Summer College Faculty-Staff Meeting
Friday, June 15, 2018 | 12-1pm
HPNP Auditorium, Room 1404

1. Welcome – Dean Perri
2. Preeminence Term Professorships – Dean Perri and Department Chairs
3. Strategic Planning Committee Reports – Dean Perri and Committee Chairs
4. Staff Council Update – Ms. Lyndle Toth
5. Diversity & Inclusion Committee – Dr. Amy Blue
Preeminence Term Professorships
Babette Brumback, PhD
Professor
Department of Biostatistics
Russell Bauer, PhD, ABPP
Professor
Department of Clinical and Health Psychology
Ronald Cohen, PhD
Professor
Department of Clinical and Health Psychology
Deidre Pereira, PhD
Associate Professor
Department of Clinical and Health Psychology
Catherine Price, PhD, ABPP
Associate Professor
Department of Clinical and Health Psychology
Adam J. Woods, PhD
Assistant Professor
Department of Clinical and Health Psychology
David Fuller, PhD
Professor
Department of Physical Therapy
Strategic Planning
Retreat Background & Summary
Dean Perri
SUMMARY OF PHHP PLANNING RETREATS
2017-2018
UNIVERSITY CONTEXT FOR RETREATS

- Student/faculty ratio is widely viewed as an important indicator of educational quality

- UF Plan
  - Decrease student/faculty ratio
  - Decrease class sizes

- Expected outcomes
  - Improved quality of education
  - Improvement in USNWR ranking
UF Goals:

- *Increase faculty size*
- *Reduce student/faculty ratio from 20:1 to 16:1*
- *Reduce number of classes with 50+ students*
- *Increase number of classes with 19 or fewer students*
IMPLICATIONS FOR PHHP

Develop plan to:
- **Review course size by program**
  - Reduce classes with 50+ students
  - Increase classes with 19 or fewer students
- **Determine target student # for entering classes**
- **Request faculty lines from provost**
- **Address student pipeline issues**
# Focus of PHHP Retreats

<table>
<thead>
<tr>
<th>Retreat Date</th>
<th>Presentations</th>
<th>Focus</th>
</tr>
</thead>
</table>
| 12-1-17      | Bachelor’s & PhD Programs | • Program “Right sizing”  
                   • Course Enrollment Adjustments  
                   • PhD Student Support |
| 03-6-18      | Master’s & Professional Programs | • Bachelor’s pipeline  
                   • Bachelor’s to advanced degree pipeline  
                   • Funding of PhD students |
<table>
<thead>
<tr>
<th>Program level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s</td>
<td>30</td>
</tr>
<tr>
<td>Master’s</td>
<td>03</td>
</tr>
<tr>
<td>PhD</td>
<td>03 (shared with master’s)</td>
</tr>
<tr>
<td>Professional</td>
<td>38</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>74</strong></td>
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STRATEGIES FOR REDUCTION IN CLASS SIZE

■ Evaluate Course Structure/Set Up
  • Where can we take advantage of shared course content to free up faculty time?
  • For which courses can we set up separate sections with separate instructor time?

■ Evaluate Opportunities to Increase Faculty
  • Are there opportunities to redistribute effort?
  • Can we take advantage of additional faculty hires?
STEPS AFTER DECEMBER RETREAT

- Programs detail their course reduction plan
  - Break out course enrollment data (into subgroups of 10)
  - Finalize course reduction targets and sections based on where biggest impact will occur related to class size
  - Lay out faculty plan to cover sections (e.g., redistribution of effort, additional faculty requests)
  - Finalize student targets and recruitment plan for any increases
  - Identify who is/are responsible and timeline for implementing plan components
# POST-RETREAT OUTCOME

<table>
<thead>
<tr>
<th>RETREAT DATE</th>
<th>POST-RETREAT PROCESS</th>
<th>POST-RETREAT OUTCOME</th>
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</table>
| 12-1-17      | • Requested faculty lines  
               • Incorporated “funding for PhD students” into March retreat discussion | • Received 11 positions  
               • 8 clinical assistant professor/lecturer positions  
               • 3 teacher-scholar positions  
               • Programs addressed recruitment targets |
<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Rank</th>
<th>Department</th>
<th>Start Date</th>
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</thead>
<tbody>
<tr>
<td>Yichao Yu</td>
<td>Clinical Assistant Professor</td>
<td>Biostatistics</td>
<td>6/1/18</td>
</tr>
<tr>
<td>Joy Gabrielli</td>
<td>Assistant Professor</td>
<td>CHP</td>
<td>8/1/18</td>
</tr>
<tr>
<td>Eric Coker</td>
<td>Clinical Assistant Professor</td>
<td>EGH</td>
<td>8/1/18</td>
</tr>
<tr>
<td>Catalina Lopez-Quintero</td>
<td>Clinical Assistant Professor</td>
<td>Epidemiology</td>
<td>4/1/18</td>
</tr>
<tr>
<td>Ara Jo</td>
<td>Clinical Assistant Professor</td>
<td>HSRMP</td>
<td>1/5/18</td>
</tr>
<tr>
<td>Zheng Wang</td>
<td>Assistant Professor</td>
<td>OT</td>
<td>5/1/18</td>
</tr>
<tr>
<td>Prerna Poojary-Mazzotta</td>
<td>Clinical Assistant Professor</td>
<td>OT</td>
<td>2/1/18</td>
</tr>
<tr>
<td>Carolyn Hanson</td>
<td>Clinical Assistant Professor</td>
<td>OT</td>
<td>2/1/18</td>
</tr>
<tr>
<td>Federico Pozzi</td>
<td>Assistant Professor</td>
<td>PT</td>
<td>9/4/18</td>
</tr>
<tr>
<td>Sharon DiFino</td>
<td>Clinical Assistant Professor</td>
<td>SLHS</td>
<td>1/5/18</td>
</tr>
<tr>
<td>Clyde Vincent</td>
<td>Lecturer</td>
<td>SLHS</td>
<td>2/16/18</td>
</tr>
<tr>
<td>RETREAT DATE</td>
<td>POST-RETREAT PROCESS</td>
<td>POST-RETREAT OUTCOME</td>
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<tr>
<td>03-06-2018</td>
<td>Four committees formed to continue work started at the retreat</td>
<td>Committees have met at least once</td>
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<tr>
<td></td>
<td>• Creating PhD Funding Opportunities</td>
<td>Dr. Linda Cottler, chair</td>
<td></td>
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<tr>
<td></td>
<td>• Re-Envisioning the Undergraduate Health Science Program</td>
<td>Dr. Michael Moorhouse, chair</td>
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<td></td>
<td>• Connecting Students to our Undergraduate Majors</td>
<td>Dr. Mark Hart, chair</td>
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<tr>
<td></td>
<td>• Connecting our Undergraduates to our Advanced Degree Programs</td>
<td>Dr. David Fuller, chair</td>
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NEXT STEPS

■ Committees will make formal recommendations

■ College applies for faculty lines based on:
  • *Increases in number of faculty (at department and
college levels), thereby reducing the student/faculty
to ratio*
  • *Number of courses with decreased class sizes (must
specify teaching assignments)*
  • *Contribution of courses to the University’s Honors
College*
  • *Contribution to extramural research awards*

■ College develops plan to foster teaching quality
COMMITTEE UPDATES

- Creating PhD Funding Opportunities – Dr. Linda Cottler
- Re-Envisioning the Undergraduate Health Science Program – Dr. Michael Moorhouse
- Connecting Students to our Undergraduate Majors – Dr. Mark Hart
- Connecting our Undergraduates to our Advanced Degree Programs - Dr. David Fuller
Strategic Planning Committee Reports
Creating PhD Funding Opportunities

Chair:
Dr. Linda Cottler
CREATING PhD FUNDING OPPORTUNITIES

COMMITTEE MEMBERS

Linda B. Cottler, Chair (Epidemiology)
Lori J. P. Altmann (Speech, Language, and Hearing Sciences)
Russell Bauer (Clinical and Health Psychology)
Joseph H. Bisesi (Environmental and Global Health)
Babette Brumback (Biostatistics)
David Fuller (Rehabilitation Science)
Mark Hart (Social and Behavioral Sciences)
Arch G. Mainous III (Health Services Research, Management, and Policy)
Kalyani Sonawane (Health Services Research, Management, and Policy)
Deepthi S. Varma (Epidemiology)
Current Funding Sources

“Traditional” funding sources
- Faculty member’s grant
- Faculty member’s start-up funds
- State funding (department funds)
- Donors (named scholarship)
- Chairs and long-time UF faculty could donate scholarships to PhD students to extend their legacy

Dean’s Office/University-affiliated funding
- DO scholarship
- GSFA
- Centers and Institutes should fully fund student
- Shands Quasi-Endowment
- TL Scholar funding (CTSI)

Dissertation funding
- Delores Auzenne Dissertation Award
- Supplemental Retention Scholarship
- Graduate School Doctoral Dissertation Award

Federal funding
- F31
- NSF awards, especially if technology is proposed
- Rayonier funding for a student team

Diversity funding
- McKnight Doctoral Fellowship
- McNair Graduate Assistantship Program
- Bridge to the Doctorate Fellowship
- FAMU Feeder Program
- Southern Regional Education Board Doctoral Award
- UF/Santa Fe College Faculty Development Project
- Latin American-Caribbean Scholarship
- Hispanic Scholarship Fund
- American Indian Graduate Center Scholars
- Minority supplements

Other
- Careers at UF (EEP; part-time students)
- Donors (named scholarships)
- Fulbright Fellowship
- Foreign Language and Area Studies Fellowships
- Corporate sponsorships/scholarships (e.g. Brooks-PHHP Research Collaboration – Rehab Sci; Kellogg’s scholarship contest – SBS)
- Foreign government scholarships
- VA job training programs
- DoD SMART Program

http://graduateschool.ufl.edu/prospective-students/funding/
CREATING PhD FUNDING OPPORTUNITIES

New Funding Requests of the DO

• “Back-up” scholarship for students who apply to McKnight Doctoral Fellowship

• Hire TAs for classes with any sections

• Need help from development officer to get sponsorships

• DO pays all tuition for all students in years 1 and 2

• DO pays all tuition for year 1 to 3 for all students not on scholarship or NRSA

• Allow departments to determine their maximum time of support (e.g., four years) and after that student pays on own
**Next Steps**

Meet once more with the full committee to:

1. **Discuss the commitments of students who receive funding from each source by department**

2. **Discuss other funding solutions**

3. **Discuss what programs will recommend**

4. **Create an action plan: each program will come up with one or two new plans to get one or two new students using these ideas**
Re-Envisioning the Undergraduate Health Science Program

Chair:
Dr. Michael Moorhouse
Strategic Planning Committee:
Re-Envisioning the Undergraduate Health Science Program

Committee: Rob Doyle, Mike Moorhouse, Christine Myers, Susan Nittrouer, Glenn Smith, Krista Vandenborne, Sarah Lulu (student rep)
Action Item 1: Incorporate an Evidence-Based Practice course into the BHS core curriculum.

• **Justification:** Students need to be trained as scientist-practitioners who understand how to seek out, review, and incorporate evidence based literature into their professional practice. Current BHS coursework only introduces these concepts.

• **Cost (financial/time):** Minimal to Moderate – Existing SLH elective, SPA 3800 Critical Review of Scientific Evidence, which satisfies the action item could be transformed into a core course. The time invested into transforming the course from a 20 student elective into a 280+ core class could be extensive.

• **Challenges:**
  • Modifying an existing elective course into a large core course.
  • (Potential challenge) Reconfiguring the existing BHS core curriculum if we are unable to increase the BHS program credit total (i.e., identifying which course would be replaced).
  • (Minimal challenge) Determining where the class fits into the BHS course sequence.
Action Item 2: Include research presentations into HSC 2000: Introduction to Health Professions.

- **Justification:** Students typically “discover” careers in research and therefore exposing underclassmen to PHHP research faculty will spark an earlier interest in research and make the idea of becoming a researcher more tangible.

- **Cost (financial/time):** Minimal – HSC 2000 is an existing course taught in the fall and spring semesters. Course instructors, with the assistance of department chairs, will recruit faculty to guest lecture.

- **Challenges:**
  - No foreseeable challenges.
Action Item 3: Create a junior/senior level Research Track within the BHS program.

- **Justification:** Encourage students to enter research careers and improve the pipeline of undergraduate students to PHHP PhD programs.

- **Cost (financial/time):** Significant – Would constitute a major curriculum change proposal and approval. Additional coursework would need to be developed and faculty resources allocated to teach new courses (e.g., Clinical and Translational Research, Qualitative Research, To be named “Lab Shadowing” course, etc.).

- **Challenges:**
  - Resources for coordinating and submitting proposed changes.
  - Resources for creating and teaching new courses.
  - Increase demand on PHHP research faculty as Research Track students would presumably be mentored by faculty in the college.
  - Impact on available faculty for current Honors Program.
  - (Potential challenge) Impact on “smart-sizing” the major. For example, if the Research Track is in addition to the 215-220 students in the junior cohort, there are considerable capacity implications for any overlapping core courses.
Connecting Students to our Undergraduate Majors

Chair:
Dr. Mark Hart
Connecting Students to our Undergraduate Majors, with an Emphasis on Effective Technology and Social Media Use (although not exclusively)

Ms. Morgan Gates, Mr. Geof Gowan, Dr. George Hack, Ms. Kendra Hamilton, Dr. Mark Hart, Ms. Abigail Hummel, Ms. Jill Pease, Dr. Orit Shechtman, Dr. Elizabeth Wood
WORKPLAN
1. REVIEW SUGGESTIONS FROM RETREAT REGARDING USE OF TECHNOLOGY AND SOCIAL MEDIA TO CONNECT POTENTIAL STUDENTS TO OUR MAJORS:

- Hire recruiter to attract students
- Hire a full time marketing person
- A discussion was formed regarding personalizing the marketing approach and message of the MPH program.
- 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.
- Create a blog or enhance social media outlets to educate students on PHHP
- Explore marketing strategies used in other colleges
- Increase Twitter and social media presence direct to students at the time when they receive notice of admissions to UF
- Create video spots for social media showing alumni and clinicians from PHHP doing “cool things.”
- Create larger social media presence than just Facebook, i.e., Twitter, Instagram, and Periscope.
2. IDENTIFY PRIORITY AUDIENCES FROM WHICH TO RECRUIT

- High schools – local, large schools in Florida, virtually
- Graduating seniors
- Potential UF students on Acceptance Day
- Students at Florida Days
- Freshman and Sophomores
- Juniors applying for limited access programs
3. PRIORITIZE POTENTIAL NEW SOCIAL MEDIA STRATEGIES

- Having the College get an official Instagram, Twitter, YouTube Channel, and Periscope account
- Have the College make two official – movie-grade commercials: 1) The College of Public Health & Health Professions, and 2) Why Public Health?... which could be used on all platforms, websites, and sent to prospective students.
- Solicit student-created videos: “A Day in the Life Videos”, or incorporate more video assignments in courses
- Market the 4+1 model of the Bachelors / MPH program more
- An organized hierarchy, and rules and processes, for managing accounts and using social media for official communication
  - A monthly meeting between designated “Social Media Managers” w/ Jill Pease
- Social Media Managers need to post in a way to elicit feedback and dialogue with their community
- Social Media requires best practices in this specialized form of communication, departments should send messages to a professional trained in this communication
- The College, now with Facebook, or after the creation of all platforms, should hold a “Sign-Up” event for faculty, staff, students, and alumni as the belief is many within our own building are not following our Facebook page
- A concerted effort needs to be made on undergraduate “Decision Day” to have a group of volunteers, or working staff, who are personally targeting and connecting with those who are declaring their acceptance of UF on Twitter and / or Facebook
4. REVIEW AND/OR MAKE RECOMMENDATIONS FOR A SYSTEM TO ASSESS RECRUITMENT SUCCESS

- Followers on social media platforms
- Tracking number of incoming Freshman (and Sophomores by credit) who select Bachelors of Health Science (BHS) or Bachelors of Public Health (BPH) as their “major”
- Tracking number of Juniors / Seniors who select BHS / BPH as their intended program
- Comparing general admissions metrics (GPA, etc) of previous cohorts to assess quality of applicants
Connecting our Undergraduate Students to our Advance Degree Programs

Chair:
Dr. David Fuller
Strategic Planning Committee
Connecting PHHP Undergraduate Students to PHHP PhD Programs

Natalie Dean, David Fedele, David Fuller, Kenneth Logan, Anthony Maurelli, Michael Moorhouse, Prerna Poojary-Mazzotta, Cindy Prins, Morgan Gates
General Comments

• **Overall goal:** better inform undergraduate students about research careers and opportunities.
• Recruitment of top PhD students results from “one on one” discussions and interactions. We need to have undergraduate students in laboratories and/or research environments where they can interact with graduate students, post-docs and faculty.
• Research experience is necessary to get students interested in pursuing a PhD.
Existing Opportunities & Models – College of Engineering

https://www.eng.ufl.edu/graduate/about-us/undergraduate-research/

Undergraduate Research

Undergraduate Research can have an extremely valuable impact on the academic career of a Gator Engineering student. We believe that a research experience should be accessible to all Gator Engineers across all departments and programs. Our faculty mentors introduce students to research, prepare undergraduates for graduate school at both UF and other universities, and provide significant research opportunities.

Beginning Fall 2020 we have revamped our Undergraduate Research website. We now have a comprehensive listing of all research projects and faculty mentors Herbert Wertheim College of Engineering has available. We expect to continue to add to this listing throughout the 2020-2021 academic year.

Please take some time to review our available projects/faculty mentors, the application and selection process, workshops and seminars, the UF University Scholars Program and mandatory registration for EGN 4912.
Existing Opportunities & Models – Center for Undergraduate Research

https://cur.aa.ufl.edu/

The Center for Undergraduate Research exists to connect UF students and researchers in ways that go beyond traditional classroom settings. Scholarly work mentored by research faculty is a form of active learning that fosters critical and independent thinking, creativity, and understanding of the research process, and it hones analysis, problem-solving, and communication skills. The Center for Undergraduate Research is committed to fostering a culture of research that encourages all students to include a research component as a critical part of their undergraduate experience.
Existing Opportunities & Models – Center for Undergraduate Research

https://cur.aa.ufl.edu/resources/uf-summer-research-experiences/

UF SUMMER RESEARCH EXPERIENCES

Summer Research Experiences For Visiting and UF Students

International Chemistry Research Experience for Undergraduates. Research in chemistry at one of these research sites: University of Toulouse, University of Strasbourg, University Pierre and Marie Curie, ENS-Cachan. [http://reu.chem.ufl.edu/index.php](http://reu.chem.ufl.edu/index.php)

International Summer Research Program in Gravitational-Wave Physics. This program is designed to expose students to the rigor of gravitational physics research within a setting that truly reflects its international character. For a period of 6-10 weeks during the summer, participants work on research projects in some of the best gravitational physics labs in Europe and Australasia. [http://www.phys.ufl.edu/reu/index.html](http://www.phys.ufl.edu/reu/index.html)

Materials Physics Research Experience for Undergraduates. Participants conduct research in the Physics department and participate in educational and professional development activities. [http://www.phys.ufl.edu/ck/index.shtml](http://www.phys.ufl.edu/ck/index.shtml)

National High Magnetic Field Laboratory Research Experience for Undergraduates. The MagLab offers a wide range of research experiences in physics, chemistry, biological sciences, geochemistry, materials science and magnet science and engineering offering students unique opportunities to explore science at the extremes of magnetic fields, pressure and temperature while working alongside some of the finest scientific magnet designers and engineers in the world. [http://www.magnet.fsu.edu/education/reu/](http://www.magnet.fsu.edu/education/reu/)

Southeastern Transportation Research, Innovation, Development, and Education Center Transportation Research Internship Program (STRIDE). STRIDE offers undergraduates an exciting opportunity to learn about transportation engineering and to participate in cutting-edge research projects along with STRIDE faculty. Students from all 8 STRIDE consortium universities are eligible to participate. [http://stride.ce.ufl.edu/internship-opportunities](http://stride.ce.ufl.edu/internship-opportunities)

External Summer Research Experiences

[ACADEMIC YEAR PROGRAMS](#)

[UF SUMMER RESEARCH EXPERIENCES](#)

[EXTERNAL SUMMER RESEARCH EXPERIENCES](#)
Existing Opportunities & Models – University Scholars Program

https://cur.aa.ufl.edu/scholarships/university-scholars/

The University Scholars Program introduces undergraduate students at the University of Florida to the exciting world of academic research. In the program, students work one-on-one with UF faculty on selected research projects.

A competition is held each spring within participating colleges for the University Scholars awards that include a $1,750 stipend. The program will consist of undertaking a full research project, under the guidance of a faculty member. Only 200 students from all disciplines are selected through a competitive process to participate in this program.

For more information, visit the University Scholars Program webpage.
Additional Ideas

• Create a “PHHP undergraduate scholars program”. The idea is to provide small seed funds (e.g., $500) for talented undergraduates that would incentive PHHP Faculty to take the student.

• Create opportunities for PhD programs to inform PHHP undergraduates about research and career opportunities. For example, presentations at the “Fall for All” and “Spring Fling” PHHP undergraduate events could be organized.

• PhD programs should identify relevant undergraduate student organizations and determine how to best inform them about graduate school opportunities.
Additional Ideas

• Explore the possibility of PHHP Faculty guest lectures – focusing on research - across the undergraduate curriculum

• Current advising:
  • Ensure that Dr. Moorhouse and his team are familiar with all PHHP graduate program options and contacts.
  • We need to create a clear summary as to why BHS or BPH can be a good degree for pre-research.
  • Create content about research careers and options in PHHP disciplines
Staff Council Update
Ms. Lyndle Toth
Staff Council Update

- Staff Survey
- New Member Nominations
Diversity & Inclusion Committee
Climate Survey
Dr. Amy Blue
Thank you!