

**WESTERN MICHIGAN UNIVERSITY  
COLLEGE OF HEALTH AND HUMAN SERVICES  
SCHOOL OF INTERDISCIPLINARY HEALTH PROGRAMS**

**DIVERSITY PLAN**

The School of Interdisciplinary Health Programs works in harmony with Western Michigan University and the College of Health and Human Services’ mission statements and is committed to enhancing diversity, promoting a climate of inclusion, and strengthening collaborative partnerships to fulfill the vision of healthy community and transformative education, practice, and research. 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, practices, research questions/focus, clinical practice, service learning, community outreach, and study abroad.

**STRATEGIC ACTIONS**

(Ongoing pursuit of resources will be pursued to implement the plan)

<b><u>Strategic Actions</u></b>	<b><u>Tactics</u></b>	<b><u>Outcome Measures/Timeline</u></b>	<b><u>Resources</u></b>	<b><u>School/Department Person(s) or Committee(s) Responsible</u></b>
1) Foster diversity and inclusion among students, staff, and faculty.	<b>Students:</b> 1) Identify underrepresented group(s). a) Administer an entry survey to collect information about students’ hidden demographics, their perceptions of being included and knowledge, awareness and use of diverse and inclusive practices ( <b>attitude, skills</b> ). The survey will be constructed by the definitions of diversity in the DMAP.	<b>Students:</b> 1) Survey will be completed by spring 2015 and data collection will begin at that time.	<b>Students:</b> 1) College committee for diversity and inclusion, University Division of Multicultural Affairs, Office of Diversity and Inclusion.	Committee of diversity and inclusion of SIHP (graduate student help with the construction of survey).

Diversity Plan for the School of Interdisciplinary Health Programs (Attachment A)

<b><u>Strategic Actions</u></b>	<b><u>Tactics</u></b>	<b><u>Outcome Measures/Timeline</u></b>	<b><u>Resources</u></b>	<b><u>School/Department Person(s) or Committee(s) Responsible</u></b>
	<p>2) Attract and retain students representing diverse experiences and perspectives.</p> <p>a) Develop student inclusion advisory group to advise the school of actions that support an inclusive environment and actions that divide students.</p> <p>b) Develop plans to support students in a variety of ways identified by advisory group and plans to obtain funding (i.e. grants, mentors, and campus resources, etc).</p> <p>c) Administer an exit survey to collect information about students' perceptions regarding feeling included as well as knowledge, awareness and use of diverse and inclusive practices. The survey will contain similar questions to that in the entry survey.</p> <p>d) Promote programs through diverse student venues such as TRIO programs and the local school systems.</p> <p>e) All materials marketing school programs will reflect diversity.</p> <p>f) Increase offerings of HSV 4350: Diversity and Inclusion in Health and Health Services.</p>	<p>2a) Students for the advisory group will be recruited from a diverse pool of students by the end of fall term 2014 and meet several times in the spring with an identified faculty sponsor.</p> <p>2b) By fall 2015, School faculty will develop a plan to implement at least one of the suggestions from the group.</p> <p>2c) Exit surveys will begin in spring 2016 with analysis following.</p> <p>2d) At least one promotion a year.</p> <p>2e) All new marketing materials will reflect diversity.</p> <p>2f) Offered every spring beginning spring 2015.</p>		

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	<p>g) Encourage culturally responsive teaching through inclusion of the CHHS diversity statement on syllabi and giving faculty resources to include in their classroom.</p> <p><b>Faculty &amp; Staff:</b></p> <p>1) Identify underrepresented group(s).            a) Collect information about faculty and staff's diversity, perceptions of being included, and knowledge, awareness and use of diverse and inclusive practices. The survey will be constructed by the definitions of diversity in the DMAP.</p> <p>2) Attract and retain staff and faculty representing diverse experiences and perspectives.            a) Encourage participation in Everyone Counts and other activities on and off campus (ERAC/CE, Everyone Counts, equity conferences); renew a list of possibilities every year and secure support from supervisors.</p> <p>b) Secure mentors from similar backgrounds (ethnicity, age, disciplines for faculty).</p>	<p>2g) Every fall coordinators will remind faculty of the CHHS statement and resources available to them (CDI toolkit, faculty development website, study abroad office etc.).</p> <p><b>Faculty &amp; Staff:</b></p> <p>1a) Survey will be completed by the end of fall 2014 and we will begin to collect information in spring 2015. The survey will be completed on a voluntary basis with sensitivity to the small numbers involved.</p> <p>2a) The first list of opportunities to improve diversity and inclusion skills and cultural humility will be developed by fall 2014.</p> <p>2b) To be identified as necessary.</p>	<p><b>Faculty &amp; Staff:</b></p> <p>1a) College committee for diversity and inclusion, University Division of Multicultural Affairs, Office of Diversity and Inclusion.</p> <p>2a) College committee for diversity and inclusion, University Division of Multicultural Affairs, Office of Diversity and Inclusion, ERAC/CE, YWCA, and other community groups.</p>	

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	<p>c) The college committee will investigate ways to advertise positions to diverse groups and other ways of attracting staff and faculty and present these findings to the director of the school.</p> <p>d) Encourage involvement in study abroad training and course development.</p>	<p>2c) Recommendations will be made to director by the end of fall 2014.</p> <p>3c) Provide in-service training to SIHP faculty with the assistant of study abroad staff during Spring 2015.</p>		

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<p>2) Promote a climate of inclusion and collaboration. (Quarterman, 2008)</p>	<p>1) Support faculty in development of teaching and research skills that promote a climate of inclusion and collaboration.</p> <p>a) Faculty will be offered accessibility guideline training, technology and guidelines for accommodations from the Center for Disabilities Services at least once a year.</p> <p>b) Work in diversity and inclusion will be recognized as part of promotion and tenure.</p> <p>c) Visiting scholar diversity and training.</p> <p>d) School website, course platforms, and personal websites will reflect and encourage diversity.</p> <p>2) Faculty and Staff Approaches to Inclusion.</p> <p>a) Continue to develop and practice cultural sensitivity, cultural awareness cultural humility, cultural reciprocity, and culturally responsive services.</p>	<p>1a) At least once a year faculty will be given options for faculty development in areas of diversity and inclusion and reminded about the CDI toolkit.</p> <p>1b) School promotion and tenure policies will stress the importance of diversity and inclusion work.</p> <p>1c) Consideration of visiting scholar in an important area of diversity/inclusion.</p> <p>1d) Review of these platforms will begin during the 2014/2015 school year.</p> <p>2a) Expose all who work in the department to each of the areas through formalized training (opportunities mentioned above) and/or elements mentioned in school meetings.</p>	<p>College committee for diversity and inclusion, University Division of Multicultural Affairs, Office of Diversity and Inclusion.</p>	<p>Committee of diversity and inclusion of SIHP (graduate student help with the construction of survey).</p>

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	b) Continue good customer service skills and encourage and practice mindful, friendly greeting of students and visitors when they are present. (Data will be collected during second administration of survey)			

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<p>3) Recognize and enhance partnerships and collaborative relationships in global and local communities.</p>	<ol style="list-style-type: none"> <li>1) Recognize and reward field (clinical) placement partners and other community partnership.</li> <li>2) Foster a relationship with the Office of Diversity and Inclusion.</li> <li>3) Work with student advisor group to identify more partners.</li> <li>4) Encourage students to become involved in local activities serving diverse population and faculty to lead such activities.</li> <li>5) Encourage students to become involved in study abroad opportunities and faculty to lead such activities.</li> <li>6) Development of pre-peace corps program.</li> </ol>	<ol style="list-style-type: none"> <li>1) Use of thank you notes, incentives (such as IHS water bottles) and consideration of partner of the year awards.</li> <li>2) List of Partners posted at School's website</li> <li>3) Study abroad course offering posted in university catalog.</li> <li>4) Implementation of pre-peace corp. program by fall 2016</li> </ol>	<p>College committee for diversity and inclusion, University Division of Multicultural Affairs, Office of Diversity and Inclusion.</p>	<p>Committee of diversity and inclusion of SIHP</p>

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4) Increase engagement of alumni in school activities.	<ol style="list-style-type: none"> <li>1) Establish and promote networking and relationship building with school alumni.</li> <li>2) Update and maintain current contact information for alumni.</li> <li>3) Invite alumni as guest lectures, student mentoring, Outstanding Alumni events.</li> <li>4) Involve alumni in projects of the school (i.e. Suicide prevention project, WW II project, and Health Literacy of Southwest Michigan).</li> <li>5) Create a donation page for the school/school activity.</li> </ol>	School website updated by Spring 2016 to include alumni program/involvement	College committee for diversity and inclusion, University Division of Multicultural Affairs, Office of Diversity and Inclusion.	Committee of diversity and inclusion of SIHP



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5) Increase connections with friends of the school.	1) Invite friends of the school (including community partnerships) to school events. 2) Provide support from school for event/initiatives involving friends of the school.	Maintain log/proof of attendance, documentation, and copies of announcements.	College committee for diversity and inclusion, University Division of Multicultural Affairs, Office of Diversity and Inclusion.	Committee of diversity and inclusion of SIHP

- Research demonstrates that diversity and inclusion are essential for effective recruitment and retention of all students, faculty, and staff in HHS and at 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 (CHHS-CDI, 2014).
- Emphasis on developing diversity and inclusion helps provide a welcoming, safe, and psychologically healthy environment for learning (CHHS-CDI, 2014).

References

College of Health and Human Services Committee on Diversity and Inclusion (CHHS-CDI,2014) (*Framework for Initiatives in Diversity and Inclusion*)11 January 2010

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.