

# ASPH Candidate 2 - Presentation and Q&A- 20240425\_090103-Meeting Recording

April 25, 2024, 1:01PM

53m 32s

● **Hulett, Caroline** started transcription



**Hulett, Caroline** 0:04

From Texas A&M University, he served.

He currently serves as associate name for faculty and active Faculty Affairs and curriculum, and the Arnold School of Public Health that has been a 10 year full professor in Division head of Biostatistics since 2017.

But that introduction, I welcome doctor James Hunt.

So this is different.

Because essentially the back paper every candidate, so the only other side the jar and you see me smiling the thin opportune moments.

It will be because I'm just recognizing how odd this really is, so most of you know me, but please know my name and you know my for my goals that I serve currently in the school.

But I'm going to do something a little bit unusual.

I'm going to start by talking about me.

I'm gonna introduce myself.

A2 you.

And so I want to go back.

I won't take too long on this, but I'm going to go back a long way.

I don't mind degree in mathematical statistics in 1992.

That's the same two parts and we.

It's gone now.

I'm I worked with an atmospheric scientist.

Ah, the biggest user to create Lion team on campus.

We simulated planets and looked at what the results of various inputs would have from the outside.

Yeah, part of my dissertation was I wrote the general purpose tatics.

One kind of like on the big objects that you might broken.

Those were 9/2 areas, so this was mathematical.

We didn't have data.

Everything I did was just X and then proving what happened at 37.

Because of what I did with climate data, I got interest from the Civic Northwest National final group up there.

So I went up there and interviewed and they, but this was before expand the kind of what they did.

Give you a little bit of background in 40s when the up at night and all of the physicists were sent to New Mexico, animists were sent to Washington state where they generated the fuel that we're.

So it is lovingly referred to as the radioactive desert.

You don't know the geography of Washington state.

I think I went up there lovely.

There's a asking mountains from diagonally thank and I stops the weather.

I'm getting anywhere east of those mountains themselves.

Sand and sagebrush.

It's what I dealt with.

Now that there, there's a large engineering company that works on the cleanup and there are other scientists that are available.

First thing that I had to learn after graduating was how to talk to other people.

I've spent almost my entire career in the dark wound luminated only by the screen.

Very, very happy.

So found out quickly that was not going forward, so most of my colleagues that were statisticians biostatisticians they have more background.

So first thing I did was was that, you know, do you have any examples I can follow?

Can I attend your meetings with your clients?

So I can learn how to do this and so for about a year and a half I work on those kinds of things.

After about a year and a half after, yes, you could stay right here online having trouble picking you up.

So if you just wanna stay in front of the podium, sorry about that.

So the online folks, sorry about that.

I'm gonna try to stand still for the rest of this presentation.

But I'll do my best about that time.

Believe it or not, there was a there was a general purpose statistics software company called Stata and STATA relocated.

You won't believe this part from Santa Monica, CA to College Station, TX.  
And when they did, uh, they went and visited the Department of Statistics and the Chair of that department was my advisor.  
And so they had one question.  
Do you know why?  
Statisticians who can code so gave them my name.  
They invited me down and I moved back to my alma mater city at least and started working for State Corporation.  
I was there for about 4 1/2 years.  
That sort of started the next phase of my education, which really increased the breadth, the kind of applications that I did, because the users of Stata were health researchers, so they were biostat folks and economics folks.  
And so there were very few people in the company at that time.  
There were seven of us.  
We didn't have email.  
This was 1994.  
We didn't have email.  
This was long past when you should have had, so when you had a question about the software, you dialed one 800 state of PC and one of the seven of us answered the phone and they put me on the phone day one.  
So I sat at my desk.  
I had three manuals on my lap and you could hear me flipping through the pages to find the command that you were asking about 9 times out of 10.  
The first three months?  
Umm, I would have to call you back.  
I'd have to get your number and call you back.  
And so that's how I learned all about the kinds of analysis that were done and health research and in economics research.  
It also helped me just in talking, talking to people over the phone and explaining technical things to people who were trained and and very adept but didn't have a background in statistics.  
So after I had done that for a while and decided that I really wanted to get into academics, I had decided that that's really what I wanted to do.  
I wanted to teach.  
I wanted to be back in my alma mater.

I wanted to be involved in that, so I went to my advisor.  
So that's what I want to do and he said you can't.  
No, you should have done that right up school.  
People don't do that, and so there's there's not a pathway for you.  
And so I said, alright, I'm gonna have to find another path.  
So I went back to them and said, is there anything else that you need within the department?  
And it turned out that they were instituting an effort to build masters degrees online masters degrees, and they needed somebody to generate all of the material that was going to be used for those efforts.  
And so they hired me.  
And so for four years now, I was in academics as far as I was concerned.  
I got my toe in the door.  
I was a lecturer.  
I didn't have any expectations for anything else, but that didn't matter.  
I was in the door so I attended everything.  
There was a faculty meeting.  
I was there.  
They needed somebody to be on the committee.  
I was.  
I was part of it.  
I wanted everybody to see me as tenure track.  
Umm we then decided my wife and I to relocate to the Carolinas.  
So ended up coming over here.  
There was an opportunity within a center here on campus, properly pronounced chess, per there is another person, Pam Gillam, who will insist it's Jasper.  
It's not.  
It's Jasper.  
And so I was half time with chess Furr, and half time with the department.  
So I was a research track professor, so that was from 2003.  
I ride with John Bean was our chair at the time and so.  
I knew at some point I wanted to navigate into the tenure track and so once again I said, well, I'm here.  
I know it's not my responsibility, but I'm gonna be at every faculty meeting, so I started to 10.

They needed to teach it for something.

I would raise my hand and they would forget that that's not my responsibility, and in fact I shouldn't be doing that.

I would do it, and so 2011 their finally came an opportunity and I applied and was hired and got on to the tenure track.

And so from there then I think I probably have that point is when I know most of you, I navigated the tenure process and got promoted and ultimately became the associate Dean.

And so I tell all of that just to tell you that's kind of how I approach problems.

I don't like to fail.

I don't like to give up, and so if something's placed in my way, I don't spend a lot of time spreading about why it's there, or if it's fair that it's there.

Like, look for another way to get there.

So I spent, uh, eight years on the research track, 13 years on the 10 year track.

Two years I spent on the Biostatistics collaborative unit.

If any of you remember that that was a effort by Robert Mccowan.

And so that was many budget models ago, back when units had discretionary funds and we could do such things.

And so we went around and sold our services to various units.

We had support from nursing, we had support from social work and then we had support from medicine and a recurring funds from then Vice President for Research Parris, pastimes.

Unfortunately, a new budget model was introduced and that VCU did not survive, but there continues to be a need for that.

It's been about seven years in administrative roles because I was on the research track and had to cover all of my time as funded research.

Basically, when I switched over to the tenure track, I just didn't stop that, and so I continued to cover as much as possible, and that included when I started doing administrative work because I just didn't know.

I didn't know.

I might go back and when I go back, I wanna make sure that I'm continuing to do all the things that got me to where I am so far.

So that's a little bit about my background.

Now there's five prescribed slides that I've been asked to present to you.

I think you probably saw these once before and we'll see them at least once more

after me.

Uh.

And so it starts with our values.

And so the question basically was what are the values and so those those values aren't community diversity impact, integrity, leadership learning, social justice and translation.

The reason we have values is to communicate with our community partners.

We are trying to.

I'm trying to communicate with these values.

What is important to us?

What do we hold strong and and dear to our to our mission.

And so those are going to change.

I I wasn't sure whether I was allowed to sort of tell you what the new ones are, but they are under review.

It's all part of accreditation and review and so.

The the next thing I was asked to talk about is my long run visions for public health education.

And really, we're at the we're we are going to be subject to some of the things that are going on both in ASPH.

If you read their framing in the future document or with our governor government, this South Carolina governor, the board of trustees and the Commission on Higher Education lately, the big focus on the education has been what are students getting out of this?

If I go and talk to a student after they graduate and they get a job right, that's all the good news part and I say, how valuable was that education?

How prepared do you feel having gone through that program?

Those are the kinds of things that are being looked at and the kinds of questions that are gonna be asked of us.

So we're gonna have to take a much more practical, uh, view of what it is that we're doing.

We're gonna have to get much more engaged with our alumni and much more engaged with the industries that that employ our graduates.

We need to make sure that we can answer those questions positively.

So there's a couple of other bullet points on here about what Accent 67 doesn't Martin, some other things that they're wanting us to do.

There's a refocus on dual enrollment.

I know that's might be a bad term to some of you stackable credentials and pathways.

That's another thing that's come up as a buzz phrase.

It has something to do with the Google certificates that are now available to us, umm, through it's through part of Blackboard.

I can't remember the name of it, but it's been made available and so the purpose of it, if you ask Google, is that it was to replace the Greens. Right?

So so far, at best it's a supplement, and it hasn't been replacement.

That they're going to keep pushing, so will other people.

And so it'll be more and more competition for what it is that we're doing and we're gonna, we're gonna be held to task for the value of what we give at the end of the day.

So we're facing continued growth of undergraduate and graduate education with added focus on a professional development.

The focus of most of the government have been on three main criticisms.

One is the scale of student debt of which is now at around 1.6 trillion of the other is non completion.

So students who come to colleges start a program and then don't finish, and that's running it around 38%.

Umm.

And and when we go and ask students after they graduated and started working, do you feel prepared?

76% of them say no.

That is a huge number and and a big thing we should be looking at.

I was also asked to talk a little bit about the role of the Dean.

I think most of this is pretty obvious, but I'll give you my take on it anyway.

The role of the Dean is to provide leadership representation and to be an astonish advocate for the team.

The Dean needs to come in and build a strong leadership team, somebody that they can trust and we'll be there.

They need to establish whatever policies and functions that will support their particular management style, though you know slide or two later.

I'll tell you what my style will be and what kind of organizational structure I would want to implement, but whatever that would be, that would be the role of the Dean

to to ensure that that were there, the D needs to be the point person to negotiate and respond to legislators and upper administrators.

They need to report and discuss all of the findings back to Arnold School and they need to do basic management of faculty, staff and students within the school.

Then there's alumni and development, so there needs to be an active connection with the offices and program managers to enhance and expand connections across the region.

When I say that what I really mean is there are several programs within the Arnold school that place student, they bring in cohorts and at some point they send all of these students out to have a professional experience.

They go out and they do an internship.

For those, internships are only available because we've got relationships.

We've got people in place in staff positions that are ensuring that we've got those relationships, so I would want to touch base with those people and find out what their expectations are of of me is the Dean, what would, what would they need for me?

What might I also be able to contribute?

Obviously also enhancement of research and university opportunities, whatever those may be.

So I mentioned that I would talk a little bit about what I might want to do if I was selected as the D and so my leadership style would really be described as transformational team based styles of transformational style of management basically means that I model the ethical behavior that I want to see from you that I'm model the success that I hope that you do and that I encourage you and engage you and and and in that way get you involved and then empower you to go forward and succeed.

When you do that, then we all succeed.

So it's that kind of style.

It's not authoritarian.

I'm not interested in doing that kind of thing.

Neither am I interested in being Lacey Fair, so I would want to continue our decentralized structure, but I would want to implement centralized reporting lines. So as we've gone through Creditation and I'll try not to mention accreditation too many times during this this presentation that the real benefit of doing that not only do we get accredited, but the real benefit to all of us is that we find out what we're



doing poorly and we are doing something's poorly.

Umm.

And some of those things felt in in the area of faculty affairs and curriculum.

So it's jarring when you when you trace something back and find out that if only there had been a need to report these findings, people would have known if only there was a way in which people shared information, we wouldn't have to ask 15 program directors to send this to us.

We would have it already.

And so those are the kinds of things that I'm that I'm talking about.

Umm I I I I along those lines wanna be agile and growth focused.

I wanna have a reliance on open discussion with the leadership team while assuming the final responsibility.

So a couple of things that I can tell you about me is the first is I am not afraid to ask questions, were afraid to not ask questions that I have to ask questions.

I'm also not afraid to make a decision.

And finally you can change my mind.

You can't change it by insisting you're right, or insisting that I'm wrong, but you can change my mind.

I am willing to listen.

Umm I I try to approach things from a mentorship based style of oversight.

So that basically means when somebody makes a mistake and that mistake is is preventable or that the.

Damage was litigated.

Could have been mitigated?

Then I sit down and have a discussion and take the person through what might have been done differently.

What?

What could they identify as as being the source of the mistake?

So I've done that with myself and so when I did that and took a big inventory over a long period of time, what I found about myself was that my mistakes tended to be making a decision too quickly.

That's very frustrating to do something like that, so it's especially frustrating because what would often happen is I'd have to do something by Friday and on Tuesday I was so sick of thinking about it that I would fire off the answer because I wanted to be done with it and I should never have done that.

So what I've learned is I set it aside and I come in the next day.

I've got a next day to come in.

I set it aside and I come in the next day.

I look at it fresh.

I maybe make another phone call or have another conversation and so enjoy having those kinds of moments with anybody that I'm that I'm mentoring, so I wanna continue this decentralized organization with these additional policies regarding reports and encourage creative approaches to problem solving.

So by created by just mean looking at problems from different viewpoints.

There's a there's a current problem in Biostatistics that we have a very low level of financial support for our students, and so I would fully expect if somebody is here from Biostatistics that they might stand up at the conclusion of this and ask me what I'm going to do in order to get more money for those students.

Well, a poorly there would be.

Well, I'll have to check my startup funds because that's only going to be abandoned. We're gonna give you some funds that will last a year or two and then they'll go away with no recurring funds to be had.

So another way to do it might be to go to the Provost office and ask whether we can, uh, proposed and undergraduate course to be to take the place of a Carolina core requirement.

That would be available just to public health and exercise science undergraduate natures that would then increase the need for more biostat professors.

It would increase the amount of funds and now I'm not going to the Provost and saying can you move that money from that box over to this box just because I think it's important.

So I I like going through that kind of an exercise that I did mention that very thing to the Provost this morning and she said send a proposal, though she didn't tell me to go away.

So it's something, it's something we might we might be able to do.

So onboarded, So what might I do if I were selected in the first couple of months, it will be hectic because I'm not gonna.

I have a pretty good idea the kinds of things that we need.

I know the kinds of things that I need help with, so I know that I'm going to ask Sandy Besley to put me on her calendar and release me when she says I've learned everything I need to know about the budget.

So she'll validate that I won't.

So we'll do that.

I'm going to get the associate Deans together in the chairs together and talk about all of the responsibilities and tasks that are being assigned to the leadership team right now.

There's a lot of overlap.

There's been some change and so some of these things don't make sense.

I'd like to empower the Office of research to do a little bit more.

I would like to maybe split up faculty affairs and curriculum into two different things because they really are and they're awful lot of responsibility.

I can tell you that from personal experience.

Umm I'd I'd like to start a Dean Staff Advisory Council.

I I really like the fact that there's a Dean Student Advisory Council.

It gives a connection of the Dean's office to the students, but we don't have one for staff, so I'd like to do that.

Umm, I'm ready and willing to participate in the seat Presentation site visit.

I'm already kind of participate.

As you know, I'm glad Co chair going into that, but more than happy to sit in there as Dean as well, I want to review all of those findings and establish new responsibilities and and have outreach.

I wanna go out and talk with the chairs.

I wanna talk with development and alumni relations and find out what their pathways forward are and how the Deans office can participate in that.

And then, of course, there's advocacy.

That one of the other questions I asked the Provost this morning was, you know, anytime anybody talks about this little public health, they talk about the need for space.

So I realize I only have 3 minutes left of the five she gave me, and so I said, how do you feel about that?

I said the message we've been getting is that we've been setting aside money and and saving.

How does the rest of the campus look at that?

Are they more and more likely to want to support us becoming part of the Health Sciences campus, or did they support this?

And she said she supported it.

So she was encouraging about us continuing to think about building that second building.

So that was great news.

I enjoyed hearing that, so I would want to continue advocating for that.

Uh, and then before I let you ask your questions and put me through the academic equivalent of Kobayashi Maru, I will, I will ask the question that I think is the most important question, though.

Why?

Why?

Why did you do this?

And so the simple answer is I want to be the Dean.

I want the job so I knew about 2 1/2 years ago that Tom first hinted that he might be headed toward retirement, and so I quickly went through all of the emotions that you have here, stop sorrow, and what?

What are we gonna?

What are we gonna miss?

So how my things change?

And so then I started thinking about, well, what could I do about that?

Might I might I be willing to step forward?

So uh, it didn't take long for me to decide to do that.

And so I've been doing the same thing I did at the start of my talk, which is placing myself in that position, making it obvious that I do want to do that.

I hope that everybody and and moving forward.

So that's my answer to those.

I don't know where I am on time.

I hope I'm OK. Great.

So I am more than happy to open up the floor.

OK so.

Stop sharing your screen so everyone see what's going on.

They'll start in the space here, and then we'll go online for questions.

So let's.

OK.

And noted, we Doctor Hardin, will repeat the question.

On it, that was an issue yesterday.

We do apologize, but we will make sure that online can hear us as well.

So first question.

30.

Start now.

What type of skill?

And the pallet I see.

Uh, so the question was Provost Arnett has espoused to desire to be data driven.

And So what kind of skills might I bring to to bear on that particular thing?

So hopefully I'm a Biostatistics from a person, so that's what I do for a living.

Umm, it took a long time.

I wanted to start the the story from the beginning because it wasn't part of my education.

It was part of my experience, my life experience, and so I often tell my students, umm, the the greatest skill you will learn when you leave here is how to talk to people.

So if you can learn how to explain technical things to a smart audience who just doesn't happen to understand statistics, then you're golden.

That's that's what you need to do.

Second lesson, a consulting is no matter what the person asked, no matter what it is, your answer is ohh I'm an expert at that.

Thanks for asking that.

And you go back to your office and you call me or look it up online.

I heart thing to be.

Data.

You'll get it.

James, you're stuck on the substitution and you're, uh, sometimes the situation seem to be on.

It's several things of thinking about that.

But where did you see using your daughter to make decisions?

That's when the.

Gotcha.

So question was umm, while you may be data driven.

Uh, where do you stand on using your gut to make decisions so as a last resort, basically, I have a gut reaction just like anybody else.

But again, I'm not afraid to ask questions, and I'm not afraid to pick up the phone.

Umm I I count as mentors several people around campus, you know.

No other thing I would do when I arrived is is corner Tom Chandler.

He's he's still going to be here and he'll be a wonderful source of information and experience and so be glad to talk to him along with everybody else.

So gut reactions I I do have gut reactions.

I try not to.

Uh, I try not to be forced into an into a decision that I'm uncomfortable making, and so I'll negotiate my way out of it, at least to get more time and and and go to school.

Thank you for a great time.

I I'm wondering what your ideas are for how to?

In your faculty and I guess also.

The junior.

Time you have things like the proposal and things like that, but if you have other ideas. Yeah.

Yeah.

So the question was we have we have a lot of uh junior faculty and what are my ideas for retaining them and ensuring their success?

And so this is another example of some good ideas that have been started and really need to be fleshed out.

Include our requirement that came down as an edict from the Dean's office that everybody has to have a mentorship team.

That's a wonderful idea.

Everybody should have a mentorship team.

I tell all of my students.

Uh, they matter how many mentors you get in your life.

Don't ever let those people escape you.

Continue to send them anything you need when you need advice, but what did we do beyond that?

That was it, he said.

Everybody has to have a mentorship team and we stopped.

That's part of the weakness of not having centralized reporting structures.

So everybody with forward made sure that everybody had that every faculty member had a mentorship team, but there was no follow up on what took place in the meetings or indeed, even if the meetings took place.

So I'd like to revisit that.

I would like to there's now a couple of questions on the annual review, where at least

we're collecting that information, right?

How many times did you meet but absent from it is.

Did you find it useful or anything else?

So we really would like to get that information or propel.

Propel has been a wonderful program started in our school, and so I'd love to have a follow up just to see how are the graduates faring.

When I talked to Julia the other day, he said that the first cohort through PROPEL has generated to date \$23 million is a incredibly successful program across our campus.

But maybe there's something that the school could do as a supplement.

Maybe we don't have to do as much right?

Because now that the the VPR's office is handling propelled, but maybe we can do something as a as a supplement to that.

And you know, another idea along those lines is not just for junior faculty, but for mid career faculty.

They they tend to, they tend to get lost sometimes thinking about these.

You mentioned some of that.

Umm, some of those are.

What do you think they'll call to go about God?

So she's she.

She's calling me the task, she said.

I I mentioned some broken processes and which are those and how might I address those so they all have to do with communication so they can be as simple as we we go to the program directors and say you have described your program as providing these learning objectives.

Now we want to validate that you actually do that.

So what part of the course do you actually teach that particular thing?

Send us that information and not always, but sometimes we're meant with.

Ohh but well lots of times and they'll point to a whole bunch of lectures.

Maybe a couple of assignments and really should be simpler than that.

It really should be mapped out.

Much simpler than that.

And so that happened when the Office of Analytics went through and did panel reviews and blueprints and all of those kinds of things.

So.

So those are the kinds of processes that I'm talking about.

They're really it's an absence of the need to communicate that then comes around and we suffer because of it.

So yeah, those kinds of things.

It's nothing major.

We're going to take some questions online.

The first we have, what do you think the role of the Arnold school should be in a community engagement?

Well, we we utilize the community for lots of different things.

We utilize them to provide our students with places to go in their internship.

We also utilize them to participate in our research studies, and so we do have some, uh contact points into various Community aspects, but we don't have that centralized either.

That always strikes me as something that maybe could be housed in the Office of Research, and maybe it is.

I don't.

I don't think it is and so.

I don't know if I've answered that question fully, can you?

Can you tell me that the end of that question again, it's a, what is the role that Arnold so should be in?

So you're still doing.

Yeah.

So the role is we should be very actively engaged with the Community and we should know how we're engaged with the community.

And when you find the need to defend that you will be able to reach out to the community in a grant proposal, you should be able to know where to go to get that answer.

So not only should we engaging in that we should all have a real good idea of where to go get that information, her next ones, as you've been at USC for a while and have great institutional uncollege knowledge, how will you bring in new ideas?

How will I bring in new ideas so so some of my new ideas I've sort of mentioned to you and that those are sort of managerial and organizational.

Umm.

I will continue to value all of the things that we do in research, all of the money that that brings in.

I'll continue to support those efforts.



I would like to expand those kinds of things.

I'm not sure exactly whether we can go and and and ask for more.

Smart state centers.

Can we get more funding that way?

Can we get the centers that we have recognized at a higher level and the university?

And and things like that, obviously.

And also going to you, you, you all have many ideas so that I'd love to hear them.

Great.

How would you as Dean support these changes moving forward for the large number of professional track faculty in the Arnold School?

Ah, OK, I'm glad I got that question.

So we've because I'm associate Dean of faculty affairs and curriculum.

I actually oversee all faculty affairs, and that includes the professional track and for the seven years that I was over at there was very little to go on and have a single policy document within the school that dictates how we go through the process of evaluating the candidate for promotion and that's it.

There was an effort centrally to rewrite the faculty meeting which was gone, and so there was a couple of things that came out of that.

One was the need to form this new committee, which we are in the process of doing.

I have a list of people that wanna be on and in fact that list is almost 15 people, so there's lots of interest within our school of being able to participate in rewriting that document.

So I look forward to doing that.

It's way long overdue.

OK, so let's circle back in here.

Do we have any questions in the room?

OK, well, I'm gonna go back to virtual, alright?

So faculty in the Arnold School are extremely productive, but can you speak to your vision for improving our focus on quality impact that scholarship, not just count of pubs and grant dollars and amplifying our success to external folks that will evaluate?

I'm sorry.

Well, elevate our reputation.

Well, that's a that's a really loaded question too.

And it's it's, there's a couple of things that are constrained and answer on that.

One is tenure, right?

The faculty owned tenure says not a lot.

That being can do about that.

That belongs to you and you get to write the criteria the way you want to.

Now I've heard lots of discussion lately.

Especially uh with.

Taking a harder look at publications, in particular one of the reasons is that it's gotten relatively easy to get more publications rule your associations right, and so does the number all by itself carry all the weight that it should it it really doesn't.

But we don't have an alternative right now and for me to advocate for all and alternative would be misplaced.

It's something that I would encourage you to do.

It's something you need to decide, and it may be that you need to do that in context, right?

So if that answer might be different across the different disciplines.

Alright, what do you think is most important for the school to do to continue to build its research portfolio and the impact of that research?

What would?

OK, I'm sorry I haven't been repeating the question.

So what would be most important to continue to support research?

To build your to build its research portfolio and the impact of that research gotcha.

So impact is much harder, right?

And so it's one of our values and our value statements.

We wanna be impactful of everything, but the truth is most research is marginal.

You are pushing things forward just a little tiny bit at a time, and so that is going to continue.

We all wish that every time we did something, it was Earth changing and and that doesn't seem to happen.

We reward people who accomplish those things, and we were Ward, them financially and with extra space and with centers and things like that.

And so we'll, we'll continue to do those kinds of things with the feedback from the, from the faculty.

Any.

What's your boss your about?

Managing large groups.

What's my philosophy about managing large groups of people?

So I sort of gave you the philosophy that I have on managing people and so I can tell you that, umm, there are two direct reports right now that I can sort of pick out and use as an example and so.

They've been doing what they do for a very long time, right?

So there's not a need for me to be standing over their shoulders and asking what they're doing.

They will email me at least once a week with something akin to just wanted you to know I need to go do something else.

I've been pulled on to another task and so someone else in my office is doing the task that I normally do when I get back, I'll check it, everything will be done and at the usual time, but just wanted you to know, I expect that communication from them, something's gonna be different.

I expect them to give me and they don't expect me to say anything back.

I occasionally I'll write back.

Thanks for letting me know.

So I expect communication.

You don't want to be left in the situation where you haven't let somebody know something.

I think that's a uh, that's much harder to defend.

So even if it's a large group of people, I think I'm. I do.

You are my way to make sure that I touch base with each of them.

When I mentor junior faculty, I say remember at some point you're gonna go up for promotion, right?

And who's gonna write a letter for you?

Chair's gonna write a letter for you and the Dean is gonna write a letter.

Those two letters are gonna support you 2.

Whatever level that those two people want to put into that letter.

So if I were you, I would touch base with my chair every week, and I find a reason to be in the hallway right outside the Dean's office to catch the Dean to say hey just ran into you, wanted you to know if things are going well.

Something so, uh, sitting in your office and hiding it doesn't work.

So when I realize someone hasn't touch base hasn't checked in, I have a big concern. OK.

So there's the question, but I'm curious to hear your thoughts.

Is there division or policy or action that the Dean of the school book your time here

that you would have done differently you would that you agree with that you.  
Umm, yes and well, unfortunately the two the two examples that lead to mind I I for confidentiality reasons can't describe to you umm but I advocated I I told him my thoughts and why I thought that it should be something different and they didn't go along with me and and so I said OK what's my role?

And I and I did my part and forward, but the things I can talk about are just a couple of times I've I've advocated to initiate certain requirements for communication that he wasn't comfortable doing so.

There's an example, yes.

First thought it is Chinese.

To your experience and.

Lationship Gross, the institution with other colleges and schools and with.

OK.

Sure.

So I was asked to speak to my relationships and experiences with other leaders across campus.

So, uh, some of my mentors or are other Deans across campus.

And so I've been talking with them a lot lately.

And so they're very accommodating.

I can get him on the phone.

I can get him to meet on campus, and so I do that once every other month with those uh umm, another department chair that I meet with.

So so to give you some specifics, this is from pharmacy from College of Nursing, I had a long standing relationship with the College of Nursing Umm Bernardine Pinto, supported me 20% a day a week for many years.

My responsibility was to go over to the College of Nursing and sit in office and be available, and that meant for whatever.

So it hearkened back to the three manuals on my lap and a phone, so I waited for people to come into the office and they asked me, I don't know how to respond to this referee on this paper I'm doing, or I need some help on this grant proposal or whatever.

I did that.

Even after I became associate team, so I continued to do that.

But Bokai does that, you know.

So I've worked with them.

Statistics I've worked with. Uh.

I think that's it.

If there's, there might be some other folks that I've worked with.

There's certainly within the Institute for Families and Society.

I know Sherry Shapiro very well.

And Anna and Kathy and so worked over there for a long time.

So happy to continue with me, yes.

So that touchstone on this and this across the course Presentation today, the Arnold School stuff action problem.

Right.

And you know, years have been harping on how it is that we are, you know, moving up the rankings and I funding and funding and publication metrics, but that we don't move in the you know U.S.

News and World Report Rankings how are we going to address that issue?

Yeah.

So the so the question has to do with rankings.

And so the Dean has always brought up our rankings in U.S.

News and World Report and how well we've done with NIH and what might we do to better our reputation.

So that's a great question.

In fact, the Provost asked me that question this morning, though she's worried about that as well.

And I think she's been talking to each Chandler, over over time.

So I don't have a great answer to that.

Umm, we we present our work and we present our best selves.

You are already going out and making presentations across the country and and throughout the world.

And so I don't know whether it's worth, you know, maybe getting together and talking about is there some kind of additional message that we can carry forward as representatives of the school, especially insofar as the reputation that we have around our own country.

So when we get out of the Deep South and we go to talk to the potential of schools where some of those graduates could come in and work for us, they may not want to comment.

So is there something else that we can deliver the beginning or ending of our

presentation that would bridge those words?

And so I, I'd love to have a conversation about something like that.

Now as far as the rankings, I don't.

I don't know my my feeling about the rankings, especially in U.S.

News and World Report was that that they rely heavily on what they said last year and what they can find on the Internet.

So I don't know what we can do.

I think I think something, some things that could be done are that as Dean, I could seek to to become a representative in some of our national organizations and find a platform there and represent us in international and national things.

And so are beyond that, happy to have a discussion.

Are you?

We're going to take one bottle question, then we're going to turn it over for closing remarks.

If you were not able to ask the question, we do have the staff and faculty session, so please hold those and ask them the next ones, OK?

Like I would ask you the conversation or back.

No, yeah 500.

Right of our vision.

The health professions.

Millions of dollars.

What are your ideas on elevating every?

All of our undergraduates so question was focusing on the undergraduates and the size of the undergraduates and how the continued growth and that that really is the engine that's running the whole school, right.

That is, the funds that are really running everything and so totally agree with you.

And so I was so pleased when I talked to the Provost this morning that she didn't.

Uh, you know, turn off the meeting.

When I suggested that perhaps it would be nice for us to be in charge of a Carolina core requirement, not only will our students benefit because I can tell you as a mathematical statistician, biostat is different from stat.

It's really, really differ.

And so they would benefit from hearing all of these things from us.

I would love to see that would be happy to entertain thoughts of of looking at across our programs and anytime we have electives that go outside of our school, maybe

they should stay inside of our school.

That's another way to that that prevents me from going to the Deans of the Provost office and saying can you move this money from bucket B bucket, OK.

Umm but yeah.

So I'll turn it over to you for any closing remarks.

Ohh well so I have appreciated this opportunity.

This continues to be just a little bit odd to be on this side of the table, but thank you so much for those of you who made the track over here and are in the room.

I'm looking forward to the rest of the day.

I hope there's many, many more questions.

Umm and I have really enjoyed all of the time that I've been here.

I look forward, everything that's to come.

Thank you.

Yeah.

Yes, you.

You.

Here.

Yeah, right.

● **Hulett, Caroline** stopped transcription