

## Summary of Presentations from Break-Out Groups

### Group A

<b>Reaching Out to Statisticians in Other Departments</b>	
<b>Recommendations</b>	<b>Further Issues</b>
<ul style="list-style-type: none"> <li>• Modestly enlarge the primarily-appointed faculty; broaden linkages with joint and other statistics faculty</li> <li>• Primarily-appointed faculty: Targeted recruitments in specific substantive areas (ie, statistics for social sciences)               <ul style="list-style-type: none"> <li>○ Majority opinion philosophy: continue to hire the “best person” for the job, subject to ...</li> <li>○ All other factors being “approximately” equal, hire based on substantive interest</li> </ul> </li> <li>• Targeted joint/interdepartmental hires for new Biostat faculty               <ul style="list-style-type: none"> <li>○ Ground-level collaboration in identifying needs (for example, joint recruitment w/ EHS)</li> <li>○ Identify other possible areas for similar joint recruitments:                   <ul style="list-style-type: none"> <li>▪ Behavioral sciences</li> <li>▪ HPM</li> <li>▪ Epi</li> </ul> </li> </ul> </li> <li>• Involve more outside faculty in departmental events (ie, retreat)</li> <li>• Increase joint appointments of current faculty, where appropriate</li> <li>• One-day "statistical developments" symposia               <ul style="list-style-type: none"> <li>○ Would provide statistical service to the School</li> <li>○ Would “showcase” our departmental research</li> </ul> </li> <li>• More frequent “Richard Royall”-type symposia</li> <li>• More systematic introduction of junior Biostat faculty to substantive areas</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of areas beyond plausible scope of meaningful involvement given departmental goals</li> </ul>
<b>Teaching/Courses</b>	
<b>Recommendations</b>	<b>Further Issues</b>
<ul style="list-style-type: none"> <li>• More “bi-directional” co- teaching</li> <li>• Targeted introduction of new courses to address specific areas</li> <li>• Have chairs present on their dept’s statistical needs (possible alternative to Advisory Committee)</li> </ul>	<ul style="list-style-type: none"> <li>• Proactive efforts to promote departmental philosophy of key role for discipline-based departments in academic excellence</li> <li>• Strategic balance between maintaining high quality of our PhD program while meeting increasing statistical education needs throughout the School</li> </ul>

## Summary of Presentations from Break-Out Groups (cont'd)

### Group B

<b>Teaching/Courses + Reaching Out to Statisticians in Other Departments</b>	
<b>Recommendations</b>	<b>Further Issues</b>
<ul style="list-style-type: none"> <li>• Improve statistical education for public health scientists and professionals AND improve interactions/impact of our teaching among faculty in other departments through:               <ul style="list-style-type: none"> <li>○ A new kind of "seminar"                   <ul style="list-style-type: none"> <li>▪ Once a month?</li> <li>▪ Devoted to basic statistical education topics</li> <li>▪ Informal (ie, "10 Things You Need to Know about Logistic Regression")</li> <li>▪ During lunch time?</li> <li>▪ Advertise these seminars in introductory sequences, Center clinic, website</li> </ul> </li> <li>○ "Market" our curriculum:                   <ul style="list-style-type: none"> <li>▪ Statistical education advisory committee of our faculty + statistical and non-statistical faculty from other depts (no chairs) to meet once a term</li> <li>▪ More co-teaching of second-year statistics electives (à la Biostat/Mental Health Psychosocial Research course)</li> <li>▪ Increase our awareness of other statistical courses and how we can prepare SPH students for them                       <ul style="list-style-type: none"> <li>≡ HPM required course in econometrics at Homewood</li> </ul> </li> <li>▪ One-day symposium on statistical education</li> <li>▪ Increase enrollment in MHS program by targeting other types of students with various options in the curriculum (ie, allowing a more applied emphasis)</li> </ul> </li> </ul> </li> </ul>	

## Summary of Presentations from Break-Out Groups (cont'd)

### Group C

<b>Training of Master's Students (ScM and MHS)</b>	
<b>Recommendations</b>	<b>Further Issues</b>
<ul style="list-style-type: none"> <li>• Retain the ScM program but keep it small in size</li> <li>• Modify the ScM/MHS curriculum:               <ul style="list-style-type: none"> <li>○ 670 series is too technical</li> <li>○ Institute 680 series                   <ul style="list-style-type: none"> <li>▪ 681-3 Essentials of Probability and Statistics</li> <li>▪ 684 Statistical Learning</li> <li>▪ 650 sequence</li> <li>▪ Computing sequence</li> <li>▪ Internship/final project for MHS (ScM students already required to write a thesis)</li> </ul> </li> </ul> </li> </ul>	
<b>Consulting Center</b>	
<b>Recommendations</b>	<b>Further Issues</b>
<ul style="list-style-type: none"> <li>• Essential for helping us meet the statistical needs of other departments</li> <li>• Needs to grow</li> <li>• Needs a full-time director to:               <ul style="list-style-type: none"> <li>○ Run the fee-for-service component</li> <li>○ Educate our student consultants to be effective communicators</li> <li>○ Reach out to other departments and divisions</li> </ul> </li> <li>• Would be good to have an on-staff master's-level statistician with two advisors: one primarily appointed in Biostatistics with a joint appointment in another area, and one primarily appointed in another area with a joint appointment in Biostatistics.</li> </ul>	<ul style="list-style-type: none"> <li>• Rank of director               <ul style="list-style-type: none"> <li>○ Tenured/tenure-track?</li> <li>○ Should s/he be someone already here?</li> <li>○ Special (ie, non-tenured) appointment?</li> </ul> </li> <li>• How to recognize percent effort of faculty who participate in the Center?</li> <li>• Merger with Center for Clinical Trials?</li> </ul>
<b>Public Health Training of Doctoral Students</b>	
<b>Recommendations</b>	<b>Further Issues</b>
<ul style="list-style-type: none"> <li>• Maintain current strengths:               <ul style="list-style-type: none"> <li>○ TA-ing for 620 series</li> <li>○ Opportunities to work in the Consulting Center</li> <li>○ Working groups</li> </ul> </li> <li>• Increase the role of students in the Consulting Center</li> <li>• Institute a student seminar series</li> <li>• Increase interactions with joint MHS-PhD students</li> </ul>	

## Summary of Presentations from Break-Out Groups (cont'd)

### Group D

<b>Junior Faculty Mentoring</b>	
<b>Recommendations</b>	<b>Further Issues</b>
<ul style="list-style-type: none"> <li>• Current informal system is strong but could be strengthened by:                             <ul style="list-style-type: none"> <li>○ Assigning mentors from outside Biostatistics</li> <li>○ Targeted “matchmaking” by the chair between junior and senior faculty</li> </ul> </li> </ul>	
<b>Interactions with Other Depts</b>	
<b>Recommendations</b>	<b>Further Issues</b>
<ul style="list-style-type: none"> <li>• Symposia could introduce and promote new methods and need for same</li> </ul>	<ul style="list-style-type: none"> <li>• Instructors of large service courses more likely to be asked to serve on non-Biostatistics exam committees                             <ul style="list-style-type: none"> <li>○ Encourage them to make connections and share “duties” with other faculty members who have the necessary expertise</li> </ul> </li> <li>• “Big Science” projects need careful consideration before being undertaken                             <ul style="list-style-type: none"> <li>○ Implications for the dept not always positive                                     <ul style="list-style-type: none"> <li>▪ Project can take on a life of its own</li> <li>▪ Departmental faculty can get “bogged down” in data collection, managerial issues</li> </ul> </li> </ul> </li> </ul>