

ASPH Dean Search Candidate 1 - Presentation and Q&A-20240424_090159-Meeting Recording

April 24, 2024, 1:02PM

1h 36m 15s



Hulett, Caroline 0:03

One in 20, her administrative work includes a program director of the Physical Therapy Program and most recently in since 2022 and before that.

● **Hulett, Caroline** started transcription



Hulett, Caroline 0:14

And an interim appointment serving as chief of staff to the President of the University of South Carolina.

With that introduction, I'd like to invite Doctor Stacy Fritz.

Well, thank you so much.

It's just wonderful to be back among colleagues here, and I'm just honored to be a finalist in this search.

The old school is an impressive school and I'm looking forward to being a part as we continue to progress.

So thank you, Tony, for that introduction.

I'm gonna ask her maybe a little bit more to supplement it.

I've been here 20 years.

I looked back at my original contract when I came to USC.

I signed it in March of 2020 of 2420 years ago to start as a clinical assistant professor.

My heart was in the teaching.

That's why I came here.

I in this role I had the opportunity to teach students, undergrad students, professional students, faster students, PhD students kind of along the whole way through a series of changes in the DPT program and a personal desire to do a little bit more research.

I was able to switch over to the 10 year track line.

I'm still very passionate about my community based research.

In fact, I'm trying to finish up three and eight trances.

I work as Chief of staff, so I'm going to start here.

Really gave me a strong desire to support faculty of all appointments.

And know such an important they play such an important role and really achieving our mission when time came to, there was a position open in the DPT program that for the physical therapy program.

I actually didn't think I was ready.

I was a clinical, I was an assistant professor at that time, and so we went through a couple rounds of external interviews and it didn't feel quite right.

It was just say that and my colleagues at that time were very supportive of me stepping forward into the role.

And so this was my first step into academic administration.

I served as the deputy program director for about 10 years, and I've learned a lot in this area.

We were in budgetarily independent of exercise science at that time, and it really gave me a chance to lead from within and work with my faculty colleagues to grow our program, both in reputation and in size.

Depressingly, I really enjoyed administration and I knew I wasn't getting a full picture for my seat as program director.

So I wanted to look at other opportunities and at that time there was a faculty fellowship that was available at USC.

Basically it was like a sabbatical for administration.

You take a year off your normal duties and you become a faculty fellow to the President.

So I stepped out of my role here at the Arnold School.

I stepped off my national committees.

I cleared my calendar for once in my life and I began my fellowship just as there was some transition in the Presidency here.

So my first day was actually graduation with Casa, University of California Day.

Ohh so I wasn't really sure where that was going and I was hoping I wasn't the bad luck charm.

Umm.

But I actually then began in the Provost office and I served about three months in the Provost Office and opportunity that I'm actually very thankful for.

It was a short time, but one that will really serve me well as Dean after I began working then with interim President past 80s, one of our past Deans in the Arnold School, and before long that fellowship turned into interim chief of staff.

This was a great opportunity for me to learn more about higher education.

I was wondering at a pretty fast pace a few months after transitioning to this role, it was announced that Michael Ameritas would be our next President and I was tasked with leading his transition team.

So through those efforts, we started working together and developing our collegial relationship, and he asked me then to service his chief of staff moving forward.

So we'll fast forward about two years to today and I've really had a chance to build relationships in Osborne and I've learned honestly more than I knew I needed to learn.

So my goal was to learn about academic leadership and the landscape of higher education from different perspectives.

And I think I've done that.

It's allowed me to serve on the president's cabinet to be involved in the Council of academic Deans and to be involved in high level development activities and philanthropic support.

I learn more about the budget model at USC, and I understood student affairs and everything they have to offer to our students.

I have a strong relationship with the entire university executive leadership team, Presidents, VP's and other Deans.

This role as chief of staff has given me perspective.

You will, and relationships that I think unique for Dean candidate.

I love my current role, but being back here and preparing for this interview has reassured me that public health is where I belong.

It was hard to leave three years ago, but I think it was a necessary step to prepare me to be back here today.

I've learned a lot and now I'm ready to come back to public health and serve my colleagues in this role.

Alright, enough about my background.

So let's talk about the ASPH.

What was?

I asked to tell you today.

First I was supposed to address the academic values for the Arnold School of Public Health.

I wasn't sure how I was going to do this until I started crafting my talk, and I realized pretty much my whole talk was the values of the Arnold School of Public Health.

So as I go through my talk, you'll see this little heart up here and that's the one addressing one of these eight values through the different slides today.

The other items and twisted to talk about are my vision for public health education. My view of the role of the Dean, my leadership style and approach, and my approach in the first few months.

So sit back and enjoy the next 4 hours.

Ohh, we have an aspirational vision, improved population health statewide and nationwide.

And then worldwide, excuse me, it's about I wonder, I think may have recently been rewritten for our upcoming accreditation, but we can't work towards that vision without actionable steps.

I believe in setting ambitious goals and creating a road map to get to them, but that's backed by resources.

If appointed as Dean, faculty support and student success will be my top priorities. All faculty need environment where they're supported and valued so they can do what they do best, teach and research.

My strategic envision includes enhancing research and ensuring excellence and graduate and undergraduate education, and this is all to continue to grow.

The Arnold School ranking among schools of public health as Dean, all support these goals with a renewed focus on philanthropic support.

That centers on a bat mancing the mission of the Arnold School.

I see this as a particularly important part of this role, and I think it's essential for any successful date.

In addition, I want us review or set priorities and track metrics both at the school and at the department level.

I'll present a number of our goals that are available online today from our blueprint. The next thing will really need to reevaluate the continued appropriateness and applicability of these metrics.

And I wanna make sure we do so with an eye for quality indicator, not just planting for the ones we maintain or the new ones we set.

I want to have discussions about change management.

So how do we know how we set up the path for that goal?

And then how do we monitor and adapt as in much of public health research, it will be an iterative process.

So what's the role of the Dean?

Well, the Dean wears a lot of hats.

In an article in University affairs, they said were the communicators of the vision of the university from the leadership team to our school and the needs of the faculty on the other end, and have balancing constantly between those two worlds.

To me, the Dean's job is in large part external.

They're the president of the college, so to speak.

I feel like it's the Dean's job to represent and advocate for the Arnold school to hire leadership to the president and to the Provost and to make them aware of funding needs and effectively communicate those needs in a budget constrained environment.

The needs to be able to understand the budget model and to figure out how it works best for the school and then how to adopt.

Is that model changes.

Uh yesterday.

Yesterday I had a call with the consulting firm that USC is using to examine the current budget model.

I don't know.

They spoke with you, yet they were asking my current perspectives on kind of the functionality and the the actualization of the model.

As USC starts to consider adjustments to the budget model in the coming years.

So external to the Dean, external to the school.

The Dean really represents us to the community groups, to legislatures and maybe most importantly, again with philanthropic support.

This should constantly be in the Dean's worklist to develop alumni and donors to support the mission of the school.

My understanding that we're out of space, so we need to either we probably both need to get creative and change the status quo on how we handle space offices and labs.

And along with that, continue to raise and invest money for the next Arnold School building.

This is not to say the Dean doesn't have important internal job and internal responsibilities.

The Dean's job is to support, evaluate Anne, hold accountable the chairs and associate Deans.

We need to make sure we have the right people on the job and make sure they're

doing their job, so this goes back to the metrics that I mentioned earlier.

I wanna make sure that we're all working towards the same thing and we're able to measure that and we want to align those with USC strategic priority and benchmark those to our peers.

Finally, the descent.

The Dean is often the final decision maker.

That doesn't mean the Dean makes the decisions independently.

Uh, I really think collegial debate should occur in helping make decisions.

The Dean is only it often comes to the Dean because they're the only one with the full view internally and externally.

Uh, I have a small piece of paper on my desk.

It's faded now from the years and it has three boxes on it and it says mine.

Ours and theirs?

It's a way for me to remember who should make the final decision.

It's not always mine, but sometimes it has to be.

So in summary, the Dean wears a lot of hats.

A lot of that one of those most important hats is research.

So as Dean, I think any new Dean coming in internal or external needs to assess the current landscape.

I'd want to do to make sure we have a comprehensive assessment of our existing brands and contracts.

And as Dean, I need to understand the strengths, weaknesses and the gaps I need to work with the associate Dean of research or the new associate Dean of research to review historical data on successful grant applications and kind of look at the areas of funding I need to know this to understand where to use my startup support as Dean to really improve the trajectory of our research success.

We need to make sure we support our heavy hitters.

We need to make sure they have what they need to continue to be successful in research.

We need to support our existing centers, but consider supporting work to get more center grants.

We have 55 RO ones or better in the School of Public Health is impressive, but the right support.

Some of these should be moving on towards centers, towards center grants.

We also need to invest and support our young faculty.

We need to do this as a college, but also in conjunction with the PR's office. Thinking about development programs, mentorship, grant writing workshops, research methodology training, and I would say finally in this area we need to be creative about the type of funding, such as with congressionally directed funding. I've been intimately involved in this in the President's office, and a lot of other colleges are taking advantage of this and engaging it, and we're not. Or not on a high level, I think they are great opportunities here to look at other funding opportunities both at the state and the federal level. When you think about research infrastructure, state of the art research facilities, equipments, labs, there's there are sensual. So we need to make sure we're strategically taking part in the university research code. Of course, most R1 universities are going to core labs and we need strategically think about how this will help the Arnold school and where it's appropriate. We need to streamline administrative processes within the Arnold School. We need to make sure we have the right support there to strengthen report for the the research Support services, grant management pre and post award support. I think if I surveyed the room and feel free to raise your hand if you want most research faculty and the research staff would identify HR and procurement processes as probably the largest hurdles. Got a couple of amends there. So as Dean, it's my job to work closely with central to simplify the administrative procedures related to grants and contracts. We need to reduce those bureaucratic hurdles, and we need to make sure that we can submit. Uh, or grants on time. The VPR's office is actually in the process of upgrading usera, actually replacing usera to a new state of the art online system which should, which should help some in this process. We need to continue to have student involvement in research. We need to optimize away either working with undergrad with the undergrad student research group, or in our college a process for students at all levels, graduate masters, or doctoral to find a way and connect with faculty for research. I want to send this even to research staff. We have amazing research staff and our school.

Then we'll kind of go from soft money to soft money.

We need a way for them also to find the Pi and the Pi and the staff to connect.

Finally, we need to celebrate and successes and recognize achievement.

We need to acknowledge Backley members who secure grants and contracts and highlight their accomplishments.

If you look at our academic analytics, we are above the median for publications and grants, but we're below for national awards.

So this means we need to foster a culture of nominating our colleagues and celebrating research achievements.

Here's our goals for Blueprint 24.

We've actually exceeded some of these already.

I would argue that one of the most important is the night funding that's related to our ranking.

And while the number of publications I think is important, I think we also have to think about how we assess quality and publications.

Again, my 2 priorities, faculty support and student success.

I think they're inextricable.

I busted here all the people I've published with during my time at USC asterisks or students double asterisks or students that I've mentored urban, the primary mentor.

Do you have success is at the heart of our mission?

I am committed to making sure we have a team.

That's that's supportive.

That gives us supportive learning environment, mentors, future public health students, and prioritizes preparing them for meaningful careers.

Our school needs to continue to be known for its great research and we need to elevate the visibility of its equally impressive teaching.

As our undergraduate population continues to grow, we need to make sure they have the resources that they need.

I've always thought out and valued student feedback as a faculty member and as a program director.

However, being involved in Imagining Carolina, which was the university LED student engagement retreat and seeing the university efforts that resulted, I reinforce my belief that the student voice is integral in meeting our goals and reaching towards our vision.

I know they're vowels might not be the right answer, and the Provost office and the

faculty Senate, and I hope some of you here are working on an effort in researching this to look at other options, but we have to consider the students voice in community based research.

We go to our participants here.

We need to also, as Dean, I would ensure resources, accountability and rewards are used to continue to strengthen our teaching, our Med caring and our student services.

Strong community partnerships, Dr positive change and innovation.

I've had the opportunity to collaborate closely with community organizations, both in my research and in my administrative role, about engage with policymakers and, most recently, quite often with USC lobbyists to address threats to higher education and to research.

Perhaps most importantly, we need a leader that can work with USC leadership and represent the Arnold School to advocate for reshaping of our academic health care system partnerships.

And we need this for mutual benefit.

I think I have a unique advantage here with both the background in public health and as a health professional.

Working with our community also helps us foster inclusive excellence.

I value partnership across disciplines and recognize the importance of all diversity in achieving our goals, all diversity.

Prioritizing diverse perspectives in the honor school is a critical component in addressing health disparities and our local and national comma.



Ashley, Theresa 20:40

You wouldn't.



Hulett, Caroline 20:42

This is central to public health training.

If you intend the fibrin lecture, you attended the Clyburn lecture a few weeks ago, I hope the sparties it gave us an excellent reminder of how health disparities research is core to public health.

This slide that I developed is really similar in content to one that was presented there and it talks about the healthcare disparities and the incidence of disease in South Carolina.

We can't ignore the systemic inequities in our state in this area.

I'm dedicated to creating an inclusive environment.

We're all students, faculty and staff thrive, the President of Princeton recently said.



Ashley, Theresa 21:23

Hey.



Hulett, Caroline 21:26

If you want excellence, you need to find attract and support talent from every sector of society.



Ashley, Theresa 21:33

In your doubt you.



Hulett, Caroline 21:37

This captures what all practice.



Ashley, Theresa 21:38

Yeah.

There you go, Young,.



Hulett, Caroline 21:43

Another example of diversity.

Just another province.

Alright, well you see overlap here.

It's represented symbolically, not proportionally.

We are a diverse school that actually compared to some other schools across the university, do a really good job at having a singular voice and mission and that's important for us to continue.

I think this diversity strengthens our portfolio.

As a school, we need to continue to strengthen these relationships inside the school and with other colleges and schools across the university, especially with the other Health Sciences schools.

I already have a good relationship with the other Health Sciences Deans and will continue to look for ways for us to collaborate moving forward.

This could be educational efforts, or it might be when our voices need to be heard at the statehouse.

Alright, so I was asked to highlight some of my leadership style.

I firmly believe that the best decisions emerge from collective wisdom.

I actively involved faculty, students and staff in decision making processes where appropriate.

I think my colleagues would describe me as someone who values their input and fosters a collaborative environment.

My management style is characterized by mentorship, delegation and recognition of strengths.

As a leader, my goal is to empower team members to take ownership of their work and then to provide peer goals and trust them to execute it.

In the dynamic academic environment, adaptability is crucial.

I would say I navigate change by staying informed whether it's about higher education trends, public health advancements or evolving student needs.

But I can also pivot when necessary and sharing.

We remain relevant and resilient.

Gut feelings alone should drive decisions.

I rely on data analytics benchmarking and evidence based practice.

After all, I'm a scientist.

Resilience and grace under pressure leadership involves navigating storms.

I tried to maintain composure during crises and focus on solutions well practiced in this area.

This could have been my job title instead of Chief of staff.

I think it could be the navigator of storms.

But despite the storms, we must be able to keep our eye on the long term strategy and not let the emergencies driving important.

And finally, I said this in my online underview interview as well.

Honesty and transparency are non-negotiable.

I communicate openly about challenges, opportunities, and organizational changes, whether it's sharing budget constraints or celebrating achievements.

I think you'll appreciate.

Appreciate my candid approach.

So let's talk about budget.

These are the established goals in the 24 group, right?

Not really in a position yet to comment on the appropriateness of the amounts going forward.

I like the fact that we're thinking about the budget in a way to invest, invest in our students, invest in our faculty and our staff.

This is an excellent start.

The other question is how much do we maintain in the operational reserve the Piggy Bank, if you will.

Right now our goal is 10%.

I'd like to review the historical data to see if 10% is the right amount given the size of our other savings.

Well, one of look closely at this to make sure we're using the money we can to support our mission.

Next challenges or but we phrase them as opportunities.

We're growing.

Our undergraduate population is continuing to grow, but we've maintained a 91% retention rate.

The Provost is asked for all Deans for review of teaching modes and efficiency of time to degree, and I think this might even help bump this up a little bit above the 91% detection rate.

Where the space problem?

Or maybe a rental problem.

We spend about \$300,000 a year in renting spaces, so we need to think about that next.

Arnold billing.

We keep talking about how do we save appropriately for it gonna go back to alumni engagement and want therapy.

I'm gonna work with Lauren Johnson and her team to determine the approach and the model for development, especially as we're going into this campaign season.

Lately we've had some faculty turnover and we need to limit this one possible we need to budget appropriately to secure faculty, we need to have a supportive environment to secure faculty.

We can start by looking at the salaries and make sure they're competitive with the market.

A lot of our faculty that have left have gone to our peer aspirant.

We have trouble hiring a diverse professor.

What?

I appoint a search committee.

I want it to be a search committee, a search and find the right candidate post and pray is not an effective search strategy.

We must use our networks to build our school.

I'll agree with the Chair of Exercise science.

The only failed search is the one where we hire the wrong candidate.

Community wide.

There's some changes now.

Also, there's a significant change coming up at the state level with the restructuring of dehab.

It's moving into the South Carolina Department of Environmental Services and the South Carolina Department of Public Health.

Neither.

Which roll off the tongue quite as easy as do that.

Umm, but we need to partner and navigating this change and supporting this core public health function and the critical environmental services that are needed for our state.

What am I going to do in the first few months?

Most of us have already addressed this is kind of a recap.

I know the executive team, but I need to get to know them better, their strengths and their needs and their current role.

And you take a deeper dive into the budget and make sure I understand where we're at and where we need to go there.

I mentioned to say assessing the landscape and research I need to know where my startup commitments is deemed should be targeted to boost research success.

I need to determine my role with the current current donors and prospects.

Need to understand the need for supporting continued undergraduate growth?

You need to get to know more about individual faculty and staff and their desires and aspirations.

Develop those relationships and then maybe in the next few months.

We'll look at examining the metrics for chairs and associate Dean, making sure we're realigning those with the school in the university and then I wanna take advantage of the goodwill given to the new Dean.

Initiate some of this change management.

It's an exciting time in higher education.

The landscape is quickly changing.

I think the future success of the school will require leadership that's nimble but thoughtful, innovative but practiced, and one that invests in the right strategy, a pretty unique opportunity to see the way the Arnold School is viewed from outside perspective.

There is such high respect for this school to work.

We do to support the university and the state, without a doubt.

The Arnold School is excellent.

We've had an excellent theme, but we still have room to grow and improve.

We have amazing faculty, staff and students.

We have great relationships with community and we need leadership that can continue to reinforce and strengthen this.

I'm ready to lead us in that growth and I'm excited to be home again. Thanks.

Alright, so this is our human a portion.

And by the way, my name is Caroline Hulett.

I apologize for not introducing myself and with the office of the Provost, what we're going to start out with is we do have 89 people online, so I want to thank everyone for who's in person and virtual with us for joining us this morning.

We're going to start in the room first with questions, then we will go over to Michael portion.

So online, if you have questions, please go ahead and put those in the chat.

It'll just be easier to work through those instead of everyone getting on video and like, but they won't have any questions feel in your hand and introduce yourself what might to go back.

Ohh, I'm sorry I don't tell you and I forget other people.

I can restate the questions people online can hear it now.

Alright.

Nice talk, Stacy.

On all Decker, you're the sociation for we can't pleasure to meet you.

The point I have is is is you do a lot of exciting things and research community engagement and on the orders of getting out, I OK at other schools of public health and other university and they're just doing it absolute job at that and.

What your I see is trying to enhance our visibility.

No, as a school.

That's a great question.

So so enhancing the visibility of school, I think that goes hand in hand.

Uh, with working with engaging our alumni and our philanthropic support, we need to get the word out because that will then influence the other as well as raising the statue and raising more awards to our faculty.

Umm, we need to have some type of comps and marketing strategy to address that. And and I'm not sure what our support is within the school now to do that, but I think it needs to be looked at and we need to have it in a consistent way across all the departments and the programs to make sure our message is clear and that it's not a lot of different messages.

So I think we'll have to work on that and it's something where we can really share the work we're doing.

I think we do a pretty good job internally sharing with each other.

I think it's externally where we have more trouble.

OK.

County.

And it's so interesting to think about the perspective that the greeting from your chief of staff role into this.

Who?

I don't think any people move from that university level world instead.

That's use that kind of great sauce.

To to to.

Thanks, Heather.

I appreciate the question, it it is a unique transition and in fact the Chief of staff role is unique for a faculty member that hasn't been faculty member before.

I think there's a few ways.

One is the navigation of the storms.

I don't think I'll be surprised by much in this role, which is good.

Not that there won't be new things that if we will, but but you've kind of heard a lot of it.

I think the relationships which I touched on in the talk is important as a very good relationship because of the Provost already, that will shift.

They see me as chief of staff when I when I pull both of them and I was applying to this position.

I think it was a little bit of a surprise because they don't.

They didn't know me like that.

Role.

So that's a little bit of a changing swinging on there.

I think my knowledge of who to go to to ask questions is very helpful as well.

That's a really developed that over the last three years.

But why my job is filtering questions get making sure they get to the right people.

So knowing the right people at the university, I think it makes it especially useful being at time for games ship at the same university versus at a different university because of those relationships.

Hi, my name's Maria Sophocleous, of the business manager and the health promotion education behavior.

I wanted to know the last time I heard there were 900 the boys.

She has done and well, did a doctor pullets and jaywalking, but sometimes you get around over by car.

I just wanted to know what is your experience managing people who manage people and your philosophy in that regard like having the?

Absolutely.

I think that's a great question.

As chief of staff, everyone reports to me and no one reports to me, so it's an interesting position.

I did have the Office of Civil Rights and title nine reported to me for about a year and a half.

That was one reason I was elevated to interim chief of staff was to restructure that office for Pop to Civil Rights and Title 9 to develop that office.

So there was managing of people there and hiring and and that area right now a lot of my job is chief of staff is.

Managing vice presidents and their expectations of the president.

So dealing with the higher level executive team, umm, my role as before as program director, physical therapy over S faculty and staff and students in that area as well.

Everything from hiring raises.

With annual reviews that essence.

I can go back.

I'll I'll point you back towards the talk where I've really have a collaborative approach.

I think I I really have a mentorship approach and I trust people to do their jobs, but I hold them accountable.

Yeah, absolutely.

Thanks for the question.

Alright, we're gonna go online, but I'm cool that do you have one question?

Question.

Ohh afterwards.

Which?

School in outside?

How about you build that because.

Kind of.

SUPPORT, places to meet all that.

So I feel like he would be ideal for for that.

So I I served as program director in that class, started here and was part of the group that got it started up and and I think it's essential Partin University for our conditions.

Most of them require that, uh, the Provost.

We have a very unique Provost in the fact that she's a former Dean of the School of Public Health and she's the researcher.

She's the most cited researcher on campus, and she understands some of those in needs.

As far that that are coming forward and there's already been discussions about funding models with Provost and did I would continue to encourage those and work through those and help our colleagues, especially in social work and pharmacy, who read out that effort.

Uh and continuing?

Alright, so I'm going to go to one question online and then we'll pop back into the room.

So, Doctor Fritz, what model of governance within the school do you favor?

For example, do you favor decentralized or centralized decision making?

How much autonomy should department chairs have?

That's a great question.

I think it's a.

It's a balance.

It has to be a balance.

It can't be completely one way or the other.

There has to be central involvement.

The Dean is the one that has the full perspective from the university and from the

school.

They have to communicate that to their chairs and the chairs have a better view of the faculty and the chairs have to communicate that to the deed.

So it would be a balanced approach.

Umm, I very much.

It's a happy member.

Believe in shared governance.

I've been to most of the faculty Senate meetings in the last three years and learned a lot more in that area.

I think that has to reach into our college.

I will say faculty Senate has become a little more, uh, blue collar in sense that it's done not seen as a a committee, a group to be on for all faculty.

And I think we need to, I think that's how we govern our school and how our our school is governed within the university.

I mean, I have your old phone in my office.

Sorry.

Ohh, I'm in the DPT program faculty.

We talked a lot about research, which I love, and I really love your perspective coming from a clinical line, we need to.

It's easy to bit about what your vision is for the research requirements or not, absolutely.

Uh, I think there's there's two different ways those contracts are negotiated individually.

So I think it will be different by individual and by department, but being in a normal school, being a Research Institute, I think all faculty need to have involvement in scholarship, whether it's strictly research or scholarship.

It may vary depending on the language, but our students come here for a reason.

Alright, thank you.

Come here because they're expecting a they the current knowledge and the best knowledge and the only way we can provide that is long as our faculty are still up and there's Bolar, ship in that area.

So I think I don't wanna get into percentages.

Ohh contract should be X&X, but I think it's that involvement in it is important and I know we're relooking at the faculty, the clinical faculty guidelines to examine.

Maybe what?

That relationship should be.

My allowed to pick people.

OK, well, I'm gonna read one online just for everyone.

We were having issues with the MIC so ohh we can repeat the question just to make sure online can hear short.

Let's see.

In order to compete for the best and brightest students, we need to provide competitive funding packages.

What are your plans on increasing funding for graduate student?

Great question.

I know we recently have increased some at at the university level.

Some of this is through grant support, but I think we need to also look at it through school support and department support.

Identifying what our priorities are there is that the graduate students all right, we know that we need to make sure that they're supported in order to support our research as well.

So I think that's something that we definitely need to invest in, whether it's across the full school, across the university or across the department, I'm going to go back to philanthropy.

This is another area where we can raise money to help support our students.

And really bring in those best and brightest students.

I'll repeat the question.

I don't know like working now.

I'm Susan Azov and I'm in vacation scientific.

This order and you mentioned one faculty development inspiring and.

A turnover and I am an associate professor and I have been for a while now and one challenge that is gonna connect challenge is kind of like this communication gap.

Right.

So we're in assistant professor.

You kind of like, accept that you're new here.

I don't know stuff because I'm new, but then I think that there's one of the challenges that like you can see here along time and then things change, but you didn't hear about it and there's and and in terms of like faculty for the.

There's like, always long as you're doing something for the first time.

HR category where that happened, right?

But it's not just HR that happens.

Wille places it's in gratitude and FUNDING.

It's then, uh, that's like everything except I RB and my experience.

So I'm gonna wondering like and sharing.

I'm wondering like how you address like the each of the work kind of, not just the early career people, but the people who've been here and get things done without it.

Yeah, I'll do my best to repeat that.

So yeah, I've heard the question of candy.

The question was how do we get the communication from the university and from the Dean's office down to the faculty and to the staff that are the day-to-day and eliminate some of those hurdles that may feel like you're doing everything for the first time, but you're not the first one to do it.

Uh, and work on that.

I I think that's a great question and I'm I'm open to shared ideas here, but I do think there can be more communication.

I know when we communicate with our students and our challenges is not opening emails.

I hope that's not a problem with faculty and staff, but reviewing those, making sure we're aware, but also having maybe a repository of processes.

I'm a process person of what's the process to do this?

You don't feel like you are the first associate professor doing this for the very first time, that there's other people that have done it and gone through it, why recreate the wheel?

And we don't have to.

So I think some of its communication, but some of it's just making sure those processes and all in order.

And if you think I reworks well, my guess is you're a process period.

Stop.

OK, I I'm gonna try to use my teaching voice.

So they can hear and you know, you might HPEB department.

I'm a clinical social faculty and my question is, you know, we talked a lot about the research.

We talked a lot about the doctoral students.

If you brought up the the undergraduates or some friend thankful because they have great undergraduate students and really promote but one group of students that are

usually sometimes kind of seen as not really a lot of attention by is the MPH, we have some great MPH programs.

It's so with that, I'm just curious if you have any, what would be some plans that you may have or strategies to kind of promote the MPH program or recruit or you know, help us to recruit students and to kind of also you know recognize that program those programs.

Thank you, Doctor G appreciate it.

Uh, the question was about the MPH program and what we'll do to support that. Actually, I know most about the MPH program because my wife was a student in the MPH program.

If you graduated here a couple years ago and I heard everything.

Just leave it there.

Yeah, but it's been restructured since then, and there's been a lot of work towards the successive program.

I think some of this is attracting students, selling the school to attract students are MPH students are for the most part, the students said.

Hey, are right.

Our doctoral students aren't, so we need to be able to attract those students.

Some of that might be through some funding or some scholarships, but something just through the strength of our program and our community partnerships that we have, we have so many good Community partnerships that that can lead to jobs that can lead to professions.

A lot of our students that come through that are second time professionals, maybe not traditional students.

We do have some traditional students as well, so they're looking at what's that next step up.

Where's that next job?

So I think we need to be able to communicate it to attract the right students, but then also be able to help with that career placement or five.

Thank you, Stacy.

My question is about staff, so I think you for and appreciate your talk on faculty support and student success and part of that is that so can you talk to us a little bit about your strategies for retaining their quality staff and then recruiting new staff as we continue to hire more faculty, recruit more students, some of the that is dependent on our staff?

Yeah, absolutely.

The staff are the the least rewarded and the least talked about, and I'm gonna argue maybe the most important.

Alright, they they keep this university running without a doubt.

Uh, we need to in our budget, we have a line item for for retaining staff, which I think is important.

We need to look at that and make sure, but we also need to start with the right salaries.

We need to look at compression in that area as well.

There's a lot of diversity of staff across the different departments.

Diversity of pay scale.

We see a little bit of popping from from department to department depending on payment.

So if we could help coordinate that across, at least our school to support keep our staff are happy and supporting the rules, and I think that's important, there is a staff day coming up to the university in a couple of weeks.

So I hope that people were tipping that to celebrate our staff.

I don't Jenkins, reactive applied practice from the Arnold School of Public Health.

Thank you for mentioning the Versity and inclusive excellence.

Talk.

I guess would you can expand on and feel little bit more as those terms diversity, equity and inclusion become openly hostile for the local and national levels colleges. How do we navigate that that space in focus on that when those are so important for the course of public health?

Thanks and and those were online, Zacks question was about DEI and and the work, the fact that the words themselves have become hostile.

I think it's interesting.

I I sat through the DI legislation at the Statehouse and and they said, you know, the word diversity.

Not bad word.

Inclusivity is not bad.

Word equity is not bad, just put them all together and that's where the challenge is.

Uh.

We have to be aware we're state institutes, we have to follow state laws, but we also have to support all of our students and we have to figure out how to do that.

And Murphy, across all of PROGRAM, I think it's an ongoing challenge.

I mean, if you open up the chronicle of higher education, half the articles or, you know, I could answer this question directly, it would be fantastic.

I think there's a lot we can do within the Arnold school to support our students individually and as groups of students, but to support a whole for 91% retention rate from first to second year is good.

The translation like this is less than what a four year in our six year graduation like.

We need to look at that by different groups of students to determine are there certain students that we need to reach out to and target to make sure they're supported?

Are those first Gen students?

Are those veterans?

Are those racial minorities?

What's where are we looking at?

So it's all diversity.

What about faculty?

Absolutely.

We have a problem hiring a diverse backlog professor at we don't have that here and we need to continue to do that and that's the way we need to search to make sure we have good searches going on to reach out to those people exist.

We need to find them and we need to attract them.

I'll say it's hard in this client this out, but what people living Florida, lot of people live in Texas?

Well, Brandi.

Alright, circle back online.

Speaking of faculty Senate and this is gonna be our last question for I'd like to turn it back over to Doctor Fritz and to give a closing remark.

Uh, Speaking of faculty Senate, they have made great progress, progress and supporting professional track faculty.

Being that Arnold School has numerous professional track faculty, how would you as Dean support these changes before professional track faculty?

Yeah, I've I've sat through a lot of those faculty Senates.

When we go line item by line item, as we're discussing the the the professional track faculty and I think it's very important starting here as a professional track.

Welty hiring a number of professional track faculty, mentoring a number I think it's

essential, and I think it's it's time A to have an equal voice and be their supported as well.

So, uh, I think the the work the university is doing is is a start.

But as we're looking at it as a school, I think it's gonna be very important as well to make sure that they're supported because we can't accomplish our mission without all those.

Well, like to turn it over to Doctor Fritz for any clothing remarks.

I'm really excited to be back here at the school.

You know, it's it's stepping away was challenging, but it really has given me a unique perspective on the strength of the Arnold School and maybe a step away from some of the challenges.

So I don't think I know them all by any means.

I look forward to learning more about your aspirations, which you see is the most important steps for the next team, and I hope I look forward to a long time working with you.

Maybe not 17 years.

About what's thank you so much and thank you for everything.

This presentation was recorded.

It will be posted on the campus visit site of the Provost website.

If anybody has distorted, or if you'd like to review it again.

Linda.

On the.

No.

I'm commitment, yeah.

You.

About it.

Thank you.

Alright.

No for my phone.

It'll be a fun.

● **Hulett, Caroline** stopped transcription