

PHHP Leadership Retreat

Tuesday March 6, 2018 | 8:00am-3:00pm

Austin Cary Forest

Summary

Present: Dr. Michael Perri, Ms. Tammy Herchel, Mr. Bill Robinson, Dr. Chip Mainous, Dr. Linda Cottler, Dr. Krishna Vaddiparti, Dr. Deepthi Varma, Dr. Catherine Striley, Dr. David Fuller, Dr. Volker Mai, Dr. Russell Bauer, Dr. Glenn Smith, Dr. Bill McGehee, Dr. Krista Vandeborne, Dr. Lori Altmann, Dr. George Hack, Dr. Michael Moorhouse, Dr. Ken Logan, Dr. Susan Nittrouer, Dr. Laurie Gauger, Dr. Peihua Qiu, Dr. Sherrilene Classen, Dr. Christine Meyers, Dr. Stephanie Hanson, Dr. Mark Hart, Dr. Amy Blue, Dr. Cindy Prins, Dr. Babette Brumback, Dr. Joseph Bisesi, Ms. Andrea Burne, Mr. Kevin Jackson, Ms. Lauren Guidi, Mr. Arthur Throckmorton

1. **Update from December Retreat and Overview:** Dr. Perri gave an update from the December retreat. The University's goals include items related to: the "Faculty 500" Initiative (increasing faculty size), reducing number of 50+ student classes, increasing numbers of classes with 19 or fewer students, reducing UF's student to faculty ratio from 20:1 to 16:1, and achieving a "top 5" USNWR ranking.
 - a. With the Faculty 500 Initiative, there are no additional resources for startup packages, staff support, or infrastructure.
 - i. Programs and departments need to determine the right size for their faculty and their fiscal resources when considering potential faculty requests.
 - b. Departments interested in requesting additional faculty will need to show that:
 - i. they have filled the original positions,
 - ii. there is a positive impact on number of new course offerings,
 - iii. there is a reduction in students per class, and
 - iv. they must continue to attend to teaching quality.
 - c. Three issues included on the agenda were generated from the December retreat:
 - i. Increasing the pipeline of students from undergraduate to graduate and professional programs
 - ii. Expanding pipeline within bachelors programs
 - iii. Elaborating on options for funding PhD students
2. **Master's and Professional Program Presentations:** The following programs and program directors presented a program summary, including targets for faculty size and student enrollment:
 - a. MS and MS-Online Biostatistics, Dr. Brumback
 - b. MA Communication Sciences and Disorders, Dr. Logan
 - c. MS Epidemiology, Dr. Striley

- d. MHA Health Administration, Mr. Robinson
- e. MHS One Health, Dr. Bisesi
- f. MPH Public Health, Campus and Online, Drs. Prins and Hart
- g. Doctor of Audiology, Dr. Nittrouer
- h. Doctor of Occupational Therapy, Dr. Myers
- i. Doctor of Physical Therapy, Dr. McGehee
- j. Comments from attendees following each presentation are noted below. The comments are not necessarily specific to each presentation; they included responses to general questions from the attendees. If an action plan is indicated, it is noted by the abbreviation AP.
 - i. **Blended learning:** (after the Biostatistics presentation)
 - 1. It is important to use updated technology to enhance the blended learning course experience/engagement for students.
 - 2. There are currently between 140-150 blended learning courses in the college.
 - 3. A taping of a class does not count as a faculty-student interaction and cannot be considered quality online teaching.
 - 4. Quality standards have been generated nationally and at the University level.
 - 5. Our College is ahead of the curve in quality.
 - ii. **Collaboration:** (after the SLHS presentation)
 - 1. Drs. Vandeborne and Classen suggested sharing space with Dr. Logan's program moving forward (PT, OT, and SLHS) in the CVS building or Smart House.
 - iii. **Scholarships and funding:** (after the MHA presentation)
 - 1. An idea was generated to lower tuition or give scholarships to make up the difference in cost of tuition between UF and other MHA schools to entice students.
 - 2. It is also important in the MHA program for students to have visibility as it is less academic and more business focused.
 - 3. Additional funding is needed to send students to conferences to give them additional exposure and an opportunity to network.
 - iv. **Addition of One Health PhD:** (after the EGH presentation)
 - 1. EGH could create a PhD in One Health and be one of the first to offer such a program.
 - 2. How much money is needed to start this program? **AP:** The program should put together numbers as a proposal to present to leadership.
 - v. **Marketing:** (after the MPH presentation)
 - 1. MPH is often not the terminal degree for students and is a mid-degree on the way to another degree, i.e., a value-added degree.
 - 2. A discussion was formed regarding personalizing the marketing approach and message of the MPH program.
 - 3. **AP:** Dr. Hart will schedule a few meetings the third week of March on analytics and website information to track who is looking at our website. i.e., targeted marketing.

4. We are limited in hiring a marketing person, but could consider a consultant.
 5. Should start to think of them as recruiters, not marketers.
 - vi. **Responding to Accreditation** (after OTD presentation):
 1. The market for the profession has changed and entry-level jobs now want an OTD, not an MOT.
 2. Doctor of Occupational Therapy is admitting its first class of 46 students and acceptance letters are currently going out.
 3. UF is the first public university in Florida to offer OTD. With an older population in Florida, OTD services will be in higher need.
 - vii. **Off Book Funding:** (after the Doctor of Physical Therapy presentation)
 1. Off book student tuition has helped fund additional DPT faculty and pay for additional space.
 2. The program would like more adjunct faculty and TAs to help with funding dollars.
 - viii. **AP:** Drs. Perri and Hanson will follow up and meet with each of the Program Directors to follow up on the next steps.
3. **Break Out Sessions and Large Group Discussion**
- a. **Break Out Session 1: Pipeline for Graduate and Professional Programs**
 - i. Group 1 Ideas:
 1. Pair graduate students with a faculty mentor.
 2. More systematic use and marketing of the honors program
 3. Increased availability of joint degrees, Ex., MD/MPH, OTD/MPH, MBA/MPH, JD/MPH, AuD/MPH.
 4. More emphasis on business development and marketing with an emphasis on involvement with public relations. "Put the P back in HHP."
 5. Learning more about students as they enter bachelor's program and their future interest. Undergraduate advisement enhancement to encourage juniors to commit to graduate degrees earlier.
 - ii. Group 2 Ideas:
 1. Collaborate with the honors program to create a Dean's Scholarship for honors students to complete graduate or professional degree. This would encourage extended time in programs.
 2. Expand Combined BHS / Graduate or Professional Degrees.
 3. Created specialized BHS Degrees and Tracks.
 4. Create a new degree: Bachelor's of Health Administration.
 - iii. Group 3 Ideas:
 1. Have a community open house to attract SFC and UF "up the hill" to share the full range of what PHHP has to offer. Students do not know the full range of careers available.
 2. Create a blog or enhance social media outlets to educate students on PHHP.
 3. Offer hands-on experience and include students in lab team meetings.
 4. Offer research activities earlier in programs.

5. MHA program could partner with the SFC BHA program.
6. In the community, host guest lectureships and continue outreach to SFC and other area colleges. Teach academic advisors at other colleges more about what PHHP has to offer.

iv. Group 4 Ideas:

1. Combined bachelor's and master's program: "4 + 1."
2. Offer more hands-on, field based, or clinical experiences.
3. Offer a seminar survey course that could cover all disciplines that exist within PHHP. This would take advantage of existing seminars.
4. Bring outside researchers in for course design.
5. Offer a "Graduate Student for a Day" program to give one-on-one time with a graduate or professional student.
6. Explore marketing strategies used in other colleges.

b. Break Out Session 2: Pipeline for Bachelor's Programs

i. Group 1 Ideas:

1. Increase twitter and social media presence direct to students at the time when they receive notice of admissions to UF.
2. Create a PHHP Progressive Day to share PHHP professions available or create an "Academic Pub Crawl" where students could tour PHHP and the different departments.
3. Create video spots for social media showing alumni and clinicians from PHHP doing "cool things."
4. Outreach to K-12 students to create excitement about professions at an earlier age. Identify movies as example of the profession and use it as a reference when describing what the profession does.

ii. Group 2 Ideas:

1. Broaden participation in high school related events such as the Health Career Convention and Florida Days.
2. Provide better education on PHHP opportunities to UF recruiters who speak with high school students.
3. Create larger social media presence than just Facebook, i.e., Twitter, Instagram, and Periscope.
4. Create increased points of contact with students, i.e., Spring Fling.
5. Make Freshman convocation a mandatory event.
6. Have better connectivity to the Center for Precollegiate Education and Training (CPET).

iii. Group 3 Ideas:

1. Social media presence to increase PHHP's profile. Do reconnaissance on what students are interested in which will help reach appropriate audiences.
2. Increase presence and engagement in high school STEM/magnet programs and at science fairs.
3. Increase partnership and engagement with high school teachers.

4. Get current students involved in outreach efforts in hometown high schools.
5. Increase community engagement, i.e. host open house, girl scouts, PTAs, Harn Museum, Cade Museum.
6. Conduct research with current students on how they discovered their profession/passion and how they could have been captured sooner.
7. Could offer a certificate or badge to high school students that could be placed on their credentials or transcript.

iv. Group 4 Ideas:

1. Educate K-12 teachers on public health professions at a one day “boot camp” event.
2. Schedule outreach events (ex. Bethune-Cookman) to target freshmen.
3. Host a UF Freshman/Sophomore “PHHP Information Day.”
4. Increase visibility of PHHP at high school or middle school science fair activities.
5. Sponsor a “Public Health Science Fair.”
6. Make PHHP branded marketing materials available to high school educators.

c. Break Out Session 3: Creative Ways to Fund PhD Students

i. Group 1 Ideas:

1. Chairs and long-term faculty that have been with the faculty for “x” number of years could leave money as a scholarship to fund a PhD student. This would extend their legacy in the College.
2. Ask the College to pay tuition for one student, with the department paying the stipend.
3. Systematically explore relationships with centers who have IDCs to at least partially fund PhD students who are doing research that is relevant to the center’s mission.
4. Maintain and/or enhance faculty incentives for institutional training.
5. Encourage donor giving and collaboration between wealthier departments.

ii. Group 2

1. Pair with COM to joint-fund students who are seeking a combined degree; ex. COM is funding a student’s Epi PhD.
2. Pursue TL1 and cross-department T32 training grants.
3. Hire additional TA positions for large classes with many sections.

iii. Group 3

1. Fundraising from advisory board focused on PhD students.
2. Increase each class/department size by 1 person and pledge the profit to support a PhD student in that department.
3. Corporate sponsorship for PhD student. Ex. Brooks PhD student received stipend and tuition. Would need assistance from Development office to make that happen.
4. Shands quasi-endowment support for a PhD student

iv. Group 4

1. Require PhD students to submit NIH F32.
2. At the College level, create a faculty committee focused on reviewing and submitting grants.
3. Explore NSF awards, especially if technology is involved.
4. Ensure all students and faculty are aware of minority supplements.
5. Require all programs to submit a T32.
6. Proposal to Rayonier to fund a team of PhD students; ex. Wildlight. Tom Pearson is the point person for Wildlight and could talk with him about putting together proposal.

4. **Summary and Next Steps in Implementing Strategies**

- a. The Dean's Office will share the lists above with the ELC with the intention of prioritizing the different ideas. DO and ELC possibly with other leaders/representatives will create and/or participate in specific action plans related to the ideas generated.
- b. There was an idea to create a recruiting committee to implement the recruitment plan with one faculty member from each department.