### JEDI at DFMCH:

Justice, Equity, Diversity, Inclusion

For use at 7/16/20 JEDI workgroup meeting; draft 7-15-20

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**Justice—the top line goal:**

Achieving fair, equitable opportunity and treatment for all people, historically informed and rooted in an understanding of power.

Recognizes and intentionally addresses oppressive power structures (i.e. racism) with antiracism and anti-oppression strategies.

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**Equity:**

A value, principle and goal

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**Diversity:**

Your spread of individual differences—a value

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**Inclusion:**

Making good use of the diversity you have as a means to achieving equity; processes to make good on the diversity value

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### ...as played out in the 3 pillars of EDI in family medicine

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<tr>
<th>Care delivery &amp; health</th>
<th>Workforce recruitment &amp; retention</th>
<th>Learner recruitment &amp; training</th>
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</thead>
<tbody>
<tr>
<td>Priorities, strategies, action plans to for each pillar</td>
<td>For diversity, inclusion, and equity—leading to justice</td>
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<tr>
<td>Taking into account realities that shape the particulars of achieving equity</td>
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<td>Social determinants: Influences</td>
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<td>Disparities: Consequences</td>
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<td>A developmental path taken at 3 levels:</td>
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<td>1) <em>individual</em> work (self-learning)</td>
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<td>2) <em>proximal</em> (how people interact in their local environments)</td>
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<td>3) <em>structural and systemic</em> work as a department.</td>
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<td>Principle: You do all three at once as facets of a developmental path; each involves different ways of making effort.</td>
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### Cross-cutting perspectives for taking action on JEDI:

**Climate and culture—an experience across all 3 pillars:**

Experience of being recognized as the person you are and value you bring.

**Equity in research—a dimension of all 3 pillars:**

Research agenda, engagement, questions, populations, samples, methods, dissemination, application

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All driven by an environment of humility—what roots this work at the core

Being able to listen to each other and move forward as a department with a shared vision and growth mindset.

Without prideful competition between programs, as an opportunity for skill building in a learning ecosystem;

*Inclusive means to an inclusive end*
Racial Justice: Anti-Racism

Educational inclusivity

Cultural humility:

To define populations. Tervalon, M., & Murray, E. M. P. (2011), “Creating environments in which any individual or group...feels welcomed, respected, supported, and valued to participate and bring full, authentic selves to work” (Fontenot, J., 2015). NAC International Perspectives: Women and Global Solidarity.

Intersectional anti-oppression framework: Intersectionality means multiple social categories (e.g., race, ethnicity, gender, sexual orientation, socioeconomic status) intersect at the micro level of individual experience to reflect multiple interlocking systems of privilege and oppression at the macro, social-structural level. Dr. Kimberle Crenshaw, https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3477987/. An anti-oppression framework recognizes that oppressions exist (in effect, disempower, marginalize, silence or otherwise subordinate one social group or category) and attempts to mitigate its effects and equalize power imbalances. https://theantioppressionnetwork.com/what-is-anti-oppression/

Equity: “Fair treatment, access, opportunity, and advancement while striving to identify and eliminate barriers that prevent full participation (Diversity & Inclusion Definitions’ Univ of Manitoba: Human Res. Diversity & Inclusion, 2017; http://umanitoba.ca/admin/human_resources/equity/s804.html)


Climate and culture: Explicitly recognizes the historical / social context and power dynamics that accompany each person as a patient, member of workforce, or learner


Equity in health services research and workforce. Improve health and the performance of the health system by supporting the production and use of evidence to inform policy and practice; “Diversity of opinion and perspective produces better evidence.” (Academy Health) https://www.academyhealth.org/sites/default/files/AH_230DiversityReport%202015_09.15.pdf

Equity in research across all 3 pillars: When making care delivery and health more equitable, include care delivery research; When making workforce more equitable, diverse, and retained, include research workforce and workforce research; When making learner recruitment & training more equitable, include equity in attracting diverse learners in the research & scholarly dimension, while raising consciousness about limitations of a research base that doesn't employ questions, methods, or populations representative of those being served, as well as employing educational research and strategies to achieve these goals.