

**Western Michigan University**  
**College of Health and Human Services**  
**Committee on Diversity and Inclusion**  
11 January 2010

**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 and staff 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, practices, research questions/focus, clinical practice, service learning, community outreach, and study abroad.
- Research demonstrates that diversity and inclusion are essential for effective recruitment and retention of all students, faculty, and staff in HHS 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

**Guiding Principles for Diversity and Inclusion Initiatives within CHHS**

- 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 Mission of WMU includes developing “*foundations for achievement in pluralistic societies*” by fostering “*a safe, civil, and healthy University community; strengthening interdisciplinary collaboration and international programs; and increasing diversity within the study body, faculty, and staff through institutional practices and programs*” (<http://www.wmich.edu/about/mission/>).
  - The Mission of CHHS states that the college “*supports and develops innovative methods of education and of evidence-based professional practice in a manner that is interdisciplinary, holistic, and respectful of human diversity*” (<http://www.wmich.edu/hhs/Vision-Mission-Values.htm>).
  - 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.