

**ELC Retreat – Smart Sizing the College**

**Friday December 1, 2017**

**8:30am – 3:00pm**

**Sweetwater Branch Inn**

1. **Attendees:** Dr. M. Perri, Dr. S. Hanson, Dr. A. Blue, Ms. A. Burne, Dr. L. Cottler, Dr. G. Hack, Dr. C. Prins, Dr. A. Mainous, Dr. S. Nittrouer, Dr. P. Qiu, Dr. T. Sabo-Attwood, Dr. G. Smith, Dr. K. Vandenborne, Dr. M. Moorhouse, Dr. E. Wood, Dr. V. Mai, Dr. D. Fuller, Dr. L. Altmann, Dr. R. Bauer, Dr. W. McGehee, Dr. S. Griffiths, Dr. B. Brumback, Dr. D. Varma, Dr. K. Sonawane, Dr. K. Logan, Dr. C. Striley, Dr. D. Estrada, Dr. C. Myers, Dr. J. Bisesi, Dr. K. Vaddiparti, Dr. L. Gauger, Dr. K. Dunleavy, Dr. M. Hart, Ms. L. Guidi, Mr. K. Jackson
2. **College Planning within Context of UF Initiative** - Dr. Perri provided an introduction and overview of post-retreat outcomes:
  - a. Develop a plan to reduce class size to positively impact student:faculty ratios
  - b. Determine target student # and additional faculty needed that could be accommodated without additional UF resources
3. **PhD and Bachelors' Program Overviews** - Program representatives presented figures on the following variables: degree seeking student numbers and 2020 targets, average class size and rank compared to other public universities; courses offered by number enrolled, faculty size, current student:faculty ratios, staff size, teaching space needs, student stipend needs and existing revenue streams to support 2020 student targets, and priorities for strengthening programs.

The following programs presented:

Ph.D. - Biostatistics; Clinical and Health Psychology; Epidemiology;  
Public Health – Environmental Health/One Health; Public Health – Health  
Services Research; Public Health – Social & Behavioral Sciences;  
Rehabilitation Science

Bachelor's - Health Science; Communication Sciences and Disorders;  
Public Health

4. **Small Group Discussions** – Attendees divided into small groups to brainstorm how to impact program growth.
  - a. Design activities to facilitate student involvement and interest in our bachelors' programs
  - b. Design seminars/labs to interest students in our advanced degrees
  - c. Create a specific pathway from MS to PhD in Epidemiology
  - d. Create a part time or full time PhD for UF COM faculty members who would like a PhD in Epidemiology
  - e. Offer a faculty incentive for each MPH/Epidemiology graduate student who is admitted to the PhD program (bonus for each PhD admitted)
  - f. Speech, Language, and Hearing Sciences
    - i. Offer more certificate programs – e.g., swallowing, pediatric hearing loss, American Sign Language for teachers and health professionals
    - ii. Expand clinical services – group interventions
    - iii. Expand undergraduate options – certificate programs, minors or specializations in hearing, deafness, language, speech and technology (like engineering), etc.
  - g. Revenue – Create a unifying vision for philanthropy to attract donors to PHHP who would like to “make a difference.” This could supplement grants that do not pay full cost of student support
  - h. Expand Master's programs, which will also generate revenue to reinvest
  - i. Create combined degree programs to attract students – BPH with MS in One Health.
  - j. Hire recruiter to attract students
  - k. Combined Bachelor's and PhD programs
  - l. Create pipeline from Bachelor's to PhD
  - m. Admit students into biostatistics MS and MS Online without requiring prerequisites to streamline admission; students could take these during the program
  - n. Shorten period of Master's and Doctoral programs; give credit for experience
  - o. Create a teaching core / teaching evaluation as part of the college to affect teaching quality
  - p. Create specialty degrees – biostatistics in aging, genetics, etc.
  - q. Connect early with freshman and sophomores through a potential “Meet the Faculty” night
  - r. Recruit at the high school level/reach out to high school counselors and provide materials to UF recruiters
  - s. Hire a full time marketing person
  - t. Create glossy brochure/feature accomplishments

- u. Compete for special grants, such as RWJ/minority grants
  - v. Know job market and tailor recruitment material to take advantage of messaging
5. **Student Funding Sources** – Dr. Perri discussed potential ways to generate PhD student support. Dr. Hanson overviewed the criteria from which a pool of Graduate School Funding Awards is generated. Attendees then discussed ways in which to address student funding based on the deans' presentations. (Department specific suggestions provided prior to the retreat are noted in the powerpoint slides accompanying these minutes.)
- a. Incentivize faculty to fund PhD students
    - i. Break the stipend into smaller chunks to incentivize
    - ii. Split into two pieces – stipend vs tuition
      - 1. Could departments take on tuition waiver if faculty could take on the stipend?
      - 2. Could DO split costs with department
    - iii. Split individual stipends into 2 with some type of matching
    - iv. TA first two years and RA last two years with different source support
    - v. DO creates some type of match to training grant support

Note: a potential barrier for faculty is that a post doc require less time than a PhD student

- b. Encourage faculty to write PhD students into grants
  - i. Provides an incentive to write an individual into a grant
- c. Seeking training grants
  - i. Provide % effort that would come along automatically when seeking a grant
  - ii. On the departmental level, what can be done to assist in providing administrative support for faculty who are seeking a T32?
    - 1. Can we standardize administrative support? It would be good to have knowledge of what to expect with administrative support and where the resources come from.
- d. Set aside portion of state dollars to fund PhD students
- e. Use departmental reserves
  - i. Legislature is hesitant to give additional funds if there are funds in reserve. How do you encourage faculty at department and investigator level to spend the money in reserve?
    - 1. Decide what a reasonable amount of money to keep on hand would be; 60-90 days is typical.

- 2. Have some sort of standard as to how long a time to keep in reserves. 5-30% in reserves?
- f. Use PI IDC to supplement the stipend
- g. Create and/or use Donor-named Scholarships
  - i. Re-activate inactive accounts for top offs
- h. Educate alumni and advisory board on programs (e.g., DPT vs. RSD)
  - 1. Have the conversation and have sales pitch
- i. Self-Funded Dollars
  - i. There is potential for self-funded programs, aka programs for which the tuition that students pay fully funds the program with no other support.
  - ii. Some programs have used this idea to expand their on-book degree programs by adding a self-funded component to it. Cannot solely propose a new self-funded degree as a new self-funded degree could not cut into current degrees offered. It would have to be a new program or opportunity such as a certificate program.
  - iii. Fulbrights for students who are from out of the country and are mostly funded.
- j. Supplemental RO1 for minority students
- k. Graduate school funding
  - i. Systematically increase PhD students within each major as funding is based on the quantity of students who graduate from each program.
- l. Possible additional awards (from the slides)
  - i. Must have a graduation rate of 71% or higher OR
  - ii. Graduation rate of 66% or higher AND underrepresented minority rate of 18% or higher AND based on
  - iii. Enrollment of 30 or more

**6. Discussion on Class Size Reduction** – Dr. Hanson summarized class enrollment data and then Dean Perri facilitated discussion regarding class size reduction.

- a. Reducing the student faculty ratio (reducing class size)
  - i. Enhances quality education;
  - ii. Is good PR for the college
  - iii. Need to keep in mind the balance between what is quality and what makes sense financially.
  - iv. Classes under the size of 5? It doesn't make sense to offer a course for under 5 students given the resources needed for a course.
- b. Strategies for course reduction (reduce class size below 50)

- i. Could set up a course with different sections that are not joined together. i.e., taking one large class and offering multiple smaller labs.
- ii. Take advantage of blended learning with some shared lecture content across sections while maintaining independent sections. Independence requires instructor to teach sections separately
  - 1. Could sit down with the Dean and optimize course options
- iii. Understand the student audience

## 7. Summary and Next Steps

- a. Programs: Map out plan for class size
  - 1. Verify that all posts have been filled
  - 2. Finalize target number for incoming students
  - 3. Figure out recruitment plan for student growth
  - 4. List sources and amount of funding to successfully support growth
  - 5. Identify who is responsible for each step required to maintain class size target and generate student support
- b. Programs: Detail course reduction plan
  - i. Break out course enrollment data into subgroups of 10
  - ii. Finalize course reduction targets and sections based on where biggest impact will occur related to class size
  - iii. Lay out faculty plan to cover sections (e.g., redistribution of effort, additional faculty requests)
    - 1. Note: Preeminence program focused on senior ranks
    - 2. Part of UF's goal of adding more faculty was recruiting faculty at the junior level
    - 3. Tenure-track should be 25% teaching effort
      - a. 2 courses plus mentoring students
      - b. This may not meet program goals
      - c. Could recruit at the associate level to get a rising star
  - iv. Identify who is/are responsible for implementing each plan component
  - v. Include timeline for roll out
- c. Dean's Office
  - i. Serve as pivot point for collecting information and will put report together based on the requests
  - ii. Write proposal for faculty requests to include specific teaching assignments based on program data