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HEALTH TEACHING

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>> ADNAN HYDER: Greetings, everyone. Welcome. It's my great pleasure to welcome you all to this presentation on the future of public health teaching. My name is Adnan Hyder. I'm privileged to serve as the Dean of the Boston University School of Public Health. And on behalf of our school, welcome to this conversation.

We are celebrating 50 years of our school's founding, so it's our 50th birthday, 50th anniversary, and we are so excited to talk about something so critical and vital to our future, which is the teaching of public health.

I'm also delighted that four amazing colleagues from around the country have accepted to be part of this panel. This will enrich the experience. It will bring a diversity of perspectives on pedagogy, on curricula, on modality, all the things that, in fact, is the bread and butter of schools of public health. So I want to thank them in advance and particularly their institutions. And I want to thank the moderator for today, my colleague, professor Chris Louis. Chris serves as Associate Dean for Academic Affairs, a professor, has years of experience both in the teaching, curricular design, and management of programs here at the School of Public Health and beyond.

And so, thank you very much, Chris, for collecting this stellar panel, and I look forward to hearing a brilliant conversation on future of teaching. I'll come back towards the end. Thank you so much. And over to you, Chris.

>> CHRISTOPHER LOUIS: Dean Hyder, thank you so much for that introduction. Really appreciate it. Delighted to be here. Welcome panelists and everyone tuning in. It looks like we're

just about to hit the 200 mark in our participants and I think that's wonderful today.

For today, going to -- I'll talk a little bit about public health, public health education, we will introduce our speakers and go through our moderated panel and have some Q&A time at the end for the audience. So if you have questions, please put them in the. Which we're going to get to those toward the end of the little after 2:00 Eastern time. And look forward to hearing what people have to say.

Public health education has always evolved to meet the changing needs of society. But it feels like we're in a particularly dynamic time right now. We're facing rapidly-changing higher education landscape while responding to new technologies, shifting workforce expectations, evolving student need, and increasingly uncertain policy environment.

At the same time, our mission remains the same. It's to prepare the next generation of public health leaders to improve the health of populations in communities. The question is how do we continue to do that as the world around us continues to change so fast?

As I think about the future of public health teachings there's five issues that seem to be at the forefront of the conversations I'm having with colleagues almost every day. Those relate to the policy and financial environment, so how many institutions are navigating uncertainty related to international students, research funding, immigration policy, and broader issues that place pressures on higher education. And these external forces are influencing everything from enrollment and budgets to our ability to recruit outstanding student, train them, and put them into jobs that they're going to really enjoy launch successful careers in.

Second, the value proposition of graduate education. Students are asking important questions about the return on investment for a graduate degree. They're looking for programs that are not only academically rigorous but also flexible, career-focused, and responsive to their lives, many of whom are working professionals.

Third, everybody's favorite topic, artificial intelligence. It's specifically Generative AI. It's already changing how our students learn, how we teach, and how public health is practiced. It offers tremendous opportunities, but it also challenges us to rethink assessments, curriculum, and the skills we distinguish graduates if preparing them for an AI-enabled world.

Fourth, practice-based learning. I teach multiple classes. And we know that these are some of the most important learning

experiences for students because they happen outside of the classroom. As public health challenges become more complex, how do we create and continue to create high-value, high-quality experiential learning opportunities that truly prepare students to lead and practice and take a step into the working world opposed to learning something new once they get out there and get into their first jobs.

And finally, preparing students for future workforce. Technical knowledge is always going to matter, but employers are increasingly looking for graduates who can lead team, communicate effectively, think strategically, and translate evidence into action. Those leadership skills are less quantifiable in and more moldable through experiences and different avenues. So these are the big questions that we're going to tackle today along with others. And I look forward to hearing what our guests have to say in the chat later on. And I know there's no single or simple answers to these questions. But that's why I'm excited about this panel today. And let me introduce them.

First I would like to introduce Dr. Elahe Nezami at the University of Miami Miller School of Medicine. At the Miller school, she serves as the program director for the online MPH, the Program Director for Global Medical Sciences, and she has created undergraduate degrees and directed them for more than 25 years.

So welcome.

Second, Dr. Linda Niccolai is the Associate Dean for Academic Affairs at the Yale School of Public Health and professor in the Department of Epidemiology. She's an internationally-recognized scholar and infectious disease with specific interests in vaccine-preventable diseases and sexually transmitted infections. She has been teaching epidemiology methods courses to MPH, MS, and PhD students for over two decades.

Third, Dr. Gregory Pavela is Associate Dean for Academic Affairs at the University of Alabama at Birmingham School of Public Health where he is Associate Professor in the Department of Behavior. He teaches courses in research methods, public health ethics, public health law and policy, and the social and behavioral determinants of health. And last but not least, Dr. Robert Weiler who is professor in the Department of Global and Community Health and is Senior Associate Dean in the College of Public health at George Mason University. His interest grew from his up bringing in West Virginia community shaped by coal mining and related industries. His research focus on program evaluation, school health policy, and programs, problem drinking, and injuries among college students and substance

abuse prevention among adolescents and young adults. And Bob, grandfather may have worked in one of those coal mines many decades ago, but we can have that conversation another day.

Thank you all so much for being here. Really appreciate everyone's time, and great to see people here taking time from their summers to join us in this really important topic.

So I want to launch into our first question here. And this is about the challenges and the concerns that our educators have for today. So Dr. Elahe Nezami, with all the challenges we're facing and some of those topics that I brought up before and the changing landscape that we have to prepare our graduates for, what is your biggest concern related to teaching public health for this coming year?

>> ELAHE NEZAMI: I really appreciate the opportunity to be your guest. Thanks to Boston University for arranging this webinar, and thanks to all of our listeners whom I'm hoping with their questions contribute to the discussions.

I'll tell you what's my biggest concern and issue. And that's are they preparing graduates for the workforce? The workforce of next year and after that. Are we doing a good job in that? And as I ask this question, I want to say it is potentially a challenge, but it makes me very excited because it is also an extraordinary opportunity for us to reshape the future of public health education. So I look at it in a very positive perspective.

As you mentioned, we have a lot of challenges that we need to consider. The public health trust has been eroded. Political polarization is part of our everyday discussion. The workforce shortage is also considered but at the same time traditional public health jobs are not as available as they used to be. They're on a decline. Climate change is happening. There are budget constraints. There are emerging infections. And there are new opportunities for job markets that are emerging.

So when you consider all of those, then what I have been thinking in answering my own question of are we preparing the next public health workforce has been to think about whether the skills that they need to have and as I've been thinking about it, and I hope to hear from all of the audience their thoughts is that our education has to be relevant. We need to be agile. We need to be flexible. We need to be forward-thinking. I like to see a focus that is about critical thinking, how to be creative, how to learn to be always learning, a life-long learner. How do I integrate AI and use AI ethically? How do we prepare our students to work in interdisciplinary jobs where they are really functioning as a public health professional, but they're working with engineers. Maybe with clinicians. Maybe

with business leaders. Maybe with policymakers in different kinds of jobs. Do they have good communication skills? Are they able to build trusting relationships? Can they workforce ready as soon as they graduate?

So how do I connect my education to the workforce training? And as a result, I've been thinking experiential learning needs to be really the hallmark of our education. Not at the end, at the time of practicum, but throughout. And potentially, use simulation. So they would be placed in safe environments where they have to problem solve. So to me, this is an exciting time that they need to reshape the education for future. And it requires for us to be flexible, innovative, and willing to rethink our assumptions. And I want to emphasize, this is not an easy task. And that's why I feel like we all need to remain grounded in our public health core but embrace innovation and change. This is not one man, one woman, one university's job. It is a collective task to be able to address my biggest concern, are we preparing the next generation of public health professionals? And I do invite everyone to help contribute to this discussion.

>> CHRISTOPHER LOUIS: Thank you so much. That's great. Let me turn to Bob and get your thoughts on this question as well. What's the biggest concern? There's a lot of topics that Elahe brought up, but certainly, things impacting the students at George Mason and abroad. You're on mute.

>> ROBERT WEILER: Yeah, thank you, Chris. And thank you for that backdrop Elahe just hit on so many excellent points. And I was testifying about the future of public health and public health teaching, and I always think about trying to predict what the future is. And I go back to what Yogi Berra said or Mark Twain, it's I can predict anything but the future.

So it's -- who knows what the future is going to entail, but we know it's not going to be the same as it is now. I think some of the biggest concerns I have, I have a number of concerns. And it's less to do with AI, although I think that's from an application point of perspective, but in addition to the skills, I think from a professional standpoint, are we trying to do too much, especially with the MPH degree in I've had conversations with a number of people about how, you know, a lot of times the competencies, as well meaning as they are, we are teaching at a professional degree program with a set of competencies that seem to be, you know, a mile wide and an inch deep. So I don't know if they have a strong command and a strong set of skills that is going to be needed for the workplace and being able to monitor that.

I'm also a little concerned about the process of learning. We typically measure outcomes by looking at course grades,

assignments, and I've been really interested in what I've been thinking about is the learning process itself. What students must learn, what they must master, and the deep understanding and the skill applications they must have to be successful. And I too think that life-long learning is going to be critical. I think in addition to preparing public health professionals, however we define that, and the scope of skills and knowledge base, however we define that, what is the discipline expertise that they're going to walk away with? But also, are they able to cultivate questions? So much of what we learn is quizzy and not inquisitive. So how are they approaching the world? How are they looking at problems? How can students come up with questions? And I think we need to do a better job at monitoring learning opposed to just focusing on outcomes. Because it's that process of learning, especially with AI that's now a little bit more fluid and messier than it's ever been.

So in addition to the practitioner, we need to develop our public health intellectual, so to speak, people that can really grapple with some of the most difficult problems and look at it from a really deep, thoughtful basis. And then the other thing that I'm concerned about is whether or not how are we preparing our doctoral students that are leaving the academy, and do they have the skills necessary to be effective teachers? They are going to be the future teachers, the future faculty member, and we want to ensure that they have the preparation that they need to be successful, not only in their research enterprise and their scholarship, but also in the classroom, especially given that the majority, many of them that are into the academy will spend a really significant amount of time in the classroom and with teachers.

So I think those are broadly some of the things that I'm kind of concerned about as we enter into this new academic year.

>> CHRISTOPHER LOUIS: Yeah, all great points, Bob. Really appreciate those. And I've seen in the chat that there's been some conversation about wanting to talk more about doctoral students so maybe if we have time in the Q&A, we can come back to them in particular and unpack some of the issues particularly germane to them. But Linda and Greg, let's hear what you have to think. What are you stewing on these days?

>> LINDA NICCOLAI: Yeah, so it's a great question. And I think, you know, the first thing that pops into my head when I think about concerns I have about the coming academic year really is the morale of our students and what they're facing. Chris, you talked in your remarks about this moment in time where we are really facing unprecedented challenges at the Federal level with policies and legislation, both proposed and enacted, that really threaten both higher education and public

health. So it's kind of like coming at public health education from both directions.

And I think, you know, a message that could be received is one of, you know, limited value of public health, given the funding and other decisions that are being made, as well as real, legitimate concerns about the feasibility of doing public health work.

So when I think about the coming year, I think what I really want to instill in our students through both communication and through modeling it is hope, right? That it's not just this year or next year, we are training our students, hopefully, to be life-long public health practitioners and scholars. And in two years or four years or whatever time horizon you want to look at, again, we need to focus on this year, but I think instilling in our students a sense of resilience that in two years or four years or however many years you want to look out there is going to be a real need for a very robust public health workforce. We will need to reinvest and rebuild a lot of what has happened in recent years. So I think the future, there's going to be a tremendous need for what our students are going to be able to contribute. And we need to focus on that message.

>> GREGORY PAVELA: Thank you, Chris. And I'll jump in and I'll be brief because I think we'll be talking about this during the discussion, but my biggest concern is a concern that's already been discussed and that's the impact of artificial intelligence on student learning. I think the challenges that we faced in previous years will continue. I serve as the school's academic integrity coordinator over the past couple years. We saw a 3 to 4 fold increase in number of students that were found responsible for what we called unauthorized use of artificial intelligence at UAB. And that raises lots of questions about how our teachers are using AI or detecting AI in their courses. How are instructors integrating AI into their assignments? From the students' perspective, they encounter a huge range of expectations from their instructors about whether or not they can use AI in the course. Some require them to use it. Some put an absolute prohibition on it. So that can be confusing to students and sends mixed messages. And then finally, all of this adaptation of our course materials, assignment, lecturers, all has the backdrop of Title II accessibility changes. And having to revamp for us our canvas shells to meet these Title II requirements.

So I think both of those two challenges have been with us for the past year or so, and they're going to stay with us going into next year.

>> CHRISTOPHER LOUIS: Yeah, that's a great point. And I know it's something we regularly talk about it. It is a top that I can our faculty Senate has brought up, about variation and how it's being applied, how students are using it, some of the issues that we're seeing. It is definitely top of mind for folks and we're definitely coming back to that today. Would love to see questions from the audience about things that are on your mind or comments about some topics or issues related to AI that people are grappling with now so we can all use this maybe even as a therapy session to try to understand how to move through this really challenging time.

But there's a way forward, and I know it.

So as we thought about these questions, we really wanted to start broad and go external with a couple of topics first before we really look internally to the institutions.

I want to ask and I'll start with Dr. Gregory Pavela here. How is your institution bracing for the impacts from the recent changes to policies that are, you know, offered up or implemented by the Federal Government such as the federal student loan reform, international student policy, and some of their changes and impacts on those students? And how have these recent trends impacted your student body? And what are you doing to keep people informed, engaged, et cetera, et cetera?

>> GREGORY PAVELA: Thank you. And you know, there are so many policies to respond to, it's hard to know where to begin. And I think all of us are still learning how to respond to policies that are rapidly changing. So from a very broad perspective, what I have come to appreciate more, and I've been in my role for about three year is the importance of information sharing. For me to instructors and faculty and department leaders. And also the importance of information sharing from central university administrators to folks in my positions across schools. So UAB is a very school-centric focused campus, and we tend to be somewhat autonomous, but we all depend on the expertise of legal counsel and other administrators to give us advice about how to respond to these policies.

One of the things in terms of information sharing that I experienced, so I'm in Alabama. In 2024, there was a state bill, state bill 129 that raised a lot of concerns among teachers and faculty members about what they could teach in the classroom. And what happened is a lot of individuals understandably were concerned about transgressing these policies. They may be overly interpreting what they could and could not talk about. And they began to self-sensor. And that was the last thing I wanted instructors to do was to stop teaching, for example, about women's health. Can I still teach about women's health in my class? And so individually meeting with instructors and dealing

and reassuring instructors who are very anxious. So that's one of the values of information sharing, sometimes on a personal level, which is time consuming, but to make sure that the policies that we are preparing for are in fact the policies and that we're not overly interpreting them.

At the State level, the changes we've seen are largely related to curricula and things that we need to put into our syllabus and other issues like that. At the federal level, a number of policies related to research, policies that are affecting international student enrollment and enrollment generally with changes to life-time caps on student loans. So in this vein of the importance of information sharing between administrators and different units, we meet monthly. We bring me, some other folks in the School of Public Health, with the chief international admissions officer at UAB who can answer questions about the impact of certain new regulations on student visa types. Every month, I'm learning about a new visa and new restrictions on these visas that our students hold. And I'm not an expert on visas and policies. I'm not an expert on Executive Orders and how to apply them. So I really depend on the information that's coming from experts elsewhere on the university.

In terms of the impact some of these policies have already had, I'll focus on the international student enrollment. And there's a recent report that I would encourage folks to look at, looking at MPH application and enrollment trends. And they show a nationwide decline of about 23% in MPH applications between May of '25 and May of '26. And that is very consistent with what we observed here at UAB. And then nationally, applications from international students declined by 34% over the same year, on a 16% decline among U.S. citizens. So I'm sure like in folks participating in discussion and listening to us now have been affected by these policies in international student enrollment.

So last thing I'll mention before we pass it over, and this is a change that we made prior to the pressures on student enrollment and international student admissions was making scholarships available on a rolling basis to students. Previously, we had really only the capacity to offer scholarships to students who were matriculating into the fall term. And we are able to do that in the fall, spring, and summer now thanks to the great work of our admissions team. So that's going to help some of the financial pressures that students receive as well. So there are some things that we can do on our own separate from relying on the guidance of central administration and interpreting and responding to these policies.

>> CHRISTOPHER LOUIS: Yeah, thanks, Greg. We have federal and state policies and laws that we are grappling with and adjusting to. And some of those things are unique to certain areas of the country, certain state, et cetera. So a lot to unpack there. And we're all still unpacking together. Elahe or Bob, any comments as well?

>> ELAHE NEZAMI: I love to mention something and that is, you know, I'm coming from joining from you the beautiful state of sunshine Florida. And I am listening, there was one thing Bob mentioned and that was we can't predict the future. We didn't predict the today that we are facing. And we don't know what else might be upcoming. So I keep in my mind that public health has always operated in the face of uncertainty. And we cannot really predict whether the new challenges that we may be facing, but our job has always been to navigate challenges.

So I see this as an opportunity for us to lead and communicate effectively. I see us as people, as you just mentioned, not experts in certain areas. We are also learning. We are also learning how to be resilient ourselves, be adaptable ourselves, and figure out solutions. So we are basically models for our students to learn as well because they see some of the challenges we are facing, and they see how we are trying to be creative to find best ways of communication.

And for international students, our concern is not just that they're not applying. Even ones who have applied agree to come, are having difficulties getting visas. So we have been working on prioritizing our communication with them. Build connection and stay in connection with them. And be very transparent about everything that is happening. Because it's one thing to say, They are the numbers are down. It's true for all of us. And they're not coming this year. But what I worry about is that as they start going to other countries, to do their education, would that start a trend that will take a lot of effort to change in the future?

So I feel that we need to focus on very thoughtful advocacy, and community our evidence clearly.

Be respectful and engage with decision-makers and communities. And balance different perspectives because we have to be seen as trusted voices to be able to build bridges. And we do need to build those bridges. I don't think it would be sufficient to just wait and see what happens, but rather, we need to be able to contribute effectively, even when the voices are different, even when we don't agree with some decisions because we need to provide the evidence and we need to be seen as trusted people who can provide information that many contribute to the decision making of future.

>> CHRISTOPHER LOUIS: Thank you so much. Bob, any other thoughts on this topic before we move to value and flexibility?

>> ROBERT WEILER: I'll just say, Building upon what Gregory said, at Mason, being 14, 15 miles from central D.C., you know, we're like in the midst of all it, seems like, the Nexus of all these political debates and the impact of the policies of the past 18 months or so. I can say that our central office, our central administration office, our central legal office, our graduate school, our graduate program office and the like, we have been working closely to try to mitigate the impact the policies are having. It's too soon to determine what type of impact that will have, but like many of our peers have experienced a decline, especially in our international students.

Domestic students certainly but it's really been hard on our international students.

Thing is something can't predict the future, but I think all of us are going to have to do a better job in anticipating the future. What is going to come down after the midterms, not to get too political, and the next administration, how things may change and keep abreast of what's going on. And I think they do a wonderful job keeping everybody informed and up to date as to, you know, what we need to know and consider moving forward.

>> LINDA NICCOLAI: Can I add just really quick before we move on, just to say thing is a tough one because we find ourselves being very reactive and not proactive, right, which is not what we like to do in public health. We like to be proactive, but we're reacting to what is coming at us. And I think a lot of what is coming at us is this chaos and confusion around it's coming fast, it's coming furious. So I just want to underscore what Greg said about the information sharing. I really feel like it is our job as administrators to stay on the top of what's coming at us and to explain to it our students, right? Because it's really confusing. And both what Greg and Bob said is we rely heavily on our central university resources for that. And just to help, to reassure -- a lot of what comes our way doesn't come to pass, right? So it's being thoughtful and deliberate and intentional and preparing for the worst but recognizing that the worst doesn't always happen.

So providing reassurance to our students I think is also really important.

>> CHRISTOPHER LOUIS: Yeah, that's great, thanks, Linda. And I'll underscore too, I've been on two calls this morning with university-level lawyers and others just talking about scenarios and talking about what could happen, what might happen, how do we prepare for these things. But we need time, like time has to, you know, we don't have a lot of it in some cases, but we have to let these things play out, whether it's

through the legal system or how we're going to implement a number of these policy changes and other things.

So and I also want to give -- before we move to the next question, just a quick acknowledgement to the. Which you guys are getting a lot of love. There's a lot of -- your points are landing, a lot of people nodding virtually. So that's good news. Just wanted to say thanks and keep those comments and everything coming. And I have a number of questions building in the Q&A portion of this. So we'll have plenty for that part. But let's move into our next question, which is really about this interplay between value and flexibility.

There's an ongoing conversation about this in public health and Linda, I'm going to come to you next? So what approaches is your school taking to offer high-value degree programs and other offerings like certificates or micro credentials or things like that, while adapting to the flexibility demands of learners. We have an increasing number of students who want to go to hybrid, remote only, all sorts of other models and how do you keep that balance between maintaining that high-value service with meeting them where they're at?

>> LINDA NICCOLAI: That's a great question. And it is exactly that. It is a balance. It is not one or the other, right? I think we need both the traditional in-person, on campus programs and we need the remote, and hybrid programs. And the reason for that, well, there's several. One is, it's to be accessible and inclusive. So not serve at a point in their personal life or their professional life where they can pack up and move and commit a full two years to a degree program. Some people have professional or personal obligations that prevent them from doing that. So the remote and the hybrid learning I think is a really opportunity. So we need to provide our training, right, to learners from around the world at different life stages. So it's really fundamentally about accessibility and being inclusive.

I also think it's reciprocal. I think we benefit as a school and as educators when those students, right, the ones from around the world and with different lived and professional experience, come to our classrooms, although virtual, to contribute their experience and expertise. So they benefit from the opportunity, and we benefit from having them as learners in our community of students.

I do think nothing will replace, nothing should replace traditional, in-person teaching and learning. I think those programs need to continue. But I think that the remote options, right, the certificates really expand our reach. So it's a both not an or.

And I would just like to note that there are hybrid models. It doesn't have to be fully remote or fully in-person. We have an executive and ph program here at Yale that is hybrid. It is remote synchronous and asynchronous learning with three intensive weeks spent on campus doing in-person learning.

So there are hybrid models as well. I think we need to be really thoughtful. I've heard the word already, several times in this conversation around being flexible and nimble. And we need to do the same thing with our teaching modalities.

>> CHRISTOPHER LOUIS: Yeah, that's great. I really appreciate that. And I wrote down your quote, it's a both not an oar. I really did like that one and I think that resonates very well with me.

Bob, any thoughts on this topic here about the interplay between value and flexibility?

>> ROBERT WEILER: Yes, yes. We've, again, we're 66 runs north of us, straight down to D.C. We're in the DMV area along with Hopkins and G.W. and University of Maryland. So there's a lot of people that pursuing their MPH degree. We have a lot of professional people. And we have a situation with commuting. And so, from a transactional standpoint, it's very difficult to run traditional program, although we do have them. Even our traditional programs often times often -- we do offer classes online. So a person might be in a traditional program but likely take at least maybe a third of their classes online. And typically, asynchronous.

So in a way, they're hybrid classes in that sense.

And that has worked for us. It's worked for us even before COVID. But it seems as if we have more and more people interested in online, co. Completely online. And the result of that, even the students that say they want to be on campus, you know, we offer the classes and they're under-enrolled, under-subscribed compared to our online sections so. It becomes, to be quite candid, a fiscal matter that we have to manage and balance as well so that's the interplay between the value and the flexibility. And I looked not too long ago, just to give you impact, I think right now there's over 300 different online sections, excuse me, over 300 online MPH concentrations currently being offered by accreted programs and schools. The growth of the program speaks of itself.

>> CHRISTOPHER LOUIS: Great comments there, too. And I've heard some programs pie piloting entire programs that can be done on a phone through an app. So there's a lot of different ways that people are trying to maintain the, you know, the bricks and mortar modality but at the same time, there's a lot of experimenting going on right now too to try to find out what's working for different groups of people and balancing all

those things and, as you said, the financials as well. Elahe and Greg and then we'll come back to AI.

>> ELAHE NEZAMI: Thank you so much. So I want to emphasize that I don't think the two modalities should compete with each other. I think they are complementary, and they are for different kinds of learners. You may have students who are right out of college, and they would benefit and they would like to have the residential programs. You may have midlife mid-career people, and they really have to have the flexibility. So I think they are not competing with each other. I like the idea to think about every university, every program has to think about what is the population they serve. And what is the best modality for that population?

I like to think that they are part of one ecosystem. And I feel that it is a decision that depends on the university and what is the students that you're serving. When you are in residence, there are a lot of opportunities for lab work, different research opportunities that are done with your professors when you encounter them. In classrooms, you have a lot of face-to-face access. There is a lot of spontaneous interaction that happens. And the students can be part of in-person club, organizations. And a well-designed online offers equally important but different kinds of experiences. But one thing that I think is important is that there needs to be intentionality in creating the online program. If you want to have both the residential program and online program, you have to be intentional on how do you create the experiences? What are the distinctions between the two programs? So it is not exactly every class just the way it was translated into an online modality but rather as my population that I'm serving changes, how do I flow with that change? And at the end I want to say the quality is not defined and should not be defined by the modality but rather by the outcome of what the graduates do at the end of that degree.

>> GREGORY PAVELA: It was really good to hear from the other panelists how this tension between value and flexibility plays out, especially the preference that students seem to show for the online sections. Just wanted to mention that we see that play out in our school as well. And in particular, the way our school happens to be organized, a real tension to maximize student credit hour production out of the online sections often pressures coming from the departments who staff those undergraduate courses with the tension of the undergraduate Program Director who is excellent in and really values that in-person experience, but depends on the instructors of the departments to staff those courses and the department wants to

open up as many online sections as possible and open them up. So we see that same interplay here in our school.

Also want to briefly mention that the university recently approved four new categories of course schedule types just this year. And it's a range of your online asynchronous, in-person-only, in-person with online components, online being with some in-person components, and that, I think, is something that we can experience more with. We have not, I think taken full advantage of those different modes that are now formally available to us. It does raise one challenge administratively. We have to certify a certain number of in-person credit hours. So if instructors take a course and convert it online or take one of the modes and experiment with it, which I hope they do, it could change the number of in-person credit hours in total for the degree. So you have to think about not just the modality of that specific course but how changing that modality affects the overall in-person online residential hours for the overall degree program. And going back to information sharing, they have to tell someone that they're changing that modality and someone has to look at the broader impact. So lots of opportunities but raises additional challenges to follow through on them.

>> CHRISTOPHER LOUIS: Thank you for your thoughts on that topic. It is a difficult one and it continues to evolve. And we're going to have to continue to assess our programs and talk to our students and try to understand what does the market want, at the same time, balancing the -- say this gently, the slowness of large institutions, right? When we want to create something that the market is demanding, it doesn't always work as fast as we want it to within our own institutions. So we have that struggle as well at times to really keep pace with what the external world our students and customers are wanting. So we're grappling with these different factors, all the while, we're trying to deliver high-quality education, and as Elahe says, deliver a great outcome at the end for our students and the employers that work with them afterward. So related to that, one of the elements that we've started talking about is the use of AI and particularly Generative AI which we've all seen. I think we know it is permeating assignments. We know it's permeating faculty and how some are using it to greater extents in the classroom. Some schools have gone farther than others in talking about universities about the adoption or the cultural adoption of AI in classes or in different areas. And I'm interested in how you all are adapting, how you are facilitating, or not potentially, the use of AI in your classrooms or really what your vision is for your school around the use of AI.

And Bob, we'll start with you on this one and come back around to the others afterward.

>> ROBERT WEILER: Yeah, thank you. We are really just embracing AI. Certainly, we have some faculty that are less emerging braying it for a variety of reasons. But I think on balance, in large measure, all the faculty members are trying, they recognize AI is here to stay. They're looking at ways to effectively integrate it into their classrooms. And we have -- we're fortunate, we have two instructional designers in our college who are very adept at AI and we just adopted canvas. I guess a year or so ago. So they work with faculty to try to integrate any type of AI-driven teaching strategies that might help facilitate the achievement of specific instructional goals and objectives. And we also have a teaching learning center at the university that's been offering courses and webinars and seminars in AI teaching learning strategies. So here at Mason, we are embracing it. This past summer, we sponsored an AI health Summit. We had a student panel that talked about, you know, what's the student expectations to what we want our faculty members how they want to be engaged in using AI. Everything from helping us learn how to design prompts so bring that value into the workplace. And other types of AI assessment strategies and the like. So I think in short, we are embracing it. We recognize it. We know that there are some problems associated or at least challenges. We have language with regards to use of AI for certain assignments and when it can be used. And we really encouraging all of our faculty to adopt the policies that is an explicitly when AI can be used and in what context. I myself have used AI in my classroom. And I think there's discussion up-and-down the hallways with faculty mentoring one-on-one informally about how they are embedding AI into their classrooms.

>> CHRISTOPHER LOUIS: Thanks, Bob. It's moving so fast. There are so m different new things out there, you know, the development of agents, the development of new tools that students can use, the ways that they're using them, it's hard to keep up with. So I'm glad you are evolving students in the panels that you have and getting their feedback and integrating that into your plans and really trying to contextualize that.

Elahe and Linda, what do you think about the world of AI?

>> ELAHE NEZAMI: If I may start, I want to encourage everyone to look at ASBPH report on AI. The Dean has put together a task force on AI. And we have been working for a while, and there is a report in the website which I want to encourage everyone to take a look at. And I think they have had the foresight to make sure that it brings the latest, newest conversation, the discussions to the -- to our group. So please take a look at it.

Now my adventure and journey from AI is anything but a straight path. I was the person in the university who really fought for assuring that the cheating doesn't happen and AI is terrible. And it's taking away creativity, taking away -- I have no idea whether my students learned the topic. It should be forbidden. All around. And now, I am teaching with AI. I have agents. I have created simulation for practice with AI. And I teach AI in my classes.

But along with AI, I also put a bigger focus on teaching judgment, ethical decision making, empathy, accountability, and curiosity. But let me tell you about like one of the things we have done with simulation. So I have created a public health practice course where the students learn about different challenges that may happen. And I create simulation with the use of AI. So they take on different roles, and they are faced with a challenge that happens. They need to go over within the simulation situation and make quick decisions, where a lot of time, there is not a right or wrong answer. Where not everyone will agree with the decision. Where they need to be able to facilitate discussions. But they also have availability and accessibility to all the information through agents. So if they want to go over all the CDC data or every paper published in this particular topic and get advice on what was the outcome in the previous research, what is the gold standard, then they have access to that immediately as well.

So it is -- I teach with AI. And I have found it to be extremely beneficial. But across our department and university, some faculty adopt it. Some don't. We are early stages. But I think we need to be receptive to exploring, not everyone, but whoever feels that they want to explore, they should feel in doing so. And then reporting to others what worked, what didn't work. But for me, I have been really able to benefit from it. The students are part of the design team. So they advise me about did it work or not? What could I tweak? And they actually learn how to create their own agents.

So I have -- I teach three classes. One of them, I have limited amount of AI. One of them I have mid-ground. And one of them, it has so much AI on it. It has not been an easy journey. But it also -- I talked about modeling for our students. My students are seeing me also learn, struggle, pivot, change, relearn. And I think that is something that is valuable as of itself.

>> LINDA NICCOLAI: I can add to that briefly. I think as Bob mentioned, you know, he has faculty at varying stages of adoption of use of AI. And I think the same is true for our students. I think some of our students are savvy users of AI. Some of them are users of AI. But perhaps not so savvy. And we

have students here who do not want to use AI from a values perspective, whether environmental concerns, the environmental impact or other. So I think it's important to acknowledge that both faculty and students, right, are at various stages of adoption for different reasons. And we need to consider that. When we think about incorporating it into our teaching, we need to think about how students want to use it for their learning.

I think AI is here to stay. And it will -- our graduates will be expected to use it in some shape or form in the workforce. I'm confident of that. So it's not a question of do we think about this in our curriculum. It is a question of what do we do with our curriculum? And a lot of my thinking on AI in our program, I have to say, I have to give credit where credit is due, Dr. Mike who is our Director of Academic affairs, has talked a lot about this and he's becoming an expert. So a lot of my thinking come from his ideas. And I think the opportunity with AI is for us to shift our focus in education related to assessing how our students do from the product, the paper, an exam, a presentation, whatever, to really focusing on the learning. The process of learning and not the product.

And we can and should be working with our students in scaffolding assignments, having students write reflections on if they used AI, how did they use AI, what were the benefits, what were the draw back, what surprised them. So I think really incorporating sort of an iterative process with our students and producing the, quote, unquote, deliverables that we have to assign a grade for the most part but having that grade not be on the product. It's being on the process by which they used AI or didn't use AI and what they learned from it.

And ultimately, it comes down to the ethical use of AI, which I think because it's such a changing landscape, I think one thing that will not change with AI is our need to be ethical in the use of it. So I love the AASPH report.

>> CHRISTOPHER LOUIS: Yeah, that's great. And a bunch of questions are coming in the chat. We may come back to the topic later. Linda, while you were discussing it, I'll interject one here quickly. Do any of your faculty or do you have a guideline at the school that people who use AI in the classroom also talk about the potential environmental impacts and use of data centers and things like that? Do you ask how people are doing that? Or is that not something you ask your faculty to do in the context of using the AI systems?

>> LINDA NICCOLAI: No, we talk to our faculty about this quite a bit. We have done focus groups with our students. We have done one-on-one conversations with some our faculty. We have a process by which we can help faculty review their syllabi for AI vulnerabilities and tremendous work there. We do have a,

again, what we talked about earlier, we have a university-wide center for teaching and learning that has wonderful guidance on AI that we may sure our faculty get. And we have modified that. And we have adapted that. And we have some school-specific guidance as well. So we hope we are working on that and hope to have that -- will have that distributed before the beginning of the academic year. But it's absolutely a conversation. And it is our role, right, in academic affairs and education to support our faculty in that regard.

>> CHRISTOPHER LOUIS: That's great.

>> ELAHE NEZAMI: May I add a comment about it because that was a very important point of discussion in the last AASPH meeting in March that both faculty and students are raising questions about the environmental impact of data centers and AI and the what is happening. And as public health professionals, we have to be having this as one of the conversations and work on that.

So AASPH is leading effort in having this conversation be for everyone. We are the ones who care about environmental health, and yet, AI while it's helpful in areas, is hurtful to our environment. So it is part of the discussions. And I invite everyone and I say this not because I'm part, I have benefited from participating and learning from AASPH. So tune in and figure out, reading the report and participate.

>> CHRISTOPHER LOUIS: Greg you started off on this topic. Why don't you close us out before we move on to the final question? We have about five, seven minutes before the audience Q&A. So we'll give you the last word on AI here.

>> GREGORY PAVELA: Thanks. Well, I'll be brief. From the AASPH conversation Elahe is representing, we can be conservative in our AI use and one of those strategies could be less polite to the AI. Don't use excessive words like please and thank you or generate unnecessary responses. I find that difficult to do it, but it did make me think about maybe some of the excessive uses of AI on my part as well.

I don't have much to add beyond what's already been said. Earlier this week, I saw a quote come through in the chronicle of higher-ed, and I forget the person who said this, but I think it's a nice encapsulation of what we're trying to do with AI presently and the goals of student learning and that is students have to learn how to think with and without AI. And that's -- that's something that stuck with me as a piffy statement of the channels and goals that we have.

>> CHRISTOPHER LOUIS: That's a great point. And great one to turn to our final question here. And as we mentioned at the beginning of the session, this is BUSPH celebrating its 50th anniversary this year. We've had fun looking back at the

historical documents and seeing how the institution has evolved over the years and partnership with Boston Medical Center next to door to us. And a lot of changes and the growth has just been tremendous. But as you look at teaching over the next 50 year, a long time into the future, as we continue to evolve and the public health field continues to evolve, what is one long standing teaching practice and public health that you think we should consider keeping and building on or I'll ask it the other way, which one should we abandon and move on from? I'll start with Greg on this one and then to rob.

>> GREGORY PAVELA: Thank you. Continuing with the AI theme, I want to choose the double down option. I don't want to disparage any past teaching practices. I want to -- I think we should continue to emphasize professionalism and interpersonal skills. I think those are going to continue to be important in how we cover them and teach them and emphasize them in our courses. I have a colleague who was WHO say computer science professor in South Korea that helped organize in a panel on the future of coding. So as much as public health is dealing with the impact of artificial intelligence, coding and computer science, there may be further along in the existential concerns that they have. And on this panel, the founder of this online course company and the CEO. And the panelists disagreed on the extent to which AI was going to replace coding and coders as a job category. But interestingly, they agreed that the new differentiator between candidates that they would want to hire were the soft skills that people would come into the job.

And telecom panelists said successful graduates needed to have the skills of a founder, which is maybe not so much language of public health. Maybe the language of computer science. So I had to look it up. And it seems relevant. Teaches skills to double down on emphasize rapid learning and information seeking, prioritization under ambiguity, domain-specific insights so having specific knowledge and skills related to public health, as well as a tolerance for uncertainty are all these skills of a founder.

So that's something that I've been reflecting on. And focusing on soft skills will continue to be important.

>> CHRISTOPHER LOUIS: Great points there. Sounds like a lot of gray areas to navigate, going to be really important moving forward. Bob, thoughts.

>> ROBERT WEILER: Thank you, Greg. Those are excellent points and I'm trying to think back, you know, kind of like back to the future. You know, I think about AI, where we are today and where we've been, think about AI moving forward and trying to anticipate how that's going to impact teaching and learning I'm struck by the idea and it's been said here before, but I

think it's worth repeating, that at least AI to the extent that it's used should extend learning. It should extend thinking. It should not replace thinking. And that it should augment human creative and research. And hopefully not stifle human creativity.

I think it's going to be very important that we think back into those strategies that really facilitate deep learning, deep thinking, and creativity, and problem solving skills so we can tackle, you know, the problems that are going to be facing us.

And we think we are faced with a lot of challenges, but there's always going to be challenges and we have to develop a professorate as well as a workforce that's going to help guide us through challenging times in a manner that is ethical and that is inclusive and engages the politic as well as our fellow citizens in the U.S.

So I think also that you think about technology. And you think about what is the technology that help us advance literacy and our threat culture. And that is writing. And there's not a better skill to help facilitate the development of critical thinking than writing. And I'm afraid that skill and the discipline that it takes to write and to write coherently may be lost. It seems a lot has been written about, we live in a post-literate society or approaching that. And that is something that gives me pause.

>> CHRISTOPHER LOUIS: Thanks, Bob. Linda and then Elahe, one thing you would want to hold on to or let go of over the next 50.

>> LINDA NICCOLAI: I am going to follow Greg's lead and only talk about where I think we need to double down and leave everything untouched. I do think that we do need to and we will continue to teach the foundational knowledge and skills for public health. Right? The public health-specific knowledge, the bio stats the, social justice, thing like that.

What I think we really need to spend more time on, it's already part of our curriculum, but we need to build out more is in leadership. And this has been a real focus of our curricular reviews here at Yale. I think leadership, not everybody, not all of our graduates will be directors of centers or.

is of labs. But everybody will work in a group where people can and should be leaders in their spheres of influence. So I think the types of things we should be teaching are things like effective communication. Written, oral, social media, mass media, I think we need to be teaching evidence-based decision making. I think we need to be thinking systems thinking. So Greg used the term soft skills and that's exactly what I'm talking about but I'm trying to think of a better term than soft skills. But I don't know what to call it. Greg, we have to think about a

better term, we're talking about the same thing. Skills that are transferable, durable, nimble, adaptable, I mean, our students, the diversity of public health is like the most beautiful thing about it. Our students will graduate and go to work in labs, and they will work in communities, and they will work in hospitals and in government, industry. They go so many different places, it's hard to teach public health-specific knowledge and skills. So I think really focusing on the soft skills or the leadership skills that will enable our graduates to within their spheres of influence, in their careers can really affect change. So that's where we're kind of going with our curriculum.

>> ELAHE NEZAMI: So I want to say it's lovely that in different word, even though we haven't talked to each other, we are converging on the same ideas. So allow me to answer this question with one simple sentence. I think memorization is going to become optional, not a requirement. But I think integrity, judgment, leadership, and impact are not going to be an option.

So we need to focus on those. Not memorization.

>> CHRISTOPHER LOUIS: That's great. Thank you so much. One thing that as I'm listening to you talk about is the change management is another topic too that I think is going to be so important as all these new technologies and tools and systems and processes get put into play that we can help, you know, guide our students with and give them opportunities to plant a sandbox before they have to do this because there's a lot at stake when you are trying to make big changes in a number of different areas. But great discussion. Really appreciate it.

I'm going to go to the chat now. We have about 17 or so comments in here. But I'm going to pluck a few of them, and we'll see where we go with this.

The first question asks: How can public health programs best support the distinct learning needs of students entering the field for the first time while engaging experienced professionals? So maybe you can talk about how we are engaging professionals both maybe in the process as well as with trying to help find ways of engaging them with the learning process.

>> ELAHE NEZAMI: I would love to take that question. So I mentioned the class I have built in public health practice. This is co-lead, co-designed, co-taught, co-assessed by public health professionals. So there are 12 people who can't come together and there is many and everyone else is in practice. And we co-designed a course together. We work off of one document. Everyone has equal rights in editing changing. It's available and accessible to everyone. I watch out for and make sure how I document everything. And we have students as part of our design team. The first cohort as consumers also were part of the design team to tell us this worked, this didn't work, this is what I

was able to really connect with. It is a class that I asked permission to teach as testing platforms. It is now one of our core courses. It is the highest-rated course. And it happens from seven to online, seven to eight at night. And people do not leave. Many times I feel like I am falling apart but they want to stay. These are professionals that have worked all day, but at that time of the night, they want to practice more. And this is the course that I also have my AI companion agent as well as simulations. So they practice the practitioners saying what they need from the people who come with a job ready or workforce, they teach it themselves. And they facilitate the sessions. They are the ones who have helped us build the simulated cases. And we change that simulation. We have the exact same scenario, and we put it into a different state, a different location. We change the stakeholders. The students have access to different databases, and they have their agents to search for what does the literature say about the situation, and how to deal with different stakeholders. And it has been really an exciting opportunity for us to work together and build this together. Cruz that's great. Anybody else have another example of this?

>> GREGORY PAVELA: We have a community engagement council for any programs, this will be recognized and the purpose is to provide the school with feedback on the content and currency of its programming. And it can different forms. The form that we use, I have found very helpful. So our community engagement council has about 10 to 15 people on it. These are graduates, leaders of local organizations, employers of graduates, and we meet twice a year. We now just meet over Zoom. And each meeting lasts about an hour, an hour and a half. We invite a Program Director. We invite an instructor within that program. And we invite a student to give presentations about the course and the programming and get feedback from the community councilmembers.

And they have given us very good feedback. It's a nice way for instructors and Program Directors to interface with the community as well. To hear their feedback. One of the challenges is actually getting the council members to provide critical feedback. They tend to be supportive. So if folks are thinking about something similar, you would wanted to think about how to design it so individuals feel comfortable providing a critique and feedback for folks.

>> CHRISTOPHER LOUIS: That's a great comment. Thanks, Greg.

Our next question is really in general about the changing workforce and changing nature of employers. What are you all seeing in terms of where your graduates are to going and how are those skills evolving related to those employers or those industries? And yeah, let's start with Bob on this one or, yeah, let's start with Bob if you have something.

>> ROBERT WEILER: Yeah, be happy to. We're fortunate we have -- we attract a lot of students from Northern Virginia and the DMV area. They end to have been here for some time. And there, most of them are working full time, not all of them, but many of them. And some of them are seeking out jobs. And the diversity of the employment sectors is diverse as our student body. I think some of the things that Greg said and shared with the regards to the type of skills, I think what I see across all sectors is people that have strong employment or relational or soft skills as well as leadership skills that are disciplined, that are bright, that are smart, that they're committed to the mission of the agency or the organizations that they work for. This is something that keeps coming back and surveying data we collect from potential employers and from existing employers.

So those are oddly some of things that they are seeing, some of the skills that we've already discussed here. It's really what they are looking for. It comes back and graduates point to specific classes. Dr. So-and-so, I love that class or this class or whatever. You know, they want real applied skills.

I can add very quickly to that, we have seen a bit of a shift in the past, I don't know, maybe five to 10 years where a greater proportion of our graduates, still a minority, but more and more students are going into industry like pharmaceutical companies and bio tech, maybe because of genuine interest, maybe because that's where the jobs are. Certainly, those jobs probably pay different than those in the public health sector. But we see that more students are moving in that direction which I think I'll just underscore had what I said before and others have echoed, the importance of -- and I wrote down, transferable skills and relational skills. I got those out of the chat. The skills that will serve our students well wherever they go. People sometimes say to me, where do your graduates go? And I say, Wherever they want. They have this amazing degree that's super flexible. And it is endless the job opportunities for our graduates. So I really think those transferable skills are essential.

>> ROBERT WEILER: May I just follow-up. We do have a lot of our graduates that go into consulting roles. They work for Boeing, ICF, Miter, and other private consulting management firms. And what I get back from them is the need to be able to work on teams and to meet deadlines, to work on teams, and to come with a certain level of expertise and also little bit of modesty and thinking that they don't know everything. But to be able to work on teams and to meet deadlines. And do what it takes to get the work done.

Because everyone in these roles have deadlines to make. Because it's all government contractors work.

>> CHRISTOPHER LOUIS: That's great. Elahe or Greg, anything to add another than industries or the places that have been noted.

>> ELAHE NEZAMI: Sure. I think it's just the beginning of the journey. I think we have started seeing some new businesses and industries attracting our students, but I feel it's just the beginning because I see a lot of skills that an MPH graduate has applies to any industry. And one of the things that I have been working on is my next class that's going to be, again, a testing. And I don't promise anything to my bosses because I say I do it on my own, just let me have a few students and we'll see how it goes. This class is public health practice of 2035. And the designers of this courses are actually all industry leaders. People who want someone who would have an MPH, but they cannot but the it in the words that this is MPH. So I have been looking for, what are the skill, what are the critical thinking, problem-solving skills that an MPH graduate has that can be brought to different industries. And I have gone to these industry leaders, I haven't done this, but I know one of my colleagues was going to meat production department. And asking about whether their needs which they did not really define as an MPH graduate, but when you look at the skills needed, they are absolutely an MPH graduate.

So I think as educators, we have to consider this as a new challenge for us to be able to market and educate our students to be able to function in new environments that are not discovered yet but be humble in how we experiment, learn ourselves, and be able to showcase the skills. We teach our MPH graduates that makes them extremely valuable for many different industries.

>> CHRISTOPHER LOUIS: Thank you. Thank you. So we've got about a minute left here. I want to ask one final question to each one of you, and you get 20 seconds to answer it.

What is a piece of advice you could give to a faculty member or a student, can you choose, that you would like to impress upon them in the coming year as we start and look forward into a new academic year? And I'll start with Greg.

>> GREGORY PAVELA: Sure. So this comes from a former faculty member, Dr. Phillip Cole, who is a faculty member in epidemiology chair, and he left a huge impression on faculty here at the UAB School of Public Health. So he has a document called "Pearls of Wisdom That I Would Share" with this faculty member. And I accepted five. Number one, the sign out front says the School of Public Health, not the public health Research Institute. Number two, school is known for achievements of faculty and students and left off of that is administrators, but I suppose he's still right. Faculty members don't own courses.

Which managing the MPH course, something I've come to appreciate. Don't play favorites when you hire or you will soon be surrounded by your incompetent friends. And then lastly, it's difficult to plan your career more than five years in advance so as a new faculty member, if you can't think beyond three years, that's okay. Three years is more realistic.

>> CHRISTOPHER LOUIS: That's great. Bob, Bob, Linda, and then Elahe.

>> ROBERT WEILER: Yeah, I'm going to focus mine with our students. And the students not having class and not having the opportunities and the privilege to interact with. We're going to do our best to prepare you for a job but it's up to you to take it upon yourself to develop the skills necessary to develop and advance your career.

>> CHRISTOPHER LOUIS: That's great. Thanks, Bob. Linda.

>> LINDA NICCOLAI: I'm going to follow Greg's lead again and speak to faculty. To say I would encourage all of our new junior and any faculty member to either join or create a community of educators at your school. All of the research we do is in teams. Well, I'm willing to go out on a limb and is a 99%, if not all of the research we do, we do in teams. Team science. But we teach alone. We tend to teach in vacuums. And I think that I would -- and I'm not suggesting everything should be team taught. But team teaching is one option. Starting a journal club or doing workshops around teaching. Just talking to your office next door neighbor about their teaching, observing other teaching, letting other people observe your teaching, if we could create a community and Kai log around our teaching in the same way we do around our research, we could make a big difference.

>> CHRISTOPHER LOUIS: I love that. Elahe, 10 seconds.

>> ELAHE NEZAMI: All right, our mission is to serve people. Stay true to your heart. Everything else will work out. We are creative. We are a force of nature. As public health professionals and teachers, stay true to your heart, and you will find your path.

>> CHRISTOPHER LOUIS: That's great. And what I would tell my students as well, blossom where you're planted. Every experience has something you can learn from. Dean Hyder, welcome back. What a wonderful panel today.

>> ADNAN HYDER: Thank you so much. I'm honored and delighted. I enjoyed the conversation a lot. Thank you Gregory, Bob, Linda, Elahe, it is wonderful that the four of you joined us today. We are privileged at the boss top University of School of Public Health to have Christopher Louis' leadership in the public sector and for you to inform each other. It's important for our audience to understand that while we are independent

schools of public health, we are one field. We are all on the same side, which is to generate the critical leadership for the future. I consider this a privilege of our field, a privilege for schools to engage in the development of future leaders. Thank you so much for joining us. Thank you to the participants for a robust discussion in the chat and interesting questions. Sorry we could not get to all of them. Please join us this our next Public Health Conversation which going to be about everything is tuberculosis, a book by Andrew Green and implications for our world today. Thank you for joining us and celebrating our 50th anniversary. We look forward to continuing this conversation in other fora. Thank you again. Take care. Bye-bye.

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