

## **College of Health and Human Services - State of the College**

Dec. 1 2017

Welcome to the 2017 State of the College of Health and Human Services.

I am pleased to see you all here today. It has been another year of change and growth at CHHS. Lots of accomplishments... and lots of challenges. That is why we take this chance every year to come together. It is a time to take a breath, and share our story.

What I have realized is that we should not wait to share our story just once a year. But we get so busy DOING the work that we forget to TOUT the work. When I share the CHHS story with others, I'm often confronted by statements like "I didn't know that! I didn't know CHHS did that!" or "Western has that?" We're a best kept secret – not just in Kalamazoo, but in parts of Western itself.

The CHHS story is a good one. It's one that tells of incredible faculty who are recognized in their fields and who are dedicated to their students. Faculty whose outstanding research makes huge improvements in the lives of people every day. Of our students who are following in their footsteps, and our staff who are making it all possible with their outstanding contributions. The story is also about our tremendously impactful clinical practice, where our faculty and students work with patients to provide care that would otherwise be out of reach in this community.

There are many more CHHS stories. Each and every one of you has a CHHS story. My challenge to you is to tell those stories. And I've got a few to tell you today. So – on with the story!

### **Story One – The Ugly Duckling Becomes a Swan – EWB**

This time last year, I announced plans for the renovation of the second floor of the EWB. For those of you who are new to the college, the EWB is that little brick structure next door. No, EWB does not stand for the Earlie Washington Building. It is the Ernest Wilbur Building – I just wanted to clear that up.

We have worked for more than a year with the SmithGroup architecture firm to develop and finalize plans for renovating more than 12,000 square feet of additional space for CHHS. The plans involve adding classrooms, labs and student study areas to CHHS to accommodate recent programmatic growth – namely, our Doctor of Physical Therapy program.

While the first floor of EWB still holds the Center for Disability Services, the second floor of the old EWB is gone - asbestos abatement is done and the old floor plan is demolished. In its place will be two classrooms, each around 1200 square feet, and two teaching labs, each about 2400 square feet.

That's where we were last year – now, for the update. We've gone through all these steps, and we are currently bidding out construction, all bids are due by December 13. Construction will begin early January.

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We have had a lot of fun designing the interior. The style is called “Industrially Kinetic.” The concept is a response to the building’s story of re-use and revitalization. It celebrates the new active learning spaces and showcases flexibility. “Industrial,” pays homage to the EWB’s history, efficiently reusing existing building components whenever possible. “Kinetic,” uses contrast and highlights to organize dynamic program elements. The finish materials also reflect WMU brand identity and meets its sustainability goals.

There are several “Wow” factors in this renovation plan. One will be a feature wall of blonde wood from the floor to the ceiling and across the ceiling in the study area – while it might be difficult to visualize now, this is an architectural and interior design highlight that will set this space apart. Another “wow” feature will be a mural on glass that spans the length of the corridor. We’ll have fun deciding what that mural will be: some suggestions have been illustrations of our different health and human services professions and other WMU-related illustrations. But it will tell a story. There will also be a kitchenette with a *countertop* of reclaimed wood, a great place to enjoy a cup of coffee.

We have had to make sacrifices due to cost. But we did *not* sacrifice the shower facility. For those of you who take walks or bike to work, or work out – we’re going to have a shower. Of course it has an educational purpose... but it is also in line with our strategic commitment to health and wellness in our space.

Then there’s the exterior of the building. We can’t do it all, but we want to update the entrance to match the beautiful new interior of the building. The goal is to connect the EWB to the identity of the CHHS building by referencing the stone columns and canopy.

There will be a wall of windows in the front of the building to open it up - another “wow” factor - along with curves that match the dynamic look and feel of this building.

According to the plan, this renovation will be done in late June or early July... which means we will be open for classes this fall. Some of you will have an opportunity to teach in those newly renovated spaces.

So now we have CHHS, EWB, and the Unified Clinics all together, in close proximity, which gives us a greater presence on WMU’s Oakland Drive campus.

### **Story Two: The Secret Garden: The Unified Clinics and CHHS Clinical Education**

One little-known fact about CHHS is that the college is a specialized health care provider. CHHS operates 10 faculty- and student-led clinics through our **Unified Clinics** and the **Center for Disability Services and Aging Services**. The scope, depth and breadth of our clinical practice opportunities differentiate us from most other allied health and human services colleges nationwide.

More importantly, the Unified Clinics have distinctive, and truly amazing impact. The clinics ensure that our students have real-life training in specialized services with a variety of people so they are better equipped to serve diverse communities after graduation. Through the clinics, students have opportunities to evaluate their practice in patient settings, along with faculty evaluations. The clinics also provide students will a chance to deliver patient care in a team. Where else can you see a physician, nurse, speech pathologist, OT, social worker, and counselor all at the same time? Where can students experience this kind of interprofessional team patient care on a daily basis, in real time, with real patients?

The benefits do not stop there – through the Unified Clinics, we offer high-end specialized services that are unavailable elsewhere in Kalamazoo, or out of reach for some families. We test infant hearing, we treat stuttering and other speech problems, we do full autism spectrum assessments, we conduct vision and low vision exams, treat inmates for substance abuse issues, and so much more. The Center for Disability Services, which will continue to operate from the first floor of EWB, provides day care for adults with developmental disabilities and also offers Aging Services for those seniors and others who need help at home. The Unified Clinics and CDS have more than 88,000 patient appointments per year, serving the population of southwest Michigan and beyond.

The clinics provide a visible and lasting contribution to the community of Kalamazoo, which is a strong part of the University's strategic plan.

The Unified Clinics are a best-kept secret – but why should they be? We need to share this story, and get to know it ourselves. One way this is happening is coming up in spring 2018. The Unified Clinics will be on the cover of the next issue of the **WMU Magazine**. This means an in-depth feature story, several other stories, and a lot of attention to a jewel at CHHS. But telling the story should not stop there – if you haven't been to our Unified Clinics, I invite you to go. If you go there regularly or work there, I invite you to share these amazing stories.

### **The Little Engine That Could: NEW PROGRAMS & INITIATIVES**

I'm very excited to announce the development and start of a new program at CHHS called the **Health Careers Connection Program**, or HCCP.

HCCP is a pipeline program designed to help disadvantaged, underrepresented and high-achieving high school students from counties in West Michigan graduate from WMU with a health and human service degree and return to their communities to practice after graduation. These students start their academic plan of study at CHHS during the summer after high school and earn six credit hours before fall.

Students receive intense mentoring and advising during their weeks on campus, into the fall semester and will continue that relationship through their matriculation. We give them a jumpstart and ongoing support, and expect that they should graduate well before 6 years.

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We work closely with the **Western Region Area Health Education Center (AHEC)**, which is housed in the college, to raise money to cover the tuition, fees, room and board, books and incidentals for these students.

Let me share two quick facts with you to illustrate WHY we started this program. Only one of the 19 AHEC counties in west and southwest Michigan meet the recommended provider-to-patient ratio for health care providers. And only nine of the 19 counties fall in the top 50<sup>th</sup> percentile for health outcomes. For several years, we have seen growth in the number of students graduating in health care disciplines from universities across the state, but we still see reports about poor health and insufficient numbers of healthcare providers in underserved communities.

We are currently preparing for the second cohort of HCCP students. This year our goal is to admit 25 students and raise \$125,000 to cover costs. AHEC has reported that we've already raised one fourth of that amount. This is surely a story worth sharing.

### **Story Four: A Tale of Two Cities**

I am pleased to report that this year we saw an increase in student headcount and student credit hours from last fall 2016. This year we have **3,455 students** in the College of Health and Human Services. This is an increase of 108 students. This number includes 265 WMed students, who take one credit hour in the college each semester. But even when we don't include WMed we still see enrollment growth at CHHS for fall 2017.

Last year we experienced a decrease in undergraduate enrollment. So I am pleased that this year we increased undergraduate enrollment by 20 students. Given our 2013 data when we had the highest undergraduate enrollment in the history of the college, we still have a ways to go to work our way back to our peak.

In reference to credit hour production, we have a similar story. This year the college generated **32,458 credit hours**. This represents an increase over last year. You see here the breakdown of main campus and off campus credit hours. Another way to look at it is that undergraduate credit hours increased by 208, with a slight decrease in graduate credit hours by a mere 15 hours. But overall, the news is good.

There's a different story for retention. As you can see the University's freshman to sophomore retention rate is 78.1%. And the CHHS retention rate is 67.3%. This means we are losing some of our pre-professional students. They come here as freshmen, and they are gone the next year. What can we do about this? Well, we are moving ahead with two initiatives.

I have commissioned a task force to study ways to increase degree opportunities for undergraduate students in the college without adding costs. I am convinced that given the number of undergraduate courses we currently offer, there may be ways of repackaging

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courses that can result in viable, employable bachelor's degrees. The committee has worked rapidly, and have already submitted their recommendations. They are creative, and we can execute them. We are currently vetting those recommendations, and you will hear more soon but there's a real possibility that the college will be able to add programs in the near future.

The second initiative is to target first-year to sophomore retention rates directly. This year we applied and received \$60,000 under the **Provost Retention Grant** to increase retention by 10% next fall.

We're going to accomplish this with four major activities:

- We're going to target our pre-professional students who are taking anatomy - Biology 1910. We will hire **peer coaches** to work with them to be successful in the course. We know this is an area that some of our students have difficulty with.
- The peer coaches will use the **Anatmage table** to tutor and provide additional instruction to our students. This is a great new piece of technology for CHHS, a 3D imaging system which offers real human anatomy, pathology cases, and thousands of scans that can bring to life what they study in biology and other courses.
- We'll all read a book next semester on the growth mindset - a new way of training our minds to view failures or setbacks as opportunities for growth. We will invite faculty and staff to serve as **student retention advocates**. They will read the book, receive training, and facilitate discussions with students. These retention advocates will be given a small stipend credited to an account for professional development activities of their choosing. The goal is to move the college to a strength-based perspective of student engagement.
- We will **develop orientation programs** for our pre-professional students by unit. The programs will center on professional behavior, professional ethics and other professional standards.

Stay tuned for more details – this is just the beginning. We will begin recruiting faculty and staff members to become Student Retention Advocates very soon. Next year this time we expect that slide to show that the CHHS retention rate is 77%!

### Faculty and Staff

We have added a lot of new faces in the college when it comes to faculty and staff, but we also have seen a lot of colleagues leave. Between retirements and new hires, we have grown from 128 faculty positions last year to 138 this year. This includes permanent, term and vacant positions.

Similarly, our staff numbers grew this year by a total of 7, growing from 49 to 56 staff, representing just over 52.6 FTEs. This is good news. As we have continued to grow and add more programs, the demand on our staff has also grown. I'm so proud of the way our staff

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here serve the college and the University, but most of all, how they serve the needs of our students. We could not do what we do without you and I don't get enough chance to thank our staff for their hard work. So thank you all.

In the end, this story is one of growth.

### Budget

For the year-end budget of FY 16-17, like many years before, the college had to cut its perm budget. We had to cut *around* **\$124,000**. I'm pleased to report that we made the cut again without sacrificing any faculty or staff positions.

Base funding for all departments in the college was **\$16.3 million**. Base funding, for those who don't know, is the recurring budget we get from the state. Of that \$16.3 million, 98% goes to salary, with a meager 2% for every other expenditure in your departments, including travel, copies, supplies, etc.

This slide shows the breakdown of the major expenditures in the college for the last year. On top of the \$16.3 million, the college spent an additional **\$3.3 million**. You see that the three largest percentages go to salary for term and part-time faculty and staff.

The next slide shows the revenue side – the money that comes into the college, in addition to the \$16.3 million base funding. Revenue varies from year to year. Last year, the most significant revenue that came in to the college and the departments came from EUP, including **\$1.3 million** in revenue and another \$3 million (that's not shown here) in funded positions for faculty and staff. Almost \$99,000 came in from research grants for F&A. Another \$406,000 came in from faculty buyouts for research. The other big slice of the pie is the money we get from the Provost for summer instruction, which is almost \$919,000, and part-time instruction funding, which is \$184,000.

With the \$16.3 million and the \$3 million in revenue, we still overspent last year by about **\$605,000**. Yet again, we had to go into our savings account to cover our deficit for 2016-17. So folks, we either have to spend less, or find more money.

### The Story of Searching for the Pot of Gold - Diversifying Funding

Speaking of finding more money, our next story is a challenge – and that is finding the pot of gold. Did you know that there are **18,684 living CHHS alumni** out there today? How many have we engaged with this year? In the last five years? The point is, we have a tremendous resource for growth and development that has been untapped, and it is time to tap it.

Some of our programs are increasing their engagement with alumni by re-vitalizing their alumni organizations or associations. I encourage all of our programs to find ways to reconnect with their alumni and to utilize their expertise and life experience to better tell our

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story and to invest in building the future of CHHS. The reality is no matter what budget model we have at the University, we are never going to have sufficient funds to do all the things we need to, or, of course, those we want to. We need to set strategic fundraising and friend-raising as priorities.

Strategic partnerships across the college, university, and community are crucial. We need external dollars from partners who care about our programs and live and work in the communities we serve to contribute and become a part of the CHHS family and legacy. This is how we will maintain program excellence, attract quality students, and provide resources for faculty and staff.

We have a significant number of scholarships and endowments in the college; we need to have more and our alumni and friends are how we do that. One tremendous opportunity for partnership is the naming of this building, so we are constantly looking for alumni, friends, and community members to that end.

This is a challenge for the future; Development & Alumni Relations has already provided us with new resources to help us increase gifts to the college. Tiana Gee, our engagement manager, is working with us, she's physically here in the building on Thursdays – please reach out to Tiana with your creative fundraising ideas and needs.

With all of us working together, I feel confident that we will secure the future for CHSS.

### **NEXT UP: HIGH TECH-HIGH TOUCH**

This is something you might not be as aware of at CHHS and it's related to the building. But before I tell you that, I'd like to thank our exceptional custodial and maintenance staff, who keep this building looking brand new – even though it is not. And also to our staff, faculty and students who help minimize wear and tear as well.

But what we don't see is something else – our technology, which officially became outdated around 2010.

What many of you might not know is that master control –the “brains” of our college technology – is an analog system. That means the control center cannot interface with the rooms we've updated to high definition or digital video. It will cost about \$2.5 million to get us back up to date; that doesn't include about \$100,000 in yearly maintenance.

We all know that technology is always changing. That is why I'm telling you this piece of the story. As of right now, CHHS is not keeping pace with the identity of a high tech building. The challenge for the college leadership and for all of us is to find the resources to bring this building back to this ideal of a high-tech building for student learning.

### **Nationally Ranked Programs + Accreditations**

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Before I turn it over to Dr. Tyler to talk about our amazing research story, I want to recognize all of our programs, but in particular, our programs that are nationally ranked in the U.S. News & World Report. Like last year, CHHS has six graduate programs that have been nationally ranked. Of the six, four of them are in the top 50 nationwide and two are in the top 75. On this slide, you'll see that there are seven, but that is because OT in Kalamazoo and Grand Rapids are counted separately. That includes OT, Speech Language Pathology, Audiology, Physician Assistant, Social Work and Rehabilitation Counseling, which is shared with the College of Human Development and Education.

Other very exciting news is that both Physician Assistant and the undergraduate Nursing program received re-affirmation of accreditation this year for the maximum length of time --- 10 full years. Let's give all of them a round of applause!

Congratulations to all of the faculty and staff in these exceptional programs!