

# WHAT IS THE JEDI CORE COMPETENCY?

Values and respects differences in others, contributing to an inclusive work environment. Demonstrates behaviors and actions that promote JEDI in daily work habits, practices, processes, and operations. Demonstrates willingness to continue to learn about JEDI topics; attends related trainings. Consistently practices the Principles of Community in interactions with CSU community and customers.

JUSTICE \* EQUITY \* DIVERSITY \* INCLUSION = JEDI

## JEDI COMPETENCY

### LEVEL 3

Values and respects differences in others, contributing to an inclusive work environment.

As assigned or directed, attends a Talent Development, Office of Inclusive Excellence, or other training on justice, equity, diversity, and inclusion topics.

Understands the intent of the Principles of Community in interactions with CSU community and customers and in daily work habits, practices, processes and operations.

## JEDI COMPETENCY

### LEVEL 4

Embraces, celebrates, and encourages differences in others, contributing to an inclusive work environment.

Demonstrates willingness to continue to learn about JEDI topics; by seeking out and attending related trainings. Is moderately involved in training sessions, JEDI related committees, forums, and conferences.

Demonstrates the Principles of Community in interactions with CSU community and customers and in daily work habits, practices, processes and operations. Able to demonstrate examples in some of the five principles (inclusion, integrity, respect, service, social justice).

## JEDI COMPETENCY

### LEVEL 5

Proactively affirms diversity and inclusion, contributing to an inclusive work environment. Seeks to improve themselves and others, championing awareness and creating opportunities to engage in JEDI-related content.

Leads JEDI initiatives and trainings. Is an active participant and/or leader in the training session. Willing to share what is learned with others. Helps to identify needed training or resources, and uses these to foster and develop programmatic change and awareness within FM and CSU.

Educates others and promotes the Principles of Community in interactions with CSU community and customers and in daily work habits, practices, processes and operations. Able to demonstrate examples in each of the five principles (inclusion, integrity, respect, service, social justice).

## JEDI CORE COMPETENCY IS 5% OF FM EMPLOYEE REVIEWS

FM employee annual reviews occur in August for State Classified and in September for Admin Pro.

Continue to work on this and your other core competencies!

For more on how justice, equity, diversity, and inclusion show up in your specific job, discuss with your supervisor or reach out to the JEDI Team for more conversation.

[fac\\_diversity\\_team@mail.colostate.edu](mailto:fac_diversity_team@mail.colostate.edu) & <https://www.fm.colostate.edu/diversity>

# WHAT DO WE MEAN WHEN WE SAY JEDI?

These terms and meanings are interconnected like pieces of a puzzle, informing the larger picture of our CSU community.

## JUSTICE

**JUSTICE** is “...the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.”

—Principles of Community

Justice efforts address inequalities that arise from a differential distribution of power, resources, opportunities, and privilege. Examples of justice work could include:

- ⇒ Efforts for equitable:
  - ◇ Compensation
  - ◇ Career advancement and professional development opportunities
  - ◇ Employee performance systems
  - ◇ Participation and voice in departmental efforts
- ⇒ Improving policies, procedures, or transparent decision-making processes at CSU

## DIVERSITY

**DIVERSITY** is a representation of people’s identities and experiences. Examples are:

- ◇ Age
- ◇ Culture
- ◇ Different ideas and perspectives
- ◇ Disability
- ◇ Ethnicity
- ◇ First generation status
- ◇ Familial status
- ◇ Gender identity and expression
- ◇ Geographic background
- ◇ Marital status
- ◇ National origin
- ◇ Race
- ◇ Religious and spiritual beliefs
- ◇ Sex
- ◇ Sexual orientation
- ◇ Socioeconomic status
- ◇ Physical appearance
- ◇ Medical diagnosis
- ◇ Documentation status
- ◇ Veteran status
- ◇ Populations historically underrepresented or excluded from participation in higher education

## EQUITY

With **EQUALITY**, we think “same” —each individual or group is given the same resources or opportunities.

With **EQUITY**, we consider the different barriers and conditions that exist for individuals and groups. Different resources or opportunities may be needed to reach an equal outcome.

WATCH THIS [4-MINUTE VIDEO](#) EXPLAINING EQUITY.

Equity efforts:

- ⇒ Involve policies, practices, and individual actions
- ⇒ Address conditions that suppress or uplift the status of members of marginalized groups
- ⇒ Invest attention and resources in improving conditions for those experiencing disproportionate burden

## INCLUSION

**INCLUSION**, sometimes referred to as **INCLUSIVITY**, makes the diversity that exists in our community meaningful. It is an intentional action.

Differences in identity and experience are embraced and included in how things get done.

Systems, projects, and programs are created with the needs and talents of a diversity of people and groups in mind, so that people feel welcomed, valued, and affirmed.



Sources for definitions on justice, equity, diversity, and inclusion:  
<https://inclusiveexcellence.colostate.edu/notes-from-the-vpd-qa-how-leaders-can-take-action-to-advance-equity/>  
<https://onlinepublichealth.gwu.edu/resources/equity-vs-equality/>