

Cultural Humility Worksheet *for Funders*

Reflective Questions for Your Leadership & Philanthropy*

Jann Murray-García, MD, MPH

Key Concepts

Key Components of Cultural Humility:

1. Nurturing a lifelong commitment to self-evaluation and self-critique.
2. Redressing power imbalances in the grantor-grantee, colleague-colleague, funder-community dynamic.
3. Developing mutually beneficial and non-paternalistic partnerships with communities.
4. Stewarding an organizational-level developmental process that is also ongoing, and that parallels the tenets of Cultural Humility.

Cultural Humility vs. Cultural Competence:

Cultural Competence	Cultural Humility
Mastery/Expert	Learner/Student
End Point	Fluid
Rigid	Flexible, Dynamic
Hierarchy	Partnership
Linear	Evolving
Status Quo	Path to Equity

Learning to Identify and Interrupt “Scripts”:

- Identity (including race, culture, sexual orientation, gender identity, religion, immigration status and power) affects the work we do as leaders and funders.
- There exist unspoken social “scripts” we hold for “The Other” in relation to ourselves that reflect these identities. These scripts impact our relationships and our effectiveness in fulfilling our mission.
- If we can recognize those scripts, we have the opportunity to interrupt them, and potentially transform them before we negatively impact someone, or reify and reproduce inequality.

Questions for Journaling/Discussion

- 1) Is there a particular group or community for which you have projected scripts in your interpersonal interactions, leadership or grantmaking practice? What are these scripts?
- 2) What scripts have been projected onto you in your life? As a grantmaker?
- 3) How does identifying these scripts help you in your personal development, your relationships with colleagues, family members, or in your giving?

**Note: The original worksheet was created in 2018 by Professor Jann Murray-Garcia, assistant clinical professor at the Betty Irene Moore School of Nursing at UC Davis, for use by healthcare practitioners. It was adapted in June 2019 for the funding community by Angel Roberson-Daniels and Elana Wien. Any use of this document in whole or in part should be attributed to Prof. Murray-Garcia.*

Cultural Humility (vs. Cultural Competence)

➤ Nurturing a lifelong commitment to self-evaluation and self-critique.

- 4) Who do you have in your professional or personal community who can challenge your scripts?
- 5) When was the last time you listened to a podcast, watched a movie or performance, or read a book or in-depth article by or about a community or population group with whom you work or support through your giving?

➤ Redressing power imbalances in the funder-grantee, colleague-colleague, foundation-community dynamic.

- 6) Have you ever felt defensive when a script was challenged by a colleague, grantseeker or community member? Did you experience this correction/observation as a threat to your identity or knowledge?
- 7) How did you respond in the moment?
- 8) How do/did you incorporate that experience into your continued learning?
- 9) When vetting proposals or making funding decisions, have you ever caught yourself pathologizing or overly generalizing a culture or population?

➤ Developing mutually beneficial and non-paternalistic supportive partnerships with communities.

- 10) Are you in mutually beneficial relationships with community members that you expect your foundation staff and board members to continually learn from?
- 11) Do these community members get compensated for their time to teach your foundation staff and board?

**Note: The original worksheet was created in 2018 by Professor Jann Murray-Garcia, assistant clinical professor at the Betty Irene Moore School of Nursing at UC Davis, for use by healthcare practitioners. It was adapted in June 2019 for the funding community by Angel Roberson-Daniels and Elana Wien. Any use of this document in whole or in part should be attributed to Prof. Murray-Garcia.*

Opportunities for Continued Exploration and Learning

(suggested for larger, staffed private and community foundations)

➤ Stewarding an *organizational-level* developmental process that is ongoing and that parallels the tenets of Cultural Humility.

- 12) In thinking about the composition of your staff and board, what messages are you projecting to the broader community about your foundation's stance on equity, diversity and inclusion? How can you better model your Foundation's values around diversity, equity and inclusion?

- 13) Does the racial/ethnic diversity of your foundation's board and staff confirm or contradict the following script "community members from historically underrepresented groups are experts in their own growth and development and should be *partners* in the grantmaking alliance?"

- 14) Can you identify organizational scripts that support or contradict your or your foundation's spoken values around diversity, equity and inclusion?

**Note: The original worksheet was created in 2018 by Professor Jann Murray-Garcia, assistant clinical professor at the Betty Irene Moore School of Nursing at UC Davis, for use by healthcare practitioners. It was adapted in June 2019 for the funding community by Angel Roberson-Daniels and Elana Wien. Any use of this document in whole or in part should be attributed to Prof. Murray-Garcia.*