and access to organization decision makers were important to engagement as well as financial support (Abramovitz & Blitz, 2015).

Racial equity and its importance is cited in many studies across different sectors. Research on organizational change related to racism focuses on a wide range of institutions including education, social service agencies, foundations, philanthropic work, human services and health (Abramovitz & Blitz, 2015; Blitz & Kohl, 2012; Kania, Kramer & Senge, 2018; Michael & Conger, 2009; Redwood & King, 2014). Many studies highlight various strategies and approaches used for advancing racial equity in organizations and acknowledge that a combination of approaches are best in order to work towards organizational change (Kania, Kramer & Senge, 2018; Michael & Conger, 2009; Nelson & Brooks, 2016). Research on organizational change through a racial equity lens discuss the factors that create more effective long-term change. For example, trainings and workshops are one strategy that have been heavily discussed in

organizational change literature (Abramovitz & Blitz, 2015; Chin, Clarke, Nocon, Casey, Goddu, Keesecker & Cook, 2012). These trainings and feedback have noted mixed results in changing the attitudes and perceptions of people. Further, these changes in attitudes around race and racism are short lived if there is not structural changes taking place in the organization. In order to have a sustained positive impact on advancing racial equity there needs to be strong and committed leadership and broader accountability mechanisms in place (Hills & Curry-Stevens, 2017; Donner & Miller, 2006; Redwood & King, 2017).

The role of leaders in organizations play an essential role in working toward racial equity that includes visioning, decision-making, empathetic understanding, storytelling, community coaching, healing and inner work, cultural attunement and an ability to promote confidence, listen and hear from people in the organization (Abramovitz & Blitz, 2015; Hills & Curry-Stevens, 2017; Meehan, Reinelt & Perry, 2009; Walter et al. 2017). Many suggest that leadership must take the first step toward addressing racism in organizations and provide direction for the organization to take to advance racial equity and can play a key role in encouraging and mobilizing action within the organization. However, even leaders with a positive view on race have reinforce institutional racism and creates barriers to organizational and institutional change. (Walter et al., 2017). Thus, leadership development is key toward moving racial equity work forward internally and externally. Moreover, having a broader system of accountability in the racial equity work can produce more change and institutionalized racial equity plans. A systemic approach to racial equity points to the need for changes to be implemented across the organization at every level to have a longer institutional and systemic effect. Some evidence based practices include a written and public commitment of leadership, a strong stakeholder group with a significant role and input of community stakeholders in the process, an assessment of the current organizational status and an equity plan to advance solutions (including targets, monitoring process, resources, policy/procedural reforms) (Hills & Curry-Stevens, p. 27, 2007).

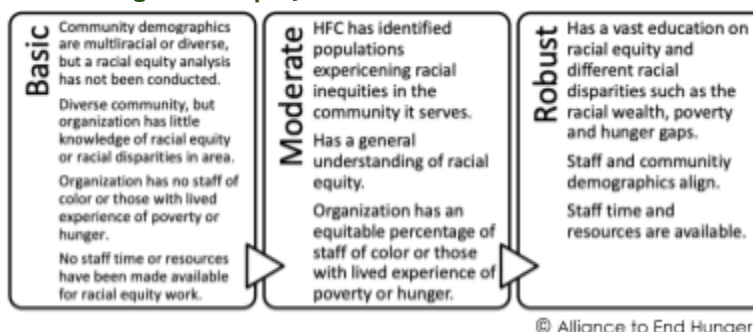
While there are different strategies and approaches presented in the literature, researchers also highlights the barriers for organizational progress that focuses on racial equity, such as limited resources, attitudes of personnel, organization, reluctance to take on resource allocation conflicts and unwillingness to change their structure (Abramovitz & Blitz, 2015; Donner & Miller, 2006; Nelson & brooks; Walter et al., 2017). Moreover, researchers have focused on foundations' role in investing in communities of color in order to address racial disparities and advance racial equity (Cunningham, Avner & Justilien, 2014). The pervasiveness of racism that organizations are attempting to address also present barriers for leaders, staff and members of color. Studies have shown how "staff from marginalized groups often find themselves excluded from both formal and informal networks of information and opportunity. This exclusion from circles of influence keeps individuals from fully contributing and benefiting from their involvement in the organization" (Abramovitz & Blitz, p. 11, 2015).

Research on membership organizations have examined sense of belonging and reputation, perceptions of relationship trust and commitment in order to understand the relationships within organizations (De Cremer & Tyler, 2005; Ki & Hon, 2012) as well as how to interpret and manage conflict within organizations (Proudford & Smith, 2003). One study examined membership association's diversity initiatives and challenges, highlighting the incentives, identity and power challenges as influencing the diversity of current and potential members (Solebello, Tschirhart & Leiter, 2016). In this study researchers found that organizations that struggled with differences among members had challenges and conflict related to diversity incentives, identity, power and initiatives, thus creating a paradox of inclusion and exclusion.

Some research examines the role of race and gender in regard to networking and organization membership (Gremmen, Akkerman & Benschop, 2013; Mattis, 2004; McGuire, 2000; Miner & Tolnay, 1998). For example, studies that focus on networking behavior apply theories of gender in networking to understand how organizational networks are created based on the networking behaviors of men and women (Gremmen et al., 2013). These studies suggest that by understanding the ways in which men and women approach networking, organizations can support their employees diversifying their networking behaviors in order to generate optimal network structures in and outside of the organization. Other studies examined the role of race in order to understand the factors that are associated with their participation in groups (Mattis et al., 2004; Miner & Tolnay, 1998). For example, one study looked at the ways that race and organization membership impacted Black people's involvement in the organization, noting how historically formal organizations, like social clubs, country clubs and fraternities, had exclusionary policies that presented barriers for Black people joining. Church, school and neighborhood based organizations on the other hand were relatively open and had more involvement with Black community members. These researchers found that historical discrimination blocks older Black peoples participation in groups and that younger Black report more involvement that their white counterparts in voluntary organizations. Some studies attribute this involvement to identified isolation, overcompensation and ethnic community perspective (Miner & Tolnay, 1998).

CONTENT ANALYSIS

Communicating Racial Equity



Alliance to End Hunger created criteria for organizations to incorporate racial equity using a spectrum to judge racial equity within it. We chose this organizational framework for the content

analysis because of the depth done by the organization to address racial equity using a public health approach. Using the Alliance to End Hunger rubric, WPHA organizational content is **BASIC**. Primarily, to reach a moderate level, WPHA would need to develop a general shared understanding of racial equity throughout the organization and a shift in leadership to reflect a diverse population across the state. These gaps were addressed during the interviews as well.

Web Accessibility

Our analysis of equity also reviewed the usability of the website. Accessibility criteria highlights the ways WPHA website makes their website accessible to various populations with special needs. N/A means the website is not applicable to WPHA organization, "Blank" means unmet by WPHA. "X" signifies do/don'ts explicitly executed by WPHA website.

Visibility Criteria for Various Populations			
DO's		Don'ts	
Autism Spectrum			
Use Simple Colors	X	Use Bright contrasting colors	
Write in Plain Language		Use figures of speech and idioms	
Use Simple sentences and bullets		Create a wall of text	X
Make buttons descriptive		Make buttons vague and unpredictable	N/A
Build simple and consistent layouts	X	Build complex and cluttered layouts	
Anxiety			
Give users enough time to complete an action	N/A	Rush users or set impractical time limits	N/A
Explain what will happen after completing a service	N/A	Leave users confused about next steps or timeframes	N/A
Make important information clear	X	Leave users uncertain about the consequences of their actions	
Give Users the support they need to complete a service	N/A	Make support or help hard to access	
Let users check answers before they submit them	N/A	Leave users questions what answers they gave	N/A
Dyslexia			
Use images and diagrams to support text		Use larger blocks of heavy text	
Align text to the left and keep a consistent layout	X	Underline words use italics or write in capitals	
Consider producing materials in other formats (EX: audio or video)		Forces users to remember forms previous pages	N/A

Keep content short, clear and simple		Rely on accurate spelling	
Let users change the contrast between background and text		Put too much information in one place	X
Low Vision			
Use good color contrasts and reasonable font size		Use low color contrasts and small font size	X
Publish all information on web pages	X	Bury information in downloads	
Use a combination of color, shapes, and text		Only use to color convey meaning	X
Follow a linear, logical layout	X	Spread content all over a page	
Put buttons and notification in the context	X	Separate actions from their context	
Physical or Motor Disability			
Make large, clickable actions		Demand Precision	
Give clickable elements space		Bunch interactions together	X
Design for a keyboard or speech only use		Make dynamic content requires a lot of mouse movement	X
Design with mobile and touchscreen in mind		Have short time out windows	N/A
Provide Shortcuts	X	Tire users with lots of typing and scrolling	X

INTERVIEWS

Interview Questions

- To start, what brought you to serving at Wisconsin Public Health Association beyond general membership? How long have you been in your position?
- What keeps you motivated to stay in your position?
- What identities do you think most often about for yourself or others? Why?
- Which identities have the greatest effect on how others perceive you? Why?
- To what extent have the members of the organization been given an opportunity to explore their own identities as an impact on their work?
- In your own words, how would you define racism?
- In your own words, how would you define racial equity?
- Can you tell me about a missed opportunity to talk about race, racism, or racial equity in your experience with the organization?
- Can you give me an example of specific experience relating to race, racism or racial equity since you have been a part of the organization?
- To what extent has the membership been given the opportunity to explore race?

- From your perspective, how does the organization understand race?
- How would you describe the ways Wisconsin Public Health Association is working toward racial equity?
- How does WPHA show its members that their identities are valued?
- Have you talked to a person of color about joining WPHA in the last year? If so -- what was your relation to them, why did you ask? If not, why do you think that is?
- What questions do you have about identity within the organization?
- What do you feel you need to learn or understand better about race?

Important Quotes

- "I still think that in this day and age, given the climate we live in and the issues that we have, not only as a state but also as a country, that we could play a role in educating and advocating and organizing how we work as an association."
- "We can't do it to people, we have to do it with people, engaging them in the conversation and allowing them to come to the table is really important."
- "This is a membership-based organization, it's not even doing what all it could do."
- "I think WPHA has done that and they perpetuated by picking conferences in northern Wisconsin because I think it must have been 2014 or 2015, they had it in Milwaukee and the evaluation was that people didn't feel safe in Milwaukee. I was like why aren't we addressing the narrative?"

Interview Findings

As an organization, WPHA has practiced silencing and ignoring when issues of race have come up in a variety of settings. This silencing and ignoring seems to be the result of fear of the unknown, protection of status quo comfortability, and lack of skills to engage in difficult conversations that challenge underlying belief systems.

There have not been enough opportunities to connect understandings and discussion about race and racism among academic literature, practical experiences as a part of the public health workforce, and internally to the organization's membership network.

SURVEY

The purpose of this survey is to understand the climate and culture of an organization at its current state. The results are a snapshot of the organization at a specific point in time. All members were asked to think about their current experience within the organization to respond to each of the questions. Responses are given on a four-point Likert scale: strongly agree, agree, disagree, strongly disagree. The survey is assessed on a scale which includes nine specific domains: embracing conflict, seeking reconciliation, seeing

redeeming qualities, forgiving, loving, moving towards liberation, balancing, being radically open and struggling with fear. The domains represent individual and collective actions that allow beloved community to be a flourishing practice of a group of people within a neighborhood, organization or community. Each question asked of respondents is an experience that exemplifies the associated domain. To validate the survey instrument, we conducted an expert panel on Beloved Community to determine if each item translated the concepts appropriately. Further validity studies on the instrument will be conducted over the next three years.

Beloved Community Domains	
embracing conflict	approaching conflict as an opportunity to learn, grow, and improve
seeing redeeming qualities	looking at individuals for as assets
forgiving	capacity to move past harm
loving	demonstrating effort to care for self and others
moving towards liberation	working towards transformative social change
seeking reconciliation	sees the possibility of resolution when conflict occurs

How to Interpret Beloved Community Survey Scores

The Beloved Community Survey utilizes a four-point scale illustrated in Table 2. We average individual scores by assessing value to question responses. The most desired response received a score of 3 and the least desired response a score of 0. Desirability aligns with strongly agreeing with practices that support beloved community. We conduct an average of the scores across domains, individuals, and organizations. Each participant receives a score of 0, 1, 2, or 3 based on the response for 14 questions. The total number is divided by 14 and then is assessed according to the rubric below.

Beloved Community Score Rubric	
3	STRONG The highest score to be achieved on the survey. In this space, each person in the group demonstrates the highest regard for one another and for the capacity of the group as a whole to

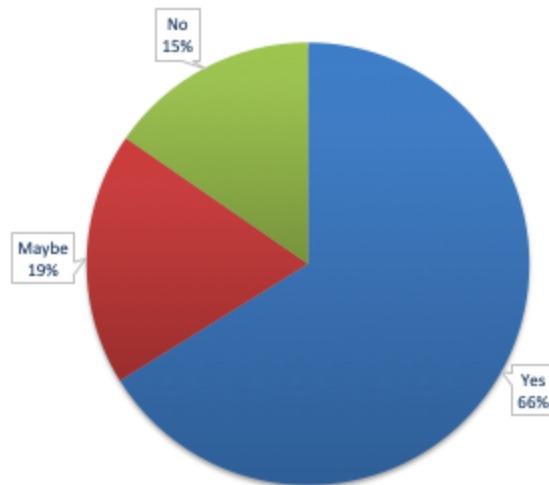
	provide dimensions of care that lead to ongoing efforts to create a sustainably equitable society.
2.5 - 2.9	HIGH WORKING In this space, each person in the group demonstrates a high level of effort towards growing individual and collective capacity to provide dimensions of care that lead to ongoing efforts to create a sustainably equitable society.
2 - 2.4	LOW WORKING In this space, each person in the group demonstrates a low level of effort towards growing individual and collective capacity to provide dimensions of care that lead to ongoing efforts to create a sustainably equitable society.
1.5 - 1.9	IMPAIRED In this space, each person in the group demonstrates that harm is created through <u>some</u> organizational practices relating to the individual and collective capacity to provide dimensions of care that lead to ongoing efforts to create a sustainably equitable society.
1 - 1.4	CRITICAL IMPAIRED In this space, each person in the group demonstrates that harm is created through <u>many</u> organizational practices relating to the individual and collective capacity to provide dimensions of care that lead to ongoing efforts to create a sustainably equitable society.
.9 or below	FRAGILE In this space, each person in the group demonstrates that a mostly unhealthy and harmful organizational culture exists.

Beloved Community Domains		WPHA SCORES (n=64) OVERALL 2.02
embracing conflict	approaching conflict as an opportunity to learn, grow, and improve	2.06 LOW WORKING
seeing redeeming qualities	looking at individuals for as assets	2.06 LOW WORKING
seeking reconciliation	sees the possibility of resolution when conflict occurs	2.01 LOW WORKING
forgiving	capacity to move past harm	1.75 IMPAIRED

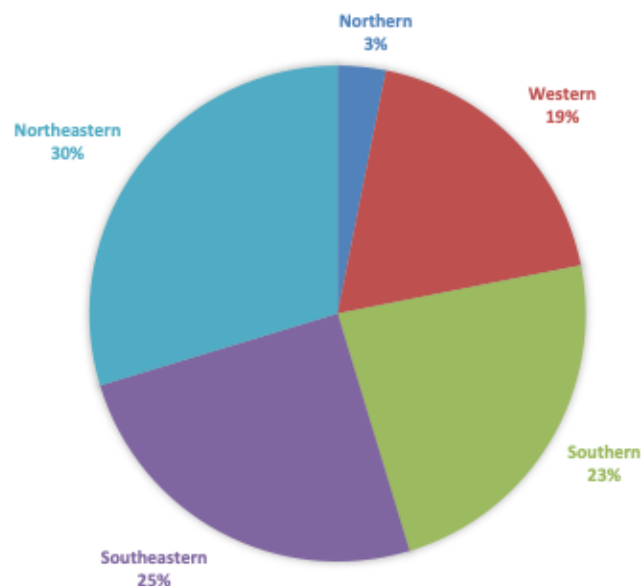
moving towards liberation	working towards transformative social change	1.99 LOW WORKING
loving	demonstrating effort to care for self and others	2.27 LOW WORKING

Other Survey Questions

Are you willing to participate in a racial affinity group within WPHA?



WHICH REGION DESCRIBES WHERE MOST OF YOUR WORK WITH WPHA IS DONE?



Important Quotes from Membership

Selection Process: Wisconsin Public Health Association (WPHA) lacks transparency in nominating leadership.

- “The process for nominating board members and officers should become more transparent”
- “Seems to be an exclusive filter for the organization in that if you don't know someone you won't get nominated”.

Membership: Membership outreach needs to expand. Members expressed a strong need for student membership as well as an increase in diversity. Members encouraged the membership to be made more accessible by instituting a grant to lower the fee. Members recommended the organization actively engage with the community to increase membership.

- “I would like to see more active recruitment and outreach to communities and professionals of color.”
- “increase the focus on recruiting a diversity of public health professionals by focusing on students”
- “more diversity in the organization”
- “One thing I am excited about is that we are offering a reduced membership rate for those with financial barriers.”
- “allowing for reduced membership rates or scholarships.”
- “I would like to see more outreach being done to communities of color and professionals of color to get them involved in WPHA and public health in general.”

Racial Equity: There is no shared value of racial equity. There is apprehension involving racial equity within WPHA. Members of WPHA lack real-world connections to racial equity. WPHA lacks diverse leadership within the organization.

- “This is not happening. There is no accountability for individuals or collectively for creating racial equity.”
- “there is no agreement as to particular actions for addressing racial equity.”
- “There is no discernible accountability for creating racial equity”
- “I am concerned that WPHA is not prepared to make big structural changes to address racial equity.”
- “bring more awareness about globalization and impacts that can have on racial equity, awareness on how products/practices in U.S impact other nations and how that in turn affects minority groups in the U.S”
- “missed opportunities to create more diverse leadership and more equitable organization”
- “More non-white people in positions of leadership”

- “Have more diversity in the leadership, especially positions of power and positions that have decisions making power.”

Advancing Equity: Members do not have a shared understanding of the connection between health equity and racial equity. WPHA is theoretically ready to institutionalize racial equity but not in actuality.

- “We need to view all forms of equity equally. Race leads much of the states work in equity but we cannot loose site of the other equity issues that affect the state. WPHA can progress further in making advances in racial and other areas of equity in a manner that is not blaming”
- “While I believe in racial equity, and feel staff do as well, we are not in a position daily/weekly to address these issues or to navigate these issues as leaders should.”

SUGGESTED PRIORITIES

CREATE A BUDGET FOR EQUITY.

WPHA needs to reallocate resources in their association in order to advance racial equity work. All of the recommendations require an investment in resources in order to close gaps and increase inclusiveness at the organization. Redistributing resources at WPHA can address these issues.

Questions to consider: How are budget decisions made at WPHA? How can WPHA increase their budget to prioritize racial equity work?

IT’S A PUBLIC HEALTH ISSUE, NOW WHAT?

WPHA leadership needs to have a strong presence and stance on racial equity. Gaining input from members, particularly those that have been historically marginalized, is necessary in order to move toward change.

How does the leadership at WPHA understand racial equity work and their role in it? Has leadership publicly announced their intentions on advancing racial equity at WPHA? How can leadership shift power to those that have been historically marginalized in ways that does not cause harm or unpaid labor?

THE VOICE OF THE CONSCIENTIOUS OBJECTOR IS NEEDED.

WPHA needs to create a public accountability stakeholder group for their racial equity work. WPHA members as well as community members throughout the state of Wisconsin need to be involved and compensated for their input in how the association to advance racial equity inside and outside of the organization. What process will be taken in order to ensure that the stakeholder group represents underserved communities in Wisconsin? What will be the role of the stakeholder group for WPHA? How will the stakeholder group be compensated for their time and expertise?

MEMBERSHIP SHOULD MEAN MORE THAN ACCESS.

WPHA needs to create spaces for historically marginalized groups in WPHA's membership association. WPHA needs to consider multiple avenues and initiatives to ensure that their membership is diverse and representative of the public. WPHA needs to center the experiences of marginalized leadership, staff, members and communities in Wisconsin. While increasing representation and diversity at the organization is one important step, WPHA also needs to actively uplift and protect spaces for people of color to thrive and prevent harm. WPHA needs to gain insight from these individuals in order to create safe spaces for people of color at the association.

RECOMMENDED ACTION STEPS

WPHA MUST OWN THE WORK OF RACISM BEING A PUBLIC HEALTH ISSUE.

- ❑ Create a campaign that WPHA is acknowledging what it means to declare racism a public health issue and that work, in order to be meaningful, must start with WPHA.
- ❑ Create a series of learning opportunities across the state to understand anti-Black, anti-Indigenous, and anti-Immigrant racism.
- ❑ Make room to encourage membership and leadership to understand whiteness as a contributor to shaping the inequities that currently exist within public health.

BUILD DIGITAL COMMUNICATIONS TO A BROAD, DIVERSE, AND EMERGING MEMBERSHIP BASE.

- ❑ Have a graphic designer audit the website for usability and engagement for diverse populations. The website should be accessible for those with autism, dyslexia, trauma and mental health challenges.
- ❑ Extend digital communications beyond the website to social media.
- ❑ Create opportunities for emerging practitioners to engage with the organization.

CREATE EQUITY-INITIATIVES FOR THE NETWORK.

- ❑ Survey members and organizational partners about their learning opportunities related to racial equity.
- ❑ The nominations committee should engage in a racial equity accountability cohort to increase leadership from black, indigenous, and people of color populations.
- ❑ Create a badge for racial equity learning and engagement by members.

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APPENDIX I: Learning Workshop Evaluations

EXPECTATIONS: What did I expect to gain from participating in this session?

1. I tried to stay open to learning, rather than alk in with expectations. I appreciated that it was different than anything else I've participated in.
2. A more clear way to incorporate racial equity into my thinking and work with WPHA
3. A better understanding of how to more this work forward with WPHA
4. A framework and starting point for WPHA leadership to start actually doing something about racism (systematic, institutional and individualized) in the state
5. To understand the purpose of the work along with the timeline from the work along with timeline from the contract. Essentially the groundwork for expectation of collaboration and implementation for assessment
6. I wasn't sure. I guess I expected to learn about the process
7. Learn about Ubuntu and an introduction to what we will be working together on
8. Learn about work being done. Meeting Ubuntu Staff.
9. To learn more about Ubuntu's plans with WPHA going forward
10. A solid introduction and description of the upcoming process
11. Setting expectations want incredibly helpful timeline/ WPHA racial equity origin story expected overview of process - timeline for consultant engagement contract/milestones
12. Start the journey, Begin relationship w/ Monique
13. Overview of the process for the internal assessment for WPHA, Overview of Ubuntu and what you do and how you do what you do
14. Participation from everyone in a very candid environment
15. Awareness
16. Insight into our org systems/practices towards racial equity
- 17.
18. New language, learning about WPHA's (brief) history, maybe a deeper dive from the start? But excited to continue those conversations
19. Did not know what to expect but thought that it was tactfully done w/ great expectations.
20. Understand Ubuntu's approach and plan for the racial equity evaluation of WPHA (While I thought this time was very valuable, it did not meet this expectation)
21. Racial Equity 101 - How to begin, These conversations at the org level
22. An overview of how WPHA will be working with Ubuntu
23. Better understand how Ubuntu will be working with WPHA around our racial equity work and the racism as a public health crisis resolution
24. Understanding of the work WPHA is doing as a new board member, Personal understanding of the components of doing this work. Personal reflections of what it means to be me

APPLICATION: Describe what you will take from today's session to inform your work

moving forward.

1. Appreciation of the history that brought us to this point and using it to develop out next steps. Also, understanding the importance of developing mechanisms for healing
2. I have more personal reflection and work to do on myself. I also need to keep the conversation alive with colleagues
3. A better understanding of where we, as an organization and as individuals, need to be at in order to do this work. More language to use to describe this work
4. The cosmograph and framework for addressing racism, within WPHA. The framework in a way lacks the foundation for the leadership team to sustain the work of our declaration that racism is a public health crisis.
5. I will take the R.A.C.E. framework with me as I move forward
6. I want to spend some time and write my origin story - it will help me to succinctly tell my story and share my experience. Also, will do the cosmogram activity. I also want to keep the momentum of the MKE resolution going - It great for accountability and I think other cities/munis should start the convo
7. I just didn't think about the harm that could occur as a result of our work - but understand that much harm has been done already. De-centering whiteness and how do we show up in surveys, data etc. as the other vs. the center
8. The demographic survey being in the "other" category. Learning about what lead us to this work
9. I liked the honesty and directness re issues like: People will be hurt, Do your best anyway - it's your work, Say when you don't know - ther muddle through, Goal is to make progress can't 100% fix everything
10. Increased awareness and knowledge that, "This is supposed to be messy."
11. Individual reflection, Processing vision > where are we headed, who do we want to be, write origin story
12. Origin story, Otherness in our structures like our surveys
13. The "expectations" handout - will use this through the process and take it back to my "regular" job
14. Being more comfortable in my skin as a black woman. Often, I'm in a room full of white people questioning myself, my intelligence, how I fit "in" and where I stand. This workshop has helped me to speak on those feelings and want to do more about them
15. Demographic survey was a cool example, would consider sharing that with my team as we work on health equity and social dets, o/ heath
16. Will do the exercise @ my workplace
17. I think there are some awesome first steps to the discussion and ways we can bring information back to our home orgs/teams
18. Gaining mere confidence in "saying what I mean", taken from expectations doc, pursuing the boundaries for the sections that i'm in
19. That harm will happen will happen. As an AA female that acknowledgement that being in this space will bring up various emotions was helpful for me to continue to stay in the space with the "others" - centrally white counterparts
20. Critically consider my organizational culture and how it might be dissroding,

excluding or harming people

21. Loved the application exercise at the start!, Really made me think - I was someone who looked quizzically with no "white" checkbox - Well done!
22. Shifting the narrative and the culture is a journey
23. Better understanding of the events leading up to WPHA's racial equity work
24. Personal use of the (four directions) and origin story reflections. I want to bring the first activity to my organization to reflect on

CRITIQUE: How could today's session be improved to support you or others you may work with?

1. As you stated, the welcome mat was put out. I think many of us crave more.
2. More time to dig deeper! We need more of this in our workplace.
3. N/A Amazing
4. It would be helpful to have a timeline of what to expect moving forward
5. Give the background on the African Diaspora and how that informed the creation of Ubuntu (you stated you did not have the time to do so today)
6. Come to my org! I need this in my day-to-day. Not sure if it would work, but we should continue the conversation outside of WPHA
7. Appreciate the beginning to talk about origins of WPHA and our own journeys as how this contributes to the organization - or is reflected in the organizations culture, policies and feeling of exclusion (or) exclusion by others
- 8.
9. Our small group didn't get to all 4 q's on (four directions) exercise. Could have used more time and better internal time management within our small group.
10. More understanding of the discomfort that black people and other BIPOC feel as a means of understanding the tension for change in our organization
11. More time to review timeline together to create a shared origin story and understand if we have differing/shared vision about where headed
- 12.
- 13.
- 14.
15. I would have liked to discuss in a large group what was written on the poster paper that we discussed in small groups
16. Resources for people of color, create affinity groups
17. More time :) I know its hard with having a section of the agenda but it would have been nice to continue to discuss and dive deeper, I think in the future we could do less WPHA org business stuff and more activity/discussion
18. sigh...I always wish there was more time. It would be great to discuss the results if the timeline, but I assume we will come back to this next time together.
19. To have a debriefing planned afterwards of those who need it
20. A clearer definition of the "focus" for the cosmo activity would have guided discussion more
- 21.
- 22.
23. Nothing - it was great!
- 24.

CURIOSITY: What questions do you have after participating in today's session?

1. I look forward to the future and seeing what we are able to achieve together
2. What is the picture of perfect racial equity from Ubuntu point of view?
3. How to get this message to resonate with folks who aren't quite there yet - there are folks within our org who don't understand why this...
4. Any reading recommendations would be appreciated
5. Harm has already happened within this organization. Should we only focus on the harm that will happen during this assessment process?
6. How will this come together? Can we do this in 6 months? How can we budget to keep this work going in our association
7. After we as an organization work with the leadership - how do we move this slow culture change to members too
8. What are next steps?
9. Not sure yet
10. How can I expand this approach to my workplace
11. Has to create accountability as individuals and leaders for how we're going to do/doing our own personal work and individual work. Still feel undercurrent of reluctance to engage from some people - how to call in? HOW to see value/connection for them personally (esp white rural folks)
12. This was very helpful start. I struggle a bit with how to be sure that we talk about race/identity to include Hispanic, Hmong and other non-white members
13. More on documenting the steps towards progress/change as an organization
14. Does this organization provide mentoring for adults
15. Now what? :), what can we do in leadership roles?
- 16.
- 17.
18. What tools will we work with?, How will this work actually be refitted in the association?, When do I step up, when do I step back?
19. What are the next steps. This just brushed the surface.
20. How can we hold each other responsible to the process? What definition of racial equity care we rely as an organization?
21. I'm interested to see how we move forward with the information we talked about here today
22. How do we make others aware that racism does impact their community (for those w/ mostly homogenous communities)?
23. How will the leadership group move this work forward intentionally and effectively
24. Ways I can unlearn activities

Other comments, questions, or concerns?

2. Great Job!
3. THANK YOU!
4. This was excellent. I appreciate the acknowledgement that this is messy. As a white person I've seen my white friends shy away from this discussion because it makes them uncomfortable or they don't know what to say. It would be incredible for this curriculum to be taught in every space our public schools.
6. Thank you!!!! Great work!
10. Great start and great appreciation for it.
11. Thank you for foundation! Any Recommended tools/resources for individual learning?
14. I really enjoyed myself and the fact that UBUNTU creates a space for everyone to be honest, while accepting the fact that there can be harm done.
16. Thank you for this wonderful presentation.
17. Thank you for sharing and leading!
18. Thank you for your facilitation! Very excited for this work.
19. Being unsure of you comments are offensive to others. How to assure that people are about to state their true feelings when they don't agree. How to come to consistency.