

**Graduate School of Public Health
Educational Policies and Curriculum Committee
Meeting Minutes | December 6, 2018**

Present: Cindy Bryce, Jessica Burke, Mary Derkach, Ying Ding, Patricia Documet, John Fabisiak, Julia Driessen, David Finegold, Nancy Glynn, Robin Leaf, Josh Mattila, Kimmy Rehak, Giovanna Rappocciolo, Emily Russell, John Shaffer, and Stephanie Turnquist.

The meeting was called to order at 1:30pm by Dr. Patricia Documet, chair.

Student Report on Inclusion in Curriculum | Current Pitt Public Health student

A current Pitt Public Health student explained instances where they experienced microaggressions in Pitt Public Health classes with regards to gender identity. In particular, professors present gender in research either as either a male/female binary (for example, MSM and MSW are exclusive designations) and/or with anatomy defining gender or gender identity. While part of the issue may be due to using secondary data sets that use research questions only asking male/female gender, the student said that the data could be presented in a trans-competent way by providing a disclaimer along the lines of “This is how the question was asked.” The committee discussed how to build a more welcoming, inclusive culture both in and out of the classroom.

The committee asked about strategies for being more trans-inclusive in the classroom and asked the student’s opinion on the best way to get students to share their preferred pronouns—whether passing notecards around the classroom or requesting students to provide private information via personal communication. Any way that did not put the onus of work on transsexual students and/or signaled any particular person out in front of the entire class would suffice.

ACTION: The committee decided to form a subcommittee with participation of EPCC and FDC and also to invite an outside trainer in an effort to make Pitt Public Health more trans-competent in classrooms, syllabi, and research. EPCC members mentioned at least two alumni who can consult with us; one of them works at CMU in diversity and inclusion.

Revisit discussion II of II on school diversity statements for syllabi, in conjunction with the FDC | Tina Hershey & Dr. Marnie Bertolet (FDC co-chairs) & Patricia Documet

Tina Hershey and Marnie Bertolet, Faculty Diversity Committee co-chairs, shared two options for school diversity statement that they drafted to incorporate all of the following: 1) an acknowledgement of the importance of diversity, 2) justification for why diversity is important, 3) a definition of diversity, 4) an inclusion statement with examples of appropriate conduct, and 5) a statement of accountability, especially with regards to resources and reporting. In particular, these statements address accountability more than the previous diversity statement suggestions had. The student representatives said that they liked the fact that everyone was held accountable in the new statements. The committee discussed in which order the contacts should be presented, especially if problems were related to the course instructor. The committee decided it was best to leave advisors off the list and list three options: the instructor; the Pitt Public Health Associate Dean for Diversity and Inclusion; and the University’s Office of Diversity and Inclusion.

ACTION: The committee voted to approve that the first diversity statement by the Faculty Diversity Committee be included on all Pitt Public Health Syllabi starting spring 2019.

New Course: HPM 3000 *Doctoral Research and Professional Development Seminar* | Wes Rohrer and Lindsay Sabik

Drs. Wes Rohrer and Lindsay Sabik presented an application for a new seminar course intended for doctoral and MS students in HPM. They created this course based on student feedback to provide career pathing and guidance. There are three components to the course; 1) research seminars with invited speakers, 2) a journal club led by HPM students, and 3) outside seminars.

ACTION: The committee voted to approve the course provided that they make the following changes: edit the learning objectives to include measurable verbs (for instance, change “present” to “develop” and “sustain” to “utilize”), and update the Academic Integrity and Title IX statement. They were also asked to consider capping the number of students who can take the course.

New Course: IDM 3441 *Epidemiology and Control of Sexually Transmitted Infections* | Larry Kingsley

Dr. Larry Kingsley presented an application for a new course designed to give students an understanding of the current state of US-based STIs, focusing on outbreaks. The course content is half lecture and half discussion of current research on STI control. As participation was such a large factor in the class content, EPCC committee members suggested making participation worth more than 10% of the final grade.

ACTION: The committee approved the course provided that the participation percentage of the grade calculation was changed to reflect the amount of work that students would have to contribute to class discussions.

Findings of Core Course Review for Diversity & Inclusion | Noble Maseru

Dr. Noble Maseru reported on his meetings with core course instructors to discuss how issues related to health equity were included and/or addressed in the course. He said that core course instructors were not taking the opportunity to address issues social determinants of health and health equity in their course materials. He suggested specific materials to be inserted in courses. EPCC members expressed concerns about the freedom of instructors to craft their own courses according to their expertise. They also mentioned that not all topics lend themselves to address equity in the same manner.

ACTION: Dr. Maseru will discuss these issues with chairs and then loop back to the EPCC committee with a more detailed report. Dr. Maseru will construct a list of items that can show a syllabus is addressing equity. From this list, EPCC can construct a rubric to be added to the syllabus review for each semester. In that way, addressing equity will become part of the routine review of syllabi.

Approval of November Minutes | All

ACTION: The committee approved the November minutes provided that 6-week classes was changed to 5.

Spring Meeting Dates (see tentative dates below) | All

The meeting was adjourned at 3:42pm.

Tentative Spring EPCC Meeting Dates | To maintain 1st Thursday of the month:

January 10 (moved from January 3)

February 7

March 7

April 4 (potential issue with date, date being held for Dean's Day)

May 2