



**WESTERN MICHIGAN UNIVERSITY**

# **College of Health and Human Services Committee on Diversity and Inclusion**



*Diversity . . . All of us!*

**Annual Report, 2013-2014  
June 30, 2014**

## Table of Contents

Committee History and Background .....	3
CHHS-CDI Membership .....	3
Meeting Schedule .....	3
Summary of the Committee’s Work – 2013 – 2014 .....	4
Goals for 2014 -2015 .....	4
Appendices .....	6
Appendix A: Updated Framework for Initiatives in Diversity and Inclusion (December 2013)	
Appendix B: Strategic actions, tactics, and corresponding CDI Activities and Outcomes	
Appendix C: CHHS-CDI Priorities and Success Indicators for 2013 – 2014	

### **Committee History/Background:**

The *College of Health and Human Services Committee on Diversity and Inclusion (CHHS CDI)* was formed in April 2009 to serve in an advisory capacity to the Dean of the College, Dr. Earlie Washington. The CHHS-CDI was charged with developing, planning, and implementing events and processes that will bring to fruition the mission of the College with respect to diversity and inclusion. The CHHS updated Framework for Initiatives on Diversity and inclusion is located in Appendix A.

In 2013, the College developed a strategic plan that has five primary goals related to student learning, program and faculty excellence, research and scholarship; diversity, inclusion and global and community engagement, and various aspects of sustainability. The fourth goal of the strategic plan (i.e., diversity and inclusion) will be used to guide the work of the Committee on Diversity and Inclusion between academic years 2013 – 2016. Strategic actions, tactics, and corresponding CDI Activities and Outcomes are outlined in Appendix B.

### **CHHS CDI Membership:**

One representative from each College unit serves on the CHHS-CDI. Committee members serve as liaisons between the Committee and their respective units. The names and CHHS units of current CDI members for 2013- 2014 academic year follow:

<b>Name</b>	<b>Representing CHHS Unit</b>
Yvette D. Hyter, Chair	Speech Pathology and Audiology & Committee Liaison to the Dean
David Areaux	Physician Assistants
Paula Armstrong	Speech Pathology & Audiology
Ben Atchison	Occupational Therapy
Eva Jerome	School of Nursing <sup>1</sup>
Richard Long	Dean's Office <sup>2</sup>
Patricia Pettinga	Communications Coordinator for CHHS
Dori Ravotas	School of Interdisciplinary Health Sciences
Jill Svinicki	Center for Disability Services
Ineke Way	School of Social Work

### **Meeting Schedule:**

The Committee meets on the second Thursday of each month from 1 – 2:30 in the College.

---

<sup>1</sup> Ms. Jerome retired during the 2013 – 2014 academic year. She served on the CDI Committee until December 2013.

<sup>2</sup> Dr. Long served on the CDI Committee until December 2013 before going on leave from WMU responsibilities.

## Summary of the Committee's Work for 2013 - 2014

Success indicators and outcomes for the 2013 – 2014 Priorities for Initiatives in Diversity and Inclusion are located in Appendix C. The work undertaken during the 2013 - 2014 academic year focused implementing the CHHS strategic plan. Specifically, CDI members focused on **Goal 1:** *Provide transformative learning experiences in interprofessional roles and collaboration through coursework, service learning, clinical and fieldwork experiences, research and scholarship, and global engagement;* and **Goal 4:** *Enhance diversity, promote a climate of inclusion, and strengthen collaborative partnerships to fulfill the vision of healthy community and transformative education, practice, and research.*

To address these goals and their respective strategic actions (See Appendix B for further details), CDI engaged in the following activities:

- Reviewed and updated the CHHS Framework for Initiative in Diversity and Inclusion
- Continued work on advertising the Electronic Diversity & Inclusion Toolkit
- Putting videos with CDI content on DVD
- Increase promotional effort so the electronic tool kit, and to track utilization of it
- Collection of the Diversity Plans of each college unit
- Held discussion groups with students and faculty to identify barriers to inclusion in the college
- Develop partnerships with other entities in the community (e.g., Kalamazoo County Center for Health Equity, Michigan Area Health Center, and the Stryker Medical School).

## Goals for the 2014-2015 academic year

The primary goals of CDI for the 2014 -2015 academic year are to:

1. Strategic Action 1.4:
  - a. Begin sending reminders about the Diversity and Inclusion toolkit beginning in the summer 2014 (e.g., reminding that the toolkit is available for use with courses)
  - b. Have an advertising table set up at each college wide activity, beginning Fall 2014
    - i. Welcome pizza party - Fall
    - ii. State of the College Address – Fall
    - iii. Faculty/Staff awards luncheon - Fall
2. Strategic Action 4.1:
  - a. Identify ways to support units in implementing their diversity and inclusion plans
  - b. Collect updated plans during spring 2015
3. Strategic Action 4:2
  - a. Summaries of the focus groups and faculty forum will be completed
  - b. Proposals will be developed for addressing/minimizing the identified barriers to inclusion
    - i. Implement changes that address eliminating /minimizing barriers to include during spring 2015 or before
4. Strategic Action 4.3:
  - a. Collaborate with AHEC and the public health program to organize and implement the interdisciplinary health conference on diversity and inclusion. The conference

is scheduled for 12 February 2015 (Notes 19 February 2014 is an alternate date if weather prevents the conference from occurring on 12 February).

## **Appendices**

Appendix A: Framework for Initiatives on Diversity and Inclusion

Appendix B: Spring 2014 Strategic Plan Deliverables for CHHS CDI

Appendix C: 2013 – 2014 Priorities and Success Indicators

## APPENDIX A

### Western Michigan University College of Health and Human Services Committee on Diversity and Inclusion

Updated, 7 November 2013

#### Framework for Initiatives in Diversity and Inclusion

##### Value statement

The WMU College of Health and Human Services seeks to be a community of learners that embraces, respects, and advocates for human diversity, inclusion and social justice in its education, research and service programs. We invite all students, faculty, staff, alumni and friends to actively work together to become a more diverse, inclusive and just community.

##### Foundational Basis for Diversity and Inclusion

- Diversity includes much more than demographics (e.g., race, ethnicity, ability level, socioeconomic status, gender, gender identity, sexual orientation, age, religious beliefs) and also includes intellectual traditions, methodologies, and ideologies, and teaching and learning styles.
- Diversity also refers to including more voices/perspectives into curriculum content and core courses, policies, informed practices, research questions/focus, clinical practice, service learning, local community outreach, and global study.
- Research demonstrates that diversity and inclusion are essential for effective recruitment and retention of all students, faculty, and staff in CHHS and in WMU (Quarterman, 2008)
- Inclusion of diversity and inclusion are necessary for academic success and developing graduates who are well-rounded global citizens, contributing professionals, who are active and aware members of society.
- Emphasis on developing diversity and inclusion helps provide a welcoming, safe, and psychologically healthy environment for learning, allowing all students, faculty, and staff full participation in the college

##### Guiding Principles for Diversity and Inclusion Initiatives within CHHS cut and paste from mission

- Becoming a diverse and inclusive college is consistent with the mission and goals of Western Michigan University (WMU) and the College (CHHS), and is aligned with the goals of the WMU Office of Diversity and Inclusion (ODI).
  - The University Mission stipulates that “*Western Michigan University is a learner-centered, research university, building intellectual inquiry and discovery into undergraduate, graduate, and professional programs in a way that fosters knowledge and innovation, and transforms wisdom into action. As a public university, WMU provides leadership in teaching, research, learning, and service, and is committed to enhancing the future of our global citizenry.*” (<http://www.wmich.edu/about/mission/>).

- The Mission of CHHS is “*To educate professionals to provide exemplary health care, rehabilitation and social services, to promote innovation and discovery, and to build mutually enriching local and global partnerships.*”  
(<http://www.wmich.edu/hhs/about/mission>)
- The goal of the ODI is to “*sustain our long history of diversity efforts and improve the inclusive nature of [the] campus community*”  
(<http://www.wmich.edu/diversityandinclusion/diversity.html>).
- Diversity and inclusion are vital aspects of curriculum content, research, clinical practice, community outreach, service learning; therefore, is not separated from the daily life of the college and university
- The work of the Diversity and Inclusion committee will seek to actively intersect with the work of other committees in the college and in the university (e.g., diversity and inclusion committees, international committees, interdisciplinary committees, and curriculum committees)
- The stages toward achieving cultural competence include: (a) awareness (b) sensitivity, (c) reciprocity, and (d) competence. Moving through these stages requires active and intentional development and practice.

### References

Quarterman, J. (2008). An assessment of barriers and strategies for **recruitment** and **retention** of a diverse graduate student population. *College Student Journal*, 42, 947-967.

**APPENDIX B**  
**Strategic Plan Deliverables, Spring 2014**  
**Committee on Diversity and Inclusion (CDI)**  
Submitted on 23 April 2014

	<b>Strategic Actions</b>	<b>Tactics</b>	<b>CDI Activity during Spring 2014</b>	<b>Outcome</b>
<p><b>Goal 1:</b> Provide transformative learning experiences in interprofessional roles and collaboration through coursework, service learning, clinical and fieldwork experiences, research and scholarship, and global engagement.</p>	<p><b>1.4.</b> Ensure that students at all levels engage in experiences that help them connect learning of their professions to broader understanding of the world</p>	<p><b>1.4.1</b> Offer increased opportunities for participation in understanding the arts, liberal arts, and the humanities, and cultures and ways of thinking that differ from their own (e.g., study abroad, Spanish language group, courses).</p>	<p>CDI will continue to work on the Diversity &amp; Inclusion Toolkit.  Videos will be put in a digital form for easier accessibility.  CDI will explore allowing access to the toolkit for the entire university.  CDI will increase promotional efforts and track utilization.</p>	<p>Videos were put onto a DVD and are housed in the LRC. CDI members decided not to open the toolkit to the University at this time. We would like the college to engage more frequently with the toolkit. As part of this engagement, we are asking college members to provide feedback on the toolkit item that they use. It is a way of vetting the material. We have developed a plan to promote the toolkit: (1) advertise with at table during the college wide meetings; (2) utilize give-aways (magnets) that are useful but that also give the toolkit address; (3) send an email reminder three times per year (before each semester) reminding college members that the toolkit is available to identify and utilize materials for their upcoming classes.</p>



	<b>Strategic Actions</b>	<b>Tactics</b>	<b>CDI Activity during Spring 2014</b>	<b>Outcome</b>
<b>Goal 4:</b> Enhance diversity, promote a climate of inclusion, and strengthen collaborative partnerships to fulfill the vision of healthy community and transformative education, practice, and research.	4.1. Foster diversity and inclusion among students, staff and faculty.	4.1.1. Identify underrepresented groups by unit, establish plans to address underrepresentation, and provide supports to representing diverse experiences and perspectives.	CDI will have received diversity plans for each college unit.	As of 23 April 2014, CDI has received Diversity and Inclusion Plans from 7 of 12 CHHS departments/units. These units are: <ul style="list-style-type: none"> <li>• Physician’s Assistants (PA)</li> <li>• Center for Disability Services (CDC)</li> <li>• Bronson School of Nursing (BSN)</li> <li>• Interdisciplinary Health Sciences Ph.D. program (HIS-PHD)</li> <li>• School of Interdisciplinary Health Program (SIHP)</li> <li>• Speech Pathology &amp; Audiology (SPPA)</li> <li>• Occupational Therapy (OT)</li> </ul> Please note that the Chair of Blindness and Low Vision Studies has indicated that their department is working on their plans and will submit them soon.
	4.2. Promote a climate of inclusion and collaboration within the CHHS	4.2.1. Support work of the CDI to promote a climate of inclusion, reduce barriers, and enhance benefits and opportunities.	Through interviews with key informants, CDI will continue development of a list of things that could be addressed in the college to improve the environment and reduce barriers.	A focus group with students (by students), revealed several barriers to diverse students being included in the college. The student member of CDI is summarizing these findings. A faculty forum focused on the diversity and inclusion plans resulted in several comments regarding ways that diverse faculty are included or excluded in the college. A summary of this discussion is being in process.

	<b>Strategic Actions</b>	<b>Tactics</b>	<b>CDI Activity during Spring 2014</b>	<b>Outcome</b>
Goal 4. Continued	4.3. Recognize and enhance partnerships and collaborative relationships in global and local communities	4.3.1. Develop database of existing community partners (including field and clinical placements and other partnerships) and work with partners to increase collaborative opportunities for transformative education, service, and research.	CDI is developing partnerships with the public health department in Kalamazoo and with the Health Education Center.	AHEC and the WMU Public Health Program will be collaborating with CDI to organize the interdisciplinary conference scheduled in February 2015.

**APPENDIX C**  
**2012 – 2013 Priorities for Initiatives in Diversity and Inclusion**

<b>Priority</b>	<b>Success Indicators</b>	<b>Status</b>	<b>Date Completed</b>
Develop and implement a Diversity and Health Education Conference	Conference held with at least 50-75 attendees; Participant evaluations are positive; 3 Actionable ideas evolve from the conference	Conference held on 21 February 2013, with 112 registrants and attendees. Participant evaluations ( <i>N</i> = 84) are overwhelmingly positive, average 4.7 on a 5-point scale. Actionable items that came out of the conference include: (1) that we will host such a conference every two years, (2) these future conferences will focus on a range of topics pertaining the diversity and inclusion, and (3) identify ways to include the larger University community in the conference,	21 February 2013
Determine the benefits of a student focus group to identify how to more actively involve students in the work focused on diversity and inclusion, and implement the focus group if it seems feasible.	A summary of benefits and a plan for organizing student focus groups	Conversation groups were held with students in CHHS who are very interested in developing a student component of CDI.	We will begin planning for this possibility in fall 2014.
Continue to provide summaries of the committee's activities to college units on a quarterly basis.	Members of the committee reporting that they provide summaries of the committee's activities to college units.	Members of the committee reported providing summaries of the committee's activities to college units; Some members (typically committee chair and one or two other committee members) report on committee activities once per semester at the Dean's Council meeting, which includes all unit chairs and directors.	On-going

<b>Priority</b>	<b>Success Indicators</b>	<b>Status</b>	<b>Date Completed</b>
Develop and implement a process for updating and reviewing existing, as well as newly submitted Tool Kit resources	A plan for updating and reviewing the Tool Kit resources are in place	Not addressed this academic year	This plan will be revisited during fall 2014 – spring 2015
Make presentations of the Electronic Tool Kit to Faculty Units.	A record of presentations to college units once per academic year.	Rather than presentations, we agreed to have an information table about the Tool Kit during college-wide activities, and the send two emails per year – in the fall and over the summer	The emails and table will begin in fall 2014