
Interdisciplinarity@WMU- Phase One planning Template

- 1. Brief Overview:** Provide a brief overview of the proposed interdisciplinary initiative. What types of questions would the initiative ask? What types of complex problems would it seek to solve?

To conduct a needs assessment and utilization analysis of the staff positions within CHHS. Due to past cuts and reorganization of staff efforts, there is an inequity for supports of the programs within CHHS. The goal would be to eliminate duplication of specific tasks, i.e., grants, class scheduling, contracts etc. While providing at least 1.0 FTE of supports to each School/Department within CHHS.

- Focus on equity in assignments for each unit, faculty supports etc.
- What is standard expectations and what is extra.
- Let's ask why and why not
- Look at credit hour production, admissions, accreditation requirements. Each unit is unique. Supports from other positions (Marketing and Recruitment)

As more and more processes involve faculty, trainings need to occur to ensure that it is an easy transition for faculty and not burdensome for staff to constantly provide direction. 25 live for classrooms this should be known by all, not just a few staff. Pro card processes, confusion over cost centers. A better system for funding codes etc.

When CHHS staff experience staff transitions the lack of cross-training is impactful yet lacks priority. Unlike a business model, manuals are scarce leaving support staff without needed resources while increasing workload. It is not clear who supports staff with additional steps or who are the specialists in our college for each task. e.g. Travel, budget, grants, Library experts.

- 2. Impacted units:** What existing units, programs, and colleges would be involved in the proposed initiative? What other possibilities for collaboration across campus or in the broader community might exist now or in the future?

All programs within CHHS would be involved including the Dean's staff. We would anticipate that a minimum of six months be allotted to explore increased efficiencies.

- 3. Impact on teaching, learning, and curricula:** Describe the anticipated impact of the proposed initiative on teaching, learning, and curricula. How might this initiative help to grow enrollment, including by reaching new audiences of learners through continuing education, dual enrollment, or professional certification? How will the proposed initiative positively impact the training of undergraduate and graduate students? How does it enhance our institutional commitment to diversity, equity, and inclusion?

Providing sufficient and equitable staffing to all departments will allow them to function efficiently thus increasing customer service to students, other staff and faculty. Providing a positive impact to teaching and student learning. Adequate staffing would also allow departments more opportunity to offer continuing education, dual enrollment and professional certification options.

- 4. Impact on research and creative activity:** Describe the anticipated impact of the proposed initiative on research and creative activity. How will this initiative promote discovery and creative scholarship? How might it result in increased external funding?

Possible impacts for research around educational outcomes and enhanced student success through realignment of colleges/institutions.

- 5. Efficiencies and/or cost savings:** How might the proposed initiative contribute to increased efficiencies and/or cost savings, for example by reducing administrative positions (e.g. chairs/directors), sharing staff support services and/or by sharing facilities?

We do not see a reasonable possibility of further staff cutbacks. What we hope to do is work smarter to enable us all to focus on our students while supporting faculty and staff.

- 6. Impact on course offerings and workload:** At present, proposed initiatives will only be feasible and sustainable if they can be supported by existing resources, including instructional capacity, faculty and staff time, and facilities. Will the proposed initiative streamline existing course or program offerings? Could the initiative help create more equitable and sustainable workload for faculty, for example, by reducing the need to offer under enrolled courses, reducing the frequency of course offerings or eliminating the need to teach some courses?

During the review of staff positions, it was also discussed that faculty release time for administrative duties would be reviewed. These tasks would not be absorbed by current staff positions. The goal would be to move administrative duties away from faculty and place those duties with the Chairs/Program Directors. This would allow for additional courses to be taught in load by full time faculty rather than part time instructors at additional costs.

- 7. Additional Information:** What additional information would you like to provide in support of this proposal?

Below are some talking points that were brought forward by the committee:

- Show employees the processes. We need clear directions.
- We are aware Dean has already considered changes.
- We suggest equity based on....
- Perhaps specialize admins across college.
- Need updated org chart. Need clear understanding of faculty assigned time beyond teaching and funded research: Field work, clinical placements, program coordination
- What are the priorities of the college?

- Should be guided by anticipated by revenue generation.
- Look at fluctuations in duties throughout the year. E.g. recruitment vs yield
- We need communication and transparency
- We don't know who is still here. What faculty and staff have retired or lost their positions? When there are inequities, how can we help each other?

8. Contact

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