

**Blueprint for Exploring Role
of Humanism, Inclusion, and Diversity**

Submitted by the Inclusion and Humanism Task Force

Western University of Health Sciences

September 2018

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Executive Summary

The Inclusion and Humanism Task Force was charged with developing a plan to explore the role of humanism, inclusion, and diversity at WesternU. This report outlines Task Force recommendations to help the institution investigate these important topics.

1. This report represents the first of three stages
 - a. Planning Stage – the current report outlines a blueprint for investigating the role of humanism, inclusion, and diversity at WesternU.
 - b. Discovery Stage – using the approved plan, a committee will lead the exploration of topics related to the role of humanism, inclusion, and diversity at WesternU.
 - c. Implementation Stage – recommendations from the discovery stage will be considered and implemented.
2. Questions about the role of humanism, inclusion, and diversity will be studied in two phases
 - a. Phase 1 will examine fundamental questions about 1) the meaning of humanism, inclusion, and diversity, 2) institutional policies related to humanism, inclusion, and diversity, and 3) institutional viewpoints on what more we need to do in these areas.
 - b. Phase 2 will explore what roles these topics play in the following areas; university life, curriculum, recruitment, clinical services, support services and co-curricular programs.
3. The Inclusion and Humanism Task Force should transition to steering the implementation of the plan and develop evidence-based recommendations.
 - a. A member of the Board of Trustees may be invited to the steering committee
4. Consultants should be contracted to support the development and administration of focus groups.

Introduction

Purpose

This report was prepared by the Inclusion and Humanism Task Force to provide a blueprint for exploring the role of humanism, inclusion, and diversity at WesternU. Efforts were made to develop a blueprint that engages a broad cross-section of the institution in meaningful dialogue, and yields useable data that can inform University leadership, the Board of Trustees, and the WesternU community at-large. This report, and efforts to follow, are meant to ensure the University is meeting expectations of stakeholders within and beyond the University.

Context and Background

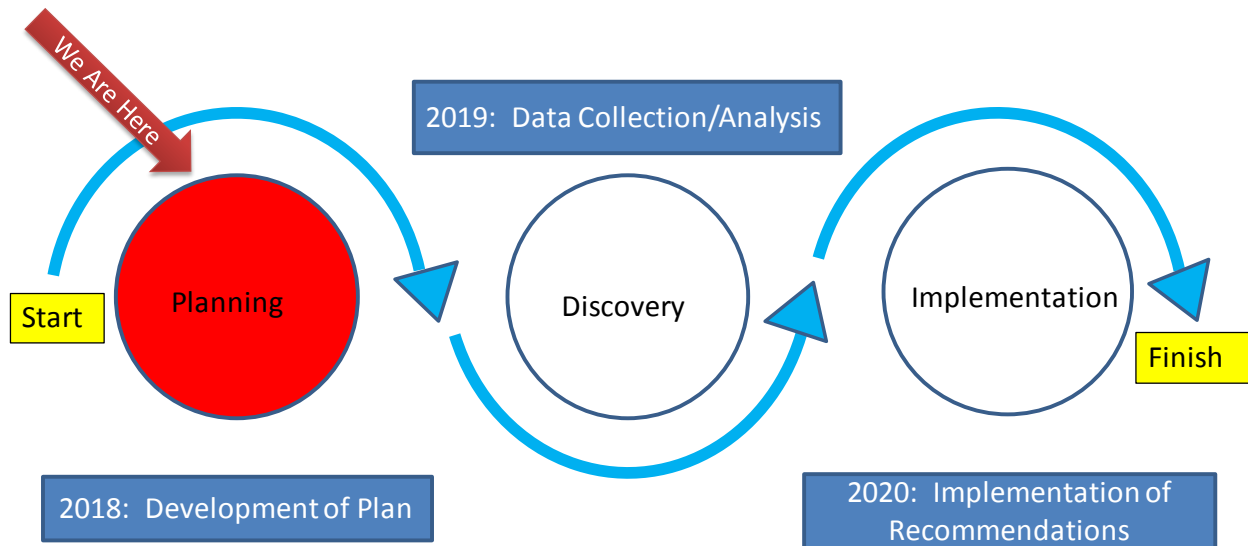
In early 2018, Provost Gary Gugelchuk convened the Inclusion and Humanism Task Force to develop a plan for exploring the role of humanism, inclusion, and diversity at WesternU. This effort was prompted in part by results of a review conducted by the WASC Steering Committee during the University's most recent reaffirmation effort. Survey data collected by the Steering Committee, and subsequent student focus groups conducted by the Office of Institutional Research and Effectiveness, suggested aspects of diversity may need attention.

Diversity is not a new concept for the University. Many, if not all, WesternU colleges discuss diversity in their plans and/or policies, and some have formed committees or hired staff dedicated to the topic. Institutionally, regionally and nationally significant programs such as the Career Health Ladder (Pomona and Lebanon), the WesternU Summer Health Professions Education Program (SHPEP), and the Master of Medical Sciences degree are intended in part to cultivate and support the success of students from diverse backgrounds.

Nevertheless, uncertainty remains about institutional performance in this area. The WSCUC Commission recently scheduled a [special visit](#) (Appendix A) to review concerns related to diversity and ensure alignment with the [WSCUC Equity and Inclusion Policy](#) (Appendix B). Within the institution, fundamental questions have also been raised. How does WesternU define humanism, inclusion, and diversity? Do our students, staff, and faculty feel included in the University? Is our curriculum culturally sensitive, and does it prepare students to practice in a diverse environment? What roles do humanism, inclusion, and diversity play in recruitment, hiring, and the life of WesternU employees?

The current report articulates the Task Force plan to explore concerns raised within the institution, and those expressed by the WSCUC Commission, in what is (likely) the first of three stages of our inquiry into the role of humanism, inclusion, and diversity at WesternU (see Figure 1). This report provides the blueprint for uncovering any institutional gaps in University performance related to diversity and inclusion and the integration of humanism into our policies and practices (i.e., Planning). Data collection and analysis based on this plan will occur throughout 2019 and culminate in a report with observations and recommendations to be considered by the University (Discovery). Implementation of recommendations, which could occur throughout, would likely begin in earnest in 2020 (Implementation).

Figure 1. Long-term overview of exploration of humanism, inclusion, and diversity at WesternU



Proposal Development

Task Force. The Inclusion and Humanism Task Force (Appendix C) is comprised of members from each major segments of the University, including deans, faculty, administration, students, and staff. The committee also includes three representatives from the COMP-NW campus. Members were selected based on their expertise, interest, and ability to influence issues on diversity. Over the course of the year, the Task Force met monthly to develop strategies that engage the institution from all major perspectives (faculty, students, administration, staff, the Board of Trustees).

Charge. The Task Force charge identified a broad range of institutional functions, including admissions and recruitment practices, curriculum, university life, co-curricular and student/faculty support services, and patient care delivery (Appendix D). Leading questions contained in the charge include:

- 1a-b.** How does/should WesternU define humanism, inclusion, and diversity?
- 2a-b.** What is/should be the relationship between the University Mission and its commitment to humanism, inclusion, and diversity?
- 3a-b.** Does the University mission statement and/or non-discrimination policy adequately characterize the nature of our commitment to diversity and inclusion? Should more be expected of the institution beyond a commitment to non-discrimination in our policies, processes and practices?
- 4.** Do all students, faculty, and staff feel equally included in the life of the University?
- 5.** Does our curriculum accurately and consistently portray diversity to ensure culturally-aware health care and education?

6. Do our current curricula adequately lay the foundation necessary for work and practice in an increasingly diverse and globally integrated society?
7. Are our clinical services meeting the needs of increasingly diverse populations and achieving quality health outcomes for all subgroups?
8. Are our recruitment and data collection strategies and policies for students, staff and faculty sufficient to insure a consistently diverse and successful talent pool?
- 9a-b. Do/should student and faculty support services and co-curricular programs engage campus humanism, diversity and inclusion?

Alignment with WSCUC guidelines. While the leading questions listed in the charge guided much of the initial work of the Task Force, the plan will also consider recommendations provided by the WSCUC Commission (Appendix B). Moreover, alignment with the WSCUC Equity and Inclusion Policy will also be a priority throughout the process.

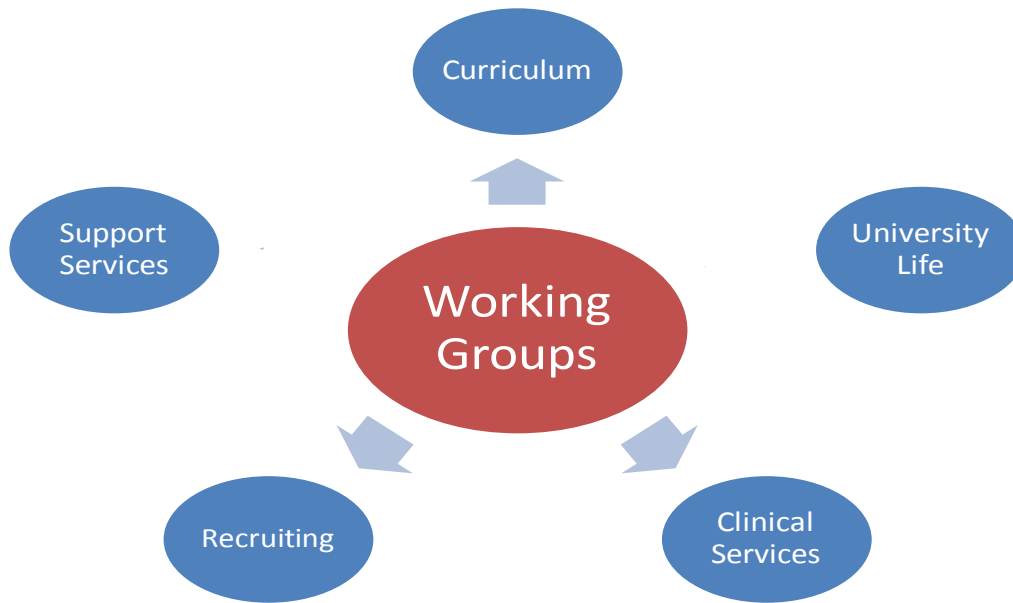
Plan to Address Questions in the Charge

Steering Committee.

At its core, the current proposal encompasses a group of interrelated projects. A steering committee will be tasked with governing each project to ensure the successful implementation of the plan. The steering committee will call on additional stakeholders to form working groups as needed to carry out the plan (see Figure 2). Steering committee members will represent the major WesternU stakeholders, have University support in making the project a priority, and be willing and able to work within the framework of a committee.

The current Task Force (as described in the previous section) is in line with these guidelines, has expressed an interest in overseeing the implementation of this plan, and could be the basis for a sustained Steering Committee. The Task Force is already familiar with details and can efficiently transition to implementing the plan. To ensure input from all relevant stakeholders, the steering committee will invite a member of the Board of Trustees, which is not presently represented on the Task Force.

Figure 2. Proposed steering committee working groups



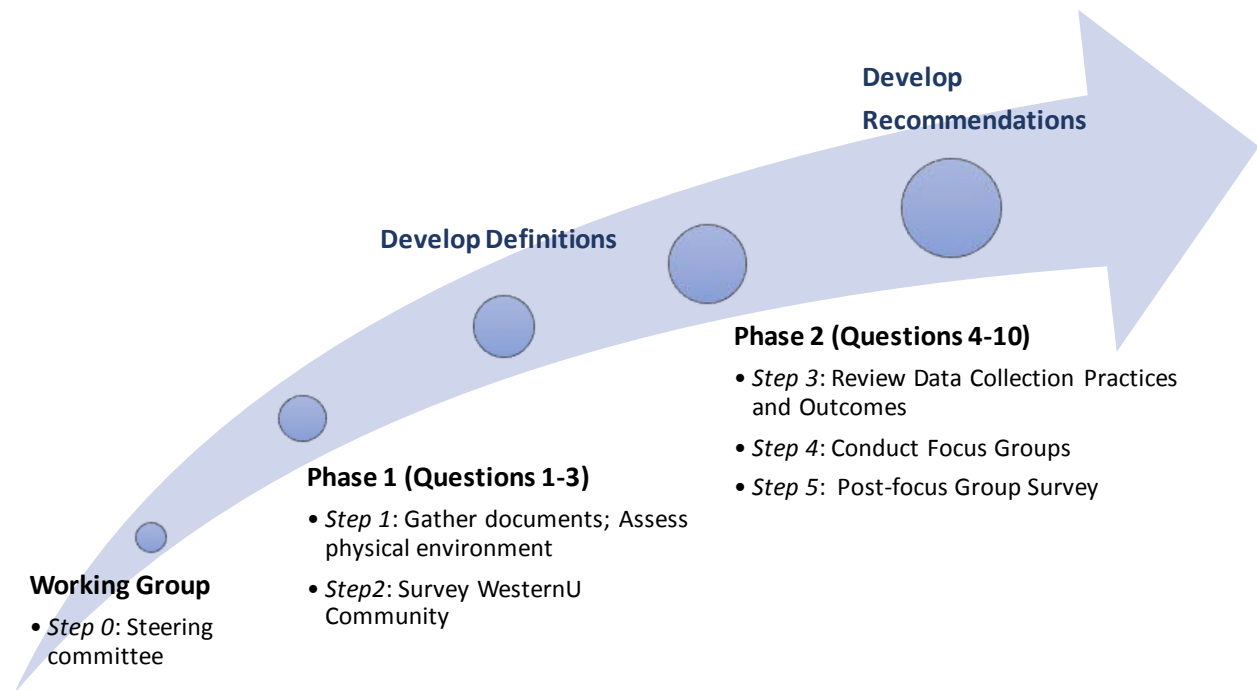
Planning Steps

As mentioned previously, this report represents the planning stage of a multi-year endeavor. The initial challenge of creating a plan was in organizing the sequence of activities in a logical and efficient manner. With a total of 13 questions covering humanism, inclusion, and diversity, the plan can easily and quickly become unwieldy. To simplify the approach, the Task Force suggests that questions be explored in two phases (see Figure 3).

Questions 1a – 3 (six questions total) represent fundamental inquiries about the meaning of humanism, inclusion, and diversity in the context of the institution. They speak to mission and policy and institutional commitment to do more than what is currently being done. Phase 1 will focus on collecting existing documentation related to humanism, inclusion, and diversity (Step 1) with the goal of developing working definitions and evaluating what more the institution needs to do in these areas (Step 2).

The remaining questions (q4 – q9b; seven questions total) examine institutional performance within functional areas (e.g., curriculum, clinical services, student and employee life, etc.). With a baseline understanding of terms in a WesternU context, activities in Phase 2 will help uncover institutional strengths and weaknesses within each area, and ultimately, recommendations to help guide and improve the institution. Detailed descriptions of each step are contained in the sections that follow.

Figure 3. Overview of planning phases to address the charge of the Inclusion and Humanism Task Force



Phase 1. Phase 1 is intended to address questions about the WesternU meaning of humanism, inclusion, and diversity and University viewpoints on what more needs to be done in these areas.

Step 1: Gather documents; assess physical environment. The first step will be to systematically review and interpret relevant documents and the physical environment to identify how humanism, inclusion, and diversity are currently portrayed within the University. The review will focus on data sources such as accreditation standards and reports, institutional and college policies, recruiting materials, and WesternU publications (e.g., Humanism Magazine), website, and related media. In addition, assessments of the environment of common space (pictures, posters, etc.) will be conducted.

Information gathered during this phase will allow us to generate a baseline on the portrayal of humanism, inclusion, and diversity. The review will help uncover any existing definitions, standards, and expectations from external agencies such as professional accreditors, and the existence of any biases. This information will help guide the development of a survey to be administered during Step 2, and contribute to our understanding of how terms are defined. More details on this step can be found in Appendix E.

Step 2: Survey WesternU Community. Step 2 will consist of a survey designed to 1) validate findings of the previous step, 2) reconcile any differences between the existing portrayals, policies and popular opinion, and 3) gauge whether there is an institutional commitment to go beyond existing nondiscrimination policies. Given the critical role of the President, Provost, and the Board of Trustees, their views will be gathered in a more in-depth nature, using a tailored survey, a focus group/interview, or both. At the conclusion of this phase, the Steering Committee will have developed working definitions for humanism, inclusion, and diversity, and understand WesternU viewpoints on what more in these areas may be advisable (see Appendix F).

Phase 2. Phase 2 will help examine how well the University is responding to questions outlined for university life, the curriculum, patient care delivery, recruitment, support and co-curricular services.

Step 3: Review data collection practices and outcomes. The current step focuses on gathering and reviewing existing data within each of the functional areas discussed in questions 5 – 9b of the charge. This step will reflect on two aspects of data collection. First, data will be reviewed to identify any broad themes related to humanism, inclusion, and diversity. For instance, are there patterns of dissatisfaction or areas of strength? Second, an assessment of what is currently being collected (related to humanism, inclusion, and diversity) will also be conducted to help determine if the University is collecting the right data to be able to make informed decisions. As with the transition from Step 1 to Step 2, information gathered during this phase will help inform lines of inquiry in Step 4 (Appendix G).

Step 4: Conduct focus groups. Step 4 will incorporate a series of focus groups designed to follow up on documents and data reviewed in the previous step. Focus groups will concentrate on validating strengths and weaknesses within student and employee life, student and employee recruitment, curriculum, support services, and clinical services (Appendix H).

Focus Groups Administration. In its current form, the plan would require as many as 20 focus groups and interviews to complete both phases. Considering the time needed to prepare for and execute focus groups and review and report on results, an outside consultant is recommended. An outside consult would have time and resources to conduct focus groups in a timely manner, possess the expertise to analyze and report on qualitative data, and potentially receive more accurate and unbiased responses to any sensitive questions. The Steering Committee Chair will work with the consultant throughout the process to ensure that focus group activities are on track. This would include conferring with the consultants to develop questions for focus groups and checking in regularly throughout the process.

Step 5: Post-focus group survey. The final step will be to administer a survey to help validate preliminary findings from the focus groups. The survey will allow input from the broader WesternU community (i.e., students, faculty, staff, and alumni). With this step (see Appendix I), recommendations for next stage will be developed and submitted for review.

Conclusion

The implementation of this plan will help the University define and refine its commitment to the topics of humanism, inclusion, and diversity, and will allow us to continue the WesternU way. The Inclusion and Humanism Task Force appreciates the opportunity to develop this report and looks forward to its continued work to assist the University in its pursuit of this critical endeavor.

July 20, 2018

Dr. Daniel Wilson
President
Western University of Health Sciences
309 E Second Street College Plaza
Pomona, CA 91766-1854

Dear President Wilson:

This letter serves as formal notification and official record of action taken concerning Western University of Health Sciences (WUHS) by the WASC Senior College and University Commission (WSCUC) at its meeting June 27-29, 2018. This action was taken after consideration of the report of the review team that conducted the Accreditation Visit to WUHS March 27-29, 2018. The Commission also reviewed the institutional report and exhibits submitted by WUHS prior to the Offsite Review (OSR), the supplemental materials requested by the team after the OSR, and the institution's June 12, 2018 response to the team report. The Commission appreciated the opportunity to discuss the visit with you and your colleagues: Gary Gugelchuk, CAO; and Juan Ramirez, Director. Your comments were very helpful in informing the Commission's deliberations. The date of this action constitutes the effective date of the institution's new status with WSCUC.

Actions

1. Receive the Accreditation Visit team report
2. Reaffirm accreditation for a period of eight years
3. Schedule the next reaffirmation review with the Offsite Review in fall 2025 and the Accreditation Visit in spring 2026
4. Schedule the Mid-Cycle Review to begin May 1, 2022
5. Schedule a Special Visit in spring 2021 to address an update to recommendations 1 and 2 listed below

Commendations

The Commission commends WUHS in particular for the following:

1. The commitment of the Board, administration, faculty, staff, and students to internalizing the mission of WUHS and embodying the "WesternU Way."
2. The welcoming learning environment created by the administration, faculty, staff, students, and community supporters of COMP-NW geared toward improving the health and community of the Pacific Northwest.
3. The engagement and service of WUHS students, faculty, staff, and administration with and to their communities in a sustainable manner.
4. The collaboration of board, administration, faculty, and staff in conducting a successful search process for the new president who seems to fit well with the institution.

5. The director and staff in Institutional Research and Effectiveness for creating a vibrant and effective institutional research capacity. They are central to fostering a culture of evidence at the university.
6. The faculty, staff and administrators who have expanded research and scholarly activity at WesternU through development of research facilities, recruitment of talented faculty and staff, and securing of extramural and intramural funds to support this work.
7. The efforts of the board and administration to enhance the financial stability of WesternU and to seek diversification of revenue streams.
8. The president and administration for initiating a strategic planning process that will engage all WesternU constituents.
9. The administration, faculty, and staff for consistently producing students who successfully achieve their professional goals.

Recommendations

The Commission identifies the following issues for further development:

1. Board of Trustees CFR 3.9
The board takes its fiduciary role seriously and has successfully conducted a search process for the new president. The Board should continue to expand its capacity and effectiveness to provide appropriate oversight of institutional integrity, policies, and ongoing operations. It should seek members with diverse qualifications and experiences to help govern an institution of higher learning and meet the mission of WUHS to its communities.
2. Diversity CFR 1.4, 2.10
The Board, administration, faculty, and staff should devote meaningful resources to create a diverse and inclusive learning environment at both campuses and among WUHS clinical preceptors. The Board should continue to expand in a number of areas including attention to diversity of Board members. WUHS will be served by alignment with the WSCUC Equity and Inclusion Policy.
3. Shared Governance CFR 4.2, 3.4, 2.7
WesternU has initiated significant steps to engage the creativity and insights of faculty to improve the quality of education and research. The Board, administration, faculty, and staff continue to strengthen shared governance initiatives, implement them throughout the university, and enhance bidirectional communication between all levels of WUHS so that front-line faculty and staff are fully engaged and have psychological safety to help improve the educational environment and innovate.
4. Culture of Evidence CFR 4.2, 2.7
The Board, administration, faculty, and staff should continue to use program review for all academic and co-curricular programs, expand the quality of data collected, and more fully embrace a culture of evidence.



5. Faculty Development CFR 3.2, 3.3

The Center for Academic and Professional Enhancement (CAPE) has numerous programs, workshops, and weekly presentations to support the learning needs of faculty and staff. However there is a need to strengthen the culture of evidence and expertise in program review, instructional pedagogy, and innovative curriculum design.

In taking this action to reaffirm accreditation, the Commission confirms that WUHS has addressed the three Core Commitments and has successfully completed the two-stage institutional review process conducted under the 2013 Standards of Accreditation. Between this action and the time of the next review for reaffirmation, the institution is encouraged to continue its progress, particularly with respect to student learning and success.

In accordance with Commission policy, a copy of this letter will be sent to the chair of WUHS's governing board in one week. The Commission expects that the team report and this action letter will be posted in a readily accessible location on the WUHS's website and widely distributed throughout the institution to promote further engagement and improvement and to support the institution's response to the specific issues identified in these documents. The team report and the Commission's action letter will also be posted on the WSCUC website. If the institution wishes to respond to the Commission action on its own website, WSCUC will post a link to that response on the WSCUC website.

Finally, the Commission wishes to express its appreciation for the extensive work that WUHS undertook in preparing for and supporting this accreditation review. WSCUC is committed to an accreditation process that adds value to institutions while contributing to public accountability, and we thank you for your continued support of this process. Please contact me if you have any questions about this letter or the action of the Commission.

Sincerely,

A handwritten signature in black ink, appearing to read "Jamiene S. Studley". The signature is fluid and cursive.

Jamiene S. Studley
President

JSS/ thh

Cc: Reed Dasenbrock, Commission Chair
Gary Gugelchuk, ALO
Richard Bond, Board Chair
Members of the Accreditation Visit team
Tamela H. Hawley, Vice President



Equity and Inclusion Policy

PURPOSE OF THE POLICY

WASC Senior College and University Commission (WSCUC) member institutions are expected (Standard 1) to have a clear and explicit sense of their essential values and character, their distinctive elements, and their place in both the higher education community and society, and their contribution to the public good. This includes demonstrating an appropriate response to the increasing diversity in society through its programs and practices. Through their commitment to student learning and success and to quality and improvement, institutions are expected (Standard 4) to engage in sustained, evidence-based, and participatory self-reflection about how effectively they accomplish their purposes and achieve their educational objectives.

Since its 1994 Statement on Diversity was incorporated into the *2001 Handbook of Accreditation*, the Commission has had more than a decade in which to observe the responses to these expectations by member institutions, which have a remarkable diversity of institutional types, missions, and student profiles. That experience has confirmed that issues of diversity, equity, and inclusion are systemic, related to student success and institutional effectiveness in a number of ways.

The goal of this document is two-fold: to update the diversity policy to clarify Commission expectations for institutional reviews and to share principles and good practices that have been observed in member institutions that have successfully advanced their inquiry in these areas.

INTRODUCTION AND GENERAL PRINCIPLES

As institutions of higher education, the purpose of colleges and universities is to deliver an essential public good, namely a high-quality post-secondary education. Institutional commitments to advancing educational excellence and fostering an engaged, civil society are demonstrated in part by policies and practices that help ensure the success of diverse student populations and prepare all students to learn and derive value from the broad representation of colleges and universities that are members of WSCUC.

WSCUC member institutions have valuable assets, including rich programs that are reflective of the goals of the diverse student populations that they serve, that stem from a belief that educated people are engaged “citizens of the world” as well as a commitment to scholarship as a form of expression and expansion of knowledge. Students benefit most from these assets where there is a climate of respect for a diversity of backgrounds, ideas, and perspectives, and where the institution’s various constituencies deal honestly and constructively with issues of equity and inclusion. All institutions face a fundamental challenge to create a campus culture where the wisdom and will to build trust among people and groups is widely distributed, and opportunities for enhancing equity, inclusion and community are encouraged and supported. At the same time, there is no expectation that, with the variety of institutions in our region, there will be a uniform approach or response to this challenge. The common goal among member institutions is to realize the potential of their students through higher education.

Appendix B

Given the importance of institutions valuing diversity and fostering inclusion to serve all of their students and the public, thereby truly contributing to the public good, the Commission notes the following principles that underlay its standards and expectations for institutional reviews.

- Commitment to student learning and success requires that institutions actively seek to support the success of all of their students.
- Engagement with historical and contemporary issues of diversity, equity, and inclusion are educational objectives that can be productively incorporated into programs at any level.
- Seeking and valuing multiple dimensions of diversity within its various constituencies strengthens an institution's effectiveness.

EXPECTATIONS FOR INSTITUTIONAL REVIEW AND PRESENTATION

To fully respond to the expectations of the Standards, an institution should be prepared to provide evidence of inquiry and action to address the following questions, especially in the context of seeking initial accreditation or responding to previous Commission recommendations concerning diversity.

Institutional Commitment

- How does the institution define diversity within its mission and purposes with reference to existing students, staff and faculty? What communities does the institution seek to serve? How may changing social demographics affect the way the institution serves its students and the public good?
- How have institutional leaders, particularly governing boards and senior administrators, demonstrated the willingness and capacity to identify and address equity concerns among campus constituents and to help educate the broader community regarding the need for equity and inclusion at their institutions?

Access/Inclusion

- Has the institution identified groups of prospective students who may have been historically underserved by the institution? Has it taken steps and devoted resources to increase access and success for these students?
- How do the institution's decision-making structures and planning processes integrate the perspectives of members from its multiple constituencies, including those who may have been historically underserved?

Support/Success

- How has the institution tracked and analyzed the educational achievement of distinct groups of students and acted to close gaps between groups over time?
- How does the institution identify needs or concerns of distinct groups among its constituencies and provide support consistent with the needs expressed by those groups?

Appendix B

Campus Climate

- Does the institution regularly assess perceptions of campus climate by students, staff and faculty? How are the results shared with the campus community and how do they inform institutional action?
- Does the institution have effective mechanisms for addressing bias-related concerns from members of its community?

Educational Objectives

- Do any curricular or co-curricular programs incorporate student learning outcomes specifically related to the ability to acknowledge and interact productively and respectfully with people of diverse backgrounds and differing perspectives?

GOOD PRACTICES FOR VALUING DIVERSITY AND FOSTERING INCLUSION

Drawing upon the success of its member institutions in engaging with issues of diversity, equity, and inclusion, the Commission shares the following good practices that can be adapted to a diverse spectrum of institutional missions and contexts.

1. *Institutional mission and purpose are reexamined.* Governing boards have an especially important role in this regard. As students, faculty and staff within institutions become more diverse, there is an even greater need to focus on common purposes and to identify core values. Reflection on institutional purpose, which should be at the heart of every self-study, also implies a sober assessment of changing and sometimes conflicting goals.
2. *Institutions seek and nurture diversity within their student bodies, faculty, administrative staff, and governing boards.* In many cases, colleges and universities choose, at their own initiative, to compare their composition to regional, state or national populations as a whole. In other instances, the reference group is the particular constituency, sometimes religious in nature, which the institution intends to serve. In applying its Standards, the Commission respects the institution's own view of its constituency, based upon its unique mission. Each institution, however, analyzes the diversity present in the constituency it chooses to serve, honestly represent that aspect of its mission to prospective students, actively seek to reflect that diversity in its membership, and consider the role of diversity in addressing student needs.
3. *Institutions include an appreciation of diversity as an outcome of instruction appropriate to students' level and goals and consider all forms of diversity as they intentionally and unintentionally affect the educational process.* WSCUC member colleges and universities are diverse in many ways (e.g., the various academic disciplines and fields of professional study as well as the diversity of the community in terms of age, ethnicity, political belief, socioeconomic class, religious faith, gender and sexual orientation, interest in the arts and athletics, regional and national background). Each institution considers how the various forms of diversity can be understood, respected, and valued in the curriculum. Faculty of each institution have primary responsibility to rise to this challenge as they plan curricula, design courses, and teach and advise students.
4. *All students enrolled at the institution have their learning and success supported by*

Appendix B

environments that foster their intellectual and personal development. In particular, institutions seek to achieve a better understanding of the characteristics, interests, aspirations and learning needs of the diverse segments of their student populations. As institutions address challenges faced by students from historically underserved populations, particularly in terms of student learning, support from faculty, the availability of academic support services and the quality of residential life, they consider responses and solutions that benefit all students and are informed by communication and collaboration across units.

5. *Institutions assess their efforts to make equity and inclusion integral to plans for institutional improvement.* Assessment includes well-articulated metrics that measure progress over time, an examination of disaggregated retention and graduation statistics, and the gathering and analysis of comparable data and trends in individual schools and departments as well as for the campus as a whole. Of equal importance is probing beneath the numbers to illuminate individual perceptions and patterns of interaction among the members of various groups. Institutions conduct periodic systematic assessments of how different students, faculty and staff view their experiences on campus (often referred to as studies of campus climate).
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Approved by the Commission, 1994

Revised, November 2017¹

¹ Prior to November 2017, this policy was known as the Diversity Policy

Appendix C



Inclusion and Humanism Taskforce Member List

Name	Role	Affiliation
Juan Ramirez (CHAIR)	Director, Institutional Research and Effectiveness	Institutional Research and Effectiveness
Jordan Bilbrew	SGA Vice President	COMP Northwest, 2021
Stephanie Bowlin	Dean	College of Health Professions
Mirabelle Fernandes Paul	Assistant Dean of Student Affairs	COMP Northwest
Raymond Garcia	Assistant Director of Finance and Budget Administration	University Financial Services and Treasury
Eduardo Glass	SGA Executive Vice President	College of Podiatric Medicine, 2021
Christina Goode	Professor	Graduate College of Biomedical Sciences
Beverly Guidry	Vice President for Enrollment Management and University Student Affairs	University Student Affairs
Jacqueline Javier	Manager of Early Assurance and Pathway Programs	College of Pharmacy
Edward Junkins	Associate Dean, Academic Affairs	COMP Northwest
Keana Mendoza	SGA Executive Club Coordinator	College of Pharmacy, 2021
Irina Vukmanovic Nosrat	Assistant Professor	College of Dental Medicine
Neil Patel	Senior Assessment Analyst	Institutional Research and Effectiveness
Elizabeth Rega	Associate Vice Provost for Academic Development	Academic Affairs

OFFICE OF THE PROVOST

INCLUSION AND HUMANISM TASK FORCE

Rationale

Based on preliminary results of ongoing focus group surveys conducted by the Office of Institutional Research, it has been determined that a task force should devise a strategy for addressing the role of humanism, diversity and inclusion in workforce development and humanistic education at WesternU.

Charge to Task Force

The Inclusion and Humanism Task Force (IHTF) is charged with crafting a blueprint for engaging a cross-campus dialogue including students, faculty, staff and patients. This plan will include collecting their narrative experiences and recommendations; articulating a consistent vision for the integration of humanism, diversity and inclusion; examining diversity and its sociodemographic representation in University programs and processes; assessing curricular content and coverage related to this topic; analyzing internal as well as external workforce data: and identifying and cataloguing current best practices to shape evidence-based advice to University leadership, the Board of Trustees and the University at-large.

Leading Questions

How does/should WesternU define humanism, inclusion, and diversity?

What is/should be the relationship between the University's Mission and its commitment to diversity, inclusion and humanism? Does the University's mission statement and non-discrimination policy adequately characterize the nature of our commitment to diversity and inclusion? Does our commitment to diversity, inclusion and humanism require more of the institution beyond a commitment to non-discrimination in our policies, processes and practices?

Do all students, faculty and staff feel equally included in the

Time frame

Progress reports to Provost every quarter starting June 2018

Completion of a written plan for addressing leading questions by Dec. 2018

Task force members

1. Dr. Stephanie Bowlin, Dean CAHP and Deputy COO
2. Dr. Mirabelle Fernandes Paul, Assist. Dean, COMP NW Student Affairs
3. Dr. Christina Goode, Prof. and Assoc. Dean GCBS
4. Dr. Beverly Guidry, Vice President for University Student Affairs
5. Dr. Edward Junkins, Prof. and Assoc. Dean COMP-NW
6. Dr. Neil Patel, Senior Assessment Analyst, Institutional Research
7. Dr. Juan Ramirez, Director of Institutional Research, Chair
8. Dr. Elizabeth Rega, Assoc. Vice Provost

OFFICE OF THE PROVOST

INCLUSION AND
HUMANISM TASK FORCE

life of the university?

Does our curriculum accurately and consistently portray diversity to ensure culturally-aware health care and education? Do our current curricula adequately lay the foundation necessary for work and practice in an increasingly diverse and globally integrated society?

Are our clinical services meeting the needs of increasingly diverse populations and achieving quality health outcomes for all subgroups?

Are our recruitment and data collection strategies and policies for students, staff and faculty sufficient to insure a consistently diverse and successful talent pool?

Do/should student and faculty support services and co-curricular programs engage campus diversity and inclusion?

Step 1: Gather Documents; Assess Physical Environment

Objective

Determine how humanism, diversity, and inclusion are currently portrayed at the University

Purpose

Looking at how humanism, diversity, and inclusion are portrayed at the University is the first step in identifying institutional definitions. Moreover, a targeted review of documentation such as accreditation standards and reports, WesternU policies and publications, and other documentation will provide baseline information related to each term.

Implementation

Actions below will be assigned to subgroups of the Humanism and Inclusion Steering committee. Each subgroup will review and collect information from sources and summarize their findings in a brief report and report back to the full committee. The task force will review current definitions and assesses current relationship between humanism and diversity and inclusion. The outcome will be a detailed report on how humanism, diversity, and inclusion are currently depicted at the University

Action	Expected Outcome	Sources	Start Date	End Date	Lines of Inquiry
Review WesternU publications	Summary of how diversity/inclusion/humanism is depicted in institutional publications to uncover tacit or explicit definitions	-Website (WesternU, College, support services front pages) -Recruiting materials -Job announcements -Humanism Magazine -WesternU View -Informational pamphlets from college, support services, and other programs (e.g., Health Career Ladder)	Feb 2019	Apr 2019	-How does WesternU define humanism, inclusion, and diversity -How does WesternU define diversity within its mission and purposes with reference to existing students, staff and faculty?
Review Institutional Learning Outcome (ILO) reports for Humanism	Summary of how humanism is defined by program learning outcomes	-ILO Reports for each program	Feb 2019	Apr 2019	

Step 1: Gather Documents; Assess Physical Environment					
Review institutional and professional accreditation standards, benchmarks, and policies related diversity, inclusion, and humanism	Summary of expectations related to diversity/inclusion in accreditation standards and policies	-Professional Accreditation Standards -Professional Accreditation D and I Policies	Feb 2019	Apr 2019	*Does WesternU value multiple dimensions of diversity within its various constituencies strengthens an institution's effectiveness?
Assess Physical Environment of University	Summary of observational findings	- Campus grounds - Statues -Common areas (library, IT, CDHP, LEAD, Housing, Gym, Buildings) - Pictures	Feb 2019	Apr 2019	*Do any curricular or co-curricular programs incorporate student learning outcomes specifically related to the ability to acknowledge and interact productively and respectfully with people of diverse backgrounds and differing perspectives?
Review 2009 Humanism Chapter and other institutional accreditation materials for references to humanism, inclusion, or diversity	The 2009 Humanism chapter represented a comprehensive, data-driven analysis of how the institution defined humanism at the time. A review of this report, and other accreditation reports should provide useful insight into how the terms have been viewed in the past	-2009 humanism chapter -2012, 2014, 2017 accreditation reports -Professional accreditation reports	Feb 2019	Apr 2019	
Review institutional, college, and support unit policies related diversity, inclusion, and humanism	Summary of how diversity/inclusion are defined in institutional standards and policies	-College Diversity Policies -Institutional Diversity Policies (e.g., Academic Affairs, Student Affairs, HR, Support and Co-Curricular Units) -Curricular Policies	Feb 2019	Apr 2019	
Review scholarly literature on diversity, inclusion, and humanism.	Summary of accepted definitions for each term	-scholarly articles, book, or other media	Feb 2019	Apr 2019	

Step 1: Gather Documents; Assess Physical Environment					
Data organization	Determination of categorical data and frequency (populations served, WesternU population (faculty/staff/students), curriculum information)	All gathered materials	Feb 2019	Apr 2019	

Step 2: Survey WesternU Community

Objectives

1.) Develop working definitions for Humanism, Diversity, and Inclusion, 2.) Validate definitions with the help of WesternU community

Purpose

The purpose is to 1) validate findings developed during the first step, 2) reconcile any differences between the existing portrayals/policies and the opinions of the WesternU community, and 3) gauge institutional commitment to go beyond the status quo.

Implementation

Phase 2 will be carried out with the support of the Steering Committee and Institutional Research and Effectiveness. Interviews/focus groups should be conducted by external consultant.

Action	Expected Outcome	Sources	Start Date	End Date	Lines of Inquiry
Student Survey	Student, faculty, staff, Board, and administrative perspective on definition of humanism, diversity, and inclusion; the relationship between humanism and diversity and inclusion; whether mission and policies characterize the nature of commitment and; what more needs to be done beyond non-discrimination policies and practices;	Pomona & Lebanon	May 2019	Jun 2019	-How does/should WesternU define humanism, inclusion, and diversity?
Faculty Survey		Program-level faculty; Clinical Faculty; Adjunct Faculty; IPE	May 2019	Jun 2019	-What should be the relationship between the University's Mission and its commitment to diversity, inclusion and humanism?
Staff Survey		Program Staff; Department Staff	May 2019	Jun 2019	-Does the University's mission statement and non-discrimination policy adequately characterize the nature of our commitment to diversity and inclusion?
Administrative Survey		Deans Council; Steering Committee	May 2019	Jun 2019	-Does our commitment to
Board Survey or focus group		Board of Trustees	May 2019	Jun 2019	

Step 2: Survey WesternU Community

Interview with President		President	May 2019	Jun 2019	diversity, inclusion and humanism require more of the institution beyond a commitment to non-discrimination in our policies, processes and practices?
Interview with Provost		Provost	May 2019	Jun 2019	

Step 3: Review Data Collection Practices and Outcomes

Objective

Determine the quality, quantity, and usage of collected data and policies related to humanism, diversity, and inclusion by the University, Colleges, Programs, and Departments.

Purpose

Step 3 looks at the type of data is being collected, data collection strategies, and policies related to diversity, inclusion, and humanism. The focus is on gathering and reviewing existing data within each of the functional areas discussed in questions 5 – 10 of the charge. Data will be reviewed to 1) identify broad themes related to diversity/inclusion/humanism and 2) review data collection practices and 3) policies in these areas. Information gathered during this phase will help inform lines of inquiry for focus groups conducted in Step 4.

Implementation

Actions below will be assigned to subgroups of the Humanism and Inclusion Steering committee. Each working group will interact with the corresponding University unit(s) to collect existing information. Working groups will summarize their findings in a brief report and report back to the full committee.

Action	Expected Outcome	Sources	Start Date	End Date	Lines of Inquiry
Review WesternU "diversity data" for students, faculty, and employees	Summary of current diversity "performance" by institution, college, and program; Summary table of hiring and enrollment	-Enrollment data -Graduation data -Faculty and employee/staff hiring data -Staffing data by faculty and employee status	Jul 2019	Aug 2019	-Do all students, faculty, and staff feel equally included in the life of the University? -Does our curriculum accurately and consistently portray diversity to ensure culturally-aware health care and education?
Review WesternU satisfaction data by diverse groups	Summary of satisfaction by diverse groups	-Institutional Research survey data -Student support survey data -Program survey data -Faculty satisfaction data -Staff satisfaction data	Jul 2019	Aug 2019	-Are clinical services meeting the needs of increasingly diverse populations and achieving quality health outcomes for all subgroups?
Review Clinical services satisfaction data	Summary of patient satisfaction by diverse groups	-Clinical services patient satisfaction data	Jul 2019	Aug 2019	
Review student affairs recruitment policies and data collection strategies	Summary of recruiting policies and data collection strategies	-Recruitment policies and strategies	Jul 2019	Aug 2019	-Are our recruitment and data collection strategies and policies for students, staff, and faculty

Appendix G

Step 3: Review Data Collection Practices and Outcomes					
Review program student admission policies	Summary of student admissions policies	-Program student admission policies	Jul 2019	Aug 2019	sufficient to insure consistently diverse and successful talent pools? -Do student and faculty support services and co-curricular programs engage campus diversity and inclusion? -Review of Data collection: What data is being collected? What data should we be collecting?
Review human resources recruitment policies and data collection strategies	Summary of HR recruitment policies and data collection strategies	-HR policies and data collection strategies	Jul 2019	Aug 2019	
Review college recruitment and data collection strategies for faculty, administration, and staff	Summary of college recruitment and data collections strategies for faculty, admissions, and staff	-College recruitment and data collection strategies	Jul 2019	Aug 2019	
Review WesternU curriculum for diversity and humanism	Summary of frequency of diversity and humanism in program curriculum	- Program curriculum - tagged lectures - tagged exam items - learning outcomes - assignments	Jul 2019	Aug 2019	
Review of Institutional Learning Outcome (ILO) reports	Summary student performance by diverse group	-ILO reports	Jul 2019	Aug 2019	

Step 4: Conduct Focus Groups

Objective

Determine institutional strengths and weaknesses in areas related to university life, recruitment, clinical services, and co-curricular and support services

Purpose

The current step focuses on gathering and reviewing existing data within each of the functional areas discussed in questions 5 – 10 of the charge. This step will reflect on two aspects of data collection: 1.) Data will be reviewed to identify any broad themes related to diversity/inclusion/humanism, 2.) Determination if data is appropriate for further use (i.e. decision making). As with the transition from Step 1 to Step 2, information gathered during this phase will help inform lines of inquiry in Step 4

Implementation

A total of 20-25 focus groups will be conducted. The recommendation is to contract a consultant to administer focus groups.

Action	Expected Outcome	Sources	Start Date	End Date	Questions
Student Focus Groups	Summary of student, faculty, staff, and administrative viewpoints on performance on university life, the curriculum, clinical services, recruitment, and co-curricular and support services	-6 person focus groups with two student representatives from each program (ten focus groups total)	Sep 2019	Dec 2019	-Do all students, faculty, and staff feel equally included in the life of the University? -Does our curriculum accurately and consistently portray diversity to ensure culturally-aware health care and education?
Faculty Focus Groups		Target Groups -Academic faculty -Clinical Faculty -Adjunct Faculty -IPE -COMP NW	Sep 2019	Dec 2019	-Are clinical services meeting the needs of increasingly diverse populations and achieving quality health outcomes for

Step 4: Conduct Focus Groups

Staff Focus Groups		Target Groups -Diversity officers -Professional staff -Non professional staff -Support services staff -COMP NW staff	Sep 2019	Dec 2019	all subgroups? -Are our recruitment and data collection strategies and policies for students, staff, and faculty sufficient to insure consistently diverse and successful talent pools?
Administrative Focus Groups		-Deans Council -Central administration -College administration	Sep 2019	Dec 2019	-Should student and faculty support services and co-curricular programs engage campus diversity and inclusion?

Step 5: Post-focus Group Survey

Objective

Validate focus group findings by allowing the entire WesternU community to provide input on preliminary findings of the Steering Committee related to humanism, inclusion, and diversity.

Purpose

The purpose is to 1) validate findings of the previous step, 2) involve the participation from all WesternU students, employees, and alumni, and 3) gauge our current climate on humanism, inclusion, and diversity.

Implementation

This final step will be carried out with the support of the Steering Committee and Institutional Research and Effectiveness.

Action	Expected Outcome	Sources	Start Date	End Date	Questions
WesternU Survey	Summary of WesternU beliefs, attitudes, and viewpoints on the topics of humanism, inclusion and diversity.	Current students, employees, alumni	Jan 2020	Mar 2020	TBD