Strategies for leading in our competitive environment:

From finances and staffing to academic affairs

Todd Nicolet, PhD  ·  Faculty and Staff Meeting  ·  March 10, 2017
Topics

✓ New finance model
✓ Organizational Development Plan
✓ Degree program applications and enrollments
✓ Schoolwide online MPH
✓ Joint MPH with UNC-Asheville
✓ Gillings MPH Core
New Finance Model

✓ “Fully loaded” model
  ➢ More money flows in
  ➢ More money flows out

✓ Incentives-based
  ➢ Enrollment
  ➢ Research
New Finance Model Timeline

- **Develop Model**: April - December 2016
- **Test Model**: January 2017 – June 2018
- **Go Live**: July 2018
New Finance Model Timeline

Develop Model
- April – December 2016
- April 2016 – June 2017

Test Model
- January 2017 – June 2018
- July 2017 – June 2019

Go Live
- July 2018
- July 2019
Organizational Development Plan

An initiative to assess and, where appropriate, recommend structural improvements in four key areas across the School:

- Finance
- Student Services
- Information Technology
- Communications
Organizational Development Plan

Completed actions
- Gather data
- Steering Committee analyze, review and report
- Working groups develop recommendations
- Steering Committee refines recommendations

Next steps
- Complete feasibility review
- Dean’s Council reviews recommendations and feasibility
- Priorities determined
- Implement initiative(s)
Student Enrollment

Enhancing student enrollment by increasing applications AND converting admits to enrollees
Total Graduate Applications: Fall 2012-2017

* Data as of March 1, 2017

Source: Admissions Census, 2012-2016; Slate, 2017
Total Graduate Applications by Department: Fall 2012-2017

* Data as of March 1, 2017

Source: Admissions Census, 2012-2016; Slate, 2017
Enrollment Strategies for Admitted Students

Office of Student Affairs
- Facebook group (290)
- Improved email communication
  - International student email
  - Themed emails
- Letter from Dean Rimer
- Strengthened *Admitted Students* page

Departments
- Connect admitted students with current students
- Personal phone calls to students
- Increase faculty involvement for Experience Gillings admitted students day
- Handwritten postcards or notes
Curriculum Updates
Schoolwide Online MPH

Supported by: 2U®
The (new) Gillings MPH Core
The Gillings MPH Core
Draft TIMELINE

Preparation
- Draft fall and spring semesters
- Develop work plan
- Develop FAQ’s

Feedback
- Dean’s Council, Chairs Committee, Faculty
- SSMs, Program Directors, Core Instructors and Student Leaders
- Town Hall
- Continuous revision incorporating feedback

Approval
- Chairs, Deans Council approval
- APC, Grad School Approval
- Town Hall Meetings
- School and other communications

Implementation & Evaluation
- Meet with Program Directors to implement departmental changes
- Meet with SSMs for marketing and enrollment management
- Develop a comprehensive evaluation plan

ADMITE 1ST COHORT AUGUST 2018
The Gillings MPH Core

Students will identify, understand and solve public health problems in interprofessional teams.
Gillings MPH Core – fast facts & key features…

- 12 credit hours, 6 credits each in fall/spring, ideally taken in one academic year
- Core public health competencies and CEPH skills, all covered
- Acceleration camp – online modules to welcome students, conduct a few assessments (writing/math), and orient them to Gillings (e.g. working in teams, diversity/inclusion, ethics, honor code, IRB…..)
- Commitment to team teaching – integrated approaches across 6 credits, inter-disciplinary, case-based, with both individual and team accountability for demonstrating competencies
- Fall – Identifying, Describing and Prioritizing Public Health Issues
- Spring – Develop, Prioritize and Communicate Public Health Solutions
## Fall Semester: Identifying, Describing and Prioritizing Public Health Issues

### Understanding PH Issues

<table>
<thead>
<tr>
<th>2 credits</th>
<th>What is public health?</th>
<th>What is the role of data in PH?</th>
<th>What problems impact the most people?</th>
<th>What problems impact vulnerable groups?</th>
<th>What determines population health patterns?</th>
<th>How is the public health system organized?</th>
<th>How do we effectively engage with others to better understand problems and public priorities?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>History of PH, population vs. individual, PH ethics, 10 essential services</td>
<td>Sources of qual &amp; quant data; Data to describe problems &amp; evaluate solutions</td>
<td>Burden of disease leading causes morbidity mortality, local to global</td>
<td>Health disparities</td>
<td>Environmental, behavioral, psychological, biological, genetic, social environment, political factors</td>
<td>Organization, structure &amp; function of health care, public health &amp; regulatory systems across national &amp; international settings</td>
<td>Communication &amp; Advocacy Writing</td>
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### Integrated Team Project

- Research locality & identify key PH issues
- Prioritize one PH issue to explore
- Describe patterns/disparities
- Identify contributors to issue
- Identify sectors of PH system key to addressing issue
- Identify additional info needed to address issue
- Present final papers

### Cross-cutting activities: Local/Global Evidence Based Approaches, Team Work, Writing & Communication Skills, PH Ethics, Leadership

### PH Measures & Methods

<table>
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<tr>
<th>2 credits</th>
<th>Measures of occurrence: risks, rates, prevalence, odds</th>
<th>Measures of uncertainty, confidence intervals, p-values</th>
<th>Measurres of comparison: ratios, differences</th>
<th>Study designs: cohort, cross-sectional ecologic, case control</th>
<th>Systematic Errors: Confounding, Misclassification, Selection Bias</th>
<th>Systems mapping</th>
<th>Interpreting &amp; applying the evidence base systematic reviews, causality</th>
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<td>Data types, graphical displays, and summary measures</td>
<td>Probability (elementary &amp; conditional), sensitivity and specificity</td>
<td>Common distribution: Binomial and normal, Distribution of the mean</td>
<td>Hypothesis testing, confidence intervals, Type I and II errors</td>
<td>Analysis of two samples, continuous outcome: t-test</td>
<td>Analysis of Proportions/ORs/RRs</td>
<td>Analysis of continuous predictors &amp; outcomes: Correlation, simple linear regression</td>
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### Analysis for PH

| 2 credits | Data types, graphical displays, and summary measures | Probability (elementary & conditional), sensitivity and specificity | Common distribution: Binomial and normal, Distribution of the mean | Hypothesis testing, confidence intervals, Type I and II errors | Analysis of two samples, continuous outcome: t-test | Analysis of Proportions/ORs/RRs | Analysis of more than two groups, non-normal data (ANCOVA, nonparametric analyses) | Analysis of continuous predictors & outcomes: Correlation, simple linear regression |

### White paper & presentation that describes a current public health problem

- Identify key PH issues
- Describe patterns/disparities
- Prioritize one PH issue to explore
- Identify contributors to issue
- Identify sectors of PH system key to addressing issue
- Identify additional info needed to address issue
- Present final papers

## Integration Team Project

- Cross-cutting activities: Local/Global Evidence Based Approaches, Team Work, Writing & Communication Skills, PH Ethics, Leadership

- Interpreting & applying the evidence base systematic reviews, causality
What’s Next for the Gillings MPH Core?

- Re-check to make sure we address new CEPH MPH competencies
- Sunset MPH Implementation Committee and transition to Development Team
  - Build the business model to support instructors, TAs and Core Course Coordinator
  - Name instructors and finalize schedules and syllabi for Fall and Spring semesters
  - Continue to develop Acceleration Camps
  - Manuscript preparation to tell the “story” of our new core curriculum; ASPPH presentation (3/16/17)
- Work with departments to facilitate and integrate changes
- Hold meetings with dual degree program representatives & certificate programs to introduce new Core
- Develop a marketing approach to feature the “new Core” as a strength of the School
- Organize Task Force to develop a comprehensive evaluation approach
- Coordinate efforts to build online, joint and residential courses
Ways to learn more about the MPH Core...

Information Available...

- Overview Info Sheet
- FAQs
- Presentation slides
- Web page
Happy to let you know that the FINAL CEPH Self-Study Report is....
<table>
<thead>
<tr>
<th>Key Tasks</th>
<th>Dates</th>
<th>Who Is Responsible?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary Self-Study Report Submitted</td>
<td>11/17</td>
<td>Gillings Self-Study Team</td>
</tr>
<tr>
<td>- Preliminary report shared with key stakeholders: <em>What did we learn from the self-study and how can we improve?</em></td>
<td>12/5/16 - 1/17/17</td>
<td>Gillings Staff, Faculty, Students, Alumni, Community Partners*</td>
</tr>
<tr>
<td>CEPH Returns Feedback to Gillings</td>
<td>1/17/17</td>
<td>CEPH Reviewers</td>
</tr>
<tr>
<td>Gillings Responds to Feedback</td>
<td>1/18 - 3/16/17</td>
<td>Gillings Self-Study Team</td>
</tr>
<tr>
<td>- CEPH accepts public comments on report</td>
<td></td>
<td>CEPH Reviewers and public</td>
</tr>
<tr>
<td>Gillings Submits Final Self-Study Report*</td>
<td>3/16/17</td>
<td>Gillings Self-Study Team</td>
</tr>
<tr>
<td>CEPH Site Visit and Preliminary Results</td>
<td>4/17-4/19/17</td>
<td>CEPH Site Visit Team &amp; Gillings</td>
</tr>
<tr>
<td>CEPH Report /Opportunity for Response</td>
<td>Spring, 2017</td>
<td>CEPH and Gillings Team</td>
</tr>
<tr>
<td>CEPH Final Report and Decision on Accreditation</td>
<td>Fall, 2017</td>
<td>CEPH Council</td>
</tr>
</tbody>
</table>

* Staff, faculty and key stakeholders will be invited to review the report and offer insights/feedback
Four categories of the CEPH report

CRITERION 1.0 – The School of Public Health

CRITERION 2.0 – Instructional Programs

CRITERION 3.0 – Research, Practice and Workforce Development

CRITERION 4.0 – Faculty, Staff and Students
How might faculty and staff be involved in the Site Visit?

- **FINAL REPORT** – Please review the document & be familiar with it!

- **Participate in the SITE VISIT** – SELECTED faculty and staff are invited to specific meetings on the agenda. The schedule and invitees are requested/approved by CEPH, so not everyone will attend a meeting.

- **“On Call” REQUESTS from the Site Visit Team** – CEPH reviewers will request additional information, materials, data during the site visit. Please be ready to respond to requests beginning on Sunday evening (4/16) until the team leaves on Wednesday at noon (4/19)!
Site Visit Agenda

• **Site Team Arrival** – Sunday, April 16: Evening/early morning requests

• **Monday, April 17:**
  - Core Leadership Team (Criterion 1)
  - Self-Study Committee (Criterion 1)
  - Lunch w/Students
  - University Leadership (Any)
  - Research, Service & Workforce Development (Criterion 3)

• **Tuesday, April 18:**
  - Masters Program Directors - MPH, Terminal MSPH and other Masters (Cr 2)
  - Bachelors Program Directors (Criterion 2)
  - PhD and DrPH Program Directors (Criterion 2)
  - Lunch w/Alumni and Community Stakeholders (Criterion 3)
  - Faculty Issues, Student Recruitment and Advising (Criterion 4)

• **Exit Briefing and Site Team Departure** – Wednesday, April 19
Questions about …

- Self-Study Report?
- Self-Study Process?
- Planning for the Site Visit?
Poll Everywhere

CEPH Edition
Please wait for the microphone before speaking
(our online colleagues want to hear your comments, too!)
Participating with Poll Everywhere

pollev.com/uncgillings
Our mission is to improve public health, promote individual well-being and eliminate health inequities across North Carolina and around the world.
Diversity and Inclusion

- Incoming assistant dean for inclusive excellence
- Student and faculty recruitment efforts
- Retention strategies
- Full-time dedicated staff
- Courses, modules on diversity and health equity in the curriculum
- Lectures
- Reflection sessions
Thank you for participating!