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Stetson University

Class Name

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Testing testing testing. This is a test. This is a test for Rolks Report Live Webinar: Presidential Priorities – The Future of Pre-Health Advising.

>>PRESIDENT ROELLKE: Good afternoon, I am Christopher F. Roellke, member of faculty and education in American studies. It's my pleasure to welcome you to a very special edition of the Rolks report. Today we are going to have a wonderful set of panelists who will describe for us, some interesting and important innovations in the area of pre-health and advising. I wanted to share with you as your new president, and my rounds of faculty with students, the whole notion of advising has been a significant and consistent theme. Our faculty are so dedicated to advising, as are people outside of the classroom dedicated to advising. Of course, we are about to embark on a very ambitious and exciting project, the CC and Hyatt Hall, Hyatt Brown Hall for health innovation. This is a very timely topic and important topic, as we again continue to improve the student experience and prepare them for the future in an increasingly complex world. I wanted to thank you for joining us. My introduction will be brief because we have a wonderful set of presentations, then as always, we will have a robust opportunity for questions and answers towards the tail end of the program. Thank you very much for joining us, I would like to now turn if I can to Mike King.

>>MIKE KING: Thank you President Roellke, I appreciate it and the opportunity. I have a slide presentation and I hope everyone can see. I am starting with a list of the current members of what we call HVAC, that is short for health professions advisory committee. That is an alphabetical list, those are the current members. On the chair of that committee and have been over 26 years now. I need my glasses so I can see the stuff on the bottom. Our goal obviously, and our role is to help pre-health students. These are students interested in health professions. I have some of those listed at the bottom there, the majority of the students would be interested in becoming physicians. Going to medical school, other MD, DO. We have many who are interested in other professions, dentistry and veterinary medicine, pharmacy, physical therapy and the others listed there. The physician assistant is the next one which also is a very popular one. These are the committee members, and what we are supposed to do, it is not advancing, there we go. I tried to simplify our rules for this presentation using these four main headings.

There are many things that we do but again, to kind of simplify it here I have this list of four things. Recruiting, I spend a lot of time interacting with respective students and their families both in person when we used to do that, and virtually now. Via email and phone, obviously advising is a big part of what we do. We do that both individually, all of us and other faculty and actual sciences obviously have pre-health students as advisees. Officially, we advise these pre-health students individually or in groups, I send out newsletters and I have three that I do each semester that I send out to the pre-health students. The next category of things that we do falls under preparing. This, by this I mean helping students decide on a path and then prepare for the application process, getting themselves to be a viable candidate. A few things we do along those lines include hosting visitors to campus, these may be health professionals themselves or may be representing a health professions program. They will come in and get to meet our students and talk about their school, this is usually a big advantage for our students because these events may have a few dozen students there, maybe 30 if it is a local medical school for example, or there may be 6 or 8 students there. The representative from the program gets to know our students pretty well. In addition, we have test prep, (name) taught his MCAT course on campus for 15 years or so now. We do mock interviews, this is the mock interview that is really something that the committee as a whole participates in. The juniors and seniors who are getting ready to apply in that upcoming year, we sit down and have an interview with them. Again, usually in person with this last year it has been virtual. This helps the students prepare for the process, and also helps us get information that is going to help us support their application. The last category there is supporting as we provide committee letters. The committee letters based on interactions with the student including this mock interview but many of us know the students pretty well by that time anyway. As well as information that the student provides and other letters that the students have sent to me. These committee letters are really important, and support many of our applicants particularly to medical school. On the bottom I have a picture of students from several years ago at a simulation center. I want to mention the articulation agreements that we have because this is important for students who are interested in particular professions, and it gives them a clear path for getting there. I have them listed here and they can talk about them more later if there are questions. Basically with three schools, LE COM which is the school of osteopathic medicine, they have a campus in Bradenton, Florida. They have three programs that we are affiliated with, one in osteopathic medicine, dentistry and pharmacy, DO. Advent health University in Orlando, we have agreements with their physical therapy, occupational therapy, nursing and nuclear medicine tech programs. We are working on one with physician assistants. That will be done this spring I am hoping. Then we also have one agreement with the Caribbean medical school, and MD program in Antigua. On the bottom, the picture of two of our students who are currently in LE COM program and Debbie he was the admissions representative at that time. I also want to give a little bit of history, and the current situation as far as our pre-health students go. This graph has three lines on it and it shows the orange line is the total number of students that designate themselves as pre-health. The other two lines, the blue one is the number of interviews that we do. Again, each spring we do these interviews so that is what that line is. Then the other one is gray in color and the number of students, Stetson students and alumni who apply each year. The point I want to make here is the data that we have and again, 95 is when I took over as HPAC chair and that is why we are starting at that time. You can see that the number of interviews that we have done each year

typically has come between 20– 30 and that has been relatively consistent. The number of total pre-health students however was relatively consistent for about ten years in between 150 and 250 let's say for the 2000's. As Stetson group, the student pre-health population grew grammatically and is more than double. Currently, we are over 500 pre-health students which is a significant number for Stetson obviously. The other thing I want to point out here is you can see the two lower lines, the blue and the gray sort of growing apart therefore over the last ten or so years. That is because many more alumni are applying now than they used to. We have somewhere around 60– 70 sometimes students applying each year. About half of those now our alumni. Gap years are becoming very very common. The other part on the bottom I have listed there is since 1995, over 1000 Stetson students and alumni have applied to health professions programs and 531 as of yesterday, I got an email today that somebody else has been admitted. 532 have been admitted. That is actually a pretty good number. To give you an idea of what those numbers mean, I have some data here about admissions to a variety of health professional schools. The professions obviously listed on the left and those of the percent of admissions and alumni and students admitted. The data on the top, the first row, MD goes all the way back to 1980. All of the other data below that is 1995. Since I have been chair of the committee. Most of the numbers are relatively high and to give your reference pointed listed on the bottom last year for the MD program, U.S. MD programs nationally the admissions rate was 43 percent. Our students have been doing fairly well and I can go into the state a little bit more of those questions at the end. As students have been doing very well, the admissions rates are relatively high. I wanted to also very briefly talk about some of the qualifications that are necessary for students who are applying to the health professions and will be, to be a viable candidate, to be competitive. Obviously we know academics is very important. Career related experiences are equally as important. Then other things that students get involved in like community service and volunteering, leadership opportunities are also important. Then other extracurricular things are also considered. With academics obviously they will be looking at a GPA and a test score typically for most professions. They look at trends, then they look at more recent courses, they want to know that you have a good last couple of years. I also want to make a point there that it doesn't matter what students major in. Even though we are representing biology and health sciences, (name) and I today, there are many other majors that are perfectly viable for pre-health students and we have had students go on from a variety of majors. Including business school majors, don't want to medical school. The one in the middle is particularly important that I want to highlight, though career related experience. Shadowing and health related stuff, internships, I don't have this in there but internships would be in this category. Of the things that students do what they actually get clinical experience, Carissa will talk in a minute about one of those because she is acting as a scribe now. I also wanted to throw this up really quick before I introduce the students here. This is a list from the AAMC which is the American Association of medical colleges. All of the MD programs are a part of this. This is what they list as the competencies for students who are applying for medical school. Again, this is their list and their categories of science, thinking and reasoning, preprofessional. It is important to realize that clearly these applicants need to know something about science, but most of the stuff listed there are other things. Like written and oral communication, social skills and reliability and resilience. These are things that as advisors, it is important that we make sure our pre-health students understand that there are many things that the professional schools are

going to be looking for. To help our students give the opportunities for our students to get these types of experiences that are going to help them demonstrate these competencies. My last slide here is segueing into the student presenters where we do have several pre-health student groups. First, both Carissa and Chloe who are going to talk Nexstar in and currently, Carissa is leading and Chloe will starting in the fall. That is AED and again they will talk about that. The second is our dental student group called the SUDS, we have a premed student group and we also have a group that students have been involved in called global brigades and this is a cool group where students have the opportunity for a weekend it has been both during spring break and sometimes in the summer where they spend a week somewhere in Central America helping set up potentially and run a clinic, a health clinic down there. The picture, I like the picture that we have here of students, 13 students here from a few years ago in Honduras. Actually, if you with these students, Max is in medical school now so is Fidel on the other side and a few others. At that point, I would like to stop and turn it over to Carissa who is the current president of AED. She will tell you a little bit about that group. Go ahead Carissa.

>>CARISSA ALI: Hello everyone, thank you for the introduction. As Dr. King said I am Carissa Ali and the president of AED. It is the pre-health fraternity on campus, so we deal a lot with not only does medical school students, but also osteopathic, DA, things like that. We are super excited to branch out and help as many students as we can. The goal in our organization is to guide students. Some of the ways that we do that is for example, we had a health professional week, as we called it where we have two specific events that really help students to connect, not only to positions but also to graduate schools. Those were to specific panels that we held to allow students the opportunity to hear from graduate schools and medical professionals and ask them questions. In a fashion that we are doing today. That was one of the things that AED did this year, that was successful and a lot of students found helpful. Then in addition to that, we generally invite medical students from all around Florida such as UCF, we even have talked to prior alumni who have now gone on to other schools and things like that to come to talk to our organization as well. These opportunities just give you a really good opportunity to be able to speak to people, and ask them questions. Really get to know what profession you want to go into. Along with that as well, we talk a lot about different opportunities such as scribing. I am a scribe, a medical scribe in health currently. That is a good opportunity for students to be able to get shadowing hours and as well as professional opportunities to be able to interact with physicians, interact with patients as well as to get to know the processes behind how medical office works. As well as some of the administrative stuff. As a scribe, I go into rooms and as the physician is talking to a patient, I will write in the chart. You don't have to be a fast type or for the stuff but it is paid and gives you those hours with physicians to be able to communicate with them and interact with them, it's a good opportunity because it is taught me so much about just how physicians communicate with patients in different situations and maybe where they have to talk to a patient about a difficult situation they're going through right now. Or maybe this is talking them into being able to take the medication. Different things like that are some of the stuff you will do with as a physician going forward. That is important to be able to have that experience and be able to see it in real action. Along with that as well, it gives me a lot of hands-on interaction with different diagnoses, how we treat them as well as the medications we use. The different methods, how the physician kinds of mind works when they are deciding what to do for certain things. It is a really good opportunity, along with that, I will

pass it off to Chloe who will talk about more internships and post career opportunities that will allow you to have more experience and get a real sense of what you would want to do in the future.

>>CHLOE DeYOUNG: Hi everyone, as she said my name is Chloe, as Dr. King said I will be the president of AED next year. My experience so far in pre-health has been pretty fun, I've known for a long time I want to be pre-health. When I got to school right away, freshman year I started talking to people and really trying to utilize connections, and that is how I was led to my first internship. Which my internship was that Clint Carl clinical trials in Maitland. I got to do a lot of work with Alzheimer's, dementia, Parkinson's, migrants, all kinds of clinical trials which I think is a really cool area of pre-health that isn't shown as much but obviously very very important. What was really interesting about this internship I think is how I got it, at Stetson. I was able to just kind of talk to people and this internship did not exist actually. It wasn't something that I applied for, I talked to people and alumni relations and other career development. They got me in touch with people that they knew in the field. They got me in touch with other people they knew in the field. It was kind of like 2 or 3 times removed and I went and was offered to come shadow for a day. Then at the end of the day, they were like okay, you can come if you want. I worked for almost a year unpaid, then they started paying me eventually and was a really cool experience for me to get a lot of hands-on. I did a lot of behind the scenes data entry as well, I got to learn a lot about how the clinical trials work. Because they are really complex. I also started getting trained phlebotomy and EKG, it was really just super interesting. Also, hitting on how I got it though, I think what is really important to say is that it is okay to strike every once in a while. It is not going to always work out really well. I remember spending a whole Saturday at UCF at a research conference to try to talk to people, and I got shut down. I was like okay I'm going to stay anyways. To learn as much as I can so I think it is really important to be very persistent. Getting and going after what you want. As many of you premed students know. I also think it is really important, wherever you are in the summer on break, reach out to professionals you know. I think most professionals that are there at this point were in our shoes at one point, somebody help them out. I think a lot of people are willing to help students out. Definitely shoe your shot and be okay being rejected, that will help. Another experience I know a lot of students here at Stetson do, not as much right now because of COVID but hopefully it'll be a lot more. At the good Samaritan clinic which is really within walking distance of campus, you can get some experience there shadowing. It is in different areas, you will get to be near the patients and see what is going on in this clinic which is a really great experience, and a really great clinic as well. A lot to get involved in and my words are really to try to utilize her connections.

>>MIKE KING: Thank you students.

>>PRESIDENT ROELLKE: Thank you so very much Mike, Chloe and Carissa. I enjoyed hearing what you had to say and I will say this, in all the webinars we have done, I know our audience and I know for myself I always enjoy the times when we hear from our faculty, and from our students. Again, Carissa, thank you for your remarks. Chloe also, I was thinking a little bit about a sports analogy, if you miss 100 percent of the shots you don't take anything that was the message from your commentary. Thank you for that, I couldn't agree more. You learn as much from those things that you're able to achieve as well as some of the disappointments. Thank you very very much. I would like to turn now if I could to Michele Skelton. Who is going to talk to us about alumni success in the area of health professions. Thank you.

>>MICHELE SKELTON: Thanks Chris, hello and welcome to everyone. I am Michele Skelton, and I want to thank you for taking the time to join us for today's pre-health webinar. This is, this year is actually the start of my 28th year at Stetson. As a faculty member. I have actually been on campus for 31 years because I am also a Stetson alumni from the 80s. In my time as a faculty member, I am not certain but I think I have been on the health professions advisory committee with Mike for as long as he has been on it. It has been a pleasure to work with Mike for 20 + years as a pre-health advisor, and that is actually what I wanted to have my presentation about is what is it like to be a pre-health advisor. For this many years at Stetson. In fact, I would say that the process by which we see in the slides that Mike presented are showing how being a pre-health advisor is actually involved, it is an evolving process and always evolving. Similar to what you can see in terms of my department, my department has evolved. It evolved from sport and exercise science in the early 90s when I came on campus, to integrative health science and now it is health sciences and I think as mentioned in the email invite that came out is now the largest major that is on campus. What is it like? It is fantastic! Maybe that is all I need to say, it's wonderful being a pre-health advisor. We get to work with fantastic students, and we get to follow their success professionally after graduation. It is an incredibly rewarding experience to be a pre-health advisor, and to have these kind of opportunities to interact with our students. In fact, I love to brag about my students, that is one of the favorite things to do. I tell people right now that I am so lucky because I have students who are going into fields or alumni in practically all fields of health, wellness, medicine, well-being, allied health, so that is fantastic. Right? I have alumni that are working in all of these fields. Especially as I am aging, I have alumni that are now working in fields that will help me as I age like orthopedics, dermatology, pain intervention, and even plastic surgery. These are some of the more rigorous specialties within MDDO and we have alumni out there that are working in all of these great areas of medicine. It is fantastic, I love being a pre-health advisor. It is also incredibly challenging, and I think Mike showed that on his slides. Because it is not premed advising, it is pre-health advising and as you notice there are prerequisites and experiences that go with each of these programs. It is one thing to be an advisor for MDDO dentistry which have similar prerequisites and experiences, but a pre-health advisor has to have the ability to advise and guide students in nursing, PA, physical therapy, occupational therapy, chiropractic medicine, pharmacy. As a pre-health advisor, we have to be knowledgeable of the different prerequisites recommended and required courses, as well as the different test and experiences that go with each one of these areas. This is challenging, this is the challenging part of being a pre-health advisor. What else is, they evolved. The prerequisites and the experiences, and the test go through transitions, and we have to make sure that we keep up, us and our students working to make sure that the places they want to apply for their pre-health profession that we meet the needs of that particular program, and hopefully before it evolves and changes again. It is not only some of the more common areas that a pre-health advisor has to be knowledgeable, we also have areas that are outside of human medicine like veterinary medicine. Some of the specialty areas that may not be as common when you think of pre-health advising, things like orthotics and prosthetics, speech pathology or even natural pathic medicine. There is such a diversity that this is what makes it challenging as a pre-health advisor, but still quite rewarding and such a privilege to work with students as they start to determine what path they want to take. I think this was mentioned, students paths also evolve. A student who comes in on

thinking one path might find that that path or the courses that they are taking during their four years is not the path that is their best fit, let's say that, not their best fit. Advising actually has to be dynamic because you have to work with your students to try to determine what might be the best fit for what their expertise is. Just for example, students can come in and they may be thinking they want to go to physical therapy and end up transitioning to being the director of a rehab center. Or you have a student who comes in and is taking all of the prerequisites to go to medical school and you think that is the path that they are going to take. They decide they want to get a Masters in Public health. They moved to getting a PhD in public health and the next thing you know they are sending you a text and you're going to meet them because they are the Surgeon General of the Orlando FEMA site for COVID vaccine distribution. Again, while it is challenging, it is also quite rewarding to watch these students start down a path, help them or guide them on that path to what is their best fit for their career goals. That goes from starting on their first day at campus through their first year, through their four years and ultimately, the through their graduation. I guess in closing about our alumni, I am really very proud of all of our current students and our alums and their accomplishments. I have been here for 20 + years again as a pre-health advisor, and I can honestly say that it has been an honor to work with all of these fantastic students, but also to help them. It is so rewarding to help them and watch them make an impact, positively and significantly on the health well-being of our community locally and globally. I am going to close my presentation by thanking all of those students who are out there providing exceptional care for our community. Hats off to all of you!

>>PRESIDENT ROELLKE: Michelle, that was spot on and how talk to you as well. Your enthusiasm and passion and dedication for the, I can feel it to the screen. I want to thank you for that, and also you are completely justified in breaking about our students. Absolutely justified with that. If the audience wait for a minute, I am also a proud dad of a young woman who is in her second year medical school at NYU. Michelle, you joked about aging, I am pushing her to think about geriatrics because I am getting there, no I say that at a failed attempt at humor. What I want to talk about, my wife is also a veterinarian so from a family perspective, I am very much aware of the sometimes winding path that people take to ultimately land where their ultimate passions lie, and that does require mentoring, it does require good advising, strong advising. Also, the ability to be nimble. Again, thank you very much Michelle for your remarks. I would like to know (speaker too far away) my colleague, Elizabeth Skomp the Dean of the College of arts and sciences who will review for us, some of our new plans. Thank you Elizabeth.

>>ELIZABETH SKOMP: Thank you President Roellke. I'm glad to be a part of this panel, this webinar today. I too am energized by what I've heard and I am thrilled to share the news that the Ginsberg family foundation has recognized the importance of our pre-health advising program and is chosen to invest in it by supplying a gift of \$75,000 to start us off. That funding is actually a matching gift challenge that will support health professions advisor position for its first two years. I do want to take this moment to say that we hope for those of you listening today will consider a gift if you are interested in contributing to the continued success of this initiative. I would also like to take just a moment to emphasize again, to everyone listening today, why health- pre-health advising is so important for Stetson. At this particular time. As you heard Dr. King mentioned earlier, over the last ten years while Stetsons undergraduate enrollment has grown, we have seen a tremendous increase in health professions careers. I did want to state

again that with 500 approximately 3100 undergraduates declaring an interest in pre-health, and with majors such as health sciences and biology commanding tremendous interest among our students. That is significant as well. I want to mention alongside that information, that according to the Bureau of Labor Statistics between now and 2029, positions in the healthcare industry will be among the very fastest growing occupations. For that reason, universities like Stetson do have a very important role in supplying the future workforce. It is significant that those statistics along with sets and potential role in providing degrees that are going to lead to higher paying jobs for our graduates in the health professions, and to continue to be a leading economic engine for West Volusia County certainly contributed to the decision that our trustees CC and Hyatt Brown made when they decided to invest \$18 million in the construction of the new health and sciences building at Stetson, on which as President Roellke told you we will be breaking ground this summer. In fact, the initiative that we are focusing on today is a very important part of realizing programmatic potential of the Browns generous gift. By now, you have a very good sense of the scope and the successes of our current pre-health advising program after hearing from our faculty and students. I would now like to share a little more information about some of the specific areas of responsibility that are new health professions advisor will have. In directing the pre-health advising office under the supervision of doctor King and working closely with Dr. Skelton and the other members of the advisory committee. There are six keys for strategic and operational areas that will make up the health professions advisor's primary responsibilities. First and foremost, that individual will have a key role in recruiting qualified students into the program and helping us to develop a pre-health scholars cohort. Next, the health professions advisor will be responsible for orienting all of our incoming pre-health students in offering a summer early experience course that will introduce students to careers in the health professions, as well as developing a new peer advising program. I should note that that early experience course is something that Dr. King developed and piloted this last summer and will be offering it again this summer to our incoming pre-health students. Next, the health professions advisor will have a key role in advising and tracking our pre-health students offering a new class called introduction to the health professions for all of our pre-health students. I want to emphasize again, something that you have already heard during this webinar, while there are some majors such as biology and health science that you contribute a very large number of students to our pre-health program, it is worth emphasizing that the health professions advisor will be an important resource for students from all majors who intend to pursue a career in health occupations. Next, the advisor will assist our students in exploring their opportunities from their earliest engagement with Stetson through and even beyond graduation, through internships, shadowing, articulation agreement programs, site visits, and plenty of engagement with alumni as well. We will hear little bit more about those opportunities in just a few minutes. Importantly, the advisor will help to further improve the competitiveness of our pre-health students through MCAT prep and increased number of local opportunity for service, organizing curricular offerings that will directly address pre-health learning objectives and also, building on a specialized advising resources for students who might need some post back or gap year additional work. Significantly, the advisor will also help to support those applications of our pre-health students and alumni by preparing and supporting them as they work through mock interviews, and of course, the advisor will help them enhance their relationships with our key contacts who are already embedded in health professions programs. It is worth mentioning to

you that the new health professions advisor will be an important collaborator with campus partners such as enrollment management, career and professional development, and the office of the academic advising as well as other areas on initiatives related to pre-health and the health professions. That person will also be externally connected to some important external resources and professional networks such as the national Association of advisors of health professions, and the Florida pre-health advisors group. In short, it is a tremendously exciting time for the advancement and enhancement of pre-health advising at Stetson, if you would like to learn more they will be a survey that pops up at the end of the webinar that will allow you to express your interest in receiving additional information.

>>PRESIDENT ROELLKE: Dr. Skomp I appreciate your remarks. I would like to remind audience members were welcome at any time for your comments, reactions, questions, please do feel free to take advantage of the chat function on this webinar. Because we are looking forward to continuing discussion following the remarks of my good friend and colleague, Tom Patton. Tom, if you join the screen. Tom is not only the chair of the College of arts and sciences advisory board, he also serves on our broader Board of Trustees. He is a major fan of Hatter nation.

>>THOMAS PATTON: Thank you, I am indeed a major fan. Forever impressed by the wonderful things that are going on at Stetson, it has been a thrill to be united with the University in this way. Thank you President Roellke, to everyone who is attending out there, good afternoon. I really enjoy so much the opportunity to chair the college of arts and sciences advisory board, and to work with Dean Skomp. Our board of alumni and parents of students who are very keen on supporting the Dean's vision for the college are pleased to take up whatever challenges that she brings our way. In this case, pre-health advising. Chris, the panel has mixed up what promises to be a very tasty batch of pancakes, but we are going to have to get them on the griddle at some point. In other words, we have to get the pre-health graduates employed in their chosen fields or into graduate programs. Our college of arts and sciences advisory board wants to help strengthen this critical connection between academics and careers. The presentation so far are a great demonstration of just how much is available to the students, and a great program that are supporting them throughout the process of education and onto their future. A special task force of the college of arts and sciences advisory board was created last fall, and it's spring meeting just last week it presented a proposal to the full board for the creation of a college of arts and sciences career collaborative. The goal of this collaboration in the near term is to significantly improve the post-graduation success rate for biology and health sciences majors. These majors do lead somewhat behind that 81 percent University wide success rate. We have chosen in our first steps, to focus there. With juniors and seniors in those majors. The task force worked with faculty and staff, it conducted a student focus group, research and review the internal and external landscape for internship and related programs and tools. Develop key stakeholder maps and outline timetables, timelines and budgets. We learned a great deal and I especially want to thank the students who have already been recognized for their wonderful contributions to what we are doing. The faculty and staff that took time to participate in our discussions we are very grateful, I can't think them all right now in the interest of time but I want to make a special thanks to Tim Stiles, executive director of the office of career and professional development who led our deliberations. Tara Hamilton in the development office, who is a valuable member. The collaborative aims to capitalize on two

very simple but important facts. First, that experiential learning opportunity such as internships, micro-internships, extended internships, shadowing are very important to post-graduation employment or acceptance to postgraduate programs. The research surveys on this subject are extensive. I won't provide a lot, but in our presentation to the board, we noted the national Association of colleges and employers study that focused on one college where 98 percent of the 2015 graduates were employed full to part-time, self-employed, enrolled in graduate programs, or listed in the military. 90 percent of graduates indicated that their employment was directly related to their fields of study. 53 percent reported that they obtained current positions directly from their internships or internship contacts. The national alumni career mobility survey, very interestingly surveying alumni 5 to 10 years post-graduation found that simply having an internship is good, having an internship related to post- to one's major is slightly better, having an internship related to one's career goal at the time of the internship is even more impactful. For alumni who report the internship was related to their current career, the internship becomes a significant factor in career mobility. The second fact, an obvious one is that the advisory boards enthusiasm, collective experience, connections, and commitment to engage to help students are abundant. When asked to serve, we raised our hands. In some cases the modalities for facilitating engagement are executing the mission, fall short. This collaborative aims to build out a program, a platform, and infrastructure to facilitate bringing students and board members together so students can land more experiential learning opportunities. Waiting to capture the breath and scope of our existing connections and making new ones. Built bridges keys stakeholders and a benchmark best practices, and broaden our outreach to faculty and staff. We will share networks, serve as mentors, raise funds, and volunteer as program administrators. I think it is fair to say that this is a call to action as we take our next steps, we look forward to working with the other advisory boards and is a program, we will Paul call upon you Chris and your cabinet, faculty and staff in the Board of Trustees. Please note that it is our long-term ambition to grow this collaborative, and scale it to serve as a University wide resource. I encourage everyone's participating today to spread the word about the collaborative, provide assistance if you can and join us. I will note that even since last week, our board member Brett Holly has already reached out to the alumni president and the alumni office, and has received a very positive response about their interest in joining forces. We look forward to that. I would like to think that the alumni, and the parents of students can be a force multiplier for the great work that has already been underway. We've heard about in the presentations already this morning. Or this afternoon. Finally, we have created a new email address to facilitate our communication. It is casvolunteer@stetson.edu, we will get that up and be in touch and look forward to growing this together. I look forward to the remaining discussion and I will turn it back over to Chris.

>>PRESIDENT ROELLKE: Tom, thank you so much, I really appreciate that. I would like to welcome our other panelists back onto the screen. Tom, I agree with you. This is in fact a call to action and has the great potential to be a force multiplier. Thank you for your articulate words and also your passion for this project. Really really important, thank you. We do have some wonderful comments coming in through the chat as well as questions. Thank you panelists for rejoining us. First, if you are the common specific comments to Mike and Michelle, thank you for the many years of great service as well as to the other pre-health advisors. This new calling is very fortunate, the new calling we are to hire is very fortunate to have you as mentors. Another

very nice comment in the chat about seeing and observing the evolution of exercise science, at Stetson and from afar, really enjoyed observing the growth and strengthening of that program. I would like to start off if I could with the students, because these folks Chloe and Carissa, you are in fact a great example of the ones we are trying to invest in here. Right? I think that is what we are about. In an environment of COVID, in an environment where it's been difficult to try to engage in the kinds of experiential learning that Tom Patton referred to, how have you been able to overcome that and still deem important professional preparation that blends your academic learning with your pragmatic learning. That is part one of the question. Part two of the question is, what do you see as your next steps as you are along this journey? Maybe Carissa, can we start with you in terms of how you are navigating this whole public health challenge while still trying to become a health professional?

>>CARISSA ALI: Actually interesting if I became a scribe right when Florida shut down. About a year ago. That was a really interesting transition. I definitely have felt the struggles in terms of online learning and I know I'm very hands-on, very classroom oriented. This year has not been it for me. I think reaching out to my faculty, relying on the resources I have here at Stetson happen while for me to be able to continue to be successful. Not only just being able to balance all of the different things I am doing, but to also get what I want out of the experiences I'm having. Being able to utilize those resources has been really helpful for me. I know I personally use counseling services on campus and those have been great during this time. To be seen as a student, I think that is a really good resource even if you're not struggling, just to be able to talk through and process everything that is happening in this crazy world right now. Those are kind of the resources I have been using to deal with everything, of course, trying to understand that during this time, medical schools are going to have some consideration for the fact that it is COVID. There are some things that we are going to be unable to do and extra challenges on it that we aren't able to predict, or able to maybe overcome as well as we would have normally in a different situation. I think keeping that in mind to as a student, is really helpful because I tell students not to be hard on themselves when they see performances and classes and things. Be mindful as a student, it's a really hard time especially with online learning and those things that kind of help me to personally in dealing with a lot of the obstacles I have had. In terms of the next steps for me, I plan on taking the MCAT in July. Sending my applications and over the summer. I am already sending references to a lot of my people that I'm going to be using as well as the physician I work for right now as a scribe. I am collecting all of that stuff and in the summer I will be studying some more. It's been a little rough. And really cracking down on the MCAT and studying some more, going into my senior year I will be doing senior research with Dr. King actually. Keep an eye out for that, it should be interesting. As well as getting ready for graduation, and hoping for interviews and really trying to see if we can get into some of those medical schools. UCF and (name) are my two number one schools right now. Of course I have my dream school which is NYU. That is a really long shot in the dark kind of thing. That is just one of those that I threw in there just to see, you never know, free tuition. Those are kind of the next steps for me.

>>PRESIDENT ROELLKE: Carissa, thank you so much for your authentic and warming remarks. You mentioned the NYU piece, for those of you not familiar, parts of the Home Depot fortune by (name) and his family contributed \$500 million to the NYU medical school system. Thereby making tuition not an issue for any future, current or future medicals school student. As

a data be medical school student, you cannot imagine my daughter was shaking for a considerable length of time when she was accepted into the first cohort of that arrangement. I am a proud dad but again, I understand there's going to be a place for you, I can tell there's going to be a place for you and you are going to thrive. You said something in your remarks that I want to highlight how important it is to also maintain your own wellness is your trying to promote the wellness of others. I thought that was brilliant, thank you for that and good luck to you. Chloe?

>>CHLOE DeYOUNG: I am a sophomore, I am a year younger than Carissa. For me, throughout this last year I've really been able to just get involved on campus, I don't know if I recommend the level of involvement to everyone, it can be a lot. I definitely, everything I joined I really very much appreciate. I really enjoy everything I'm involved in, it's been really great for me and it had a lot of experiences here this year, I've really grown as a person looking at who I was just a year ago to now is really interesting in how I have matured. What I recommend is to follow your interest wherever they go. I took a lot of hard classes this year, I had three labs this semester and my research proposal altogether. It was really very busy school work wise. I love classes, it was really just enough for me to keep going. I volunteered virtually which was a little bit of a difference from COVID times to normal time. Through HH I, Hispanic health initiatives I was able to volunteer virtually in what I think is a very important organization. So shadowing, things like that is something I have to focus on the future to try to get more shadowing hours besides just my internship. I think a big part of it is really just buckling down and not letting it be an excuse for you. That was a big part for me was I don't want this time to fly by, for me to just say it is okay because COVID. To a certain degree, I think that is a valid excuse, but I think that my viewpoint was not to make it one and do as well as I can anyways. I also grew up in a very sports family, my parents are always like no excuses. That is really ingrained into me, I was just going pretty hard this year. Next step in the future, right now I'm a sophomore and I plan on graduating in 2023. However, and taking the MCAT in May. I will have all the classes that they require if done so I will be done early. I will be going abroad afterwards, finally. I applied to three programs this summer and the third one is finally going to happen because I kept getting in and it was canceled. I will be going to Austria, and I am fully vaccinated. Thank you. I will be, it is like a psychology trip. A lot of medical history, Sigmund Freud and it will be really interesting. Then I also took my research proposal this year and I actually did my presentation right before this webinar. I am really excited to start that research next year as well and continue that, hopefully get published because research is also another really deep passion of mine as well as seeing patients. Definitely in the future going into those things and just focusing as well and getting a lot more shadowing once the hospital start to open up.

>>PRESIDENT ROELLKE: Chloe, thank you so much. As they say, keep on keeping on. You're doing great, that is wonderful. I would like to close this out if I could by turning to faculty. Obviously during the time of COVID, one of the reasons why Stetson has been able to navigate this is very difficult terrain effectively has been in fact, our collaboration with the community and our Volusia County Department of Health. Some questions, the whole series of questions in the chat is kind of about articulation agreements and ways in which we can partner in these enterprises with our local and regional partners. I was hoping Mike could start us off with maybe a few remarks on how it is we aren't in this alone.

>>MIKE KING: Sure, thank you. In fact, I see a comment from Jim. Hi Jim, it's been a long time. He was a student of mine in 1994. We do have agreements and some are long-standing, some are relatively new, in some cases for the school, where they normally would have to take the MCAT, they actually don't if they maintain a certain GPA and have a particular SAT score, the newer programs programs are little bit older and are called early acceptance programs. We actually have students coming in from high school who get accepted into the program when they are accepted to sets in. We are an affiliated school to those programs and that allows students to get on track earlier. Advent health came on board in the past couple of years. They provide avenues for students into more of the allied health kind of pathways. Just like Dr. Skelton was talking about, students may come in with a vision of a being a pediatrician or a surgeon but that that will happen for everyone. Unfortunately, understanding these paths and having opportunities are fantastic. That is what these programs allow. Dr. Skelton, do you want to add something?

>>PRESIDENT ROELLKE: Dr. Skelton will close us out because the enthusiasm that is provided is absolutely infectious. Doctor Skelton?

>>MICHELE SKELTON: Thank you, there is great opportunities with the affiliation agreements that we have that Mike was talking about but I have to go back to our students are just so fantastic that yes, they can take advantage of some of these agreements but to actually do wonderful things as we have heard from our students are currently enrolled right now. That they are getting into programs on their own attributes without this affiliation agreements and doing very well. Then so many different paths. I think I know we have some alums on our webinar today, I would just like to thank them for joining us. Also, to keep in mind that you were in the spot that a couple of our students were in before, and to consider all the ways that you can help our pre-health students in the future.

>>PRESIDENT ROELLKE: What a wonderful way to close us out after an outstanding webinar. Again, a special thank you to students who I know at this time of year and to our faculty, at this time of year is exceptionally busy. I wish you nothing but the best as you move forward in your education. Again, thank you to header nation for joining us today. Please stay tuned for our next board. We enjoy these webinars very much and we hope you do too. As of like to conclude almost every time I've been on the screen, go Hatters!