



DEPARTMENT OF  
**Family Medicine and  
Community Health**  
UNIVERSITY OF WISCONSIN  
SCHOOL OF MEDICINE AND PUBLIC HEALTH

## Diversity, Equity and Inclusion Committee Strategic Framework

DEPARTMENT OF FAMILY MEDICINE AND COMMUNITY HEALTH (DFMCH)

### **MISSION (WHY WE EXIST AS A COMMITTEE—OUR REASON FOR BEING)**

DFMCH's Diversity, Equity and Inclusion Committee exists to promote health equity, diversity and inclusion, and to advise on processes related to recruitment and retention of diverse learners, faculty and staff.

### **CORE VALUES (THE IDEALS BY WHICH WE CONDUCT OURSELVES AS WE DO OUR WORK)**

*We Believe That:*

- **Social identities** such as race, ethnicity, gender, and others are social constructs embedded within a context of unequal power relationships that allow privileged groups to benefit at the expense of marginalized groups
- **Equity** assures justice and fairness for all by addressing systemic biases in policies and practices, and assures that health equity drives the culture and actions of the Department.
- **Inclusive practices** assures that dominant and privileged voices are decentralized to create full and equal participation and access for all groups
- **Bringing a healing attention** first to our own privileges and unconscious biases allows us to mindfully engage in equity and inclusion work while serving as equity and inclusion leaders for the department

### **VISION (OUR ASPIRATIONS FOR OUR WORK IN THREE YEARS)**

*Our vision is framed around the acronym TRUST. It captures the commitments we make to our statewide department and to each other for the next three years. **In three years---***

We will have developed and tested clear metrics related to recruitment, retention, competency development, and climate that help us to assess and refine our work. **T**tracking

We will have an effective, operational, and intentional system for recruiting and selecting a more diverse faculty, staff, and medical resident group. **Recruiting**

We will have educational curriculum, tools, and resources that help faculty, staff, and clinical learners to unlearn behaviors and practices that support exclusion and replace these with those that support inclusion. **Unlearning/learning:**

We will demonstrate institutional commitment through increased cultural competency; increased commitment toward research focusing upon diversity and health equity; and diverse hiring and inclusive behaviors, policies and practices that supports an ongoing inclusive climate for all. **Sustaining/Retaining:**

All staff in leadership and related positions involved in recruiting and hiring staff will have increased competency in understanding and addressing bias, and will demonstrate effective behaviors for creating a more inclusive work and clinical climate. **Training/Transformation**



## VISION AND POTENTIAL GOALS NEXT YEAR

**TRACKING VISION:** We will have developed and tested clear metrics related to recruitment, retention, competency development, and climate that help us to assess and refine our work.

### Goals

- Identify key metrics that can be used to monitor progress related to inclusion, diversity, and equity.
- Test metrics across a relevant performance cycle (annual, semi-yearly, quarterly, etc.)
- Develop dashboard to visually communicate results of initiatives.

**RECRUITING VISION:** We will have an effective, operational, and intentional system for recruiting and selecting a more diverse faculty, staff, and medical resident group.

### Goals

- Identify targeted populations for recruitment, and identify barriers to recruitment related to those populations.
- Identify and test innovative approaches to recruiting targeted populations and evaluate results.
- Integrate high impact approaches into ongoing recruitment efforts.

**UNLEARNING/LEARNING VISION:** We will have educational curriculum, tools, and resources that help faculty, staff, and clinical learners to unlearn behaviors and practices that support exclusion and replace these with those that support inclusion.

### Goals

- Conduct an inclusion survey to identify issues and challenges in the department that have implications for learning/unlearning.
- Develop a set of recommendations for addressing issues and challenges from the survey.

**SUSTAINING/RETAINING VISION:** We will establish and maintain institutional policies and practices that support an ongoing inclusive climate for all, especially for pioneers and champions of inclusion.

### Goals

- Create and implement specific programs that will improve the climate for under-represented groups while improving the climate for all staff.
- Develop and implement a mentoring program.
- Identify ways to link pioneers to people and events throughout our statewide campus.

**TRAINING/TRANSFORMATION VISION:** All staff in leadership and related positions involved in recruiting and hiring staff will have increased competency in understanding and addressing bias, and will demonstrate effective behaviors for creating a more inclusive work and clinical climate.

### Goals

- Develop and test a comprehensive curriculum that helps participants to develop competencies in the core pillars of inclusion, diversity, and equity.
- Roll out relevant modules in curriculum to staff in leadership positions and evaluate results.
- Develop a strategy to provide competency development for all staff.

## **GROUND RULES (HOW WE RELATE TO EACH OTHER AS COMMITTEE MEMBERS)**

1. We will create a **safe and respectful environment** for all members to contribute their feelings, stories, and perspectives in their own style and approach and uphold confidentiality for personal narratives.
2. We will **leverage and build on the contributions of each member** to create better outcomes.
3. We will **settle into becoming comfortable with the uncomfortable** by bravely leaning *into* the discomfort – through provocative inquiry, patience, and discussion
4. We will **address our differences intentionally**; we will work to understand intentions and their impact, and model behaviors that respond effectively to microaggressions and ouch triggers.
5. We will **respect each other's time, honor our commitments**, and come prepared to meetings.