Graduate School of Public Health
Educational Policies and Curriculum Committee
July 26, 2018
2 - 4pm
1149 Public Health

1. Report from the MPH committee, Martha Terry

2. Welcome and update to new committee members, Patricia and Robin

3. Review of spring core course evaluations, Patricia

4. Proposed revision and discussion to the school required academic integrity statement for syllabi, Patricia and Robin

5. Proposed revision and discussion to the duties of EPCC members, Patricia and Robin

6. Update and discussion on test optional policies, including recent ASPPH webinar on holistic admissions, Patricia and Robin

7. Preview of EPCC Web Forms, Robin

8. Approval of June 7 Meeting Minutes, All

Upcoming meetings | Fall term schedule:
September 6 [1:30-3:30 p.m.] - 1149 Public Health
October 4 [1:30-3:30 p.m.] - 1149 Public Health
November 1 [1:30-3:30 p.m.] - 1149 Public Health
December 6 [1:30-3:30 p.m.] - 1149 Public Health

Upcoming deadlines:
Deadlines for Fall 2018 (2191) Courses
- Modified Courses | The deadline has past.
- New Courses | Last EPCC Meeting for submission: July 26. Paperwork due to Office of Student Affairs then to the Registrar by August 17.

Deadlines for Spring 2019 (2194) Courses
- Modified Courses | Last EPCC Meeting for submission: October 4. Syllabus and forms due by COB Thursday, July 19. Paperwork due to Office of Student Affairs then to the Registrar by October 18.
- New Courses | Last EPCC Meeting for submission: December 6. Syllabus and forms due by COB Thursday, November 29. Paperwork due to Office of Student Affairs then to the Registrar by December 14.

Semesters Offered| Overall teaching effectiveness OMET score

Core Course & Instructor	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018
BCHS 2509	4.2 Thistle Elias	4.47 Martha Terry	5 Martha Terry	4.11 Thistle Elias	4.74 Martha Terry	4.25 Martha Terry	4.24 Thistle Elias	3.89 Martha Terry
BIOST 2011	3.37 Ada Youk			*not evaluated* Ada Youk				3.81 Shyamal Peddada
BIOST 2041	4.56 Sally Morton			3.55 John Wilson			3.01 Laurel Chiapetta	
BIOST 2042		---------- Stewart Anderson						
EOH 2013		3.65 Aaron Barchowsky			3.66 Aaron Barchowsky			4.08 Aaron Barchowsky
EPIDEM 2011	3.77 Tom Songer		---------- Tom Songer	4.04 Tom Songer		4.27 Tom Songer	4.22 Tom Songer	
HPM 2001	4.25 Everett James	4.18 Everett James		4.58 Everett James	4.48 Everett James		4.55 Everett James	4.58 Everett James
PUBHLT 2011		4.11 Jeremy Martinson			4.12 Jeremy Martinson			4.32 Jeremy Martinson
PUBHLT 2014	2.88 Gerry Barron			*not evaluated* Gerry Barron				
PUBHLT 2015	4.42 Jeremy Martinson		4.67 | 5 Jeremy Martinson | Ryan Minster	4.65 | 4.29 Jeremy Martinson | Ryan Minster		4.33 | 4.17 Jeremy Martinson | Ryan Minster	4.79 | 4.58 Jeremy Martinson | Ryan Minster	
PUBHLT 2016*	3.2 Candy Kammerer	2.31 | 3.43 Candy Kammerer	4 | 3.86 Elizabeth Bjerke | Ryan Minster	3.1 | 3.62 Candy Kammerer	3.86 | 3.25 Candy Kammerer	no data Candy Kammerer	3.6 | 3.7 Candy Kammerer	3.59 | 3.35 Elizabeth Felter

* multiple sections

Data available from Fall 2011

OMET Question	**Instructor's overall teaching effectiveness**
Express your judgment of the instructor's overall teaching effectiveness Scale 1-5	

University of Pittsburgh

Copy of Spring 2018 - Martha Terry

BCHS 2509 - SOCL BEHVRL SCI & PUBLC HLTH - 1030 - Lecture

2184- Teaching Survey Spring 2018

Total Enrollment 42
Responses Received 19
Response Rate 45.24%

Subject Details	
Name	BCHS 2509 - SOCL BEHVRL SCI & PUBLC HLTH - 1030 - Lecture
DEPARTMENT_CD	BCHS
CAMPUS_CD	PIT
SCHOOL_CD	PUBHL
CLASS_NBR	14004
COURSE_NUMBER	2509
SECTION_NUMBER	1030
TERM_NUMBER	2184
COURSE_TYPE	Lecture
CLASS_ATTRIBUTE	
First Name	Martha
Last Name	Terry
RANK_DESCR	Associate Professor
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date Wed, May 02, 2018

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University Questions

Instructor Summary of Results - Scale: Strongly Disagree (1) to Strongly Agree (5)

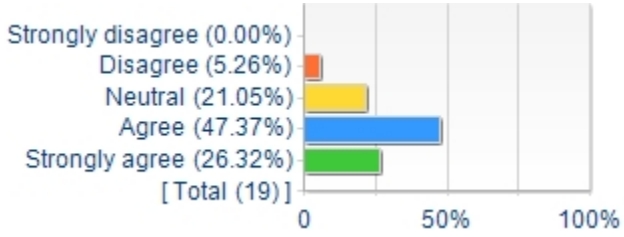
Question	Results		
	Mean	Response Count	Standard Deviation
The instructor stimulated my thinking.	3.95	19	0.85
The instructor was enthusiastic about teaching the course.	4.58	19	0.61
The instructor presented the course in an organized manner.	3.79	19	0.71
The instructor maintained an environment where students felt comfortable participating.	4.28	18	0.67
The instructor maintained an environment where students felt comfortable seeking assistance.	4.00	19	1.00
The instructor provided helpful feedback.	3.74	19	1.15
Assignments contributed to my understanding of the subject.	3.89	18	0.76

Instructor's overall teaching effectiveness

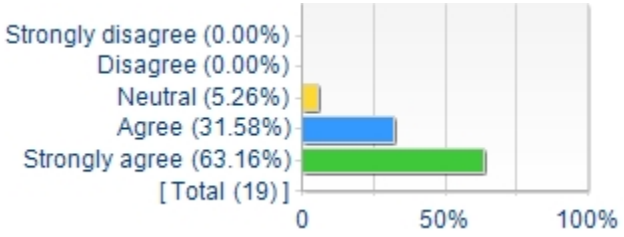
Question	Results		
	Mean	Response Count	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	3.89	19	0.94

Instructor Items: Detailed Results

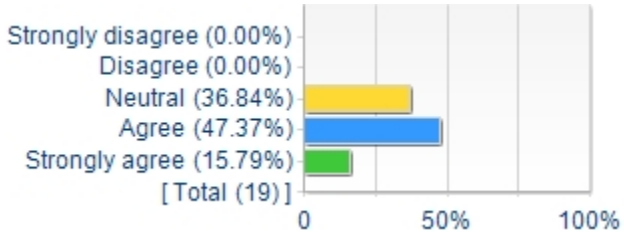
1. The instructor stimulated my thinking.



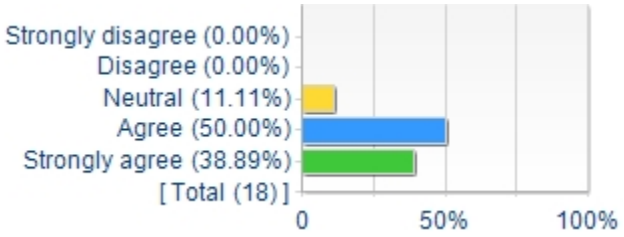
2. The instructor was enthusiastic about teaching the course.



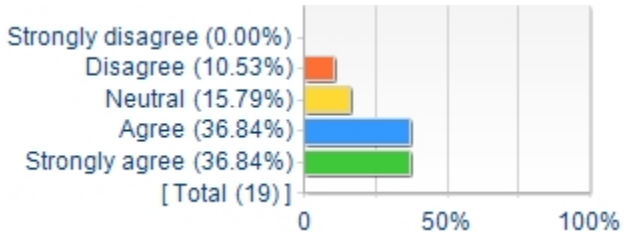
3. The instructor presented the course in an organized manner.



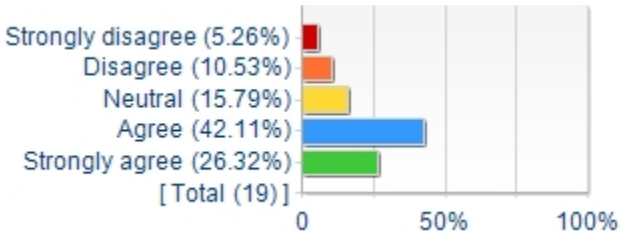
4. The instructor maintained an environment where students felt comfortable participating.



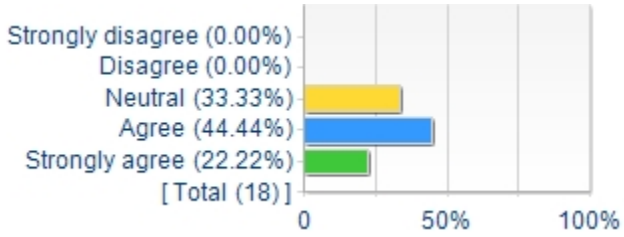
5. The instructor maintained an environment where students felt comfortable seeking assistance.



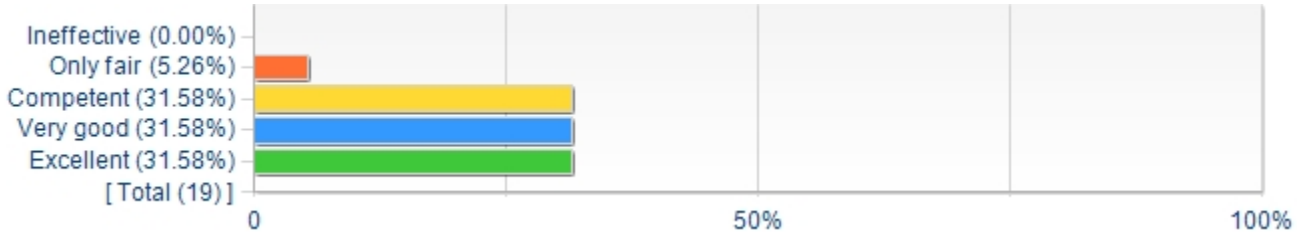
6. The instructor provided helpful feedback.



7. Assignments contributed to my understanding of the subject.



Instructor's overall teaching effectiveness:



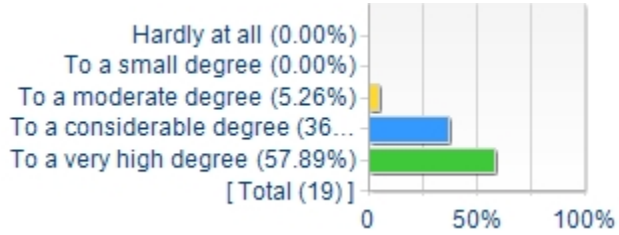
GSPH Questions

GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

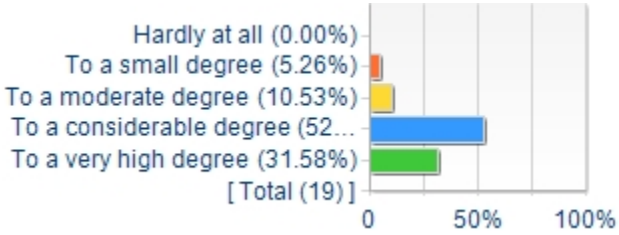
Question	Results				
	Mean	Min	Max	Response Count	Standard Deviation
Course objectives were presented.	4.53	3.00	5.00	19	0.61
Stated objectives agreed with what was taught.	4.11	2.00	5.00	19	0.81
Course made a worthwhile contribution to my professional development.	3.53	1.00	5.00	19	1.26
Assigned work was appropriate to credits.	4.32	2.00	5.00	19	0.82
Course content reflected recent developments in the field.	3.84	2.00	5.00	19	1.01
Course content duplicated that of other courses I have taken.	2.84	1.00	5.00	19	1.42
Would you recommend this course to other students?	3.32	1.00	5.00	19	1.34

GSPH Course Items: Detailed Results

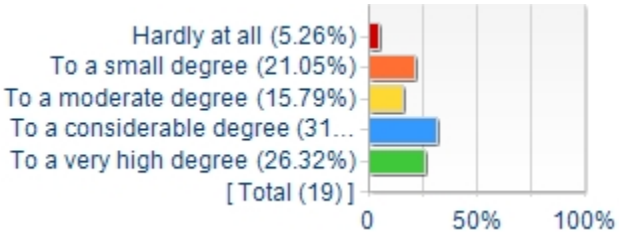
1. Course objectives were presented.



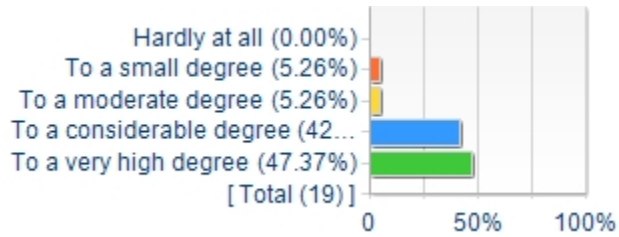
2. Stated objectives agreed with what was taught.



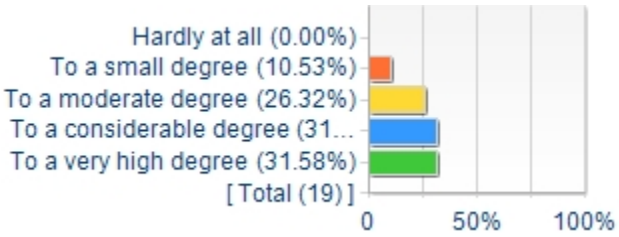
3. Course made a worthwhile contribution to my professional development.



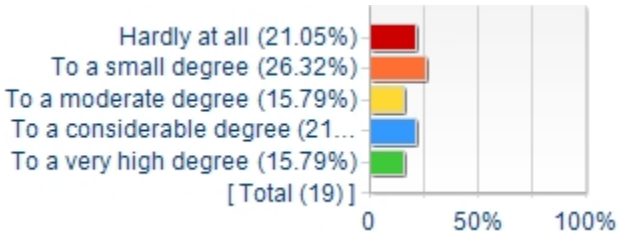
4. Assigned work was appropriate to credits.



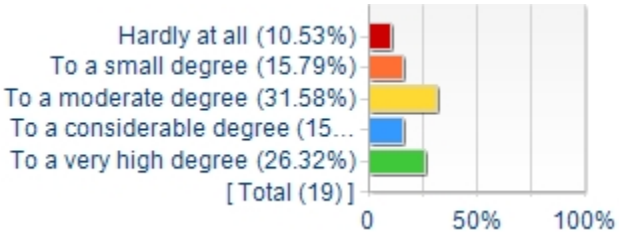
5. Course content reflected recent developments in the field.



6. Course content duplicated that of other courses I have taken.

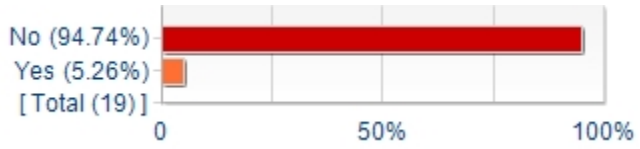


7. Would you recommend this course to other students?

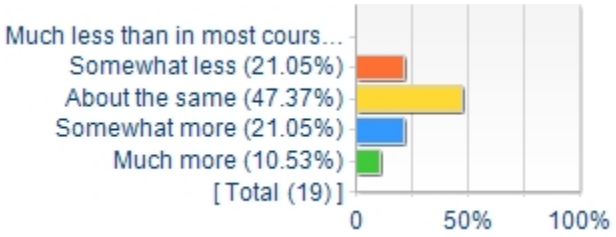


Additional GSPH Course Items

I am taking this course as an elective.

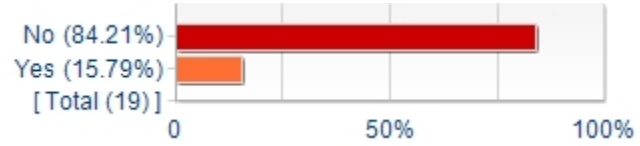


Compared to other courses, in this course I have learned:

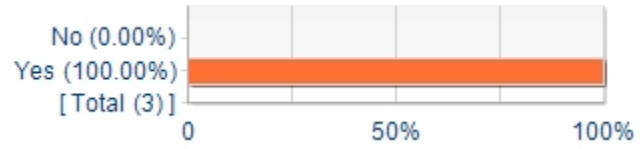


Guest Lecturers and/or Multiple Instructors

Were there guest lecturers and/or multiple instructors in this course?

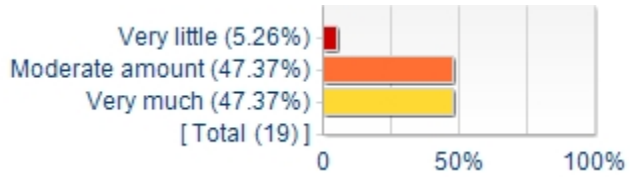


Were the guest lecturers and/or multiple instructors used effectively?

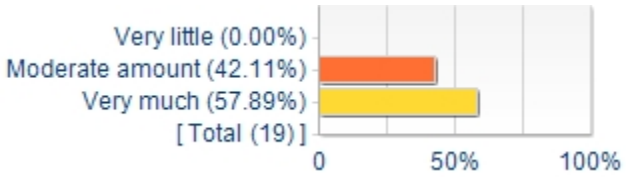


Rate each of the following according to how much it contributed to your attainment of the course objectives.

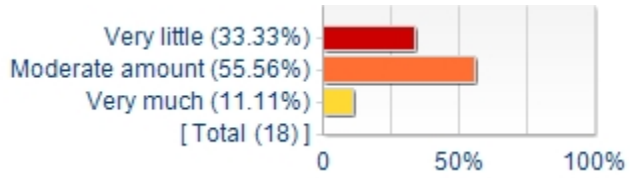
1. Lectures



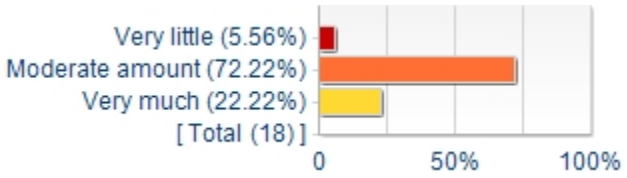
2. Discussions



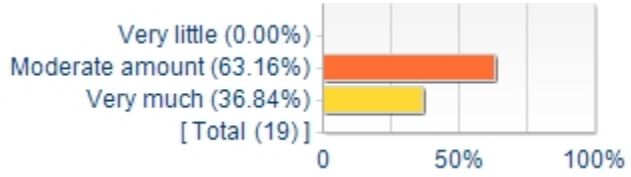
3. Readings



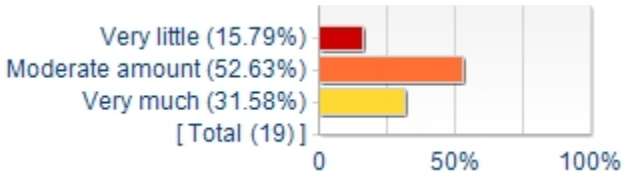
4. Audio-visuals



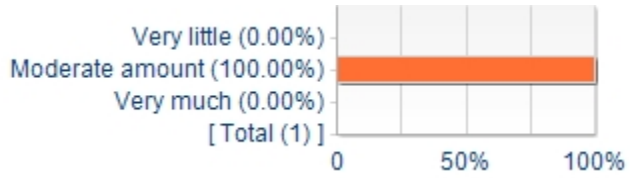
5. Assignments (exams, projects, and written papers)



6. Classroom activities



7. Lab / Recitation



University of Pittsburgh

Copy of Spring 2018 - Shyamal Peddada

BIOST 2011 - PRINCIPLS STATISTICAL REASNING - 1020 - Lecture

2184- Teaching Survey Spring 2018

Total Enrollment 55
Responses Received 37
Response Rate 67.27%

Subject Details	
Name	BIOST 2011 - PRINCIPLS STATISTICAL REASNING - 1020 - Lecture
DEPARTMENT_CD	BIOST
CAMPUS_CD	PIT
SCHOOL_CD	PUBHL
CLASS_NBR	27783
COURSE_NUMBER	2011
SECTION_NUMBER	1020
TERM_NUMBER	2184
COURSE_TYPE	Lecture
CLASS_ATTRIBUTE	
First Name	Shyamal
Last Name	Peddada
RANK_DESCR	Professor
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date Wed, May 02, 2018

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University Questions

Instructor Summary of Results - Scale: Strongly Disagree (1) to Strongly Agree (5)

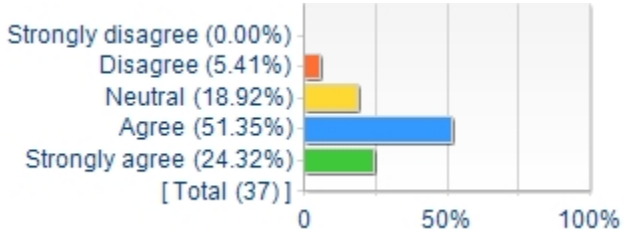
Question	Results		
	Mean	Response Count	Standard Deviation
The instructor stimulated my thinking.	3.95	37	0.81
The instructor was enthusiastic about teaching the course.	4.54	37	0.77
The instructor presented the course in an organized manner.	3.83	36	1.03
The instructor maintained an environment where students felt comfortable participating.	4.24	37	0.68
The instructor maintained an environment where students felt comfortable seeking assistance.	4.41	37	0.64
The instructor provided helpful feedback.	4.00	37	0.91
Assignments contributed to my understanding of the subject.	4.47	36	0.70

Instructor's overall teaching effectiveness

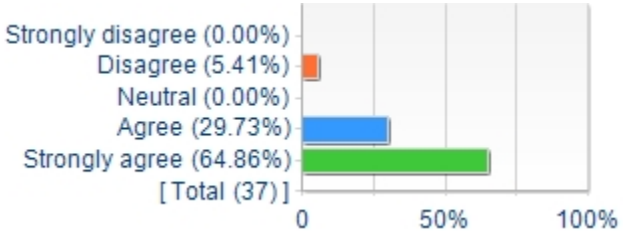
Question	Results		
	Mean	Response Count	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	3.81	37	0.91

Instructor Items: Detailed Results

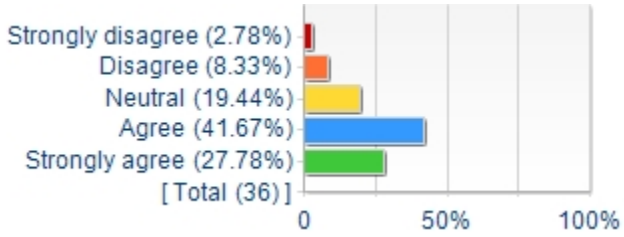
1. The instructor stimulated my thinking.



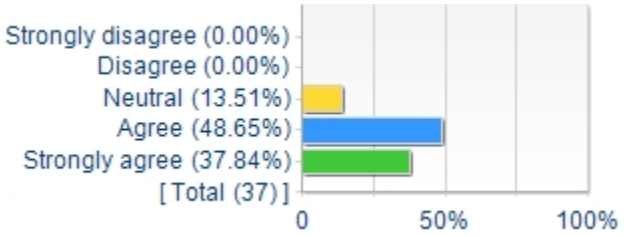
2. The instructor was enthusiastic about teaching the course.



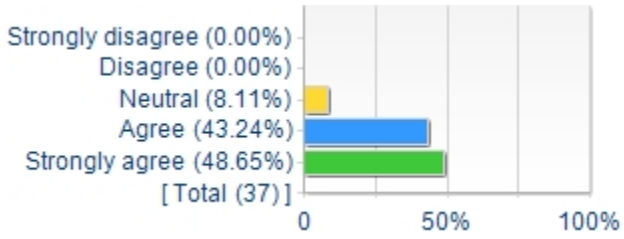
3. The instructor presented the course in an organized manner.



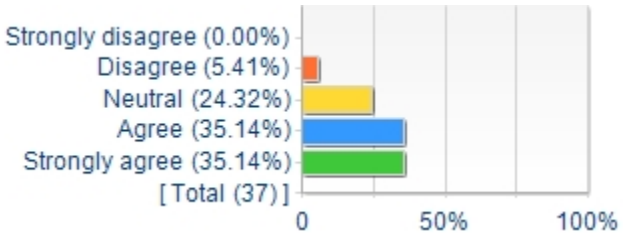
4. The instructor maintained an environment where students felt comfortable participating.



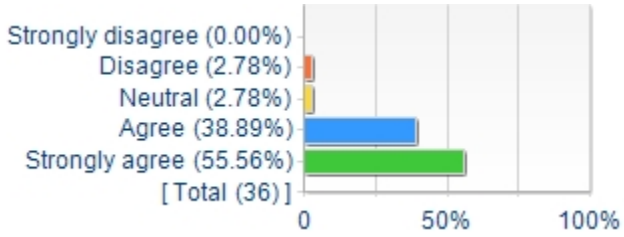
5. The instructor maintained an environment where students felt comfortable seeking assistance.



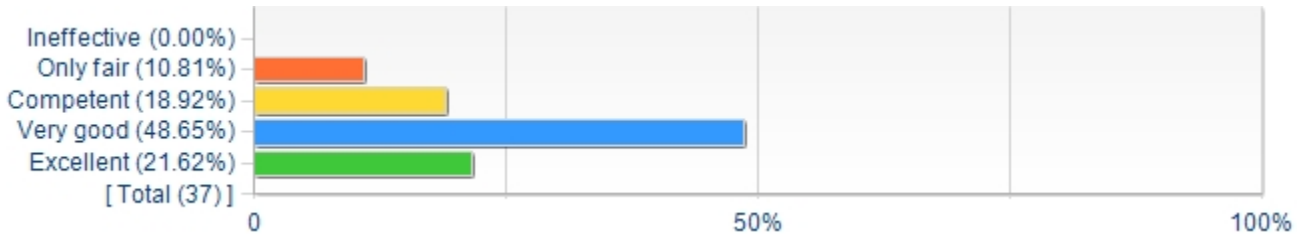
6. The instructor provided helpful feedback.



7. Assignments contributed to my understanding of the subject.



Instructor's overall teaching effectiveness:



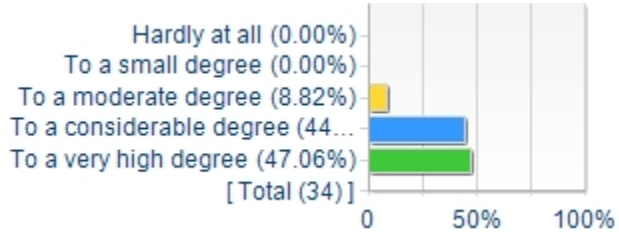
GSPH Questions

GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

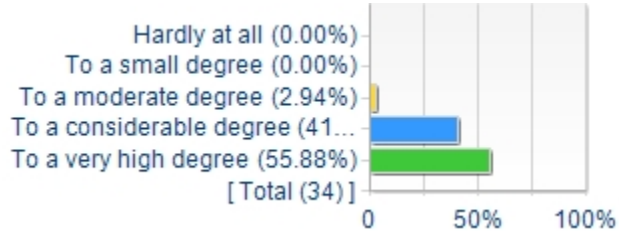
Question	Results				
	Mean	Min	Max	Response Count	Standard Deviation
Course objectives were presented.	4.38	3.00	5.00	34	0.65
Stated objectives agreed with what was taught.	4.53	3.00	5.00	34	0.56
Course made a worthwhile contribution to my professional development.	3.74	1.00	5.00	34	1.36
Assigned work was appropriate to credits.	4.15	2.00	5.00	34	0.86
Course content reflected recent developments in the field.	3.52	1.00	5.00	33	1.18
Course content duplicated that of other courses I have taken.	2.82	1.00	5.00	34	1.47
Would you recommend this course to other students?	3.38	1.00	5.00	34	1.37

GSPH Course Items: Detailed Results

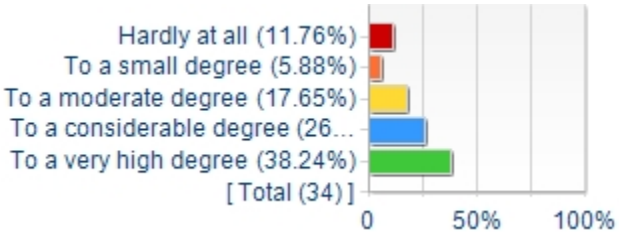
1. Course objectives were presented.



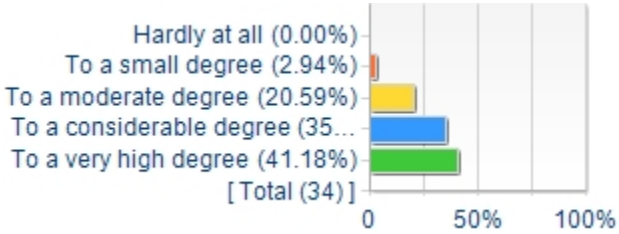
2. Stated objectives agreed with what was taught.



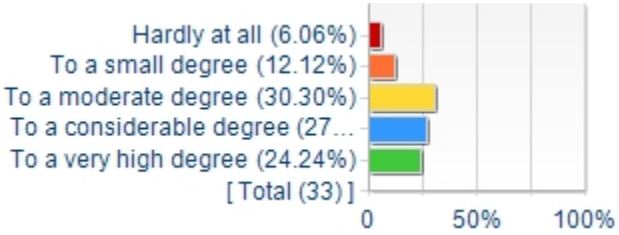
3. Course made a worthwhile contribution to my professional development.



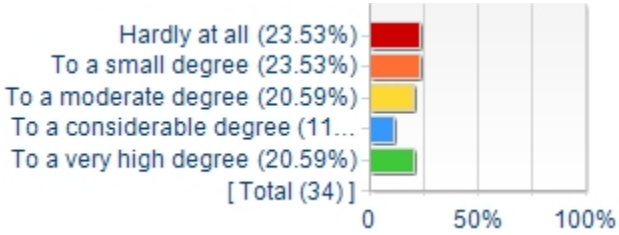
4. Assigned work was appropriate to credits.



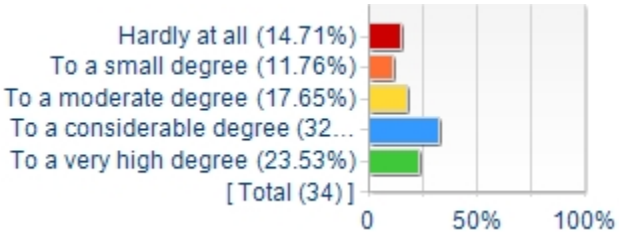
5. Course content reflected recent developments in the field.



6. Course content duplicated that of other courses I have taken.

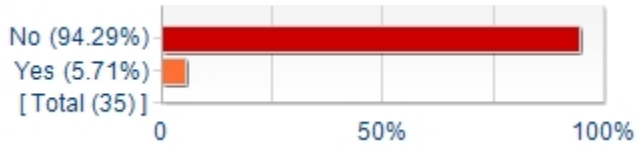


7. Would you recommend this course to other students?

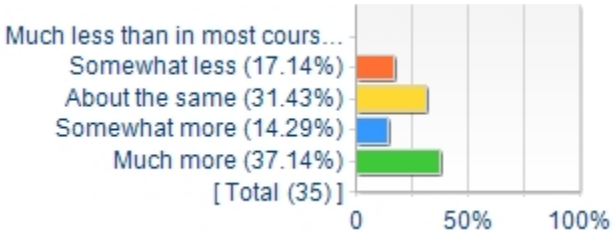


Additional GSPH Course Items

I am taking this course as an elective.

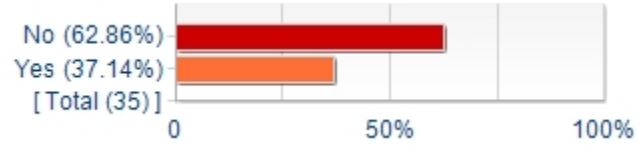


Compared to other courses, in this course I have learned:

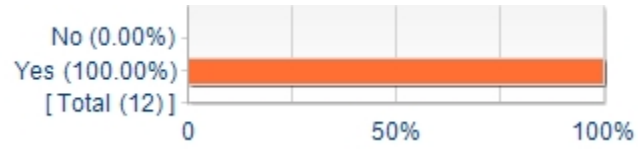


Guest Lecturers and/or Multiple Instructors

Were there guest lecturers and/or multiple instructors in this course?

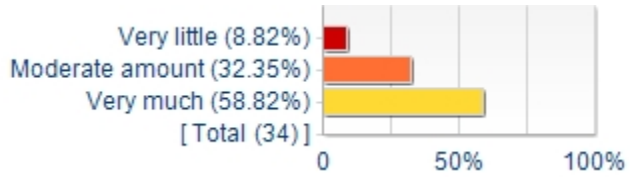


Were the guest lecturers and/or multiple instructors used effectively?

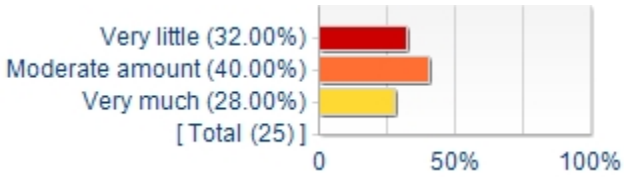


Rate each of the following according to how much it contributed to your attainment of the course objectives.

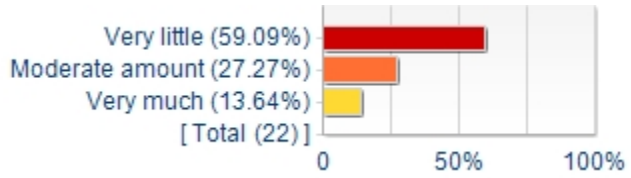
1. Lectures



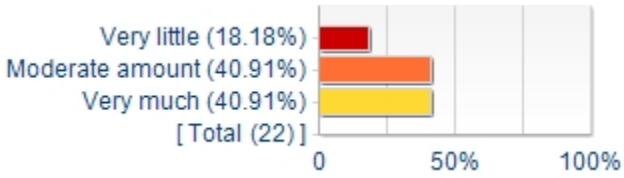
2. Discussions



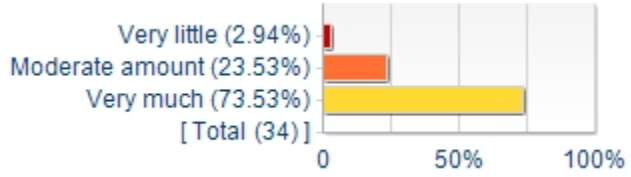
3. Readings



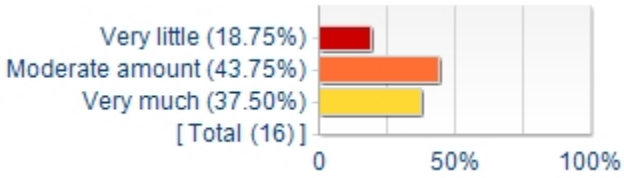
4. Audio-visuals



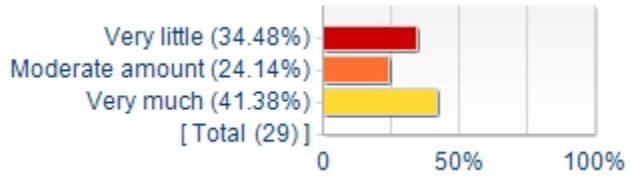
5. Assignments (exams, projects, and written papers)



6. Classroom activities



7. Lab / Recitation



University of Pittsburgh

Copy of Spring 2018 - Shyamal Peddada

BIOST 2011 - PRINCIPLS STATISTICAL REASNING - 1030 - Recitation

2184- Teaching Survey Spring 2018

Total Enrollment 32
Responses Received 16
Response Rate 50.0%

Subject Details	
Name	BIOST 2011 - PRINCIPLS STATISTICAL REASNING - 1030 - Recitation
DEPARTMENT_CD	BIOST
CAMPUS_CD	PIT
SCHOOL_CD	PUBHL
CLASS_NBR	27784
COURSE_NUMBER	2011
SECTION_NUMBER	1030
TERM_NUMBER	2184
COURSE_TYPE	Recitation
CLASS_ATTRIBUTE	
First Name	Shyamal
Last Name	Peddada
RANK_DESCR	Professor
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date Wed, May 02, 2018

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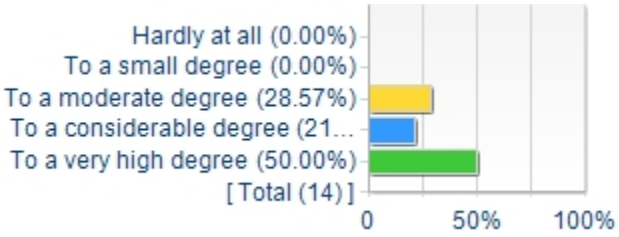
RECITATION Questions

Instructor Summary of Results

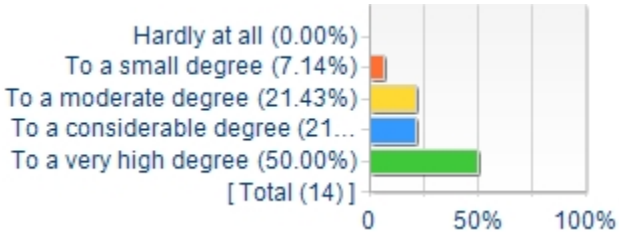
Question	Results		
	Mean	Response Count	Standard Deviation
The recitation instructor was well-prepared for the recitations.	4.21	14	0.89
The recitation instructor appeared knowledgeable about course subject matter.	4.14	14	1.03
The recitation instructor clarified material covered in course lectures.	4.21	14	1.12
The recitation instructor showed interest in helping students understand the material.	4.38	13	0.65
The recitation instructor returned assignments within a reasonable amount of time.	4.75	12	0.45
The recitation instructor was concerned about students' progress in the course.	4.00	14	0.96
The recitation instructor provided helpful answers to students' questions.	4.00	14	1.30
The recitation instructor treated students with respect.	4.79	14	0.58
The recitation instructor provided constructive feedback on assignments.	3.75	12	1.54
The recitation instructor maintained an environment in which students felt comfortable asking questions.	4.57	14	0.65
The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*	4.50	4	0.58
The recitation instructor communicates effectively.	4.00	14	1.18
The recitation instructor comprehends students' communication.	4.50	14	0.76
The recitation instructor led this recitation effectively.	4.14	14	1.17

Instructor Evaluation: Detailed Results

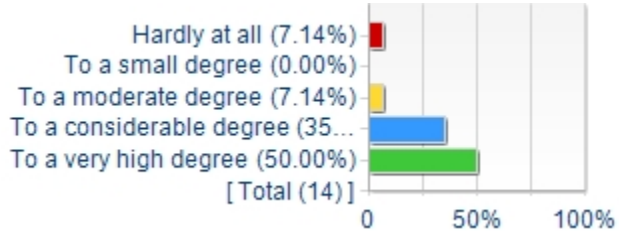
1. The recitation instructor was well-prepared for the recitations.



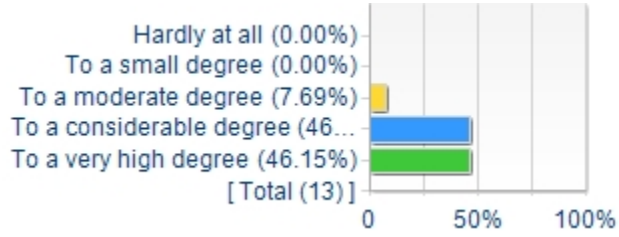
2. The recitation instructor appeared knowledgeable about course subject matter.



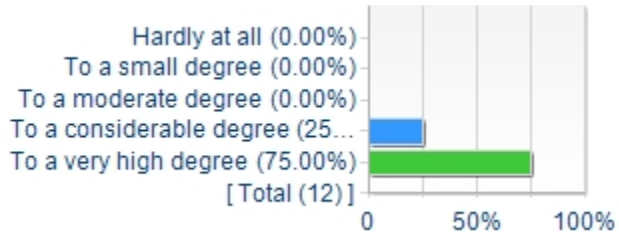
3. The recitation instructor clarified material covered in course lectures.



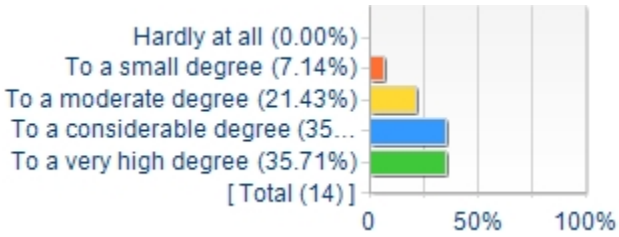
4. The recitation instructor showed interest in helping students understand the material.



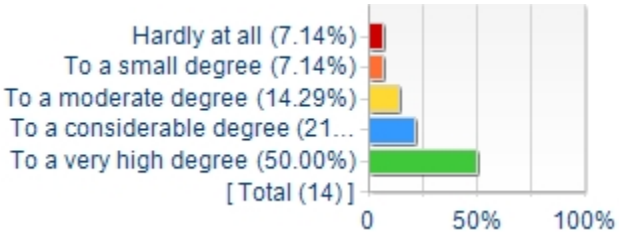
5. The recitation instructor returned assignments within a reasonable amount of time.



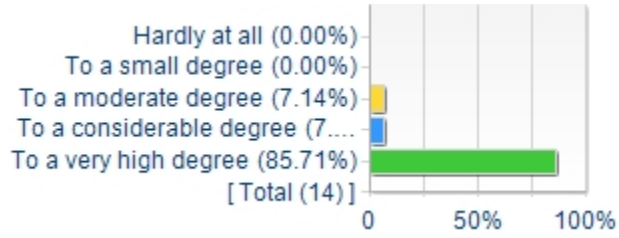
6. The recitation instructor was concerned about students' progress in the course.



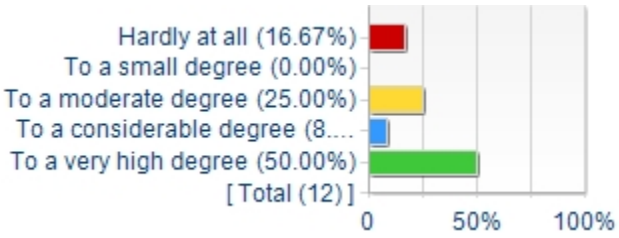
7. The recitation instructor provided helpful answers to students' questions.



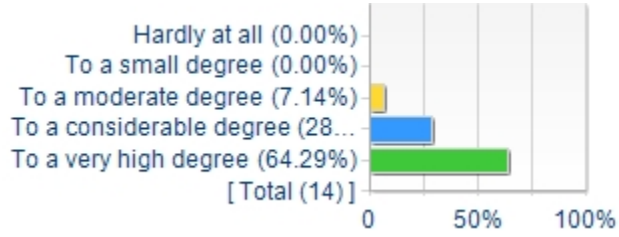
8. The recitation instructor treated students with respect.



9. The recitation instructor provided constructive feedback on assignments.

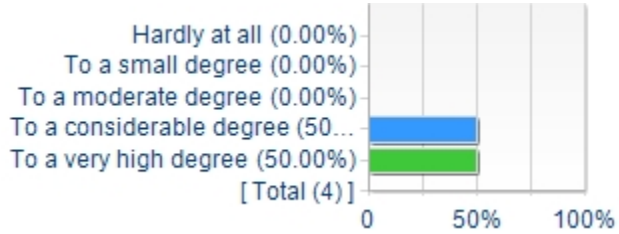


10. The recitation instructor maintained an environment in which students felt comfortable asking questions.

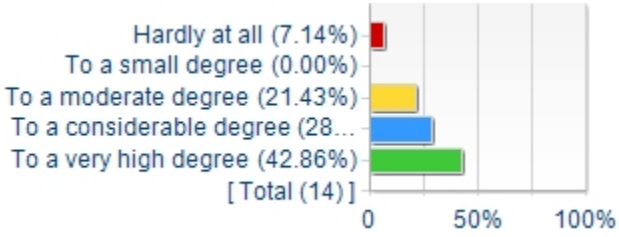


Instructor Evaluation: Detailed Results (continued)

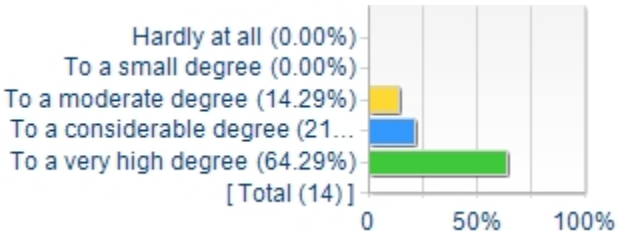
11. The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*



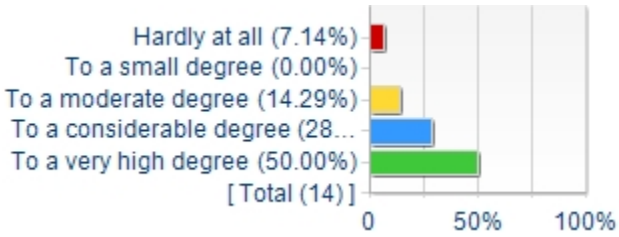
12. The recitation instructor communicates effectively.



13. The recitation instructor comprehends students' communication.

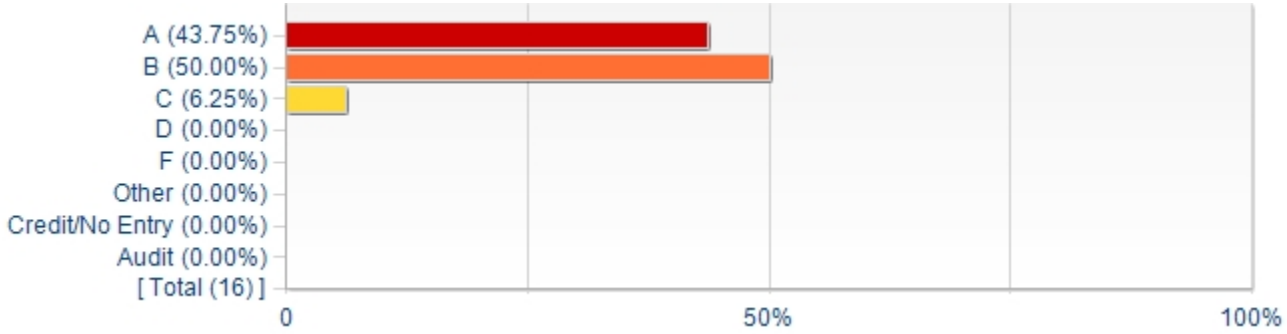


14. The recitation instructor led this recitation effectively.

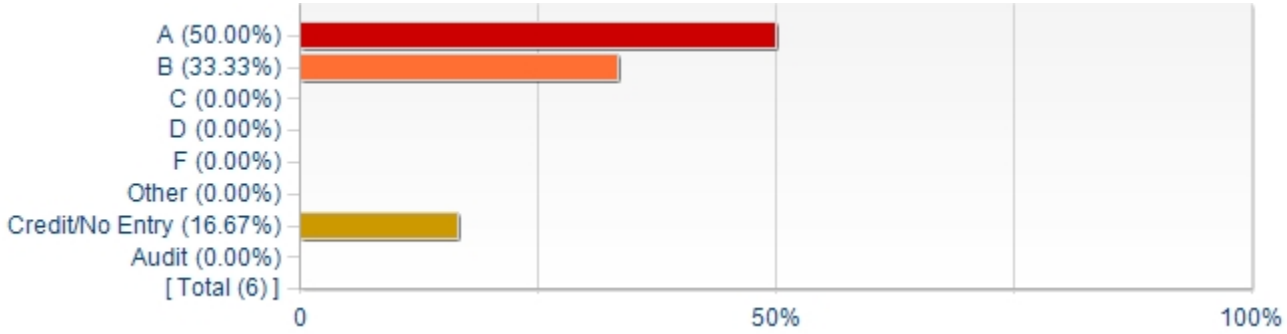


Did the recitations contribute to your learning in this course?

What grade do you expect in the course?

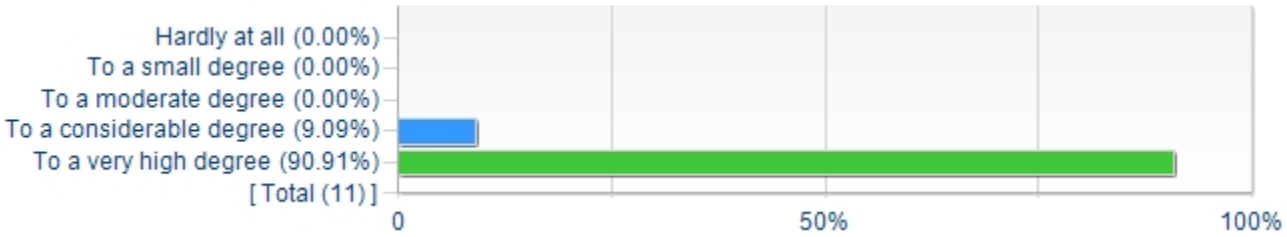


What grade do you expect in this recitation?

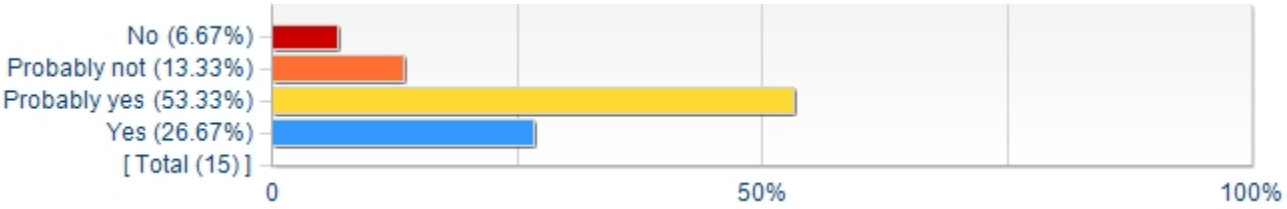


What percent of the recitations did you attend?

The material covered in recitation is well connected to the lectures.



Would you recommend this recitation instructor to other students who are going to take this course?



University of Pittsburgh

Copy of Spring 2018 - Shyamal Peddada

BIOST 2011 - PRINCIPLS STATISTICAL REASNING - 1040 - Recitation

2184- Teaching Survey Spring 2018

Total Enrollment 13
Responses Received 5
Response Rate 38.46%

Subject Details	
Name	BIOST 2011 - PRINCIPLS STATISTICAL REASNING - 1040 - Recitation
DEPARTMENT_CD	BIOST
CAMPUS_CD	PIT
SCHOOL_CD	PUBHL
CLASS_NBR	27785
COURSE_NUMBER	2011
SECTION_NUMBER	1040
TERM_NUMBER	2184
COURSE_TYPE	Recitation
CLASS_ATTRIBUTE	
First Name	Shyamal
Last Name	Peddada
RANK_DESCR	Professor
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date Wed, May 02, 2018

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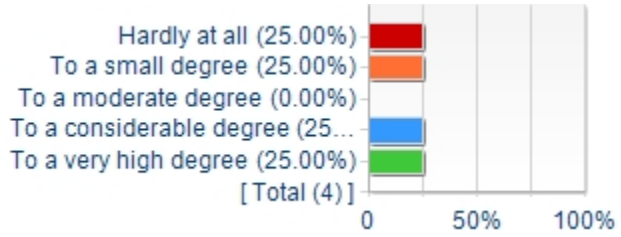
RECITATION Questions

Instructor Summary of Results

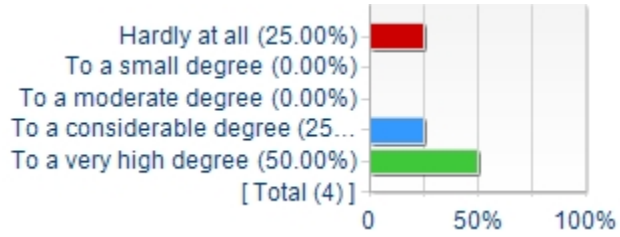
Question	Results		
	Mean	Response Count	Standard Deviation
The recitation instructor was well-prepared for the recitations.	3.00	4	1.83
The recitation instructor appeared knowledgeable about course subject matter.	3.75	4	1.89
The recitation instructor clarified material covered in course lectures.	3.75	4	1.50
The recitation instructor showed interest in helping students understand the material.	3.00	4	1.83
The recitation instructor returned assignments within a reasonable amount of time.	4.33	3	1.15
The recitation instructor was concerned about students' progress in the course.	3.50	4	1.29
The recitation instructor provided helpful answers to students' questions.	3.50	4	1.29
The recitation instructor treated students with respect.	4.75	4	0.50
The recitation instructor provided constructive feedback on assignments.	4.00	3	0.00
The recitation instructor maintained an environment in which students felt comfortable asking questions.	4.50	4	0.58
The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*	N/A	0	N/A
The recitation instructor communicates effectively.	3.50	4	1.29
The recitation instructor comprehends students' communication.	3.75	4	0.96
The recitation instructor led this recitation effectively.	3.00	4	1.83

Instructor Evaluation: Detailed Results

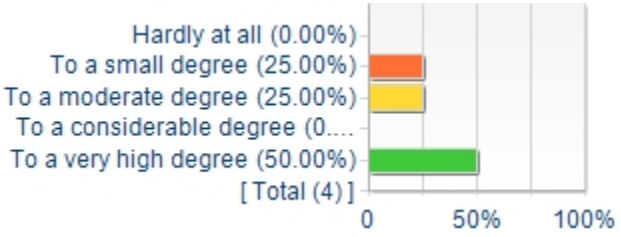
1. The recitation instructor was well-prepared for the recitations.



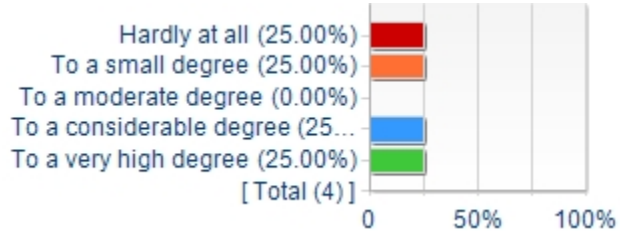
2. The recitation instructor appeared knowledgeable about course subject matter.



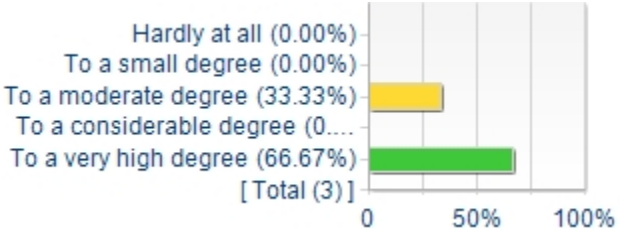
3. The recitation instructor clarified material covered in course lectures.



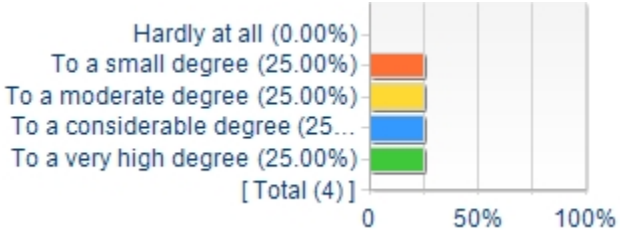
4. The recitation instructor showed interest in helping students understand the material.



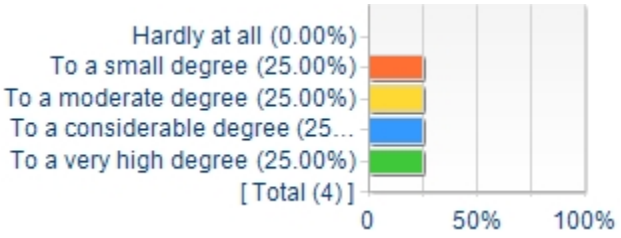
5. The recitation instructor returned assignments within a reasonable amount of time.



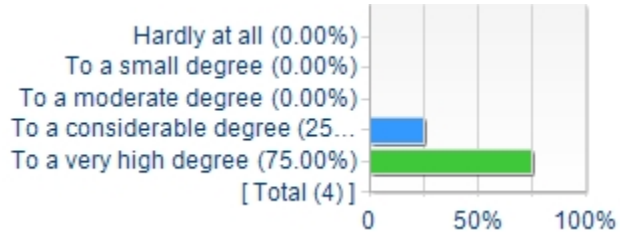
6. The recitation instructor was concerned about students' progress in the course.



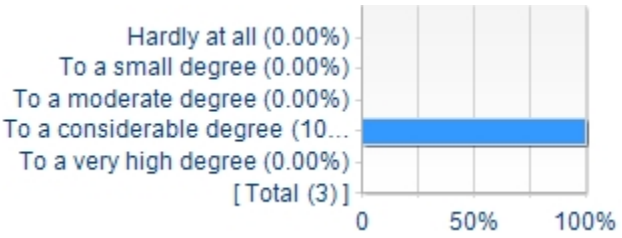
7. The recitation instructor provided helpful answers to students' questions.



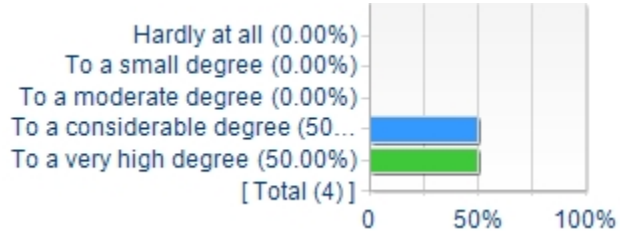
8. The recitation instructor treated students with respect.



9. The recitation instructor provided constructive feedback on assignments.

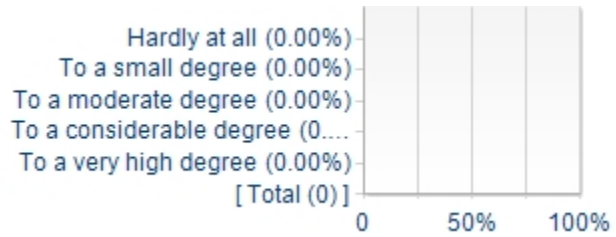


10. The recitation instructor maintained an environment in which students felt comfortable asking questions.

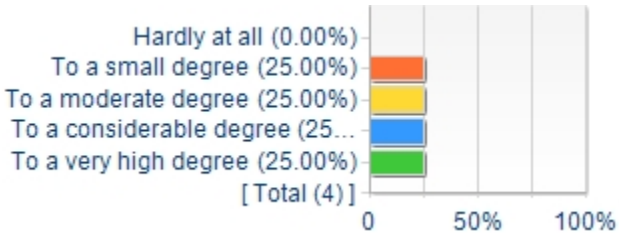


Instructor Evaluation: Detailed Results (continued)

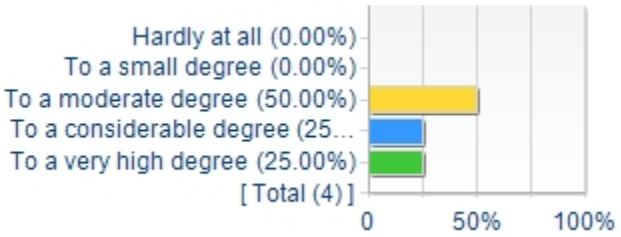
11. The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*



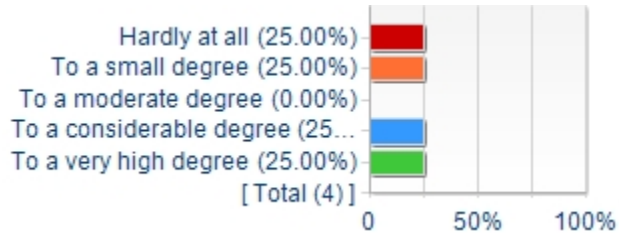
12. The recitation instructor communicates effectively.



13. The recitation instructor comprehends students' communication.

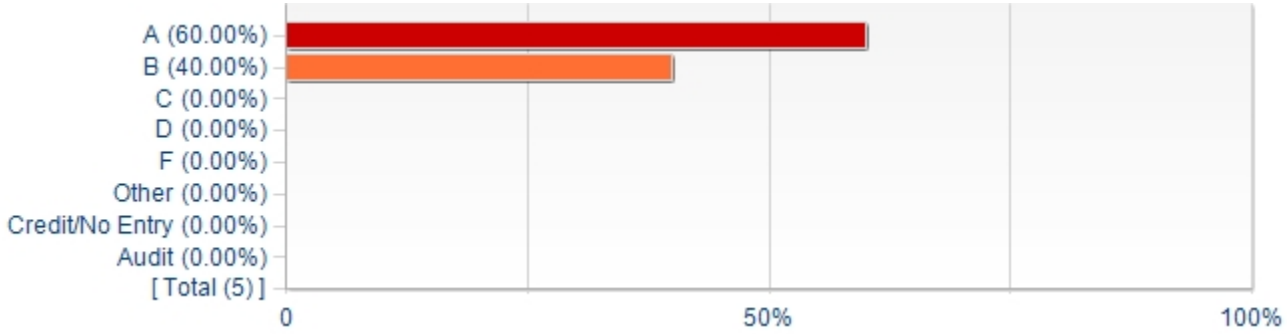


14. The recitation instructor led this recitation effectively.

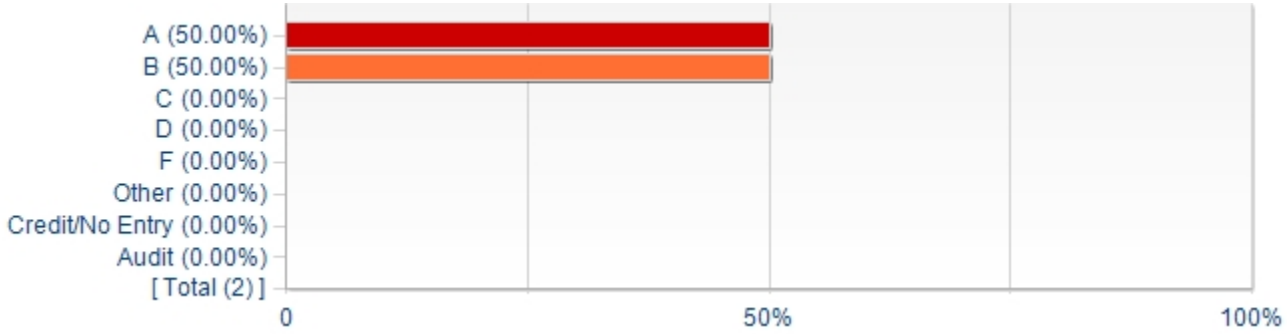


Did the recitations contribute to your learning in this course?

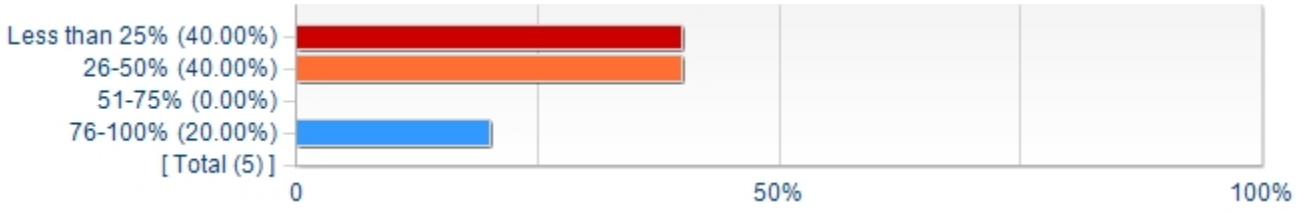
What grade do you expect in the course?



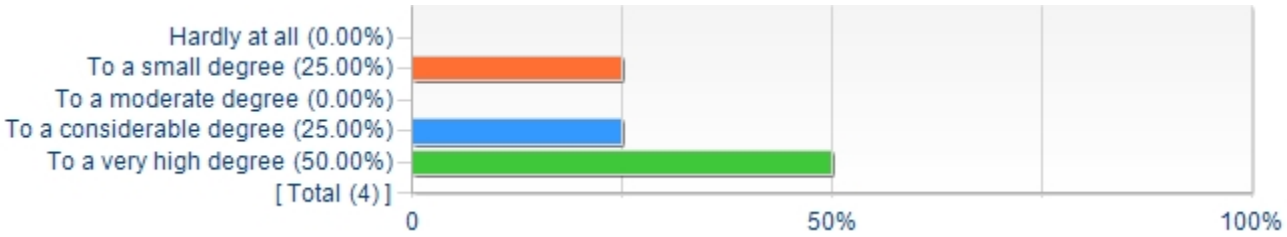
What grade do you expect in this recitation?



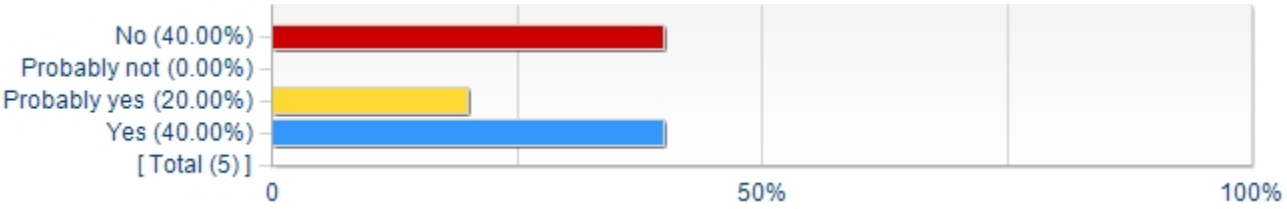
What percent of the recitations did you attend?



The material covered in recitation is well connected to the lectures.



Would you recommend this recitation instructor to other students who are going to take this course?



University of Pittsburgh

Copy of Spring 2018 - Shyamal Peddada

BIOST 2011 - PRINCIPLS STATISTICAL REASNING - 1045 - Recitation

2184- Teaching Survey Spring 2018

Total Enrollment 10
Responses Received 5
Response Rate 50.0%

Subject Details	
Name	BIOST 2011 - PRINCIPLS STATISTICAL REASNING - 1045 - Recitation
DEPARTMENT_CD	BIOST
CAMPUS_CD	PIT
SCHOOL_CD	PUBHL
CLASS_NBR	31808
COURSE_NUMBER	2011
SECTION_NUMBER	1045
TERM_NUMBER	2184
COURSE_TYPE	Recitation
CLASS_ATTRIBUTE	
First Name	Shyamal
Last Name	Peddada
RANK_DESCR	Professor
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date Wed, May 02, 2018

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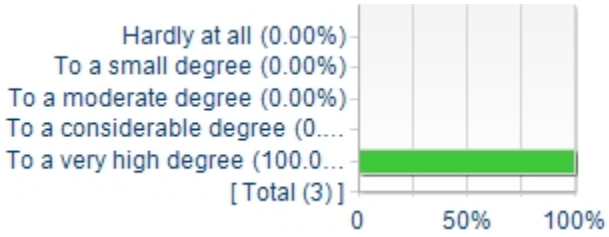
RECITATION Questions

Instructor Summary of Results

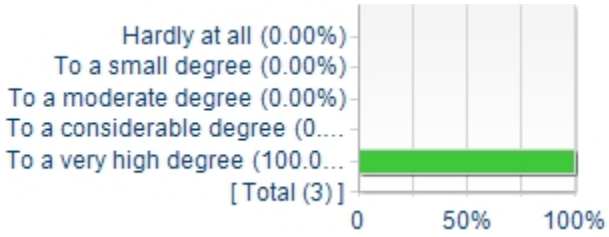
Question	Results		
	Mean	Response Count	Standard Deviation
The recitation instructor was well-prepared for the recitations.	5.00	3	0.00
The recitation instructor appeared knowledgeable about course subject matter.	5.00	3	0.00
The recitation instructor clarified material covered in course lectures.	5.00	3	0.00
The recitation instructor showed interest in helping students understand the material.	5.00	3	0.00
The recitation instructor returned assignments within a reasonable amount of time.	4.50	2	0.71
The recitation instructor was concerned about students' progress in the course.	5.00	3	0.00
The recitation instructor provided helpful answers to students' questions.	4.67	3	0.58
The recitation instructor treated students with respect.	5.00	3	0.00
The recitation instructor provided constructive feedback on assignments.	5.00	2	0.00
The recitation instructor maintained an environment in which students felt comfortable asking questions.	5.00	3	0.00
The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*	5.00	3	0.00
The recitation instructor communicates effectively.	4.67	3	0.58
The recitation instructor comprehends students' communication.	5.00	3	0.00
The recitation instructor led this recitation effectively.	5.00	3	0.00

Instructor Evaluation: Detailed Results

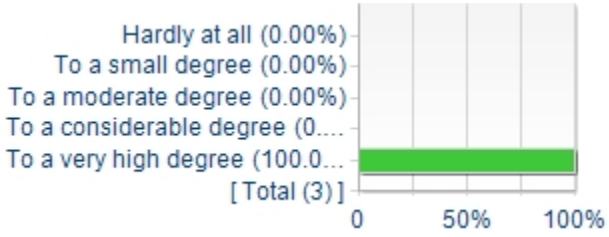
1. The recitation instructor was well-prepared for the recitations.



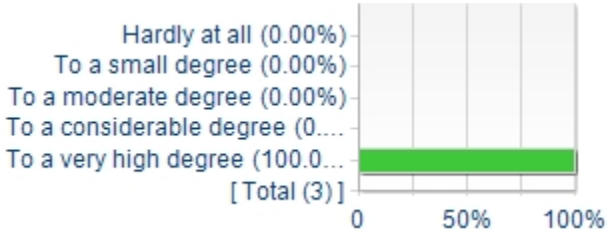
2. The recitation instructor appeared knowledgeable about course subject matter.



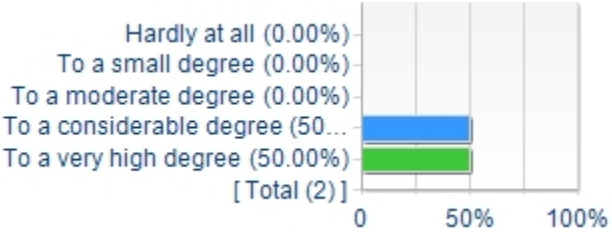
3. The recitation instructor clarified material covered in course lectures.



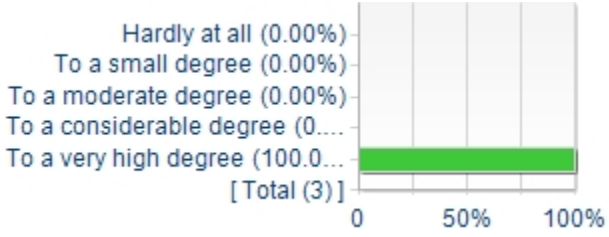
4. The recitation instructor showed interest in helping students understand the material.



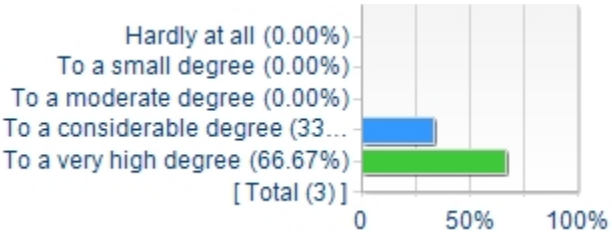
5. The recitation instructor returned assignments within a reasonable amount of time.



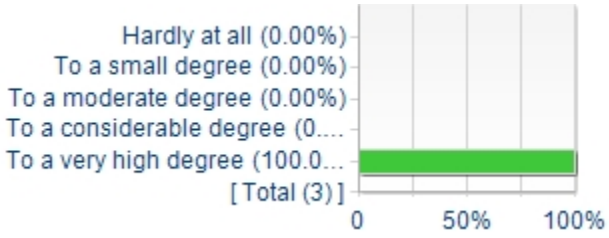
6. The recitation instructor was concerned about students' progress in the course.



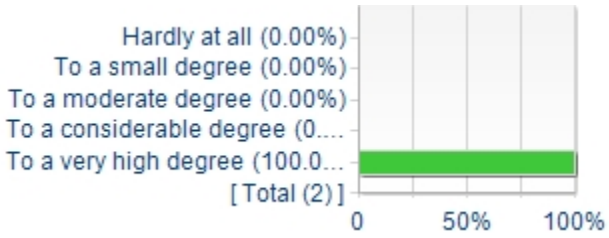
7. The recitation instructor provided helpful answers to students' questions.



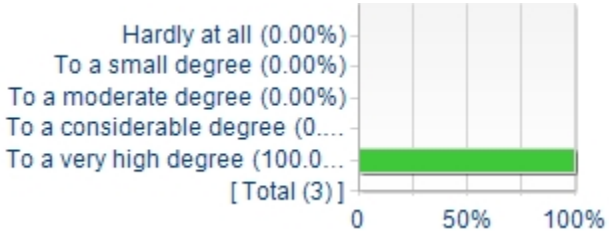
8. The recitation instructor treated students with respect.



9. The recitation instructor provided constructive feedback on assignments.

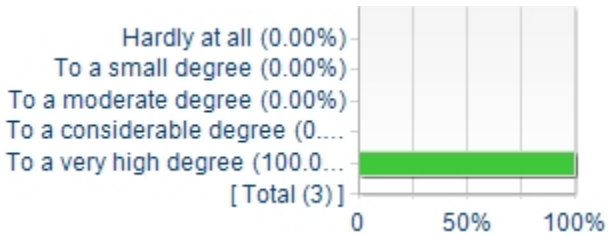


10. The recitation instructor maintained an environment in which students felt comfortable asking questions.

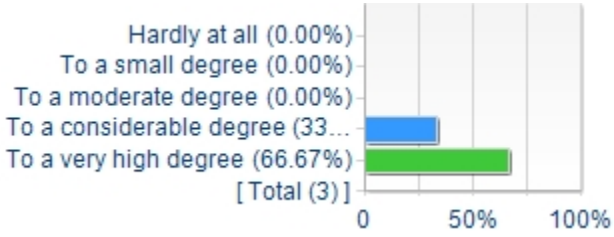


Instructor Evaluation: Detailed Results (continued)

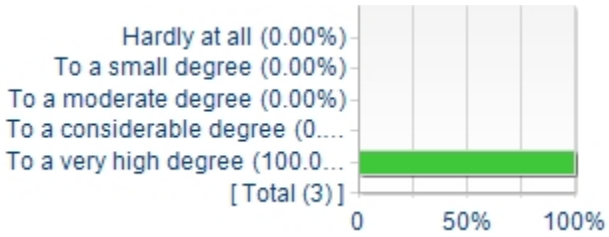
11. The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*



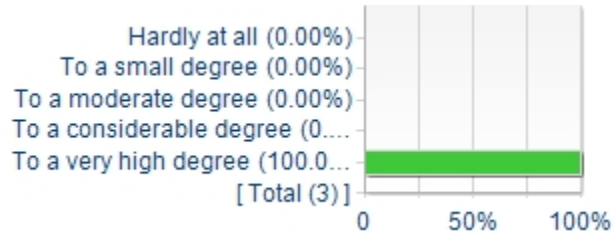
12. The recitation instructor communicates effectively.



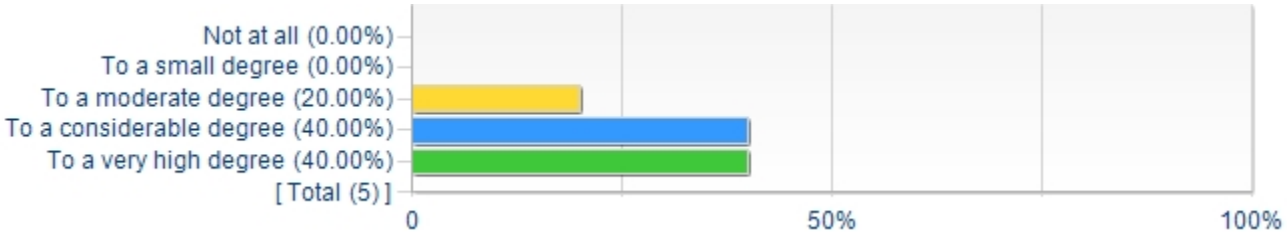
13. The recitation instructor comprehends students' communication.



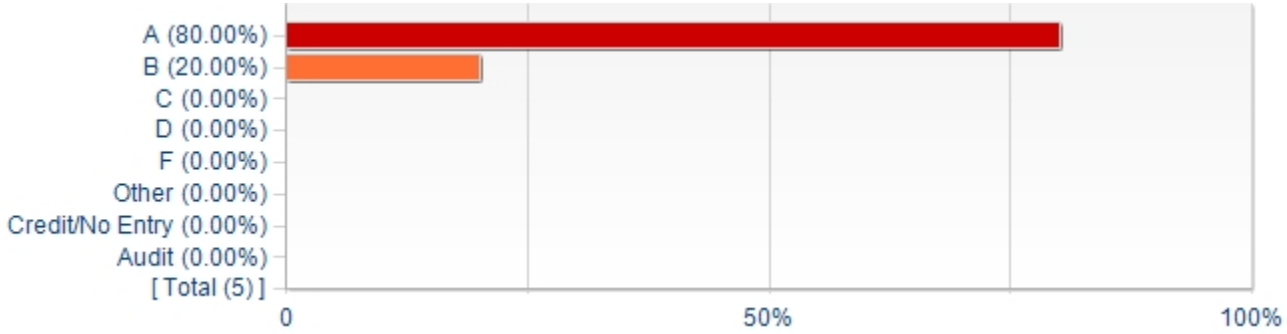
14. The recitation instructor led this recitation effectively.



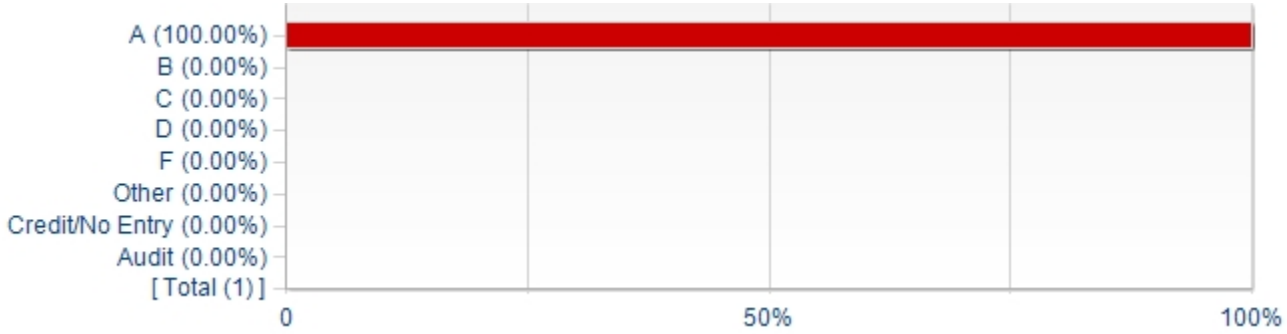
Did the recitations contribute to your learning in this course?



What grade do you expect in the course?

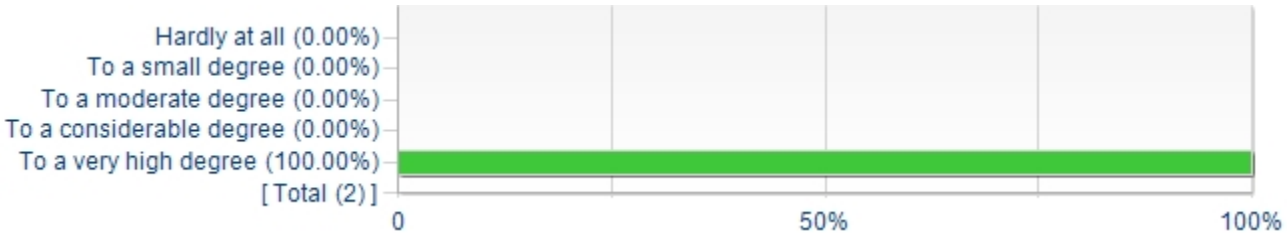


What grade do you expect in this recitation?

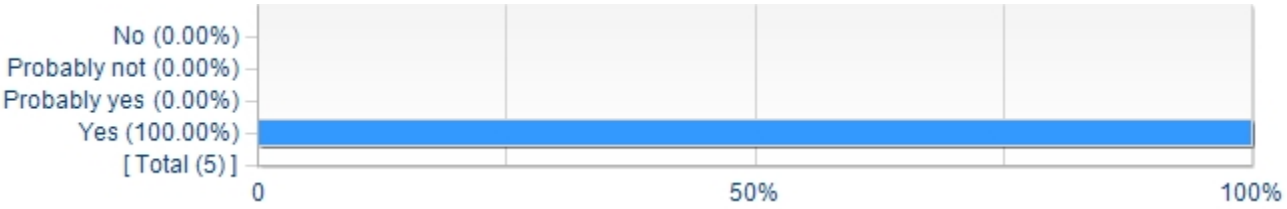


What percent of the recitations did you attend?

The material covered in recitation is well connected to the lectures.



Would you recommend this recitation instructor to other students who are going to take this course?



University of Pittsburgh

Copy of Spring 2018 - Aaron Barchowsky

EOH 2013 - ENVIRONMENTAL HEALTH & DISEASE - 1030 - Lecture

2184- Teaching Survey Spring 2018

Total Enrollment 122
Responses Received 65
Response Rate 53.28%

Subject Details	
Name	EOH 2013 - ENVIRONMENTAL HEALTH & DISEASE - 1030 - Lecture
DEPARTMENT_CD	EOH
CAMPUS_CD	PIT
SCHOOL_CD	PUBHL
CLASS_NBR	14007
COURSE_NUMBER	2013
SECTION_NUMBER	1030
TERM_NUMBER	2184
COURSE_TYPE	Lecture
CLASS_ATTRIBUTE	WEB
First Name	Aaron
Last Name	Barchowsky
RANK_DESCR	Professor
TENURE	T

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date Wed, May 02, 2018

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University Questions

Instructor Summary of Results - Scale: Strongly Disagree (1) to Strongly Agree (5)

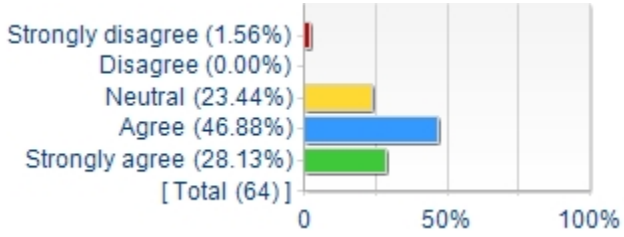
Question	Results		
	Mean	Response Count	Standard Deviation
The instructor stimulated my thinking.	4.00	64	0.82
The instructor was enthusiastic about teaching the course.	4.22	64	0.74
The instructor presented the course in an organized manner.	4.39	64	0.66
The instructor maintained an environment where students felt comfortable participating.	4.16	64	0.76
The instructor maintained an environment where students felt comfortable seeking assistance.	4.27	64	0.86
The instructor provided helpful feedback.	3.97	64	0.99
Assignments contributed to my understanding of the subject.	4.14	63	0.91

Instructor's overall teaching effectiveness

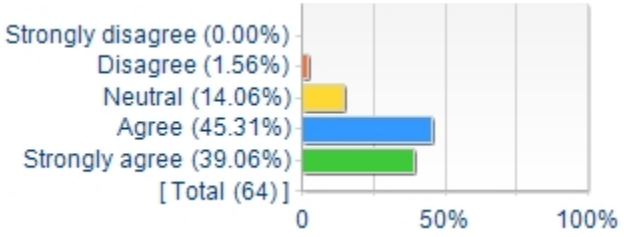
Question	Results		
	Mean	Response Count	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	4.08	65	0.74

Instructor Items: Detailed Results

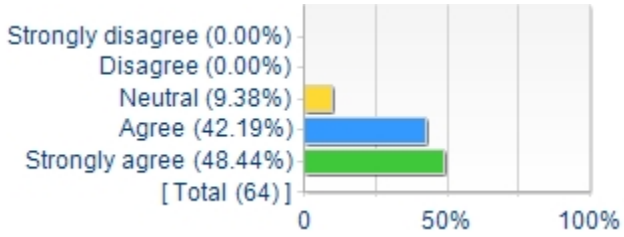
1. The instructor stimulated my thinking.



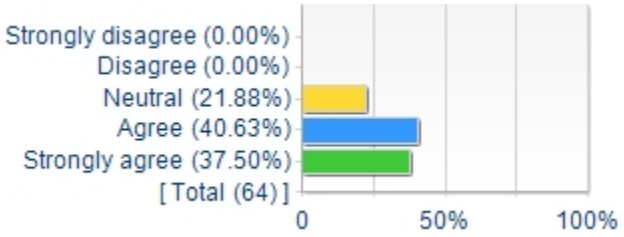
2. The instructor was enthusiastic about teaching the course.



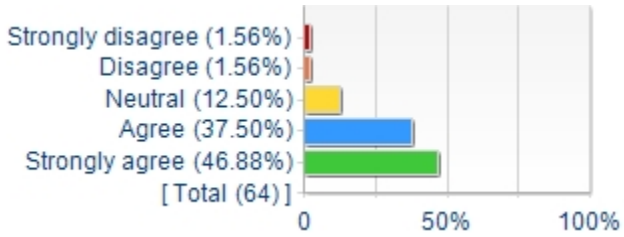
3. The instructor presented the course in an organized manner.



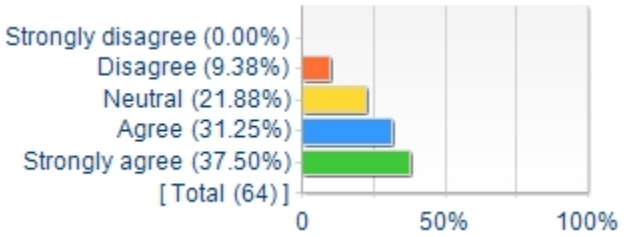
4. The instructor maintained an environment where students felt comfortable participating.



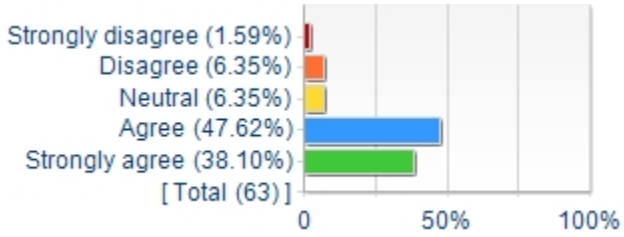
5. The instructor maintained an environment where students felt comfortable seeking assistance.



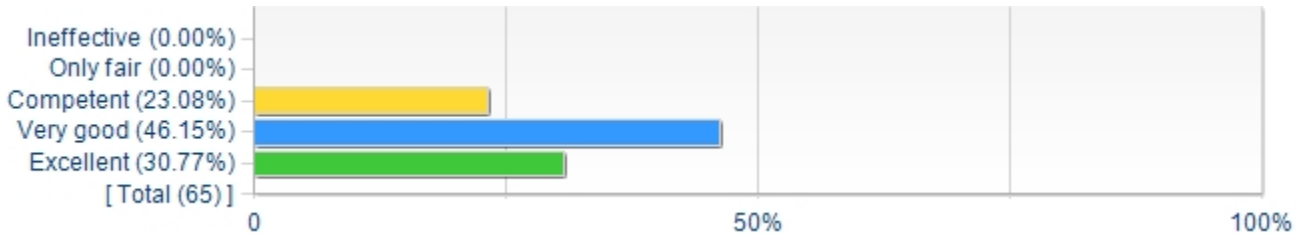
6. The instructor provided helpful feedback.



7. Assignments contributed to my understanding of the subject.



Instructor's overall teaching effectiveness:



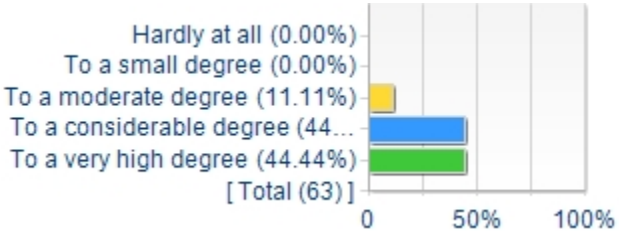
GSPH Questions

GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

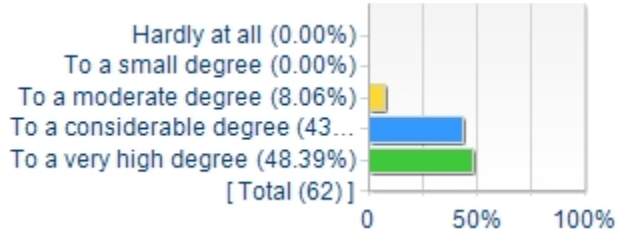
Question	Results				
	Mean	Min	Max	Response Count	Standard Deviation
Course objectives were presented.	4.33	3.00	5.00	63	0.67
Stated objectives agreed with what was taught.	4.40	3.00	5.00	62	0.64
Course made a worthwhile contribution to my professional development.	3.56	1.00	5.00	63	1.12
Assigned work was appropriate to credits.	4.37	2.00	5.00	63	0.73
Course content reflected recent developments in the field.	4.48	2.00	5.00	62	0.76
Course content duplicated that of other courses I have taken.	2.57	1.00	5.00	63	1.44
Would you recommend this course to other students?	3.72	1.00	5.00	64	1.05

GSPH Course Items: Detailed Results

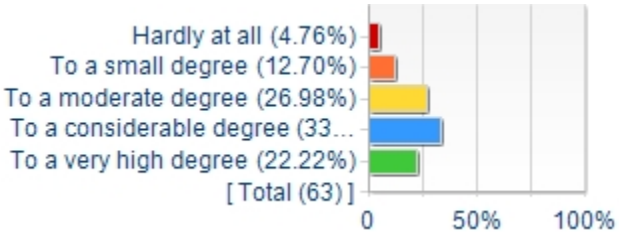
1. Course objectives were presented.



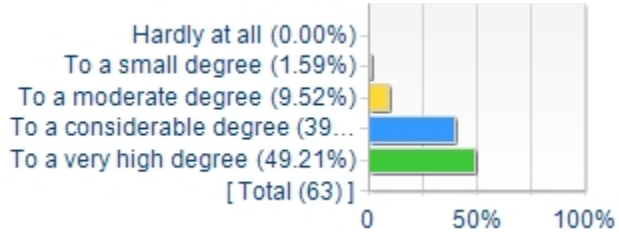
2. Stated objectives agreed with what was taught.



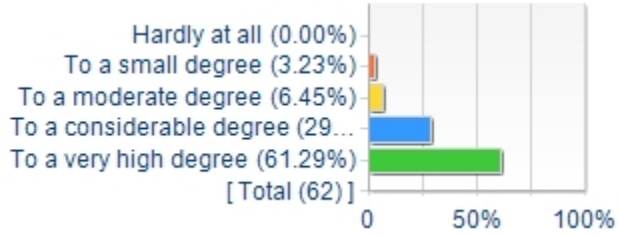
3. Course made a worthwhile contribution to my professional development.



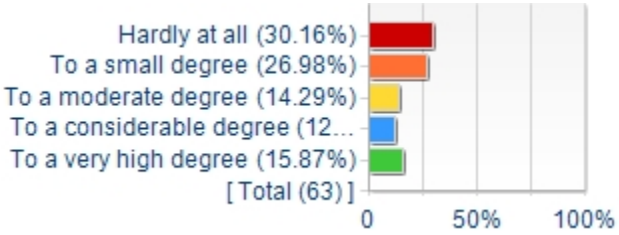
4. Assigned work was appropriate to credits.



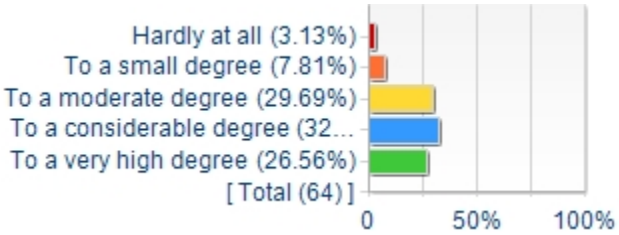
5. Course content reflected recent developments in the field.



6. Course content duplicated that of other courses I have taken.

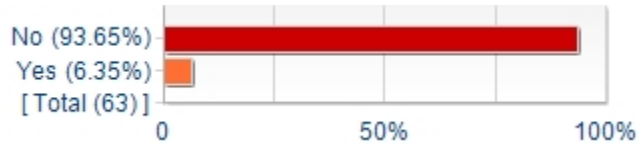


7. Would you recommend this course to other students?

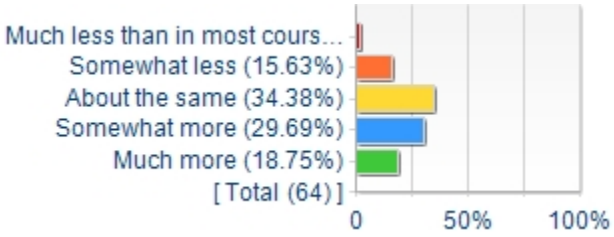


Additional GSPH Course Items

I am taking this course as an elective.

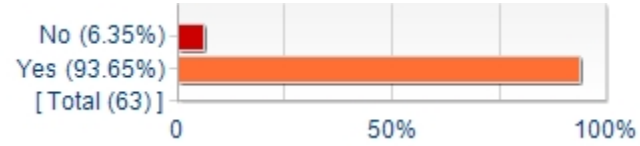


Compared to other courses, in this course I have learned:

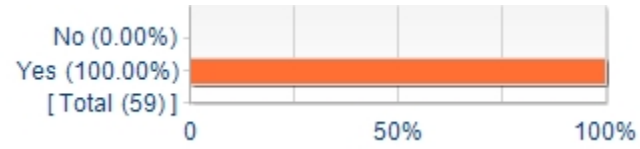


Guest Lecturers and/or Multiple Instructors

Were there guest lecturers and/or multiple instructors in this course?

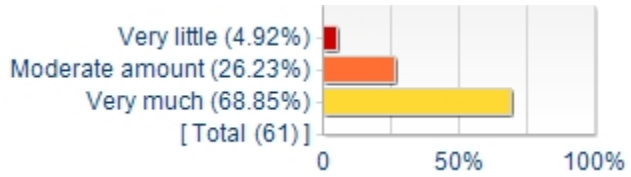


Were the guest lecturers and/or multiple instructors used effectively?

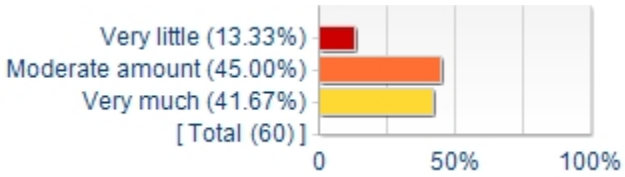


Rate each of the following according to how much it contributed to your attainment of the course objectives.

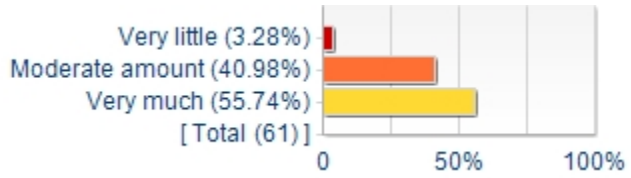
1. Lectures



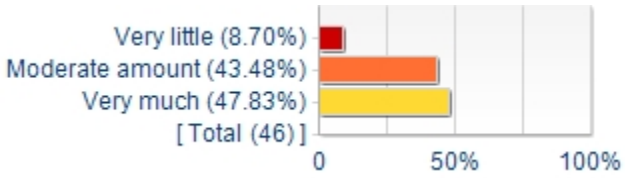
2. Discussions



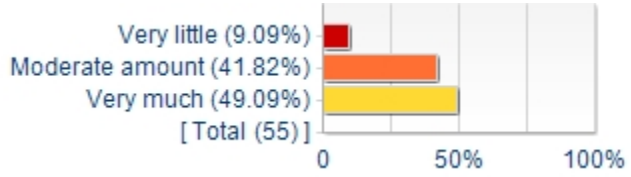
3. Readings



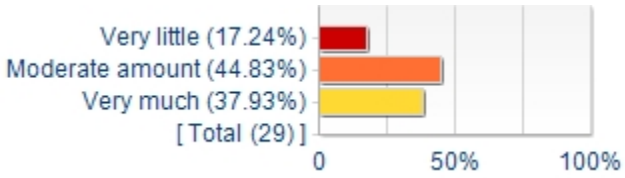
4. Audio-visuals



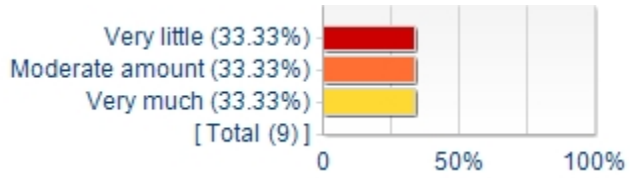
5. Assignments (exams, projects, and written papers)



6. Classroom activities



7. Lab / Recitation



University of Pittsburgh

Copy of Spring 2018 - Alton James

HPM 2001 - HLTH POLC & MGT IN PUBLC HLTH - 1070 - Lecture

2184- Teaching Survey Spring 2018

Total Enrollment 73
Responses Received 31
Response Rate 42.47%

Subject Details	
Name	HPM 2001 - HLTH POLC & MGT IN PUBLC HLTH - 1070 - Lecture
DEPARTMENT_CD	HPM
CAMPUS_CD	PIT
SCHOOL_CD	PUBHL
CLASS_NBR	14005
COURSE_NUMBER	2001
SECTION_NUMBER	1070
TERM_NUMBER	2184
COURSE_TYPE	Lecture
CLASS_ATTRIBUTE	WEB
First Name	Alton
Last Name	James
RANK_DESCR	Professor
TENURE	T

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date Wed, May 02, 2018

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University Questions

Instructor Summary of Results - Scale: Strongly Disagree (1) to Strongly Agree (5)

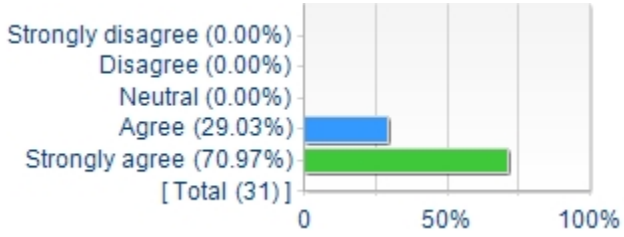
Question	Results		
	Mean	Response Count	Standard Deviation
The instructor stimulated my thinking.	4.71	31	0.46
The instructor was enthusiastic about teaching the course.	4.74	31	0.44
The instructor presented the course in an organized manner.	4.68	31	0.54
The instructor maintained an environment where students felt comfortable participating.	4.65	31	0.49
The instructor maintained an environment where students felt comfortable seeking assistance.	4.68	31	0.48
The instructor provided helpful feedback.	4.42	31	0.67
Assignments contributed to my understanding of the subject.	4.52	31	0.63

Instructor's overall teaching effectiveness

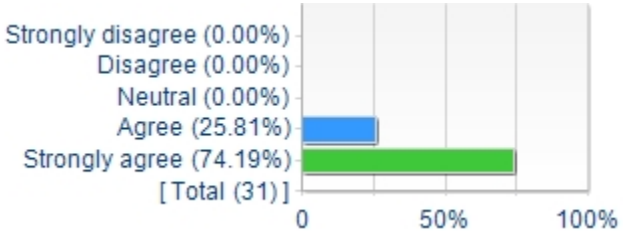
Question	Results		
	Mean	Response Count	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	4.58	31	0.56

Instructor Items: Detailed Results

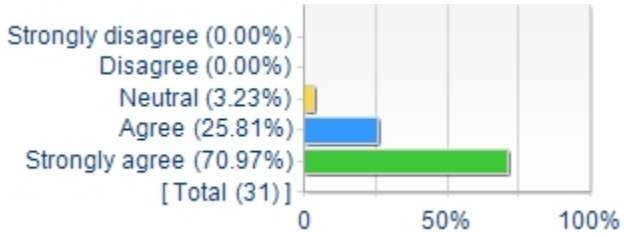
1. The instructor stimulated my thinking.



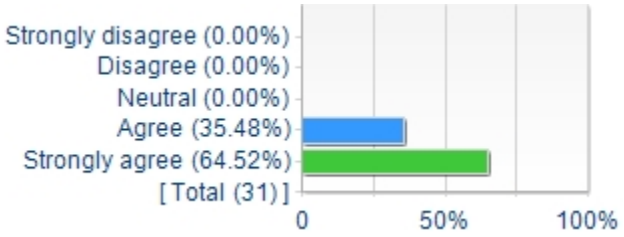
2. The instructor was enthusiastic about teaching the course.



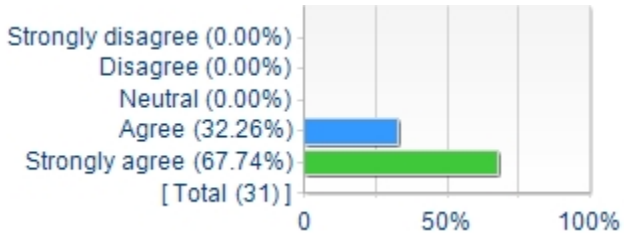
3. The instructor presented the course in an organized manner.



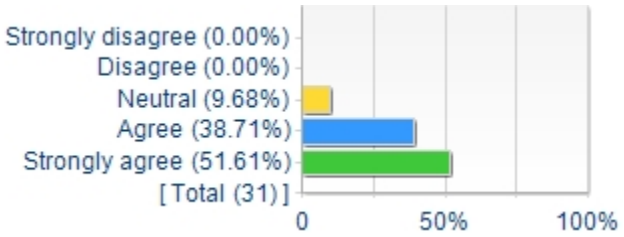
4. The instructor maintained an environment where students felt comfortable participating.



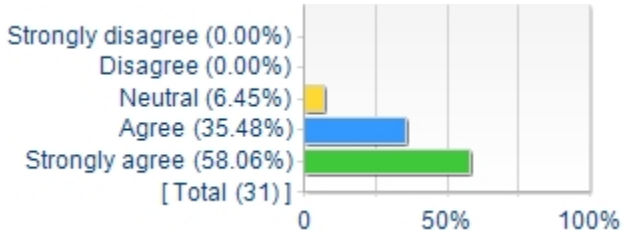
5. The instructor maintained an environment where students felt comfortable seeking assistance.



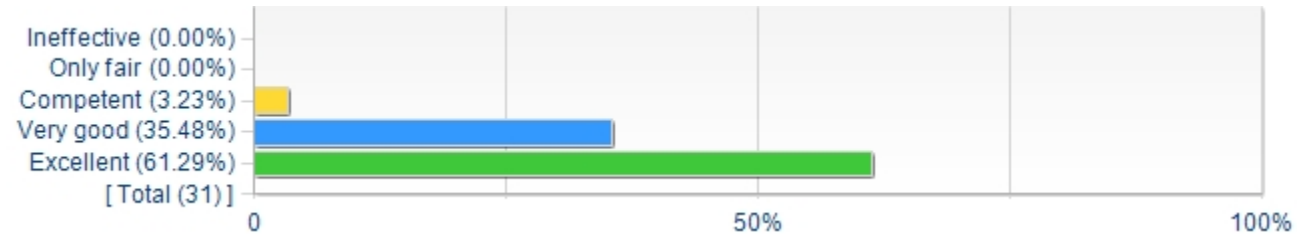
6. The instructor provided helpful feedback.



7. Assignments contributed to my understanding of the subject.



Instructor's overall teaching effectiveness:



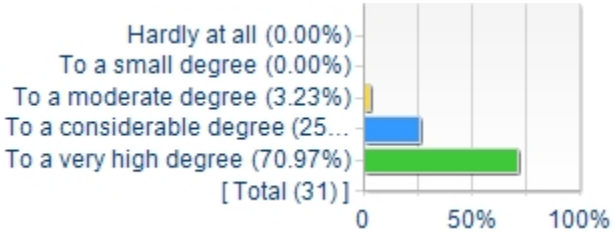
GSPH Questions

GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

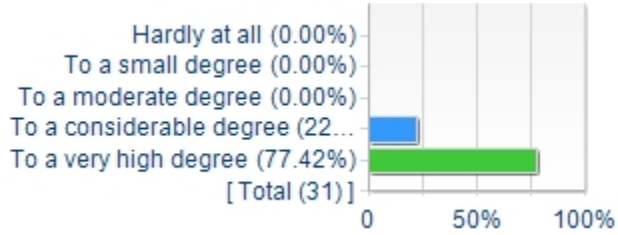
Question	Results				
	Mean	Min	Max	Response Count	Standard Deviation
Course objectives were presented.	4.68	3.00	5.00	31	0.54
Stated objectives agreed with what was taught.	4.77	4.00	5.00	31	0.43
Course made a worthwhile contribution to my professional development.	4.68	3.00	5.00	31	0.54
Assigned work was appropriate to credits.	4.70	3.00	5.00	30	0.53
Course content reflected recent developments in the field.	4.77	4.00	5.00	31	0.43
Course content duplicated that of other courses I have taken.	3.06	1.00	5.00	31	1.71
Would you recommend this course to other students?	4.61	3.00	5.00	31	0.62

GSPH Course Items: Detailed Results

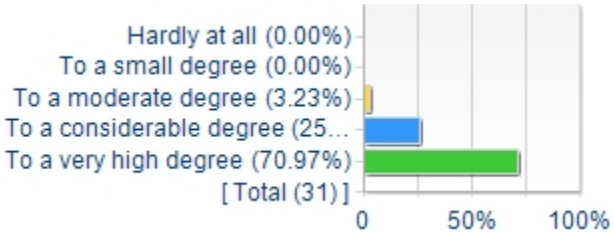
1. Course objectives were presented.



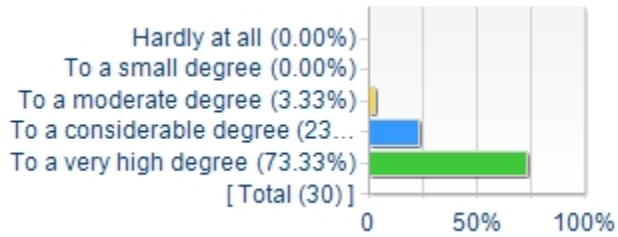
2. Stated objectives agreed with what was taught.



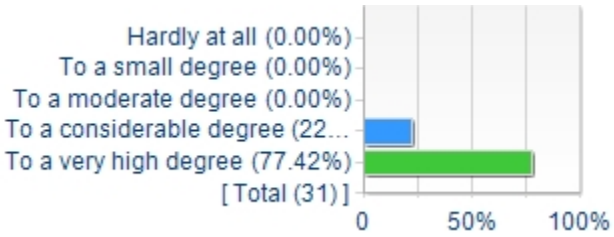
3. Course made a worthwhile contribution to my professional development.



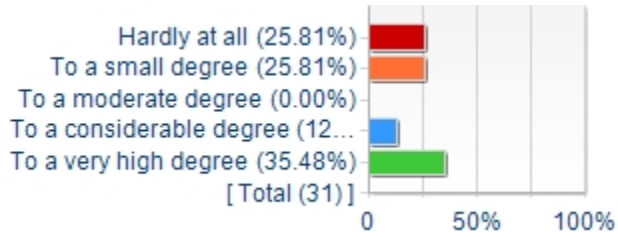
4. Assigned work was appropriate to credits.



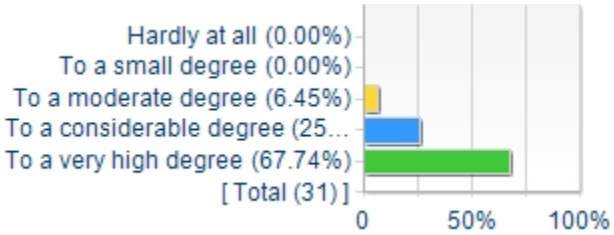
5. Course content reflected recent developments in the field.



6. Course content duplicated that of other courses I have taken.

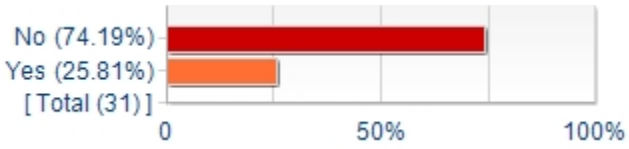


7. Would you recommend this course to other students?

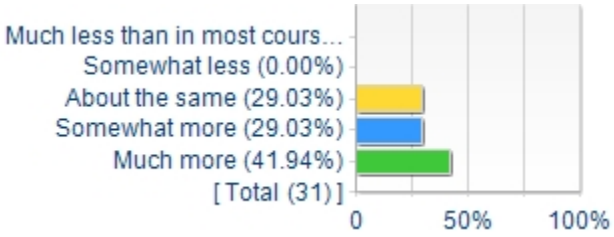


Additional GSPH Course Items

I am taking this course as an elective.

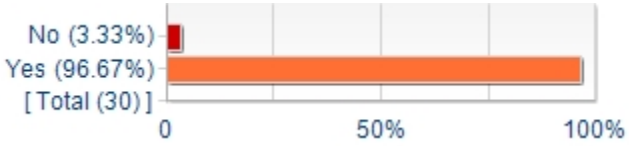


Compared to other courses, in this course I have learned:

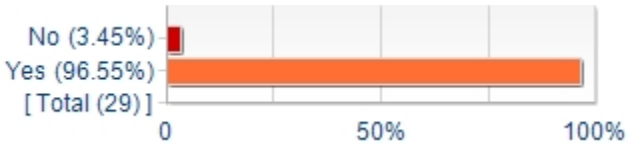


Guest Lecturers and/or Multiple Instructors

Were there guest lecturers and/or multiple instructors in this course?

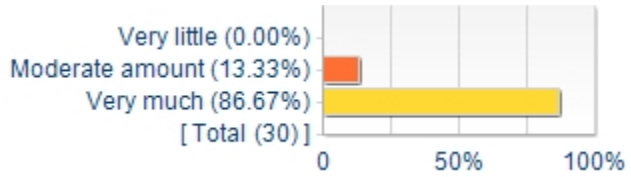


Were the guest lecturers and/or multiple instructors used effectively?

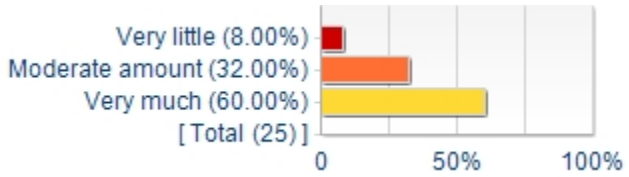


Rate each of the following according to how much it contributed to your attainment of the course objectives.

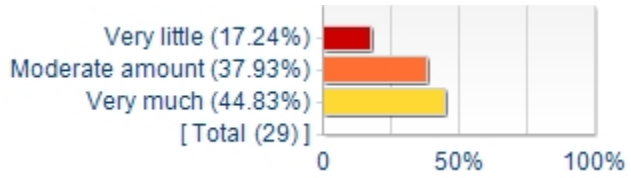
1. Lectures



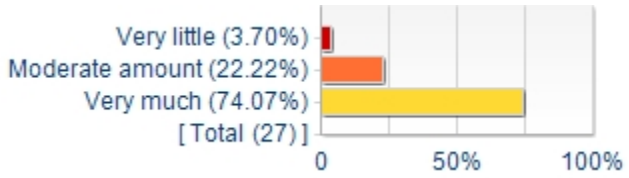
2. Discussions



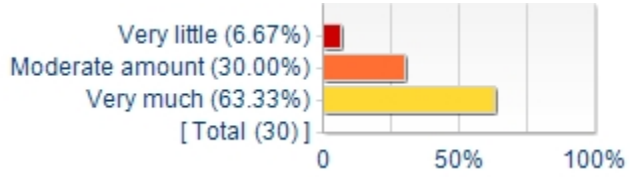
3. Readings



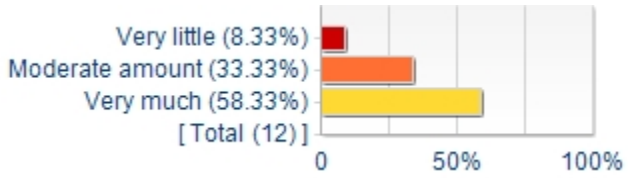
4. Audio-visuals



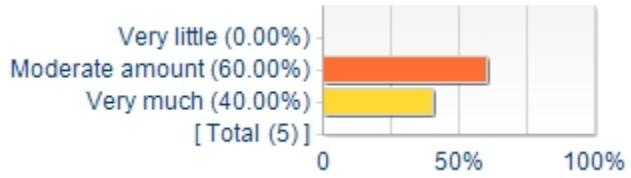
5. Assignments (exams, projects, and written papers)



6. Classroom activities



7. Lab / Recitation



University of Pittsburgh

Copy of Spring 2018 - Jeremy Martinson

PUBHLT 2011 - ESSENTIALS OF PUBLIC HEALTH - 1030 - Lecture

2184- Teaching Survey Spring 2018

Total Enrollment 73
Responses Received 38
Response Rate 52.05%

Subject Details	
Name	PUBHLT 2011 - ESSENTIALS OF PUBLIC HEALTH - 1030 - Lecture
DEPARTMENT_CD	GSPH-DEAN
CAMPUS_CD	PIT
SCHOOL_CD	PUBHL
CLASS_NBR	14003
COURSE_NUMBER	2011
SECTION_NUMBER	1030
TERM_NUMBER	2184
COURSE_TYPE	Lecture
CLASS_ATTRIBUTE	
First Name	Jeremy
Last Name	Martinson
RANK_DESCR	Assistant Professor
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date Wed, May 02, 2018

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University Questions

Instructor Summary of Results - Scale: Strongly Disagree (1) to Strongly Agree (5)

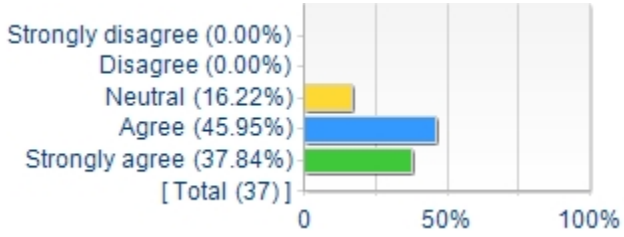
Question	Results		
	Mean	Response Count	Standard Deviation
The instructor stimulated my thinking.	4.22	37	0.71
The instructor was enthusiastic about teaching the course.	4.54	37	0.65
The instructor presented the course in an organized manner.	4.38	37	0.86
The instructor maintained an environment where students felt comfortable participating.	4.41	37	0.72
The instructor maintained an environment where students felt comfortable seeking assistance.	4.27	37	0.84
The instructor provided helpful feedback.	3.70	37	1.10
Assignments contributed to my understanding of the subject.	4.08	37	0.89

Instructor's overall teaching effectiveness

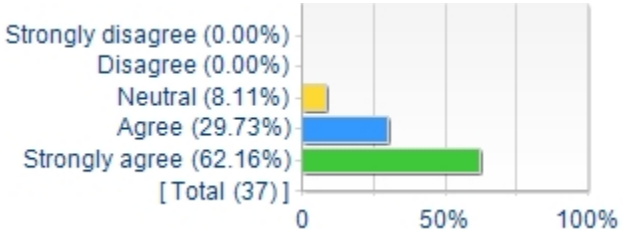
Question	Results		
	Mean	Response Count	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	4.32	37	0.75

Instructor Items: Detailed Results

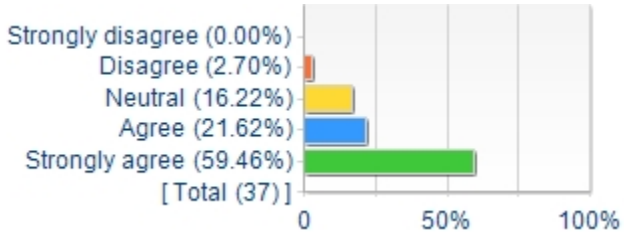
1. The instructor stimulated my thinking.



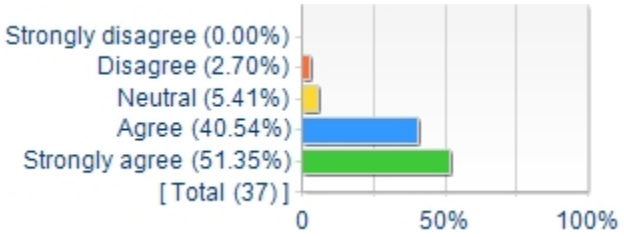
2. The instructor was enthusiastic about teaching the course.



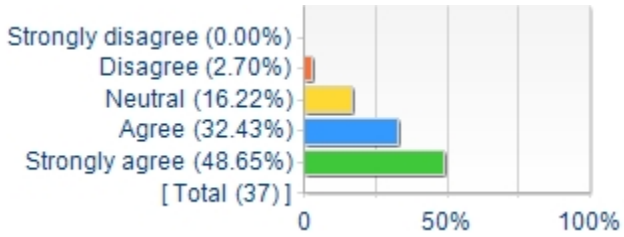
3. The instructor presented the course in an organized manner.



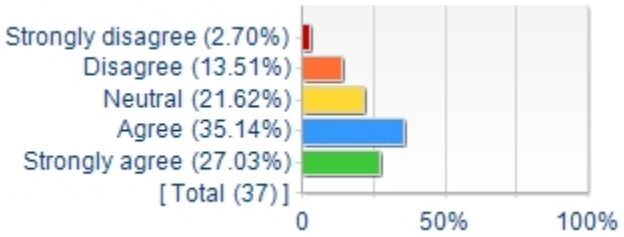
4. The instructor maintained an environment where students felt comfortable participating.



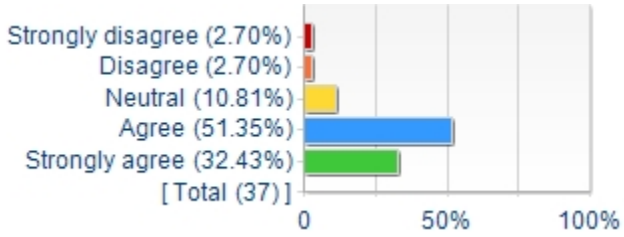
5. The instructor maintained an environment where students felt comfortable seeking assistance.



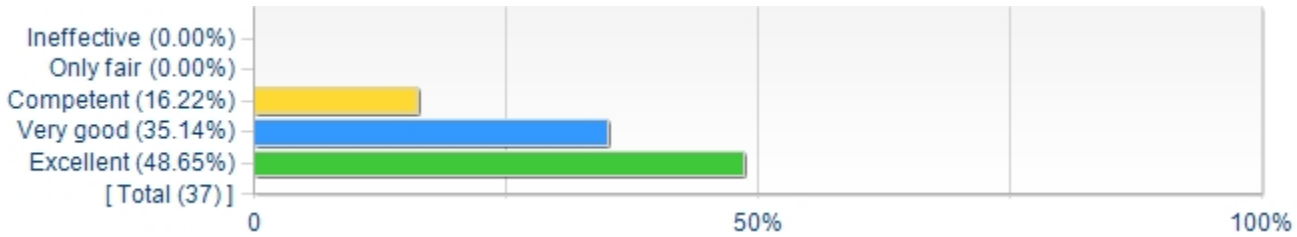
6. The instructor provided helpful feedback.



7. Assignments contributed to my understanding of the subject.



Instructor's overall teaching effectiveness:



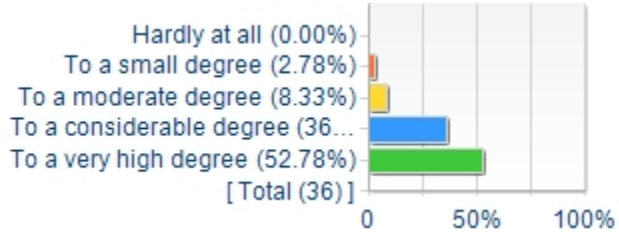
GSPH Questions

GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

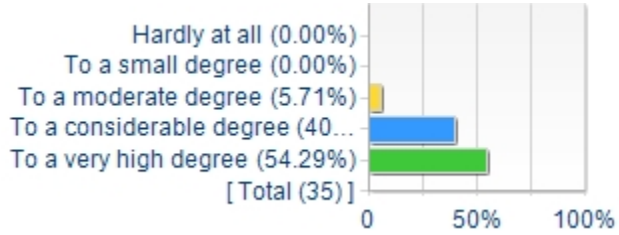
Question	Results				
	Mean	Min	Max	Response Count	Standard Deviation
Course objectives were presented.	4.39	2.00	5.00	36	0.77
Stated objectives agreed with what was taught.	4.49	3.00	5.00	35	0.61
Course made a worthwhile contribution to my professional development.	3.64	1.00	5.00	36	1.17
Assigned work was appropriate to credits.	4.50	1.00	5.00	36	0.91
Course content reflected recent developments in the field.	4.63	3.00	5.00	35	0.60
Course content duplicated that of other courses I have taken.	2.50	1.00	5.00	36	1.28
Would you recommend this course to other students?	3.69	1.00	5.00	36	1.14

GSPH Course Items: Detailed Results

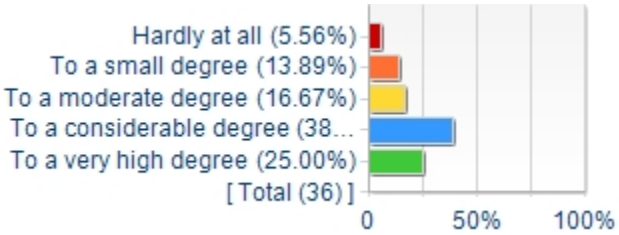
1. Course objectives were presented.



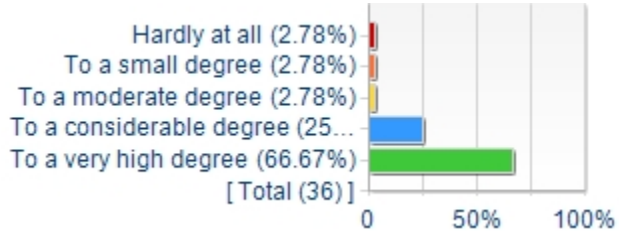
2. Stated objectives agreed with what was taught.



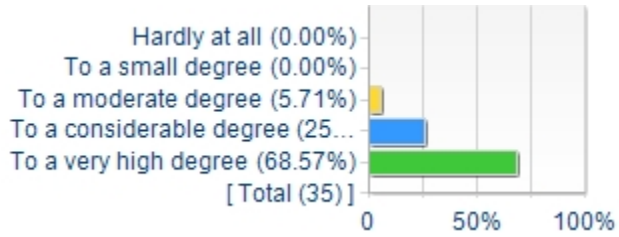
3. Course made a worthwhile contribution to my professional development.



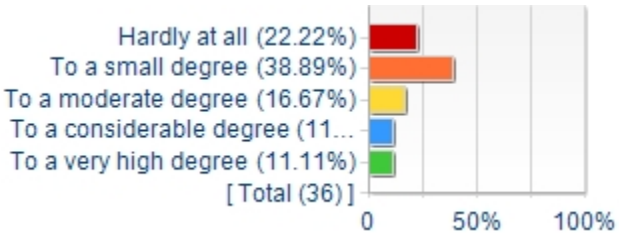
4. Assigned work was appropriate to credits.



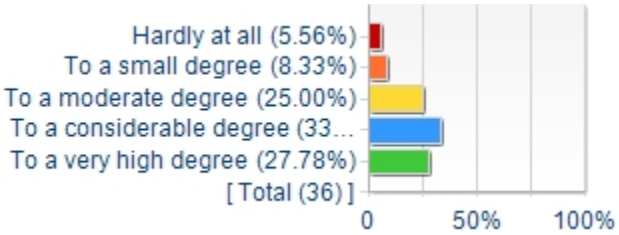
5. Course content reflected recent developments in the field.



6. Course content duplicated that of other courses I have taken.

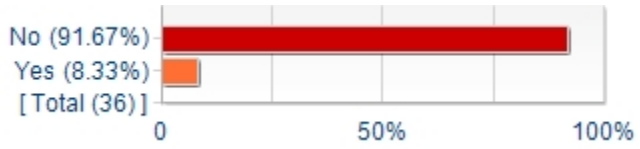


7. Would you recommend this course to other students?

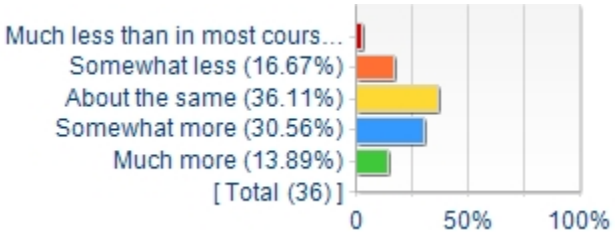


Additional GSPH Course Items

I am taking this course as an elective.

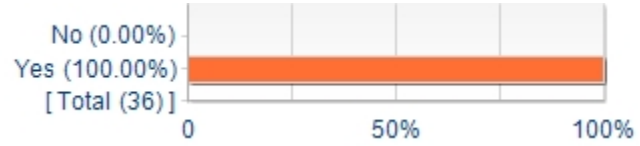


Compared to other courses, in this course I have learned:

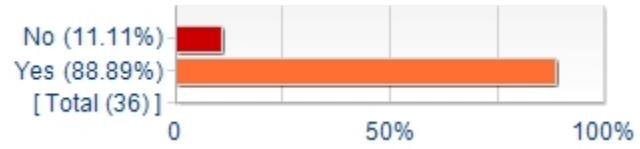


Guest Lecturers and/or Multiple Instructors

Were there guest lecturers and/or multiple instructors in this course?

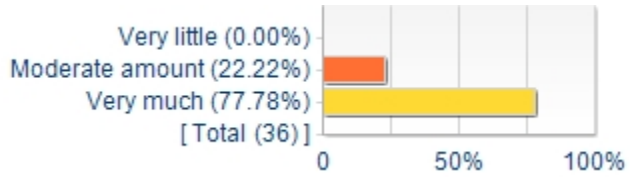


Were the guest lecturers and/or multiple instructors used effectively?

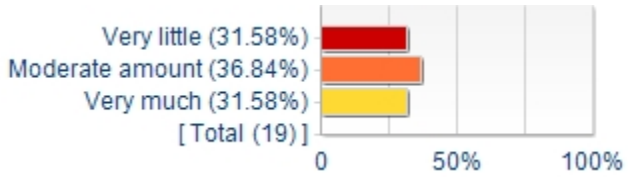


Rate each of the following according to how much it contributed to your attainment of the course objectives.

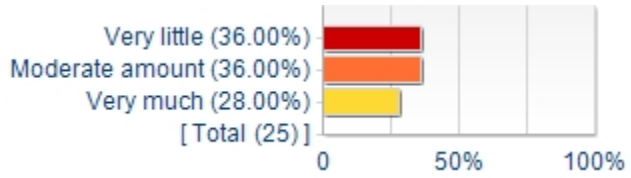
1. Lectures



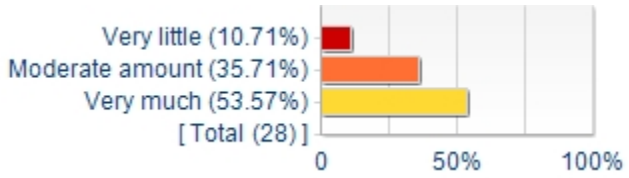
2. Discussions



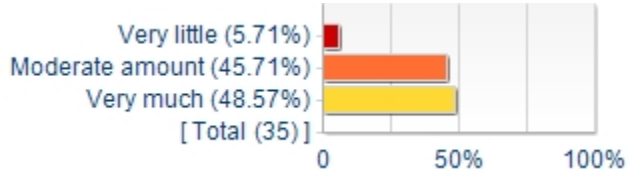
3. Readings



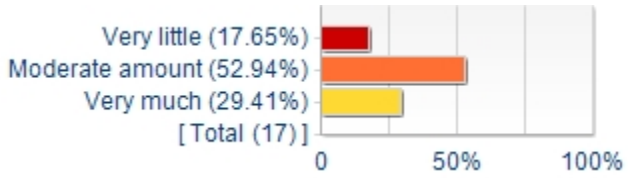
4. Audio-visuals



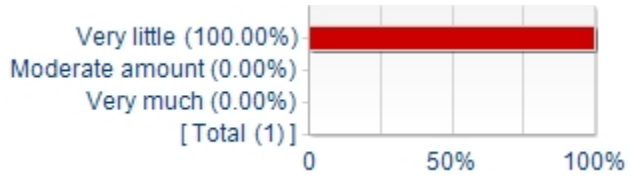
5. Assignments (exams, projects, and written papers)



6. Classroom activities



7. Lab / Recitation



University of Pittsburgh

Copy of Spring 2018 - Elizabeth Felter

PUBHLT 2016 - CAPSTONE:PROBLEM SOLVING IN PH - 1040 - Lecture

2184- Teaching Survey Spring 2018

Total Enrollment 31
Responses Received 22
Response Rate 70.97%

Subject Details	
Name	PUBHLT 2016 - CAPSTONE:PROBLEM SOLVING IN PH - 1040 - Lecture
DEPARTMENT_CD	GSPH-DEAN
CAMPUS_CD	PIT
SCHOOL_CD	PUBHL
CLASS_NBR	24606
COURSE_NUMBER	2016
SECTION_NUMBER	1040
TERM_NUMBER	2184
COURSE_TYPE	Lecture
CLASS_ATTRIBUTE	
First Name	Elizabeth
Last Name	Felter
RANK_DESCR	Assistant Professor
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date Wed, May 02, 2018

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University Questions

Instructor Summary of Results - Scale: Strongly Disagree (1) to Strongly Agree (5)

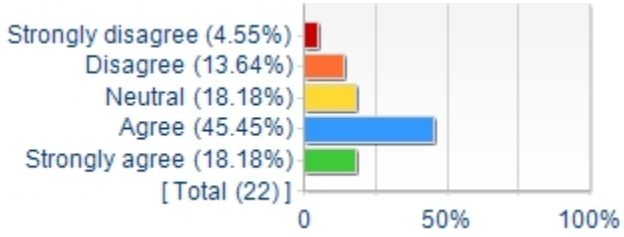
Question	Results		
	Mean	Response Count	Standard Deviation
The instructor stimulated my thinking.	3.59	22	1.10
The instructor was enthusiastic about teaching the course.	4.18	22	1.05
The instructor presented the course in an organized manner.	3.23	22	1.07
The instructor maintained an environment where students felt comfortable participating.	4.23	22	0.92
The instructor maintained an environment where students felt comfortable seeking assistance.	4.18	22	0.96
The instructor provided helpful feedback.	3.91	22	1.11
Assignments contributed to my understanding of the subject.	3.36	22	1.18

Instructor's overall teaching effectiveness

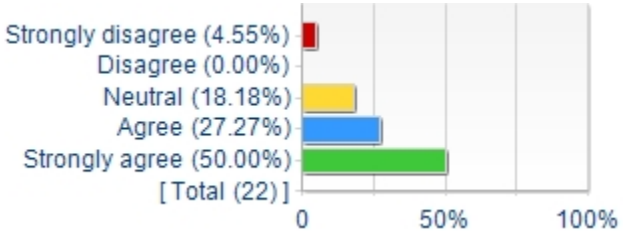
Question	Results		
	Mean	Response Count	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	3.59	22	1.10

Instructor Items: Detailed Results

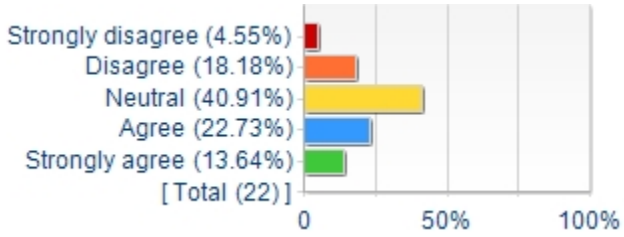
1. The instructor stimulated my thinking.



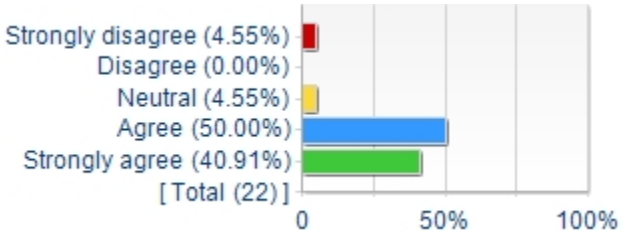
2. The instructor was enthusiastic about teaching the course.



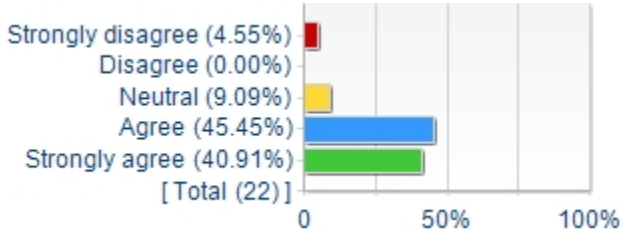
3. The instructor presented the course in an organized manner.



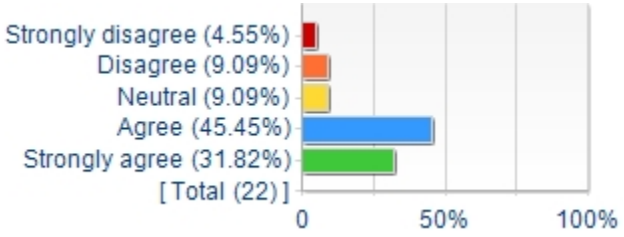
4. The instructor maintained an environment where students felt comfortable participating.



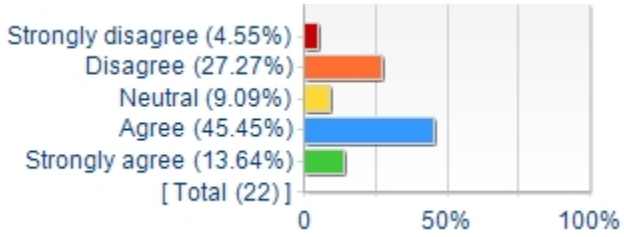
5. The instructor maintained an environment where students felt comfortable seeking assistance.



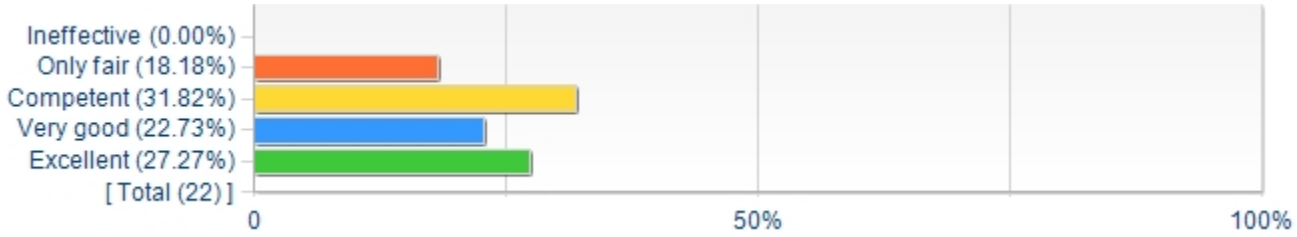
6. The instructor provided helpful feedback.



7. Assignments contributed to my understanding of the subject.



Instructor's overall teaching effectiveness:



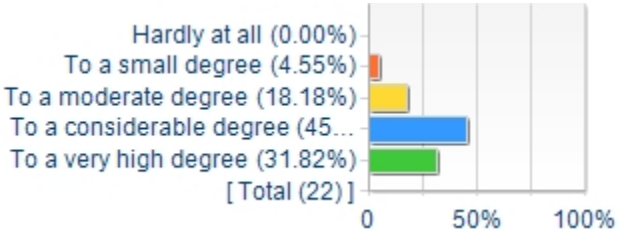
GSPH Questions

GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

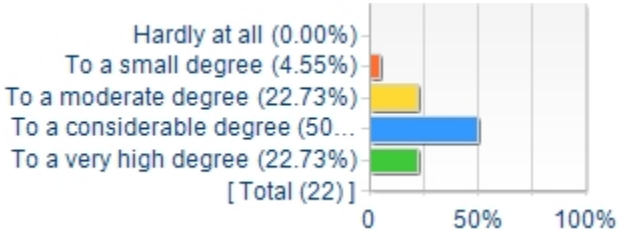
Question	Results				
	Mean	Min	Max	Response Count	Standard Deviation
Course objectives were presented.	4.05	2.00	5.00	22	0.84
Stated objectives agreed with what was taught.	3.91	2.00	5.00	22	0.81
Course made a worthwhile contribution to my professional development.	2.91	1.00	5.00	22	1.19
Assigned work was appropriate to credits.	3.71	1.00	5.00	21	1.10
Course content reflected recent developments in the field.	3.18	1.00	5.00	22	1.26
Course content duplicated that of other courses I have taken.	3.68	1.00	5.00	22	1.21
Would you recommend this course to other students?	2.68	1.00	5.00	22	1.36

GSPH Course Items: Detailed Results

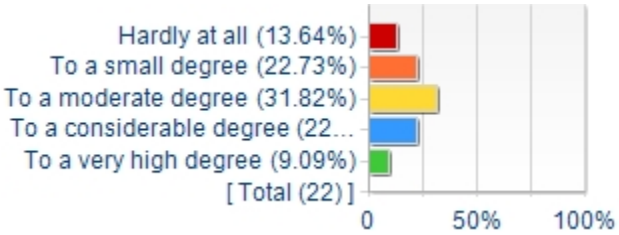
1. Course objectives were presented.



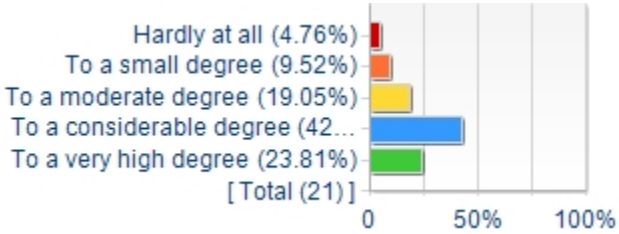
2. Stated objectives agreed with what was taught.



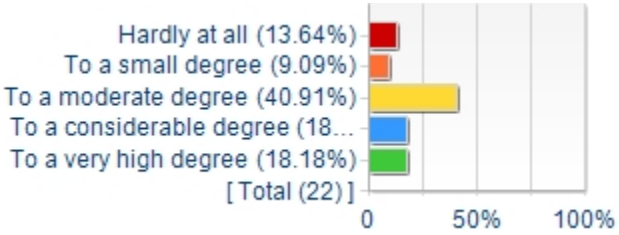
3. Course made a worthwhile contribution to my professional development.



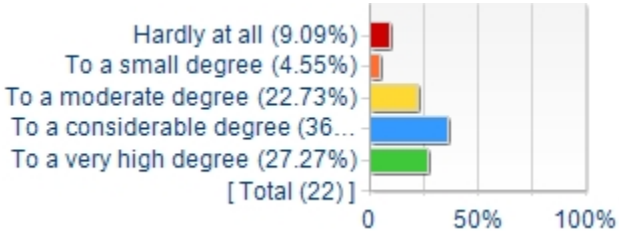
4. Assigned work was appropriate to credits.



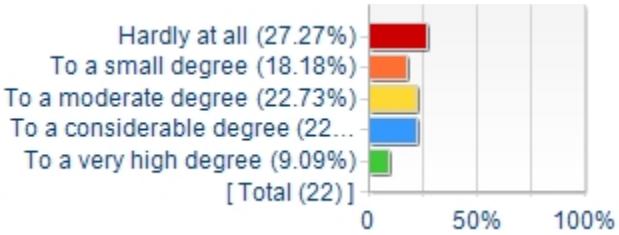
5. Course content reflected recent developments in the field.



6. Course content duplicated that of other courses I have taken.

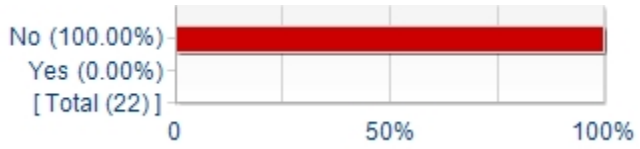


7. Would you recommend this course to other students?

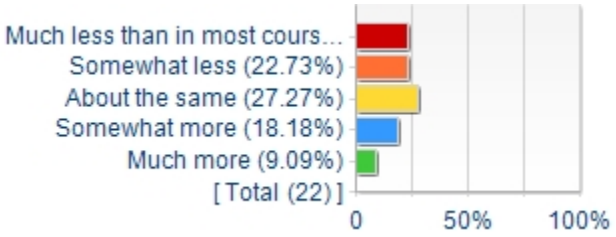


Additional GSPH Course Items

I am taking this course as an elective.

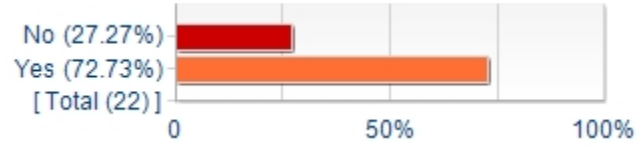


Compared to other courses, in this course I have learned:

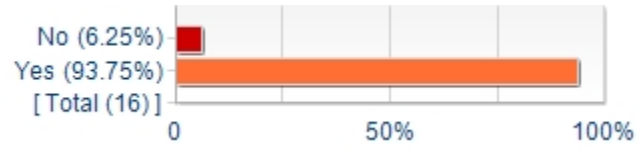


Guest Lecturers and/or Multiple Instructors

Were there guest lecturers and/or multiple instructors in this course?

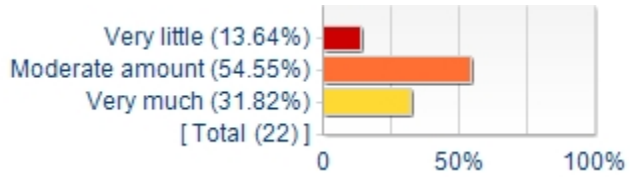


Were the guest lecturers and/or multiple instructors used effectively?

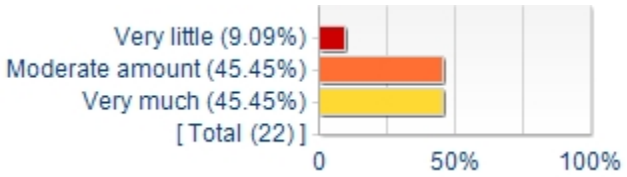


Rate each of the following according to how much it contributed to your attainment of the course objectives.

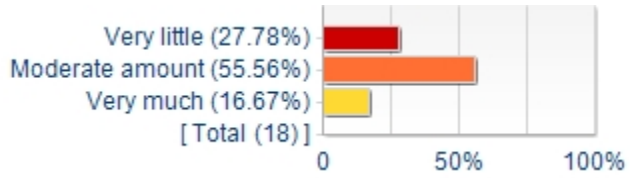
1. Lectures



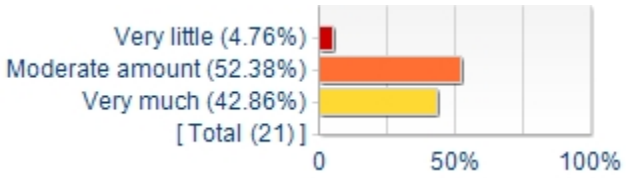
2. Discussions



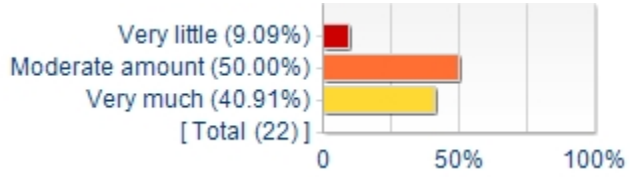
3. Readings



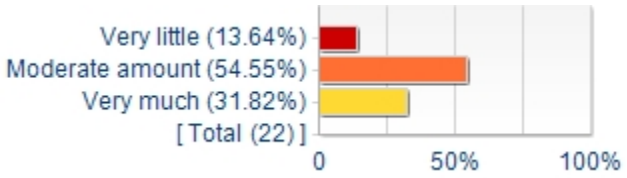
4. Audio-visuals



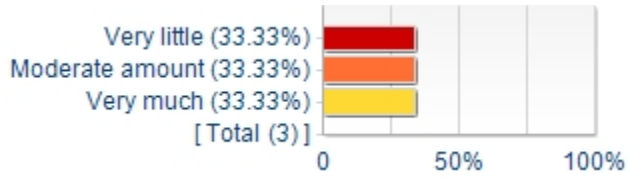
5. Assignments (exams, projects, and written papers)



6. Classroom activities



7. Lab / Recitation



University of Pittsburgh

Copy of Spring 2018 - Elizabeth Felter

PUBHLT 2016 - CAPSTONE:PROBLEM SOLVING IN PH - 1060 - Lecture

2184- Teaching Survey Spring 2018

Total Enrollment 26
Responses Received 17
Response Rate 65.38%

Subject Details	
Name	PUBHLT 2016 - CAPSTONE:PROBLEM SOLVING IN PH - 1060 - Lecture
DEPARTMENT_CD	GSPH-DEAN
CAMPUS_CD	PIT
SCHOOL_CD	PUBHL
CLASS_NBR	14006
COURSE_NUMBER	2016
SECTION_NUMBER	1060
TERM_NUMBER	2184
COURSE_TYPE	Lecture
CLASS_ATTRIBUTE	
First Name	Elizabeth
Last Name	Felter
RANK_DESCR	Assistant Professor
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date Wed, May 02, 2018

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University Questions

Instructor Summary of Results - Scale: Strongly Disagree (1) to Strongly Agree (5)

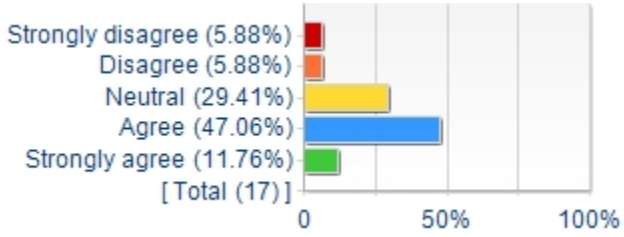
Question	Results		
	Mean	Response Count	Standard Deviation
The instructor stimulated my thinking.	3.53	17	1.01
The instructor was enthusiastic about teaching the course.	4.06	17	0.66
The instructor presented the course in an organized manner.	3.18	17	1.19
The instructor maintained an environment where students felt comfortable participating.	3.94	17	0.97
The instructor maintained an environment where students felt comfortable seeking assistance.	4.24	17	0.83
The instructor provided helpful feedback.	3.94	17	1.03
Assignments contributed to my understanding of the subject.	3.47	17	0.94

Instructor's overall teaching effectiveness

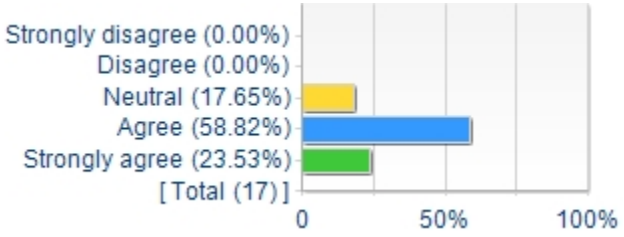
Question	Results		
	Mean	Response Count	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	3.35	17	1.00

Instructor Items: Detailed Results

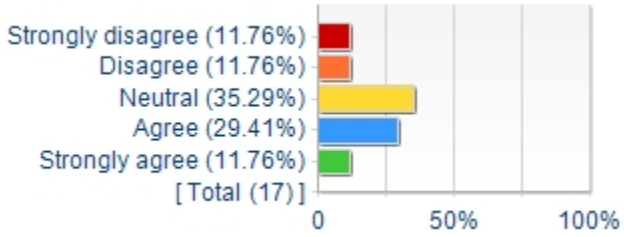
1. The instructor stimulated my thinking.



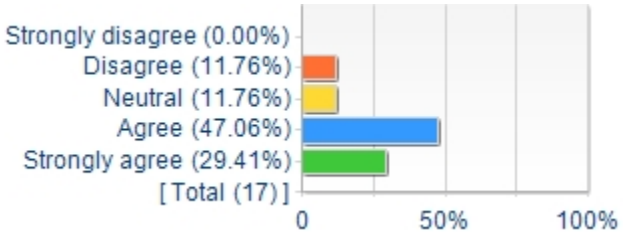
2. The instructor was enthusiastic about teaching the course.



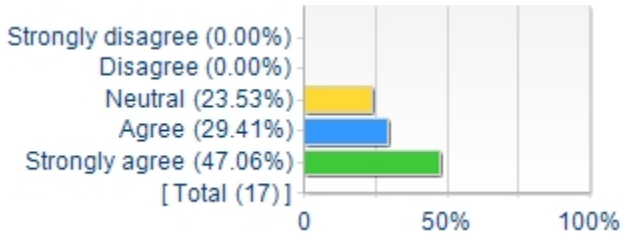
3. The instructor presented the course in an organized manner.



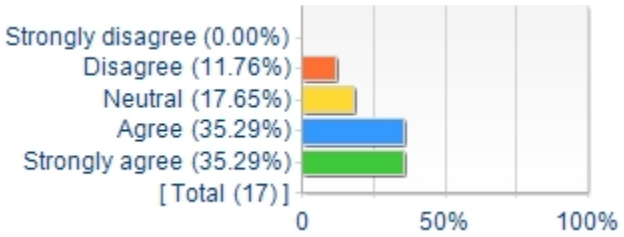
4. The instructor maintained an environment where students felt comfortable participating.



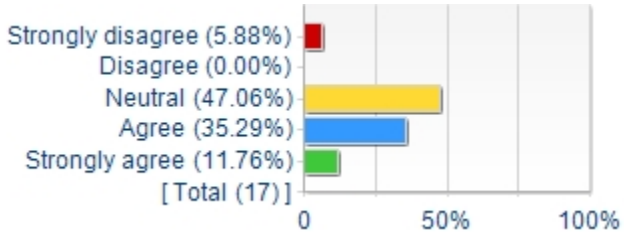
5. The instructor maintained an environment where students felt comfortable seeking assistance.



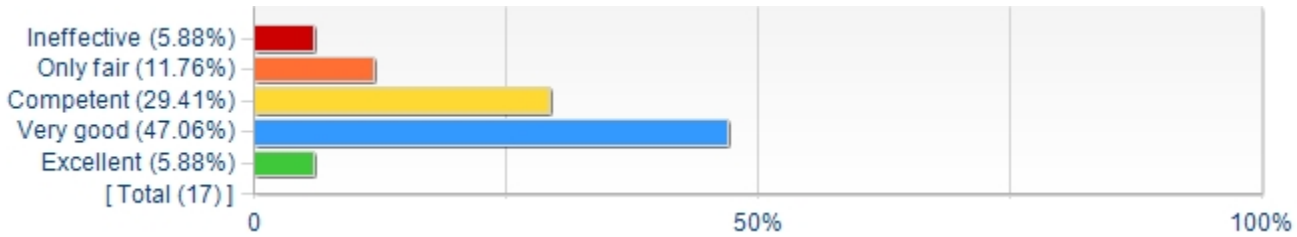
6. The instructor provided helpful feedback.



7. Assignments contributed to my understanding of the subject.



Instructor's overall teaching effectiveness:



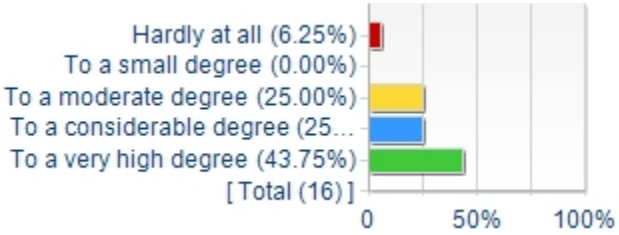
GSPH Questions

GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

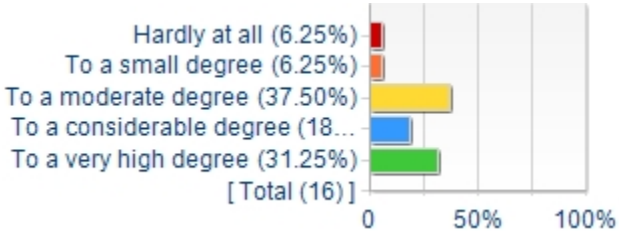
Question	Results				
	Mean	Min	Max	Response Count	Standard Deviation
Course objectives were presented.	4.00	1.00	5.00	16	1.15
Stated objectives agreed with what was taught.	3.63	1.00	5.00	16	1.20
Course made a worthwhile contribution to my professional development.	2.81	1.00	5.00	16	1.22
Assigned work was appropriate to credits.	3.75	2.00	5.00	16	1.00
Course content reflected recent developments in the field.	3.00	1.00	5.00	16	1.21
Course content duplicated that of other courses I have taken.	3.56	1.00	5.00	16	1.41
Would you recommend this course to other students?	2.44	1.00	4.00	16	1.15

GSPH Course Items: Detailed Results

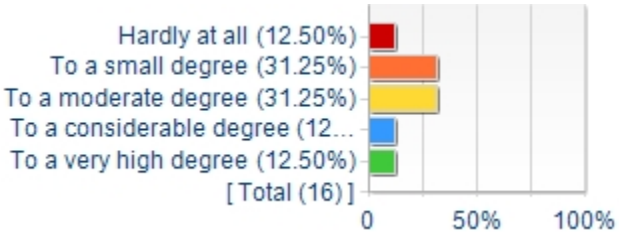
1. Course objectives were presented.



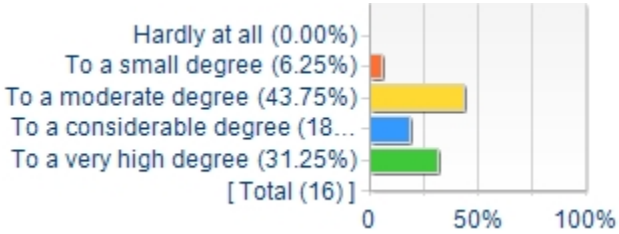
2. Stated objectives agreed with what was taught.



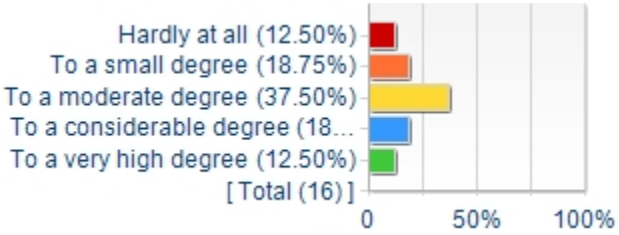
3. Course made a worthwhile contribution to my professional development.



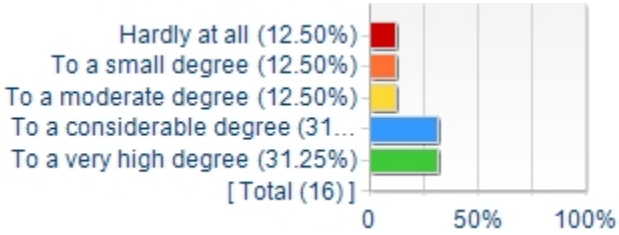
4. Assigned work was appropriate to credits.



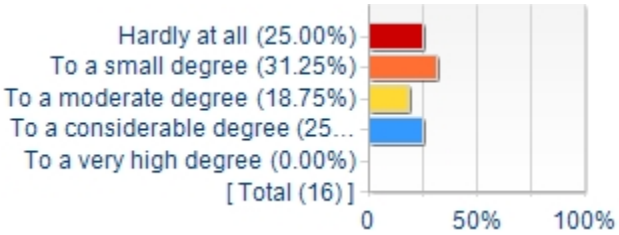
5. Course content reflected recent developments in the field.



6. Course content duplicated that of other courses I have taken.

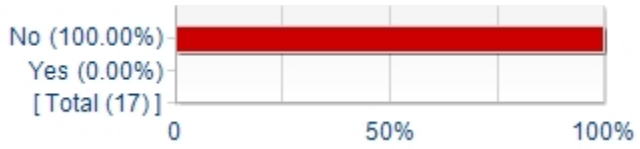


7. Would you recommend this course to other students?

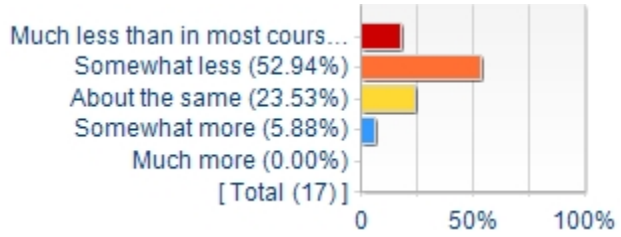


Additional GSPH Course Items

I am taking this course as an elective.

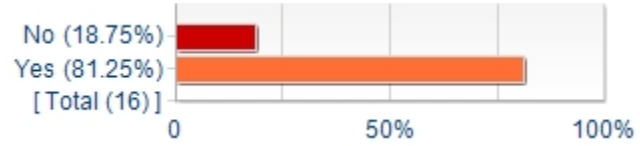


Compared to other courses, in this course I have learned:

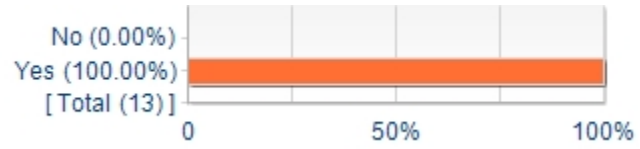


Guest Lecturers and/or Multiple Instructors

Were there guest lecturers and/or multiple instructors in this course?

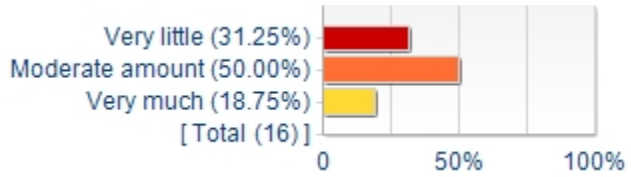


Were the guest lecturers and/or multiple instructors used effectively?

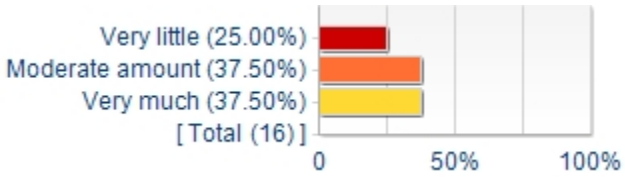


Rate each of the following according to how much it contributed to your attainment of the course objectives.

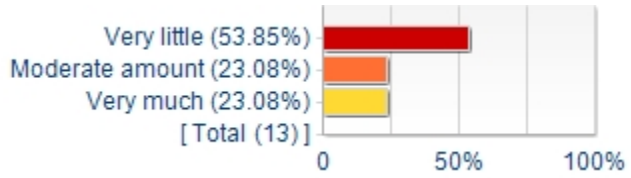
1. Lectures



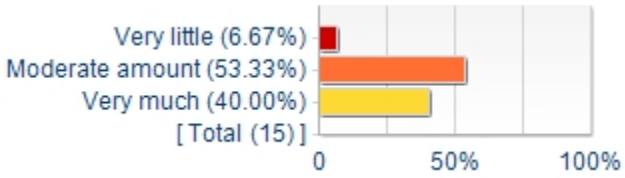
2. Discussions



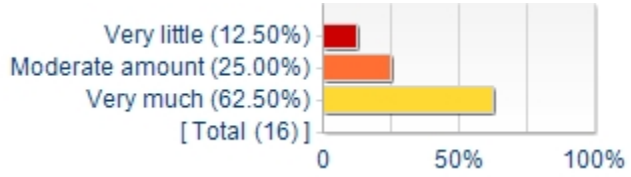
3. Readings



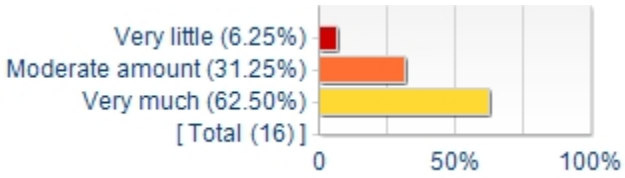
4. Audio-visuals



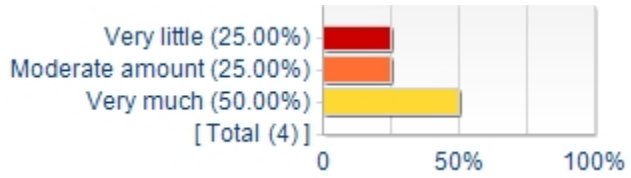
5. Assignments (exams, projects, and written papers)



6. Classroom activities



7. Lab / Recitation



Semesters Offered| Overall teaching effectiveness OMET score

Core Course & Instructor	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018
BCHS 2509	4.2 Thistle Elias	4.47 Martha Terry	5 Martha Terry	4.11 Thistle Elias	4.74 Martha Terry	4.25 Martha Terry	4.24 Thistle Elias	3.89 Martha Terry
BIOST 2011	3.37 Ada Youk			*not evaluated* Ada Youk				3.81 Shyamal Peddada
BIOST 2041	4.56 Sally Morton			3.55 John Wilson			3.01 Laurel Chiapetta	
BIOST 2042		---------- Stewart Anderson						
EOH 2013		3.65 Aaron Barchowsky			3.66 Aaron Barchowsky			4.08 Aaron Barchowsky
EPIDEM 2011	3.77 Tom Songer		---------- Tom Songer	4.04 Tom Songer		4.27 Tom Songer	4.22 Tom Songer	
HPM 2001	4.25 Everett James	4.18 Everett James		4.58 Everett James	4.48 Everett James		4.55 Everett James	4.58 Everett James
PUBHLT 2011		4.11 Jeremy Martinson			4.12 Jeremy Martinson			4.32 Jeremy Martinson
PUBHLT 2014	2.88 Gerry Barron			*not evaluated* Gerry Barron				
PUBHLT 2015	4.42 Jeremy Martinson		4.67 | 5 Jeremy Martinson | Ryan Minster	4.65 | 4.29 Jeremy Martinson | Ryan Minster		4.33 | 4.17 Jeremy Martinson | Ryan Minster	4.79 | 4.58 Jeremy Martinson | Ryan Minster	
PUBHLT 2016*	3.2 Candy Kammerer	2.31 | 3.43 Candy Kammerer	4 | 3.86 Elizabeth Bjerke | Ryan Minster	3.1 | 3.62 Candy Kammerer	3.86 | 3.25 Candy Kammerer	no data Candy Kammerer	3.6 | 3.7 Candy Kammerer	3.59 | 3.35 Elizabeth Felter

* multiple sections

Data available from Fall 2011

OMET Question	**Instructor's overall teaching effectiveness**
Express your judgment of the instructor's overall teaching effectiveness Scale 1-5	

University of Pittsburgh

Copy of Spring 2018 - Martha Terry

BCHS 2509 - SOCL BEHVRL SCI & PUBLC HLTH - 1030 - Lecture

2184- Teaching Survey Spring 2018

Total Enrollment 42
Responses Received 19
Response Rate 45.24%

Subject Details	
Name	BCHS 2509 - SOCL BEHVRL SCI & PUBLC HLTH - 1030 - Lecture
DEPARTMENT_CD	BCHS
CAMPUS_CD	PIT
SCHOOL_CD	PUBHL
CLASS_NBR	14004
COURSE_NUMBER	2509
SECTION_NUMBER	1030
TERM_NUMBER	2184
COURSE_TYPE	Lecture
CLASS_ATTRIBUTE	
First Name	Martha
Last Name	Terry
RANK_DESCR	Associate Professor
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
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- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date Wed, May 02, 2018

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University Questions

Instructor Summary of Results - Scale: Strongly Disagree (1) to Strongly Agree (5)

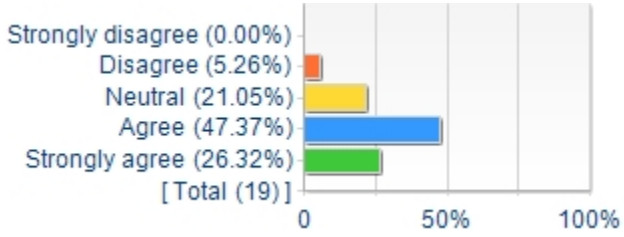
Question	Results		
	Mean	Response Count	Standard Deviation
The instructor stimulated my thinking.	3.95	19	0.85
The instructor was enthusiastic about teaching the course.	4.58	19	0.61
The instructor presented the course in an organized manner.	3.79	19	0.71
The instructor maintained an environment where students felt comfortable participating.	4.28	18	0.67
The instructor maintained an environment where students felt comfortable seeking assistance.	4.00	19	1.00
The instructor provided helpful feedback.	3.74	19	1.15
Assignments contributed to my understanding of the subject.	3.89	18	0.76

Instructor's overall teaching effectiveness

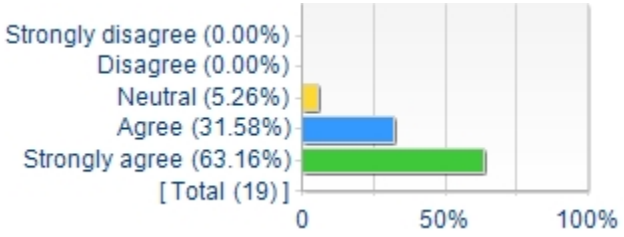
Question	Results		
	Mean	Response Count	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	3.89	19	0.94

Instructor Items: Detailed Results

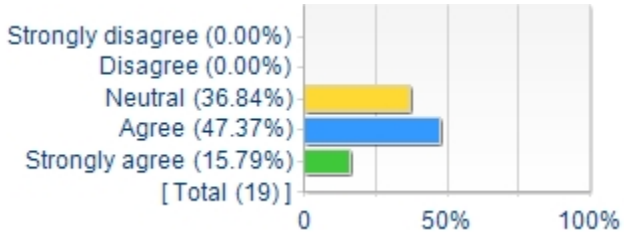
1. The instructor stimulated my thinking.



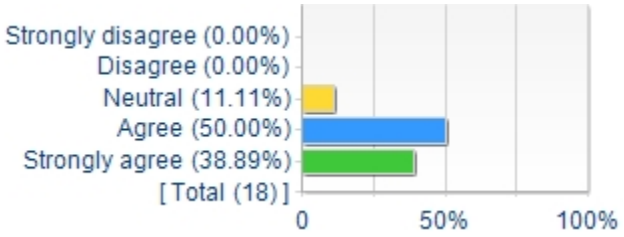
2. The instructor was enthusiastic about teaching the course.



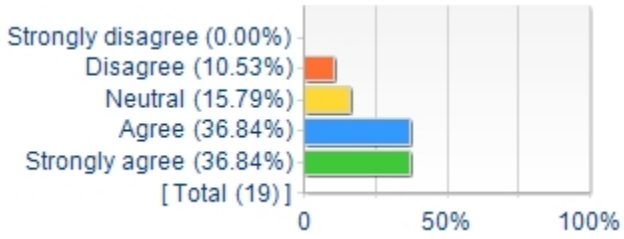
3. The instructor presented the course in an organized manner.



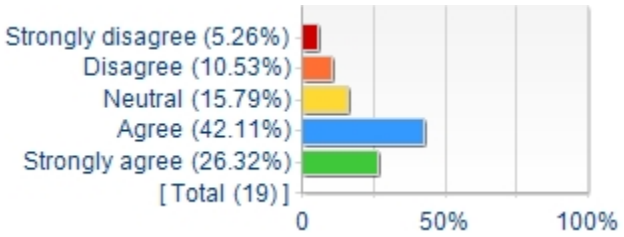
4. The instructor maintained an environment where students felt comfortable participating.



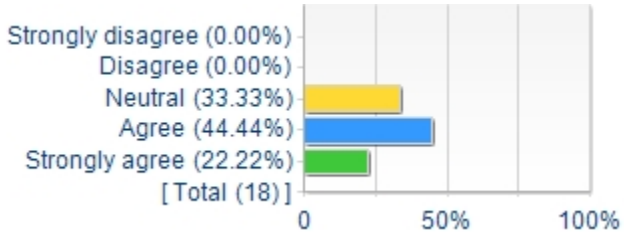
5. The instructor maintained an environment where students felt comfortable seeking assistance.



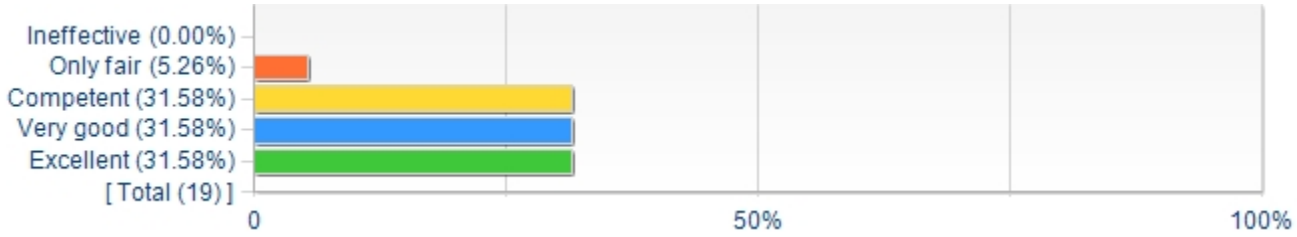
6. The instructor provided helpful feedback.



7. Assignments contributed to my understanding of the subject.



Instructor's overall teaching effectiveness:



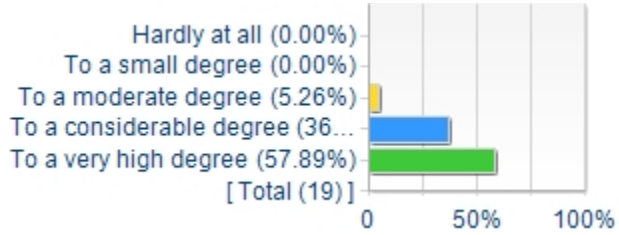
GSPH Questions

GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

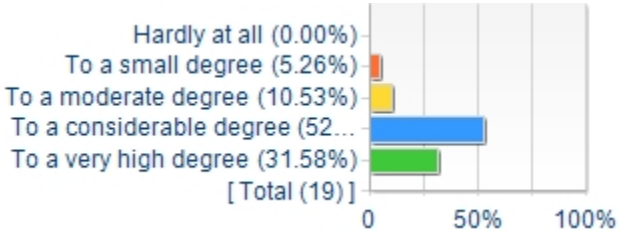
Question	Results				
	Mean	Min	Max	Response Count	Standard Deviation
Course objectives were presented.	4.53	3.00	5.00	19	0.61
Stated objectives agreed with what was taught.	4.11	2.00	5.00	19	0.81
Course made a worthwhile contribution to my professional development.	3.53	1.00	5.00	19	1.26
Assigned work was appropriate to credits.	4.32	2.00	5.00	19	0.82
Course content reflected recent developments in the field.	3.84	2.00	5.00	19	1.01
Course content duplicated that of other courses I have taken.	2.84	1.00	5.00	19	1.42
Would you recommend this course to other students?	3.32	1.00	5.00	19	1.34

GSPH Course Items: Detailed Results

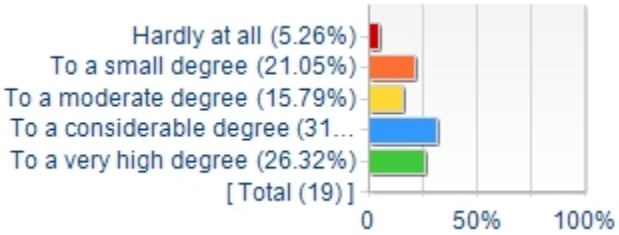
1. Course objectives were presented.



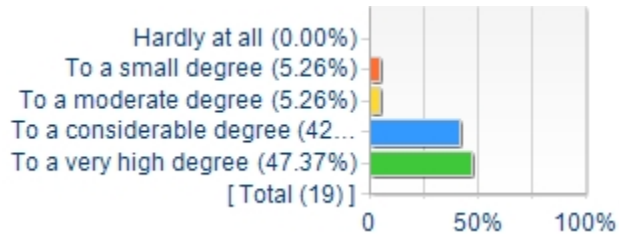
2. Stated objectives agreed with what was taught.



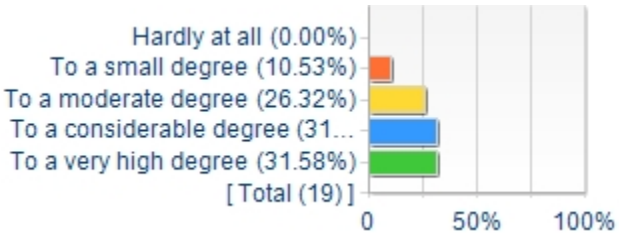
3. Course made a worthwhile contribution to my professional development.



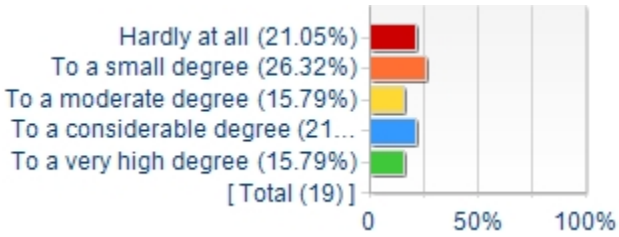
4. Assigned work was appropriate to credits.



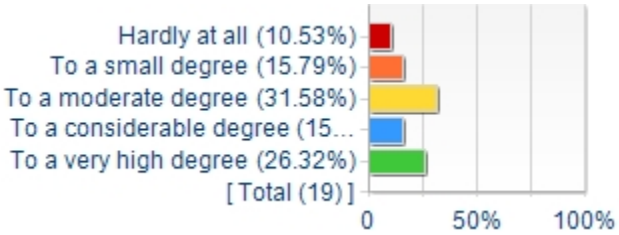
5. Course content reflected recent developments in the field.



6. Course content duplicated that of other courses I have taken.

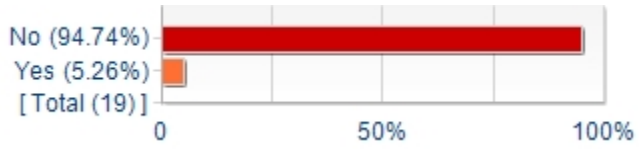


7. Would you recommend this course to other students?

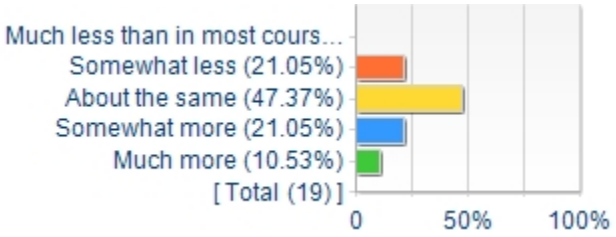


Additional GSPH Course Items

I am taking this course as an elective.

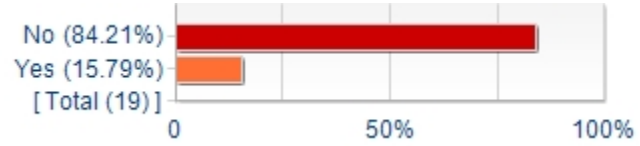


Compared to other courses, in this course I have learned:

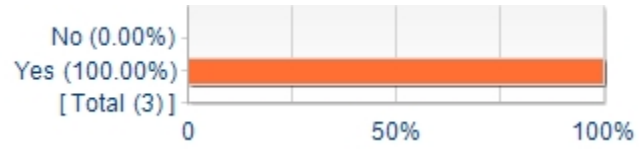


Guest Lecturers and/or Multiple Instructors

Were there guest lecturers and/or multiple instructors in this course?

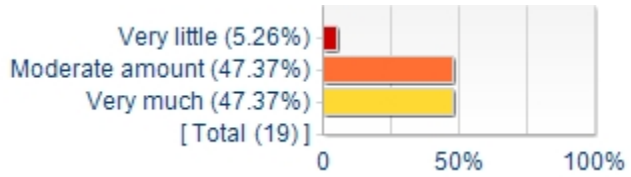


Were the guest lecturers and/or multiple instructors used effectively?

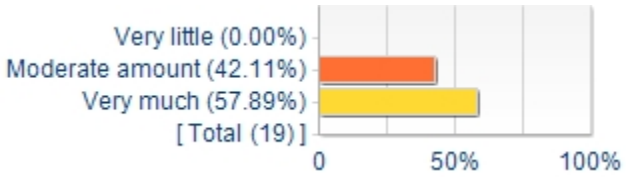


Rate each of the following according to how much it contributed to your attainment of the course objectives.

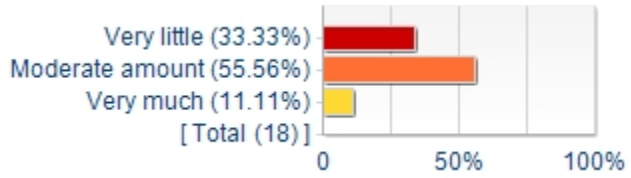
1. Lectures



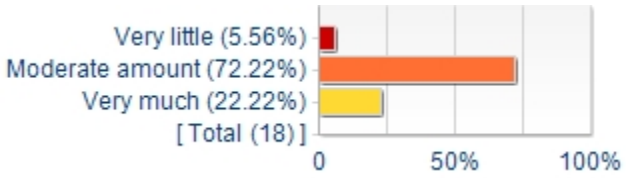
2. Discussions



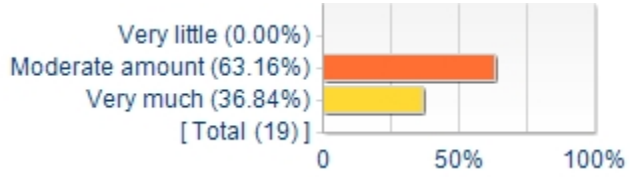
3. Readings



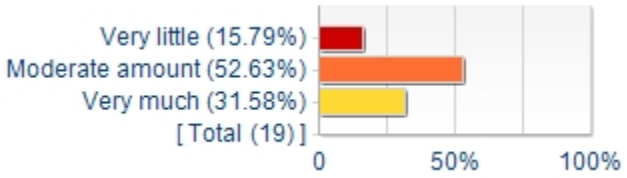
4. Audio-visuals



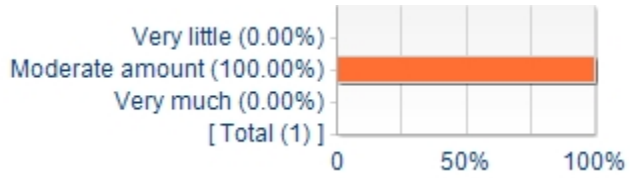
5. Assignments (exams, projects, and written papers)



6. Classroom activities



7. Lab / Recitation



University of Pittsburgh

Copy of Spring 2018 - Shyamal Peddada

BIOST 2011 - PRINCIPLS STATISTICAL REASNING - 1020 - Lecture

2184- Teaching Survey Spring 2018

Total Enrollment 55
Responses Received 37
Response Rate 67.27%

Subject Details	
Name	BIOST 2011 - PRINCIPLS STATISTICAL REASNING - 1020 - Lecture
DEPARTMENT_CD	BIOST
CAMPUS_CD	PIT
SCHOOL_CD	PUBHL
CLASS_NBR	27783
COURSE_NUMBER	2011
SECTION_NUMBER	1020
TERM_NUMBER	2184
COURSE_TYPE	Lecture
CLASS_ATTRIBUTE	
First Name	Shyamal
Last Name	Peddada
RANK_DESCR	Professor
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date Wed, May 02, 2018

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University Questions

Instructor Summary of Results - Scale: Strongly Disagree (1) to Strongly Agree (5)

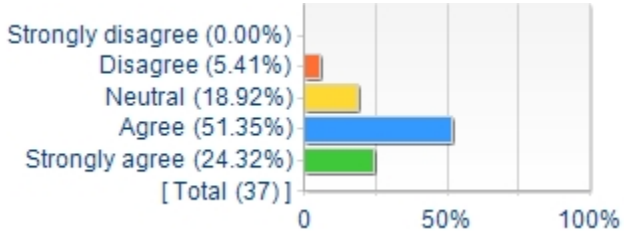
Question	Results		
	Mean	Response Count	Standard Deviation
The instructor stimulated my thinking.	3.95	37	0.81
The instructor was enthusiastic about teaching the course.	4.54	37	0.77
The instructor presented the course in an organized manner.	3.83	36	1.03
The instructor maintained an environment where students felt comfortable participating.	4.24	37	0.68
The instructor maintained an environment where students felt comfortable seeking assistance.	4.41	37	0.64
The instructor provided helpful feedback.	4.00	37	0.91
Assignments contributed to my understanding of the subject.	4.47	36	0.70

Instructor's overall teaching effectiveness

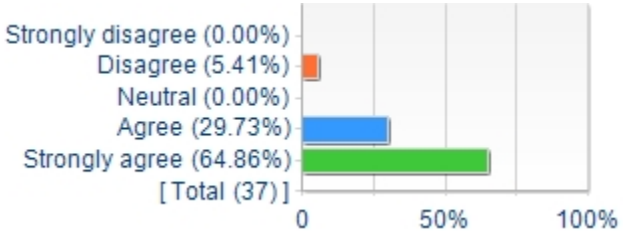
Question	Results		
	Mean	Response Count	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	3.81	37	0.91

Instructor Items: Detailed Results

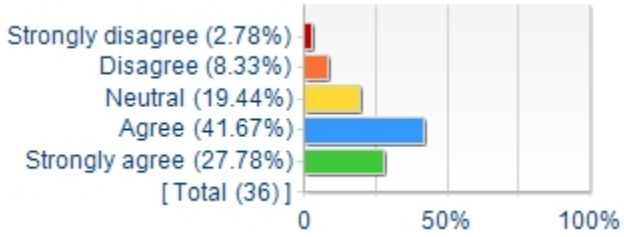
1. The instructor stimulated my thinking.



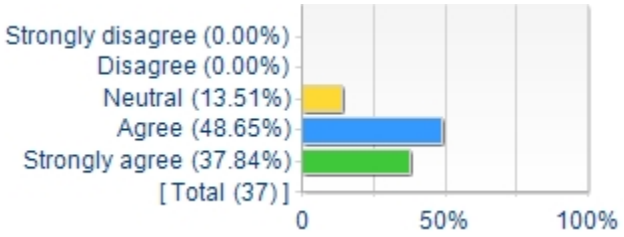
2. The instructor was enthusiastic about teaching the course.



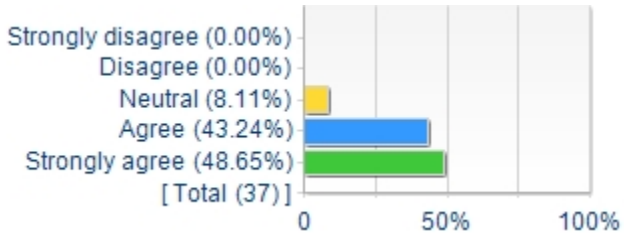
3. The instructor presented the course in an organized manner.



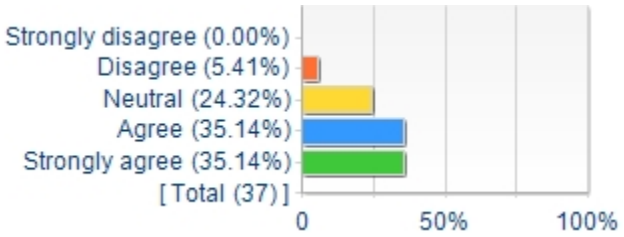
4. The instructor maintained an environment where students felt comfortable participating.



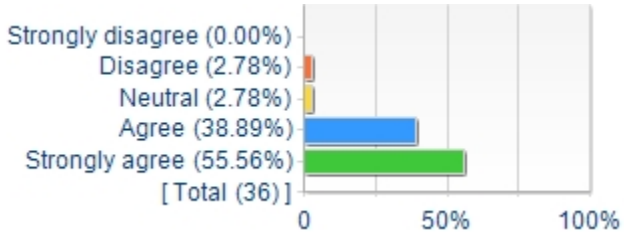
5. The instructor maintained an environment where students felt comfortable seeking assistance.



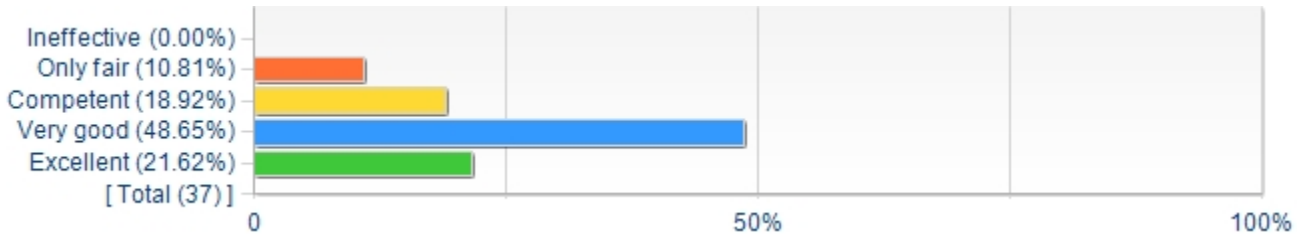
6. The instructor provided helpful feedback.



7. Assignments contributed to my understanding of the subject.



Instructor's overall teaching effectiveness:



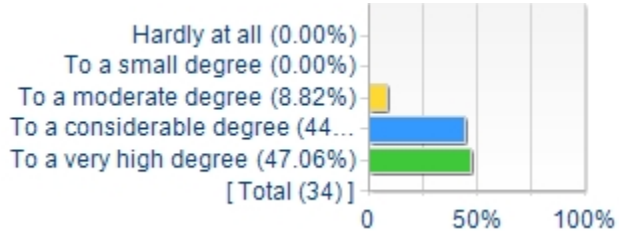
GSPH Questions

GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

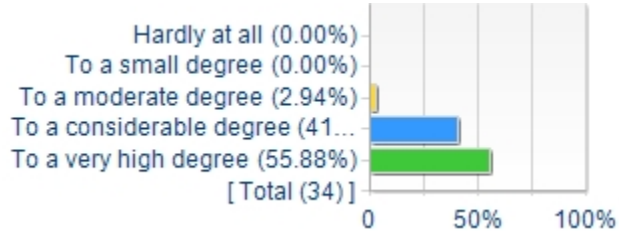
Question	Results				
	Mean	Min	Max	Response Count	Standard Deviation
Course objectives were presented.	4.38	3.00	5.00	34	0.65
Stated objectives agreed with what was taught.	4.53	3.00	5.00	34	0.56
Course made a worthwhile contribution to my professional development.	3.74	1.00	5.00	34	1.36
Assigned work was appropriate to credits.	4.15	2.00	5.00	34	0.86
Course content reflected recent developments in the field.	3.52	1.00	5.00	33	1.18
Course content duplicated that of other courses I have taken.	2.82	1.00	5.00	34	1.47
Would you recommend this course to other students?	3.38	1.00	5.00	34	1.37

GSPH Course Items: Detailed Results

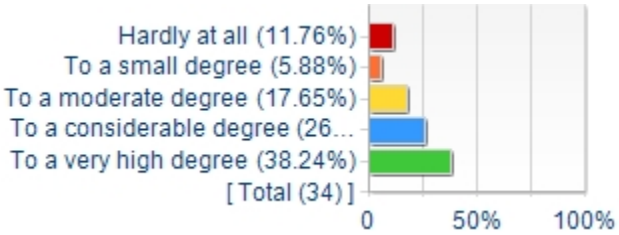
1. Course objectives were presented.



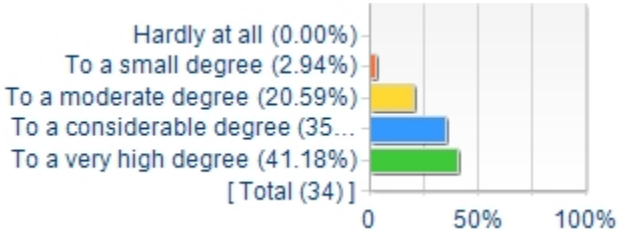
2. Stated objectives agreed with what was taught.



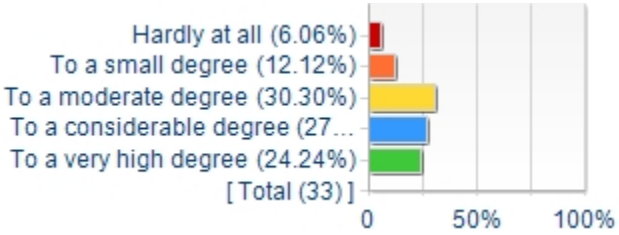
3. Course made a worthwhile contribution to my professional development.



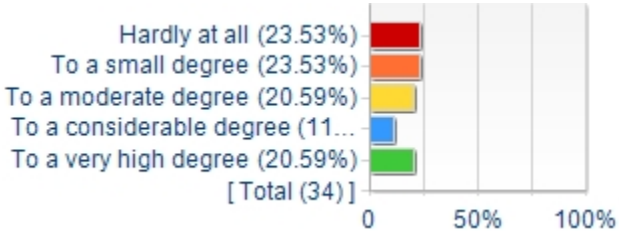
4. Assigned work was appropriate to credits.



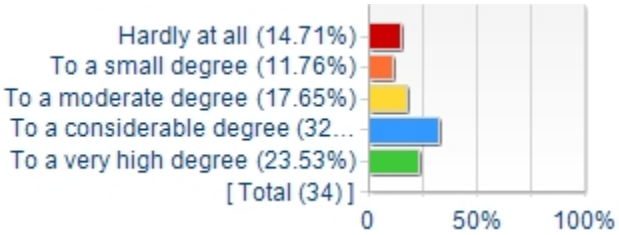
5. Course content reflected recent developments in the field.



6. Course content duplicated that of other courses I have taken.

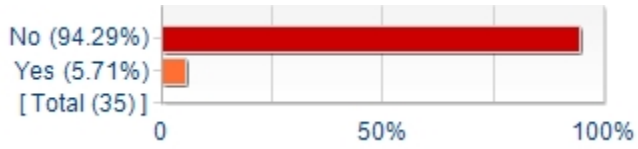


7. Would you recommend this course to other students?

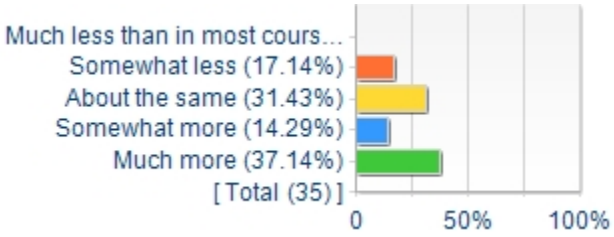


Additional GSPH Course Items

I am taking this course as an elective.

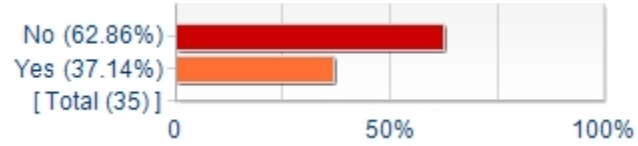


Compared to other courses, in this course I have learned:

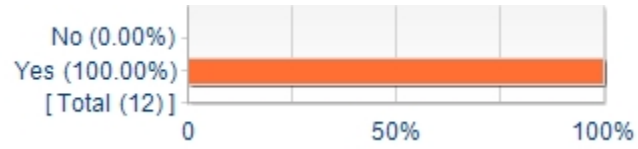


Guest Lecturers and/or Multiple Instructors

Were there guest lecturers and/or multiple instructors in this course?

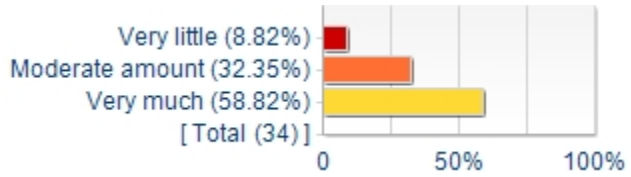


Were the guest lecturers and/or multiple instructors used effectively?

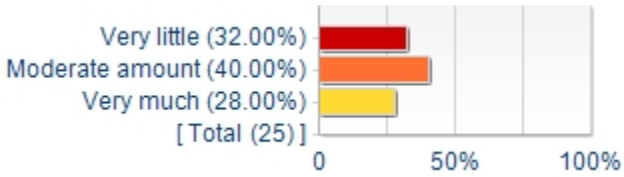


Rate each of the following according to how much it contributed to your attainment of the course objectives.

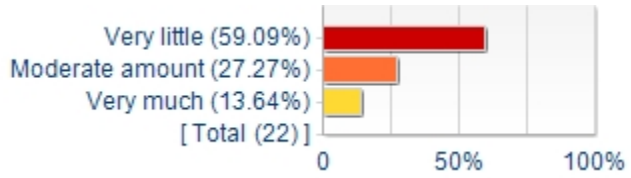
1. Lectures



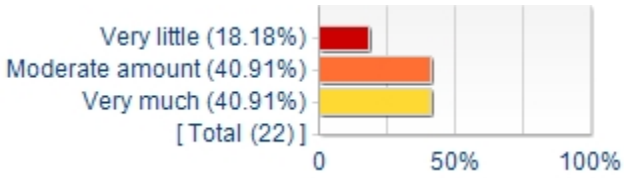
2. Discussions



3. Readings



4. Audio-visuals



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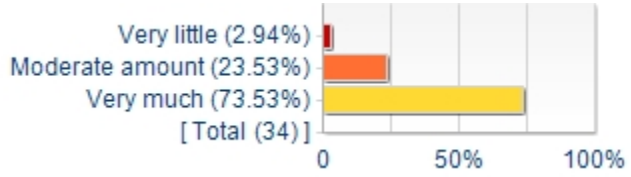
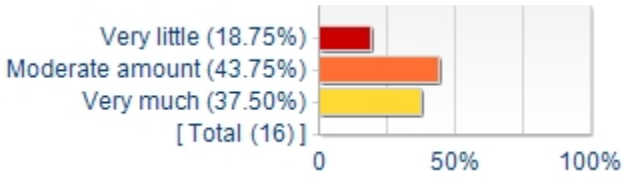
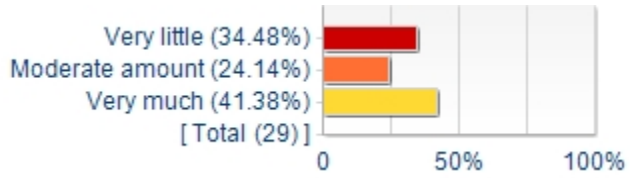


6. Classroom activities



7. Lab / Recitation



University of Pittsburgh

Copy of Spring 2018 - Shyamal Peddada

BIOST 2011 - PRINCIPLS STATISTICAL REASNING - 1030 - Recitation

2184- Teaching Survey Spring 2018

Total Enrollment 32
Responses Received 16
Response Rate 50.0%

Subject Details	
Name	BIOST 2011 - PRINCIPLS STATISTICAL REASNING - 1030 - Recitation
DEPARTMENT_CD	BIOST
CAMPUS_CD	PIT
SCHOOL_CD	PUBHL
CLASS_NBR	27784
COURSE_NUMBER	2011
SECTION_NUMBER	1030
TERM_NUMBER	2184
COURSE_TYPE	Recitation
CLASS_ATTRIBUTE	
First Name	Shyamal
Last Name	Peddada
RANK_DESCR	Professor
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
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- Additional QP Questions (if applicable)

Creation Date Wed, May 02, 2018

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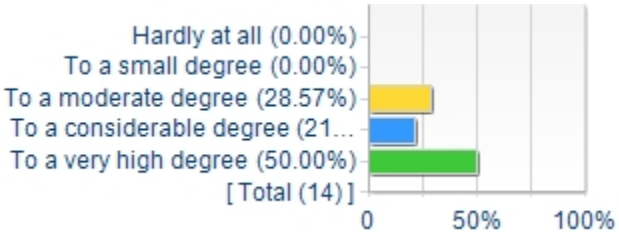
RECITATION Questions

Instructor Summary of Results

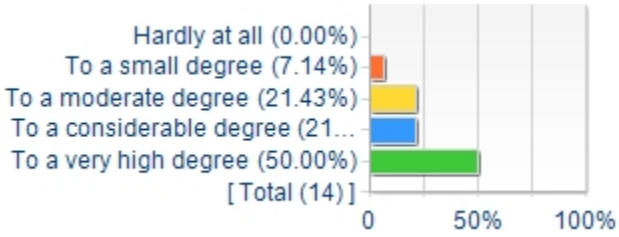
Question	Results		
	Mean	Response Count	Standard Deviation
The recitation instructor was well-prepared for the recitations.	4.21	14	0.89
The recitation instructor appeared knowledgeable about course subject matter.	4.14	14	1.03
The recitation instructor clarified material covered in course lectures.	4.21	14	1.12
The recitation instructor showed interest in helping students understand the material.	4.38	13	0.65
The recitation instructor returned assignments within a reasonable amount of time.	4.75	12	0.45
The recitation instructor was concerned about students' progress in the course.	4.00	14	0.96
The recitation instructor provided helpful answers to students' questions.	4.00	14	1.30
The recitation instructor treated students with respect.	4.79	14	0.58
The recitation instructor provided constructive feedback on assignments.	3.75	12	1.54
The recitation instructor maintained an environment in which students felt comfortable asking questions.	4.57	14	0.65
The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*	4.50	4	0.58
The recitation instructor communicates effectively.	4.00	14	1.18
The recitation instructor comprehends students' communication.	4.50	14	0.76
The recitation instructor led this recitation effectively.	4.14	14	1.17

Instructor Evaluation: Detailed Results

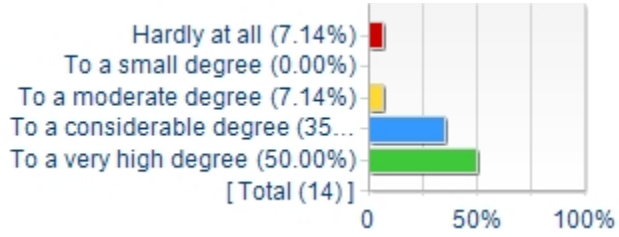
1. The recitation instructor was well-prepared for the recitations.



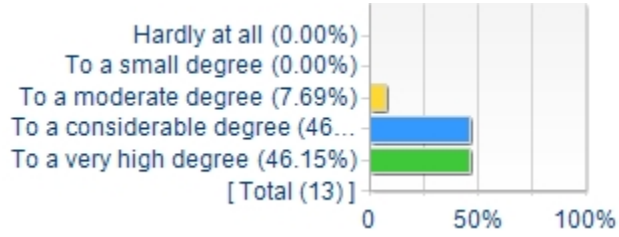
2. The recitation instructor appeared knowledgeable about course subject matter.



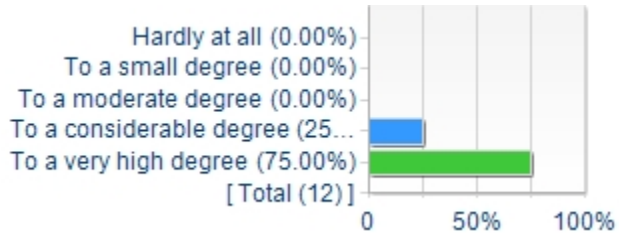
3. The recitation instructor clarified material covered in course lectures.



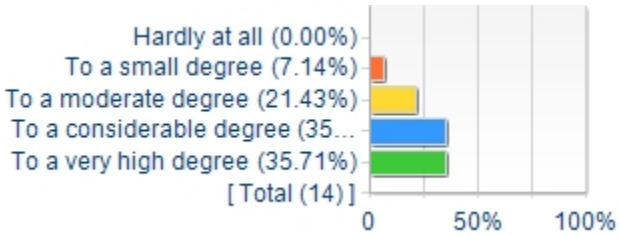
4. The recitation instructor showed interest in helping students understand the material.



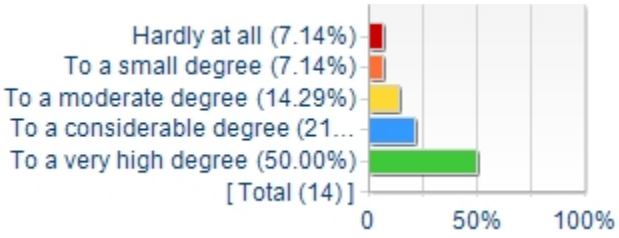
5. The recitation instructor returned assignments within a reasonable amount of time.



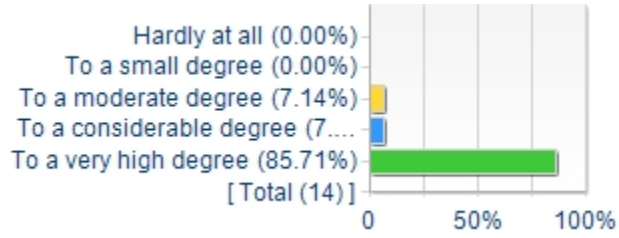
6. The recitation instructor was concerned about students' progress in the course.



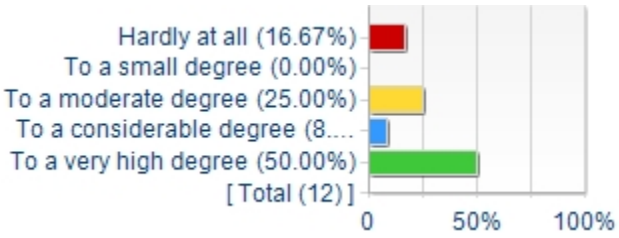
7. The recitation instructor provided helpful answers to students' questions.



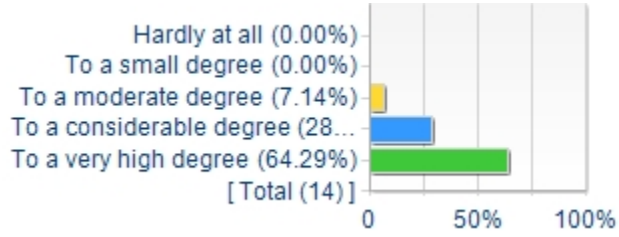
8. The recitation instructor treated students with respect.



9. The recitation instructor provided constructive feedback on assignments.

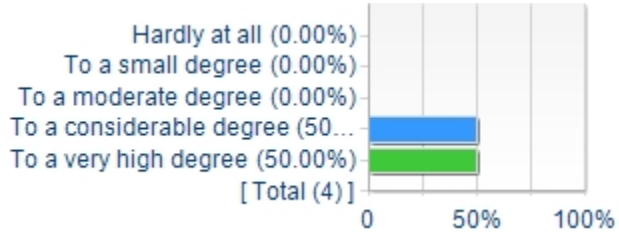


10. The recitation instructor maintained an environment in which students felt comfortable asking questions.

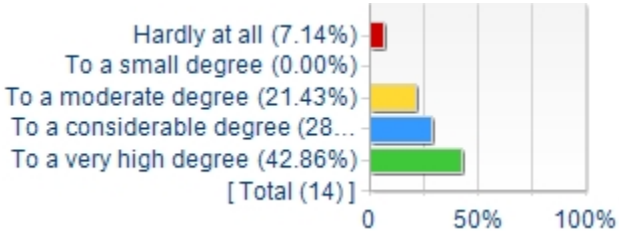


Instructor Evaluation: Detailed Results (continued)

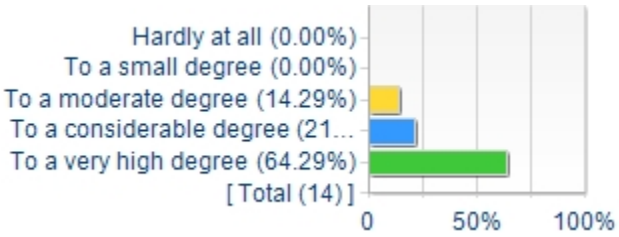
11. The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*



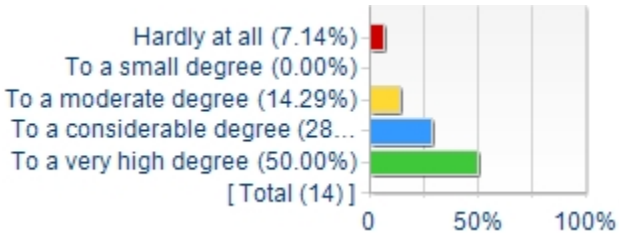
12. The recitation instructor communicates effectively.



13. The recitation instructor comprehends students' communication.

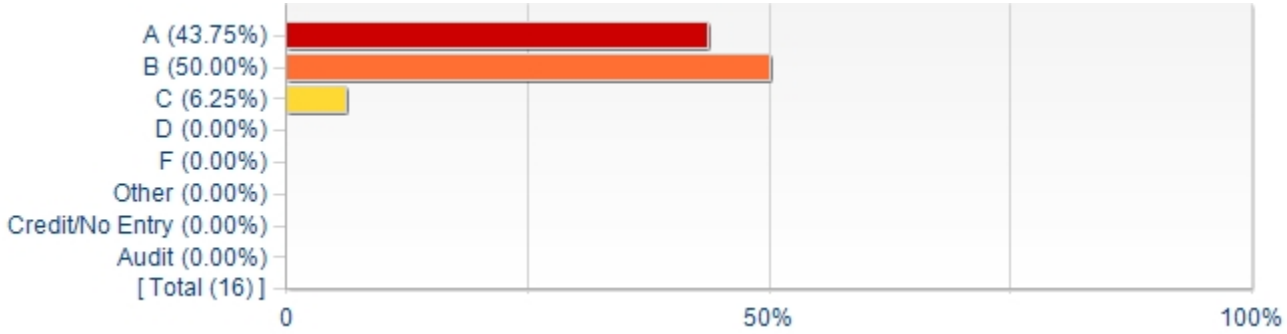


14. The recitation instructor led this recitation effectively.

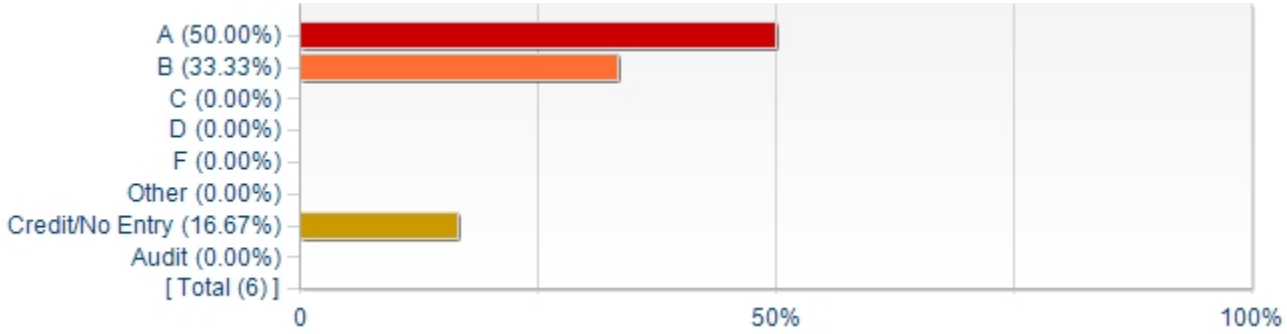


Did the recitations contribute to your learning in this course?

What grade do you expect in the course?

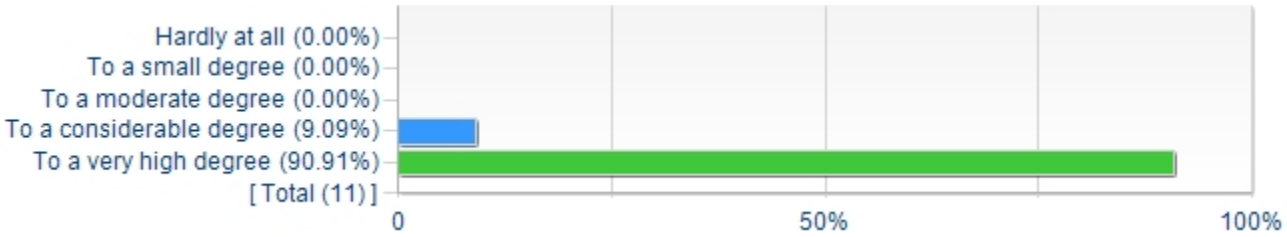


What grade do you expect in this recitation?

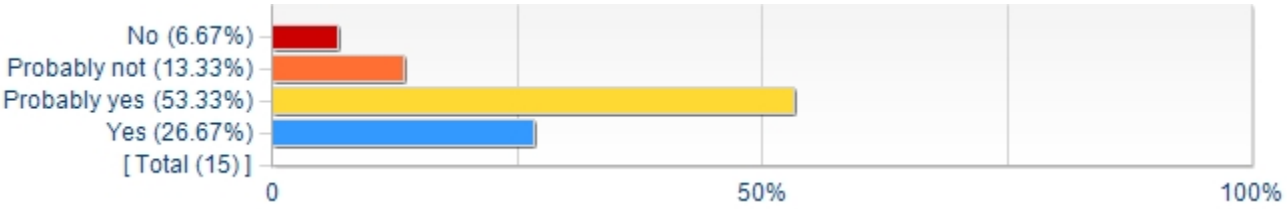


What percent of the recitations did you attend?

The material covered in recitation is well connected to the lectures.



Would you recommend this recitation instructor to other students who are going to take this course?



University of Pittsburgh

Copy of Spring 2018 - Shyamal Peddada

BIOST 2011 - PRINCIPLS STATISTICAL REASNING - 1040 - Recitation

2184- Teaching Survey Spring 2018

Total Enrollment 13
Responses Received 5
Response Rate 38.46%

Subject Details	
Name	BIOST 2011 - PRINCIPLS STATISTICAL REASNING - 1040 - Recitation
DEPARTMENT_CD	BIOST
CAMPUS_CD	PIT
SCHOOL_CD	PUBHL
CLASS_NBR	27785
COURSE_NUMBER	2011
SECTION_NUMBER	1040
TERM_NUMBER	2184
COURSE_TYPE	Recitation
CLASS_ATTRIBUTE	
First Name	Shyamal
Last Name	Peddada
RANK_DESCR	Professor
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date Wed, May 02, 2018

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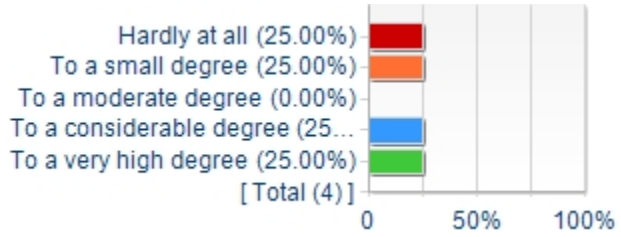
RECITATION Questions

Instructor Summary of Results

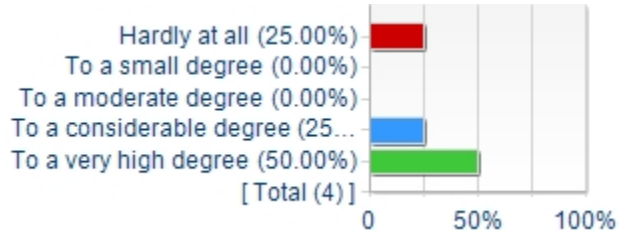
Question	Results		
	Mean	Response Count	Standard Deviation
The recitation instructor was well-prepared for the recitations.	3.00	4	1.83
The recitation instructor appeared knowledgeable about course subject matter.	3.75	4	1.89
The recitation instructor clarified material covered in course lectures.	3.75	4	1.50
The recitation instructor showed interest in helping students understand the material.	3.00	4	1.83
The recitation instructor returned assignments within a reasonable amount of time.	4.33	3	1.15
The recitation instructor was concerned about students' progress in the course.	3.50	4	1.29
The recitation instructor provided helpful answers to students' questions.	3.50	4	1.29
The recitation instructor treated students with respect.	4.75	4	0.50
The recitation instructor provided constructive feedback on assignments.	4.00	3	0.00
The recitation instructor maintained an environment in which students felt comfortable asking questions.	4.50	4	0.58
The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*	N/A	0	N/A
The recitation instructor communicates effectively.	3.50	4	1.29
The recitation instructor comprehends students' communication.	3.75	4	0.96
The recitation instructor led this recitation effectively.	3.00	4	1.83

Instructor Evaluation: Detailed Results

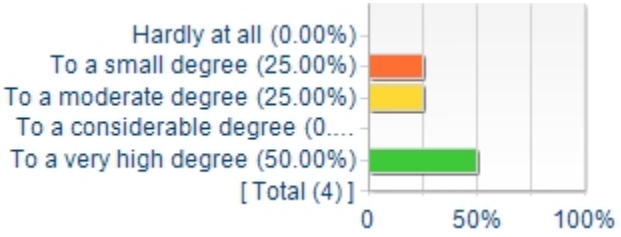
1. The recitation instructor was well-prepared for the recitations.



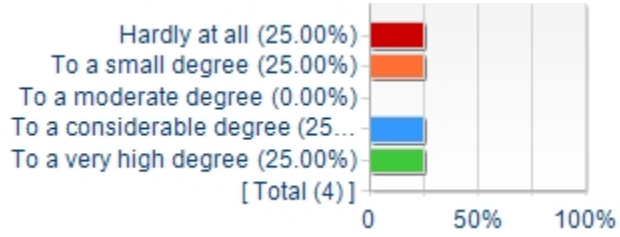
2. The recitation instructor appeared knowledgeable about course subject matter.



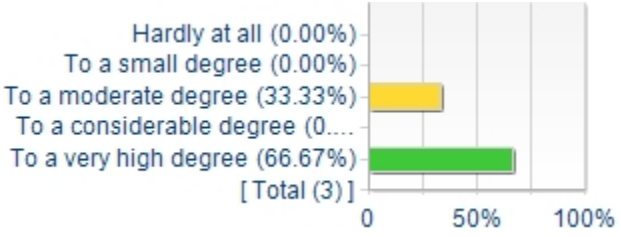
3. The recitation instructor clarified material covered in course lectures.



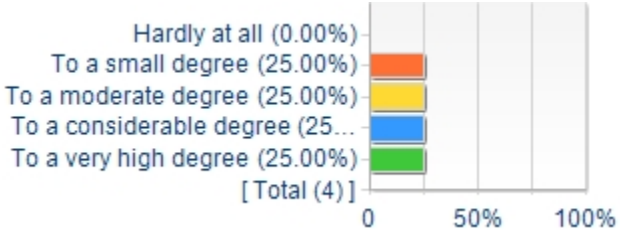
4. The recitation instructor showed interest in helping students understand the material.



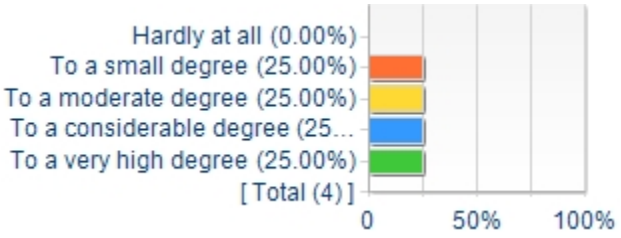
5. The recitation instructor returned assignments within a reasonable amount of time.



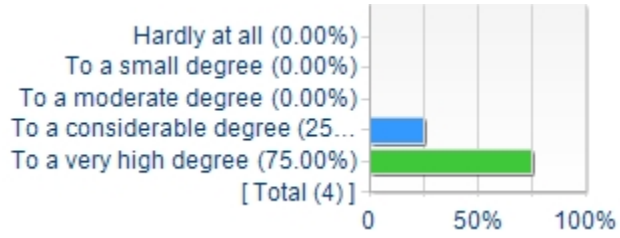
6. The recitation instructor was concerned about students' progress in the course.



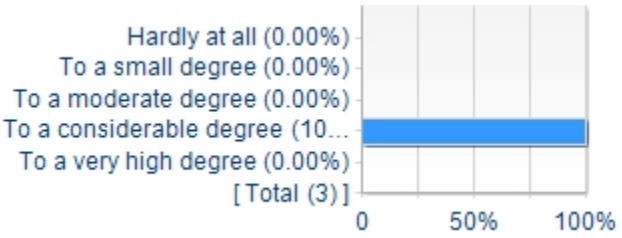
7. The recitation instructor provided helpful answers to students' questions.



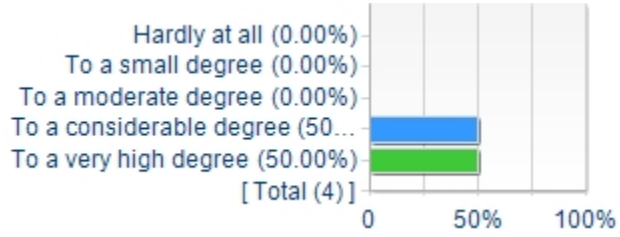
8. The recitation instructor treated students with respect.



9. The recitation instructor provided constructive feedback on assignments.

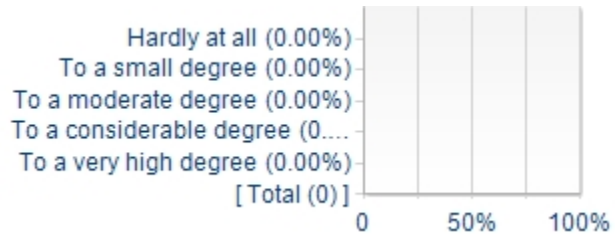


10. The recitation instructor maintained an environment in which students felt comfortable asking questions.

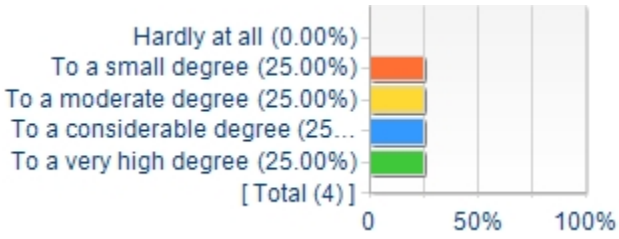


Instructor Evaluation: Detailed Results (continued)

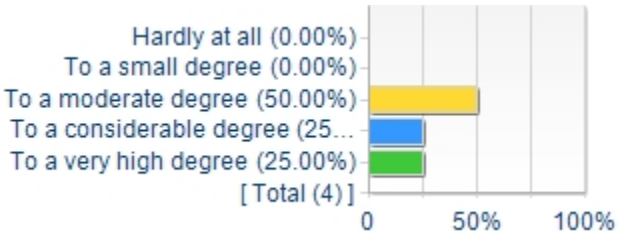
11. The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*



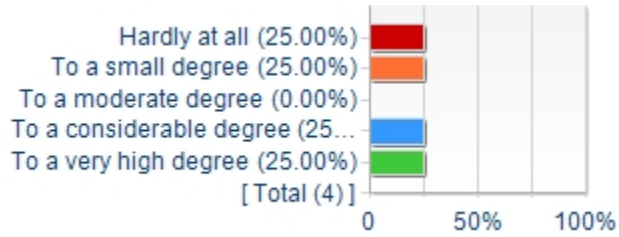
12. The recitation instructor communicates effectively.



13. The recitation instructor comprehends students' communication.

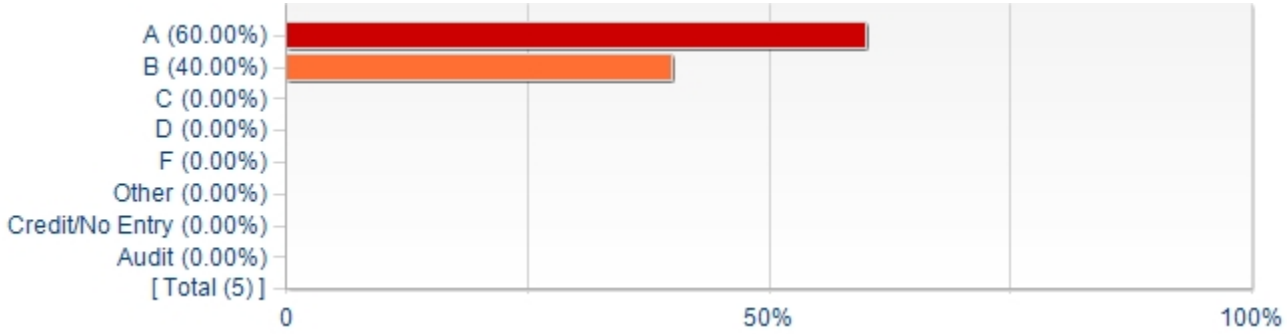


14. The recitation instructor led this recitation effectively.

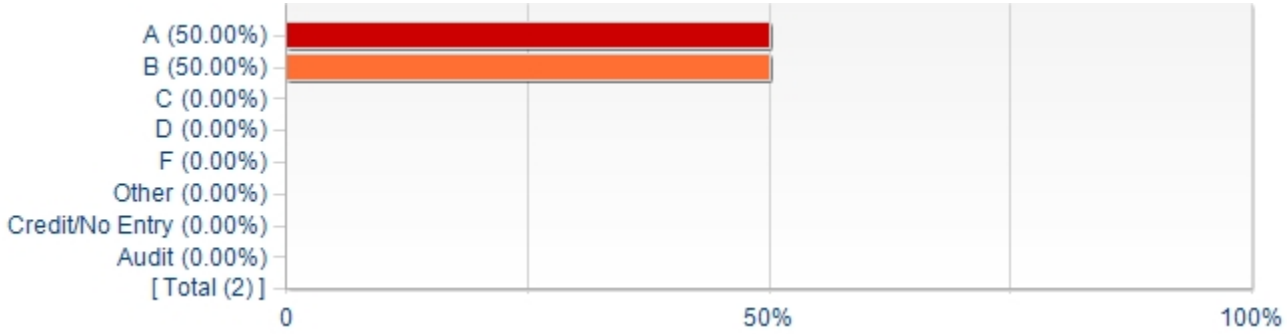


Did the recitations contribute to your learning in this course?

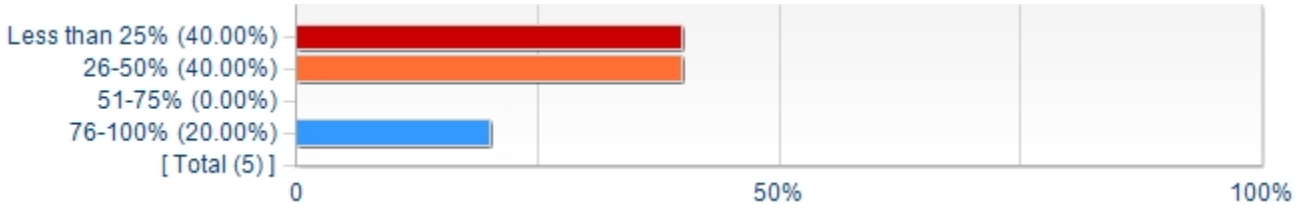
What grade do you expect in the course?



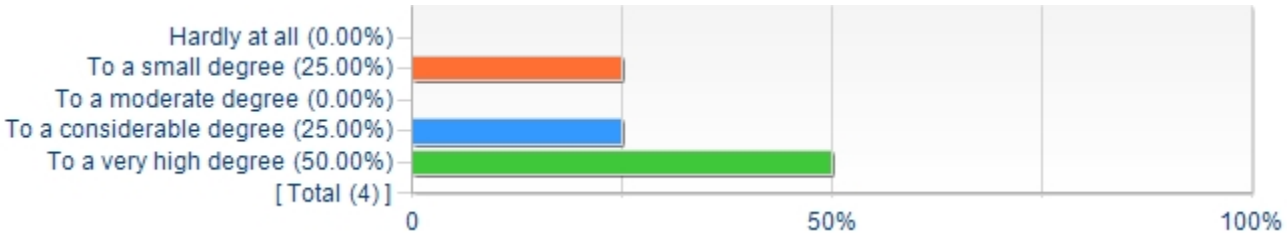
What grade do you expect in this recitation?



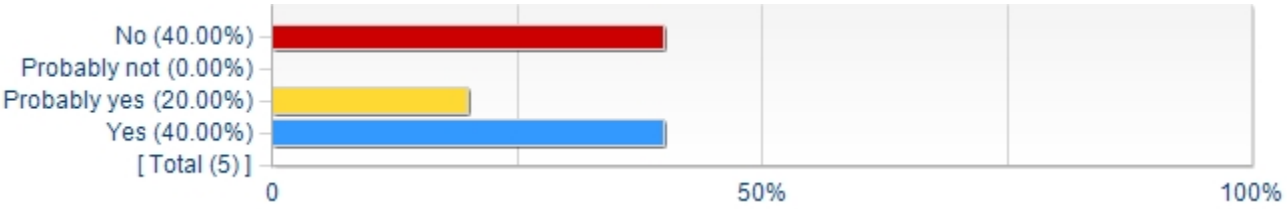
What percent of the recitations did you attend?



The material covered in recitation is well connected to the lectures.



Would you recommend this recitation instructor to other students who are going to take this course?



University of Pittsburgh

Copy of Spring 2018 - Shyamal Peddada

BIOST 2011 - PRINCIPLS STATISTICAL REASNING - 1045 - Recitation

2184- Teaching Survey Spring 2018

Total Enrollment 10
Responses Received 5
Response Rate 50.0%

Subject Details	
Name	BIOST 2011 - PRINCIPLS STATISTICAL REASNING - 1045 - Recitation
DEPARTMENT_CD	BIOST
CAMPUS_CD	PIT
SCHOOL_CD	PUBHL
CLASS_NBR	31808
COURSE_NUMBER	2011
SECTION_NUMBER	1045
TERM_NUMBER	2184
COURSE_TYPE	Recitation
CLASS_ATTRIBUTE	
First Name	Shyamal
Last Name	Peddada
RANK_DESCR	Professor
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date Wed, May 02, 2018

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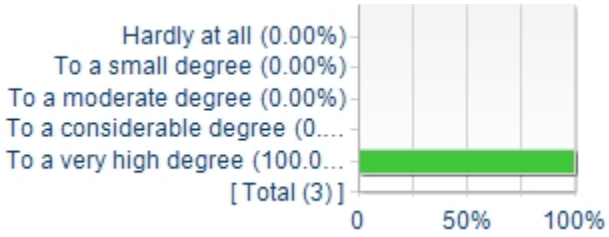
RECITATION Questions

Instructor Summary of Results

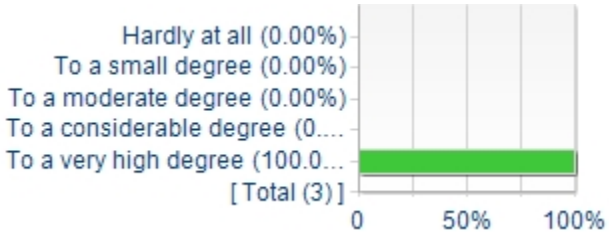
Question	Results		
	Mean	Response Count	Standard Deviation
The recitation instructor was well-prepared for the recitations.	5.00	3	0.00
The recitation instructor appeared knowledgeable about course subject matter.	5.00	3	0.00
The recitation instructor clarified material covered in course lectures.	5.00	3	0.00
The recitation instructor showed interest in helping students understand the material.	5.00	3	0.00
The recitation instructor returned assignments within a reasonable amount of time.	4.50	2	0.71
The recitation instructor was concerned about students' progress in the course.	5.00	3	0.00
The recitation instructor provided helpful answers to students' questions.	4.67	3	0.58
The recitation instructor treated students with respect.	5.00	3	0.00
The recitation instructor provided constructive feedback on assignments.	5.00	2	0.00
The recitation instructor maintained an environment in which students felt comfortable asking questions.	5.00	3	0.00
The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*	5.00	3	0.00
The recitation instructor communicates effectively.	4.67	3	0.58
The recitation instructor comprehends students' communication.	5.00	3	0.00
The recitation instructor led this recitation effectively.	5.00	3	0.00

Instructor Evaluation: Detailed Results

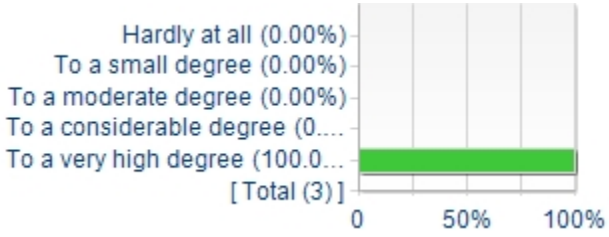
1. The recitation instructor was well-prepared for the recitations.



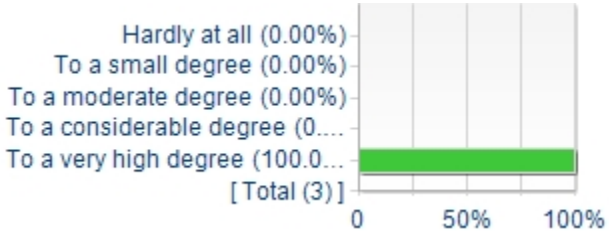
2. The recitation instructor appeared knowledgeable about course subject matter.



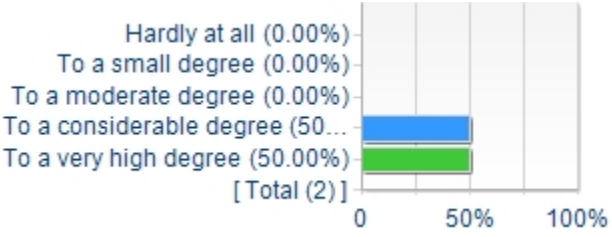
3. The recitation instructor clarified material covered in course lectures.



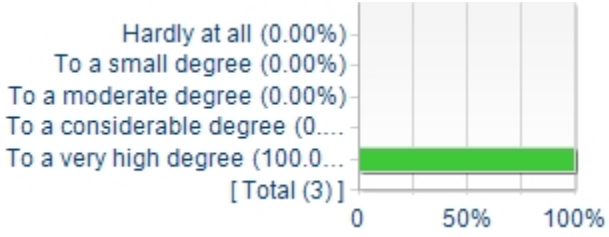
4. The recitation instructor showed interest in helping students understand the material.



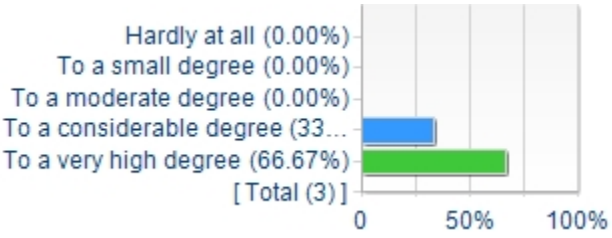
5. The recitation instructor returned assignments within a reasonable amount of time.



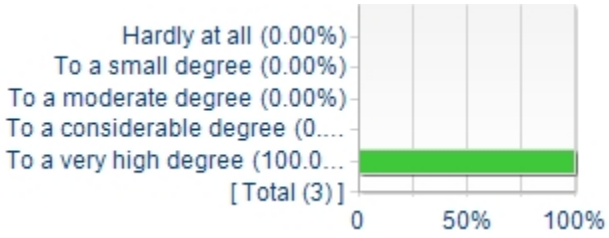
6. The recitation instructor was concerned about students' progress in the course.



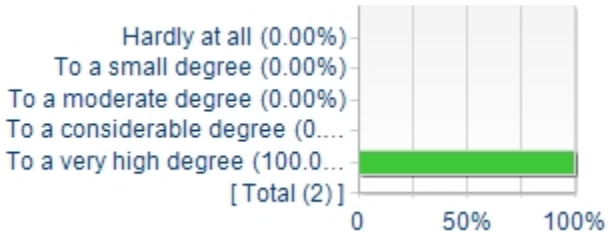
7. The recitation instructor provided helpful answers to students' questions.



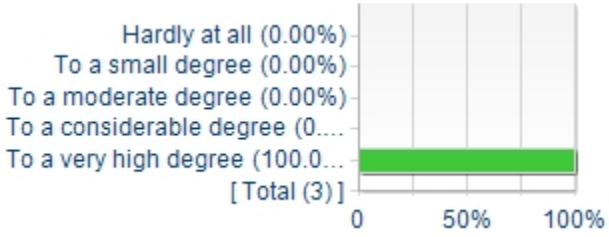
8. The recitation instructor treated students with respect.



9. The recitation instructor provided constructive feedback on assignments.

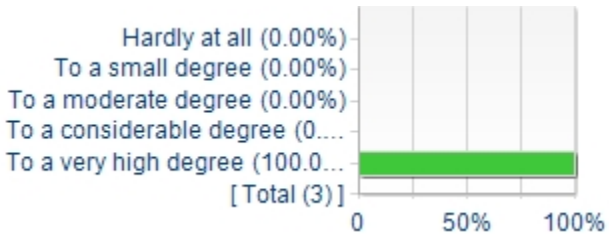


10. The recitation instructor maintained an environment in which students felt comfortable asking questions.

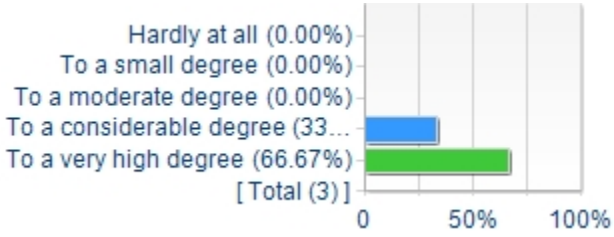


Instructor Evaluation: Detailed Results (continued)

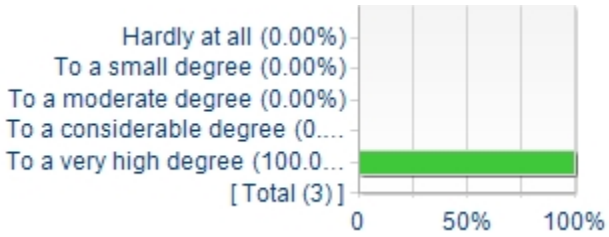
11. The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*



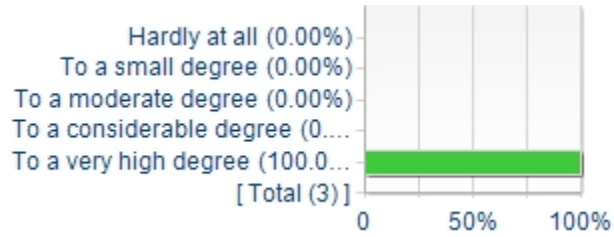
12. The recitation instructor communicates effectively.



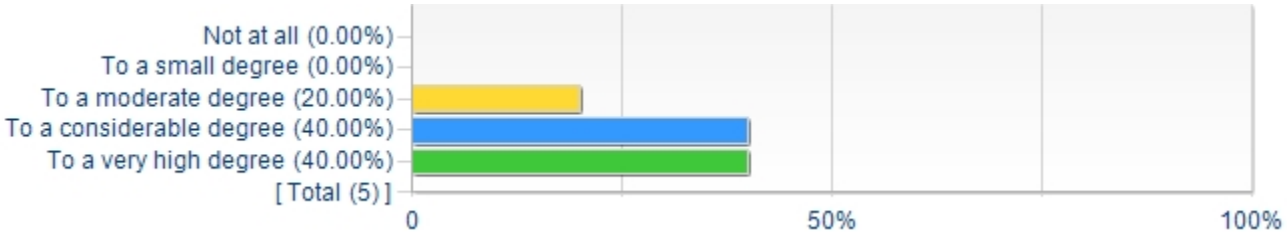
13. The recitation instructor comprehends students' communication.



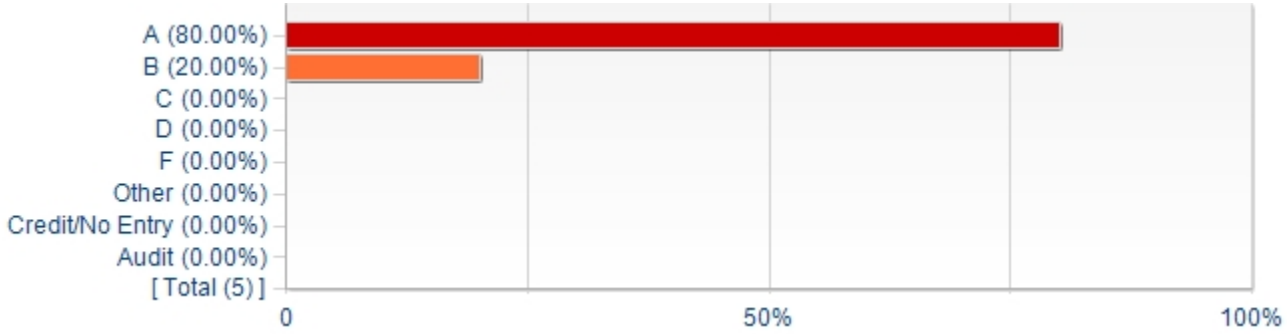
14. The recitation instructor led this recitation effectively.



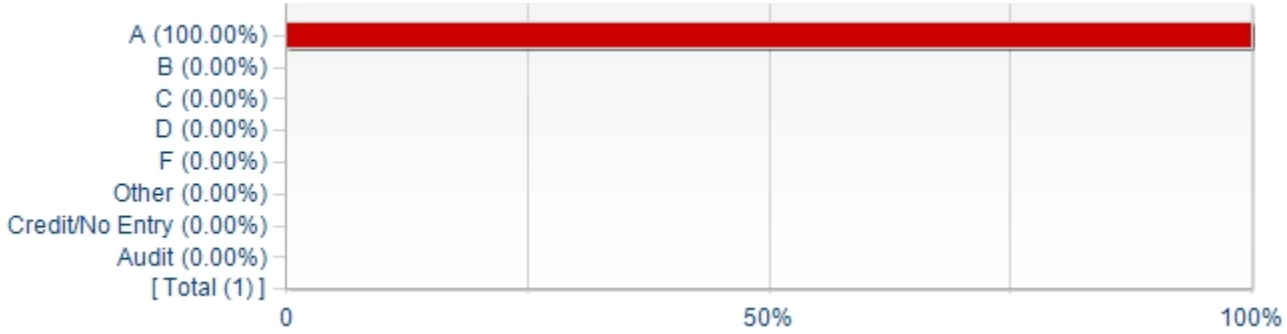
Did the recitations contribute to your learning in this course?



What grade do you expect in the course?

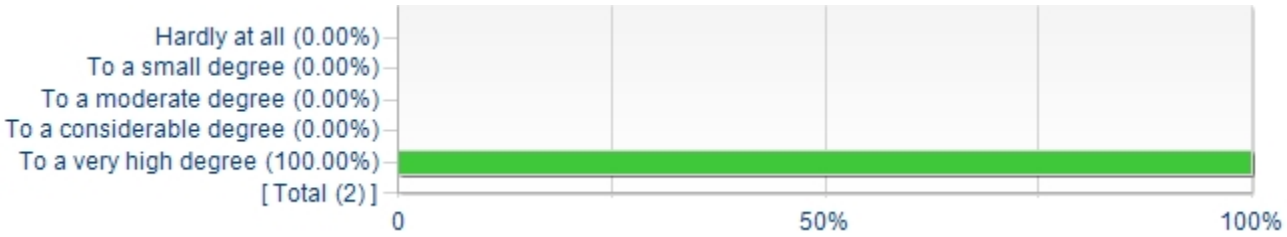


What grade do you expect in this recitation?

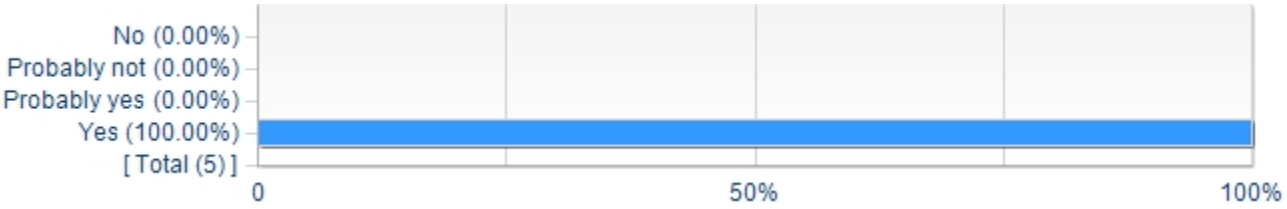


What percent of the recitations did you attend?

The material covered in recitation is well connected to the lectures.



Would you recommend this recitation instructor to other students who are going to take this course?



University of Pittsburgh

Copy of Spring 2018 - Aaron Barchowsky

EOH 2013 - ENVIRONMENTAL HEALTH & DISEASE - 1030 - Lecture

2184- Teaching Survey Spring 2018

Total Enrollment 122
Responses Received 65
Response Rate 53.28%

Subject Details	
Name	EOH 2013 - ENVIRONMENTAL HEALTH & DISEASE - 1030 - Lecture
DEPARTMENT_CD	EOH
CAMPUS_CD	PIT
SCHOOL_CD	PUBHL
CLASS_NBR	14007
COURSE_NUMBER	2013
SECTION_NUMBER	1030
TERM_NUMBER	2184
COURSE_TYPE	Lecture
CLASS_ATTRIBUTE	WEB
First Name	Aaron
Last Name	Barchowsky
RANK_DESCR	Professor
TENURE	T

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date Wed, May 02, 2018

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University Questions

Instructor Summary of Results - Scale: Strongly Disagree (1) to Strongly Agree (5)

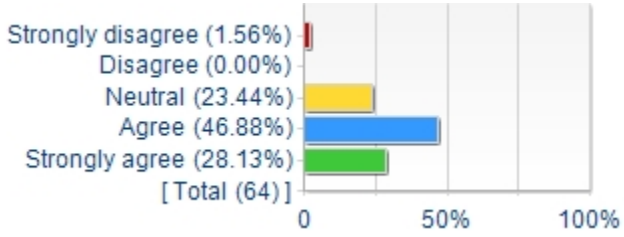
Question	Results		
	Mean	Response Count	Standard Deviation
The instructor stimulated my thinking.	4.00	64	0.82
The instructor was enthusiastic about teaching the course.	4.22	64	0.74
The instructor presented the course in an organized manner.	4.39	64	0.66
The instructor maintained an environment where students felt comfortable participating.	4.16	64	0.76
The instructor maintained an environment where students felt comfortable seeking assistance.	4.27	64	0.86
The instructor provided helpful feedback.	3.97	64	0.99
Assignments contributed to my understanding of the subject.	4.14	63	0.91

Instructor's overall teaching effectiveness

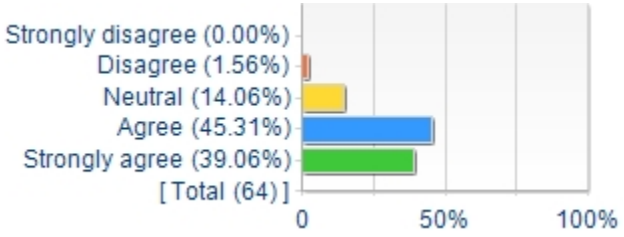
Question	Results		
	Mean	Response Count	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	4.08	65	0.74

Instructor Items: Detailed Results

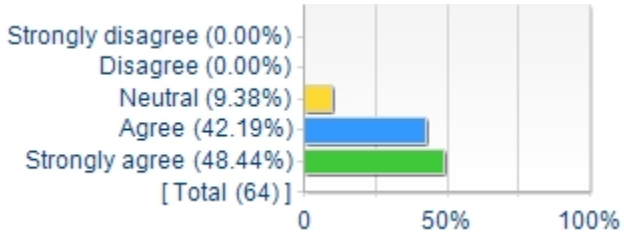
1. The instructor stimulated my thinking.



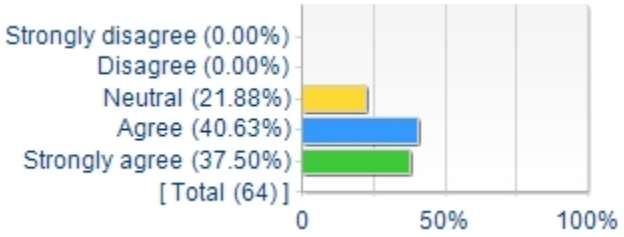
2. The instructor was enthusiastic about teaching the course.



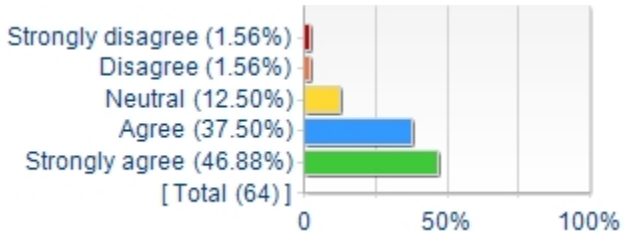
3. The instructor presented the course in an organized manner.



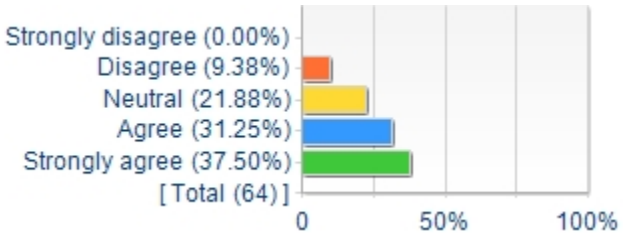
4. The instructor maintained an environment where students felt comfortable participating.



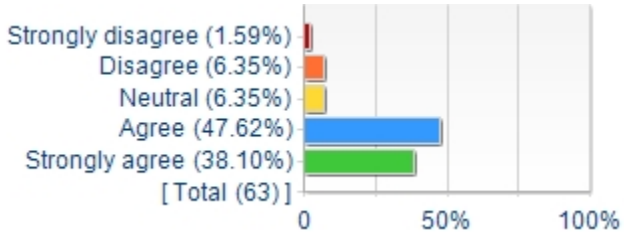
5. The instructor maintained an environment where students felt comfortable seeking assistance.



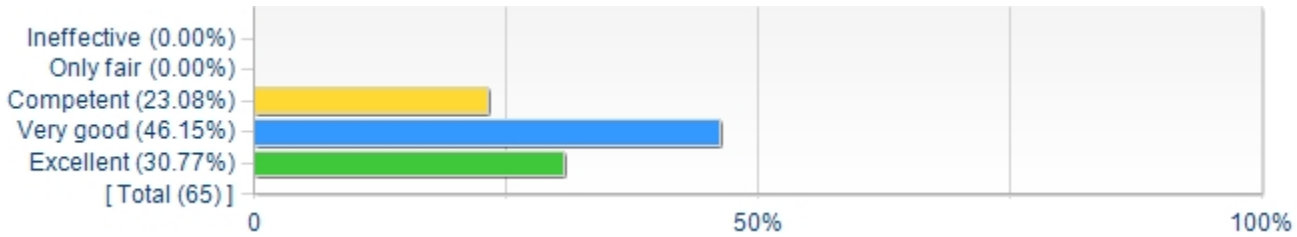
6. The instructor provided helpful feedback.



7. Assignments contributed to my understanding of the subject.



Instructor's overall teaching effectiveness:



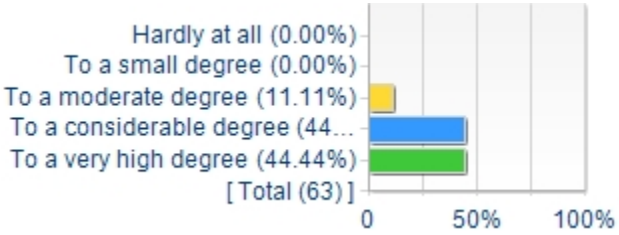
GSPH Questions

GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

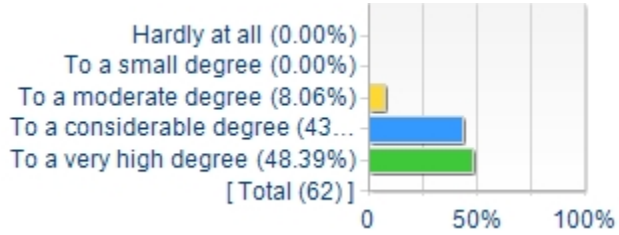
Question	Results				
	Mean	Min	Max	Response Count	Standard Deviation
Course objectives were presented.	4.33	3.00	5.00	63	0.67
Stated objectives agreed with what was taught.	4.40	3.00	5.00	62	0.64
Course made a worthwhile contribution to my professional development.	3.56	1.00	5.00	63	1.12
Assigned work was appropriate to credits.	4.37	2.00	5.00	63	0.73
Course content reflected recent developments in the field.	4.48	2.00	5.00	62	0.76
Course content duplicated that of other courses I have taken.	2.57	1.00	5.00	63	1.44
Would you recommend this course to other students?	3.72	1.00	5.00	64	1.05

GSPH Course Items: Detailed Results

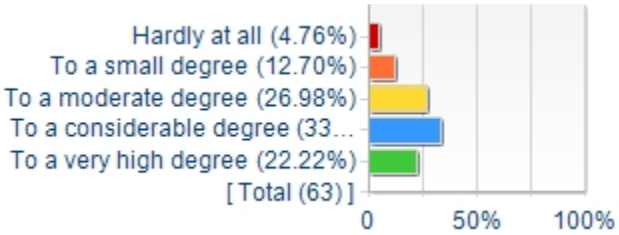
1. Course objectives were presented.



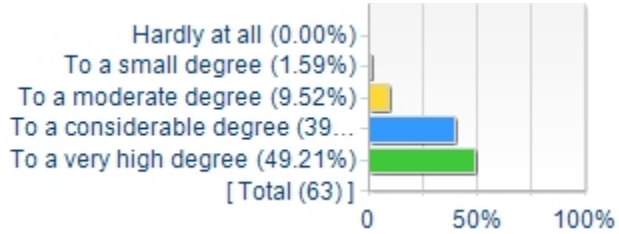
2. Stated objectives agreed with what was taught.



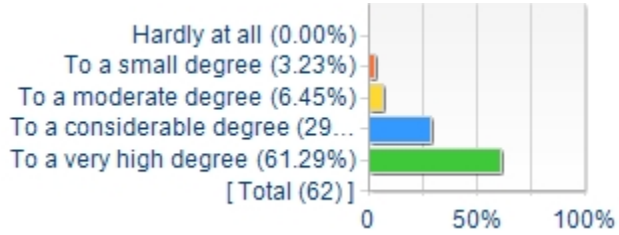
3. Course made a worthwhile contribution to my professional development.



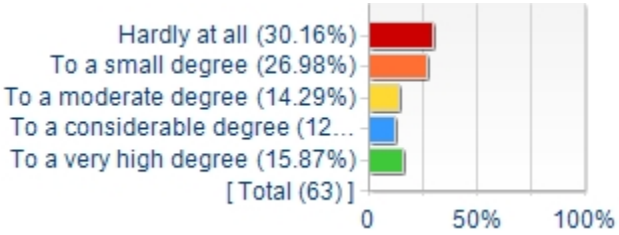
4. Assigned work was appropriate to credits.



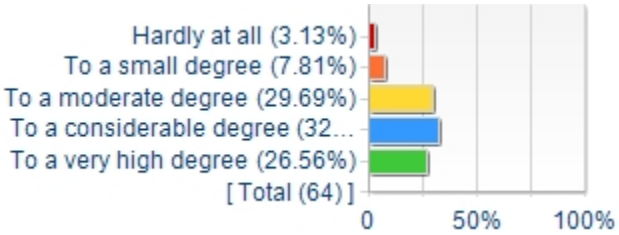
5. Course content reflected recent developments in the field.



6. Course content duplicated that of other courses I have taken.

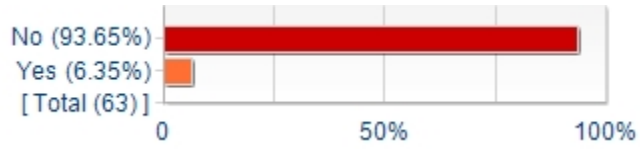


7. Would you recommend this course to other students?

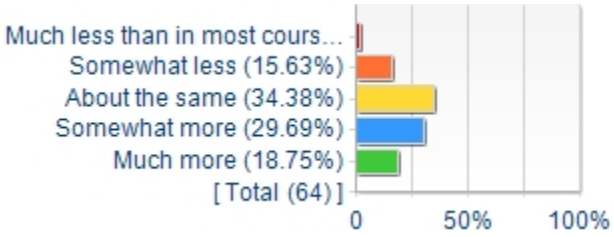


Additional GSPH Course Items

I am taking this course as an elective.

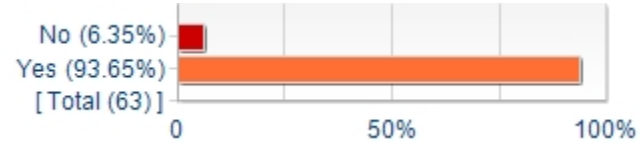


Compared to other courses, in this course I have learned:

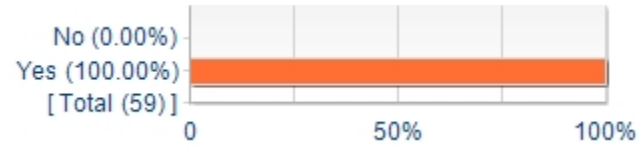


Guest Lecturers and/or Multiple Instructors

Were there guest lecturers and/or multiple instructors in this course?

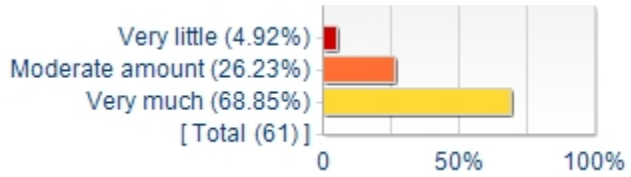


Were the guest lecturers and/or multiple instructors used effectively?

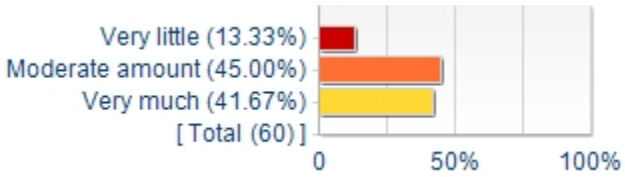


Rate each of the following according to how much it contributed to your attainment of the course objectives.

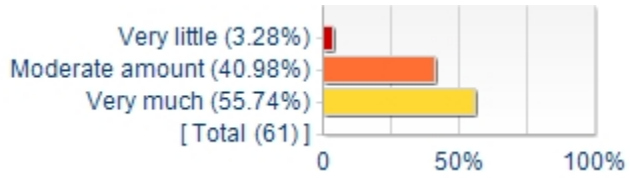
1. Lectures



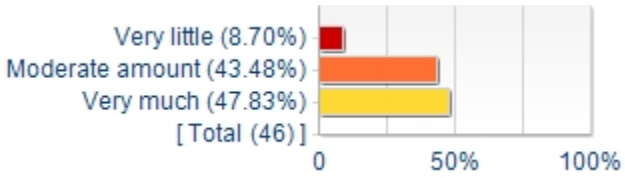
2. Discussions



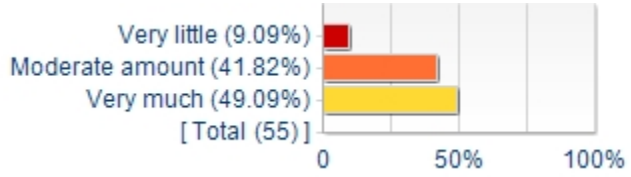
3. Readings



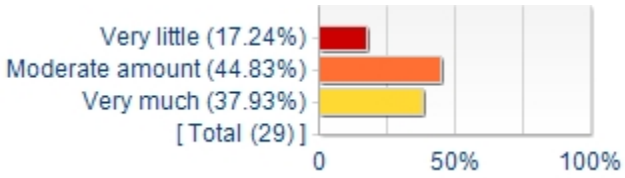
4. Audio-visuals



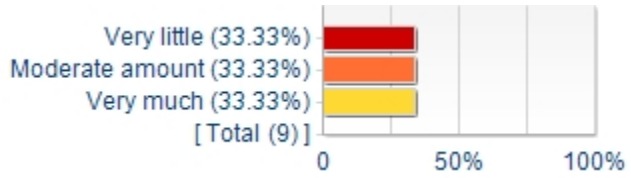
5. Assignments (exams, projects, and written papers)



6. Classroom activities



7. Lab / Recitation



University of Pittsburgh

Copy of Spring 2018 - Alton James

HPM 2001 - HLTH POLC & MGT IN PUBLC HLTH - 1070 - Lecture

2184- Teaching Survey Spring 2018

Total Enrollment 73
Responses Received 31
Response Rate 42.47%

Subject Details	
Name	HPM 2001 - HLTH POLC & MGT IN PUBLC HLTH - 1070 - Lecture
DEPARTMENT_CD	HPM
CAMPUS_CD	PIT
SCHOOL_CD	PUBHL
CLASS_NBR	14005
COURSE_NUMBER	2001
SECTION_NUMBER	1070
TERM_NUMBER	2184
COURSE_TYPE	Lecture
CLASS_ATTRIBUTE	WEB
First Name	Alton
Last Name	James
RANK_DESCR	Professor
TENURE	T

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date Wed, May 02, 2018

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University Questions

Instructor Summary of Results - Scale: Strongly Disagree (1) to Strongly Agree (5)

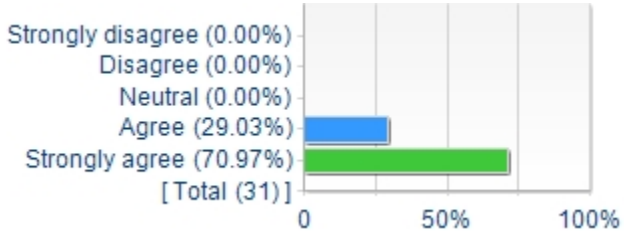
Question	Results		
	Mean	Response Count	Standard Deviation
The instructor stimulated my thinking.	4.71	31	0.46
The instructor was enthusiastic about teaching the course.	4.74	31	0.44
The instructor presented the course in an organized manner.	4.68	31	0.54
The instructor maintained an environment where students felt comfortable participating.	4.65	31	0.49
The instructor maintained an environment where students felt comfortable seeking assistance.	4.68	31	0.48
The instructor provided helpful feedback.	4.42	31	0.67
Assignments contributed to my understanding of the subject.	4.52	31	0.63

Instructor's overall teaching effectiveness

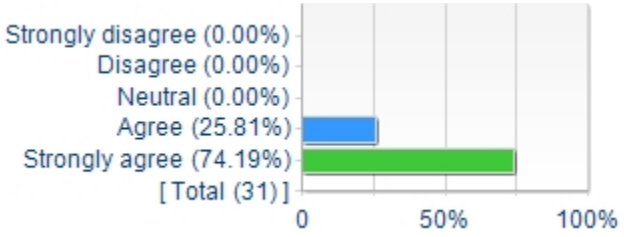
Question	Results		
	Mean	Response Count	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	4.58	31	0.56

Instructor Items: Detailed Results

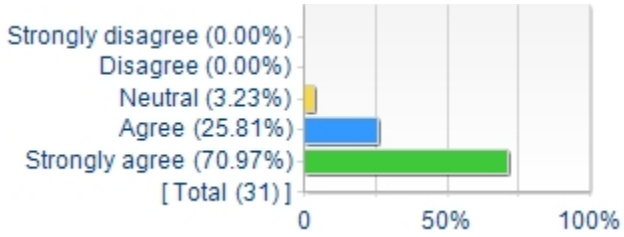
1. The instructor stimulated my thinking.



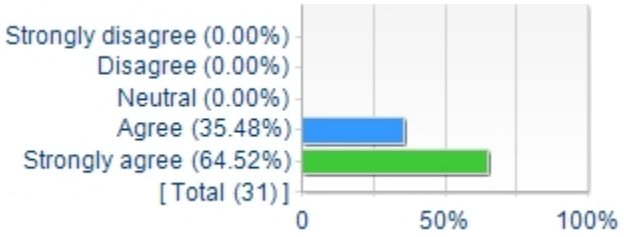
2. The instructor was enthusiastic about teaching the course.



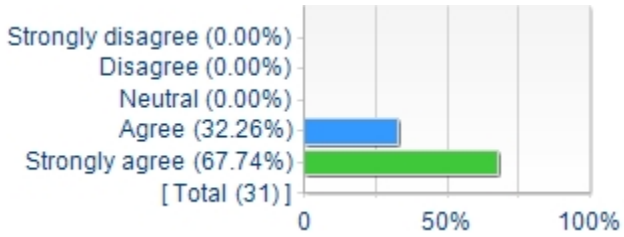
3. The instructor presented the course in an organized manner.



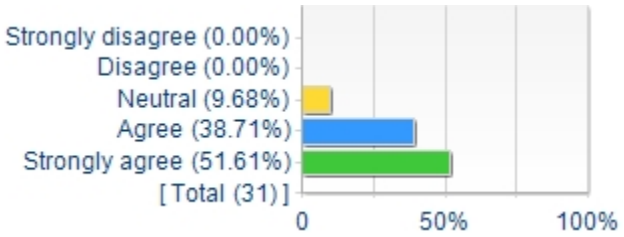
4. The instructor maintained an environment where students felt comfortable participating.



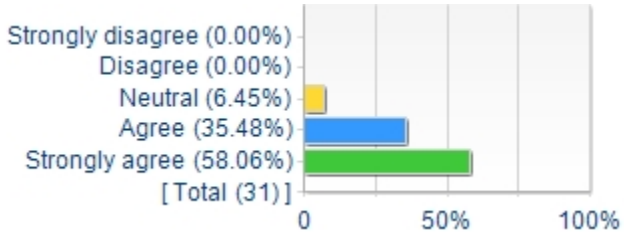
5. The instructor maintained an environment where students felt comfortable seeking assistance.



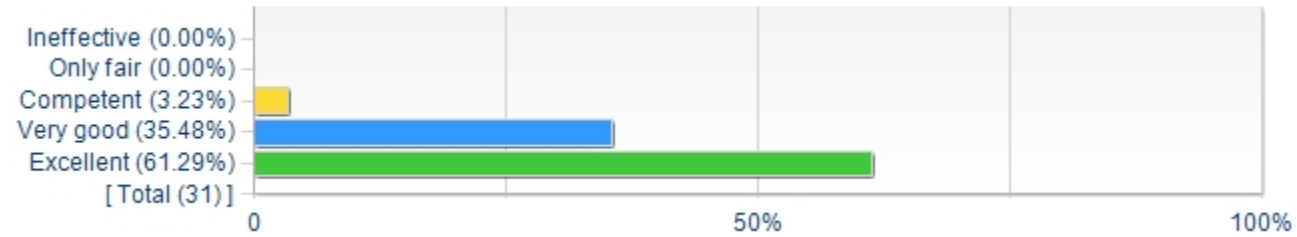
6. The instructor provided helpful feedback.



7. Assignments contributed to my understanding of the subject.



Instructor's overall teaching effectiveness:



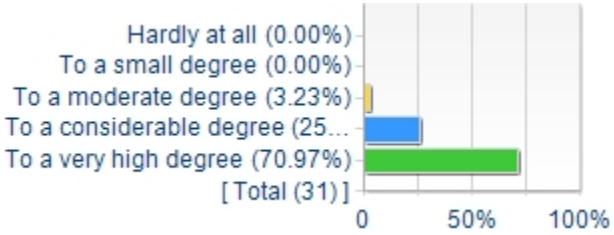
GSPH Questions

GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

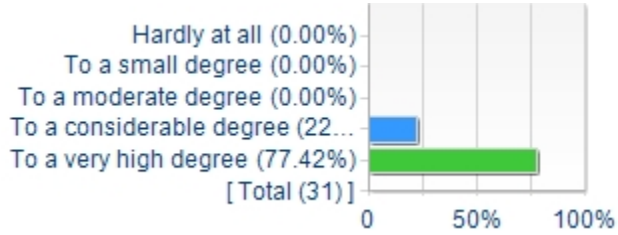
Question	Results				
	Mean	Min	Max	Response Count	Standard Deviation
Course objectives were presented.	4.68	3.00	5.00	31	0.54
Stated objectives agreed with what was taught.	4.77	4.00	5.00	31	0.43
Course made a worthwhile contribution to my professional development.	4.68	3.00	5.00	31	0.54
Assigned work was appropriate to credits.	4.70	3.00	5.00	30	0.53
Course content reflected recent developments in the field.	4.77	4.00	5.00	31	0.43
Course content duplicated that of other courses I have taken.	3.06	1.00	5.00	31	1.71
Would you recommend this course to other students?	4.61	3.00	5.00	31	0.62

GSPH Course Items: Detailed Results

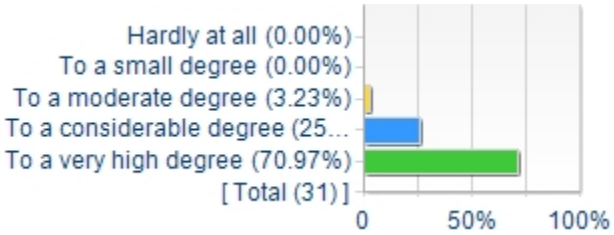
1. Course objectives were presented.



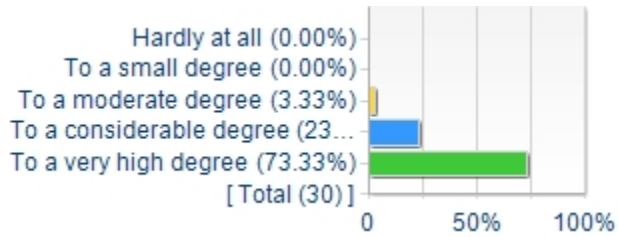
2. Stated objectives agreed with what was taught.



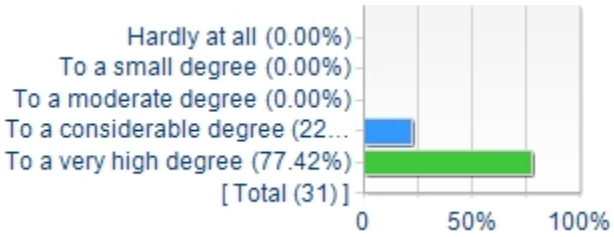
3. Course made a worthwhile contribution to my professional development.



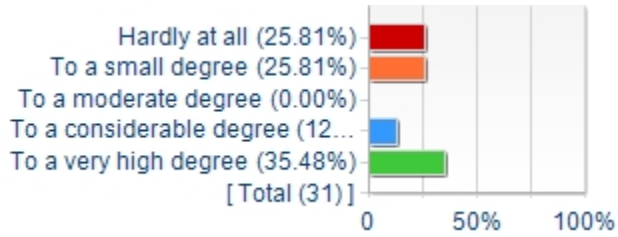
4. Assigned work was appropriate to credits.



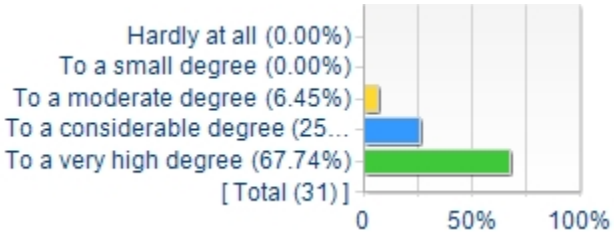
5. Course content reflected recent developments in the field.



6. Course content duplicated that of other courses I have taken.

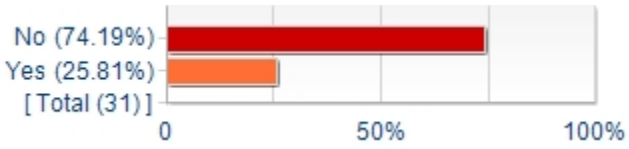


7. Would you recommend this course to other students?

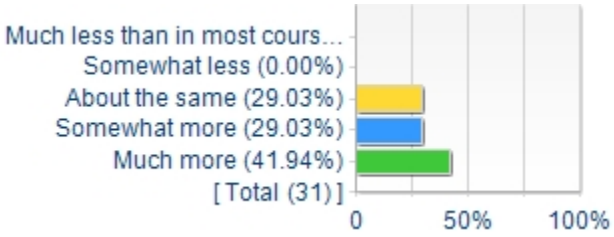


Additional GSPH Course Items

I am taking this course as an elective.

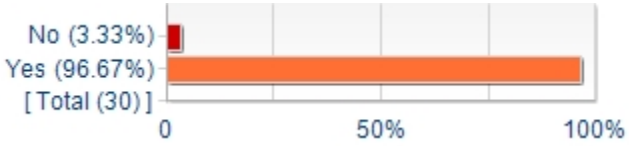


Compared to other courses, in this course I have learned:

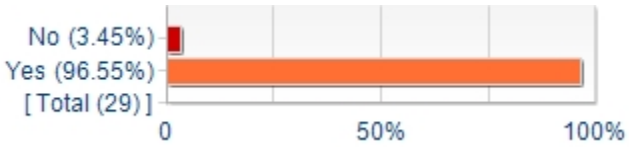


Guest Lecturers and/or Multiple Instructors

Were there guest lecturers and/or multiple instructors in this course?

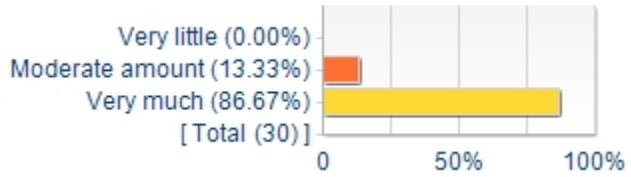


Were the guest lecturers and/or multiple instructors used effectively?

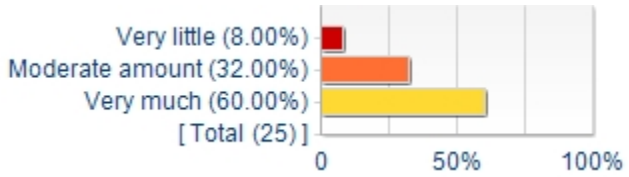


Rate each of the following according to how much it contributed to your attainment of the course objectives.

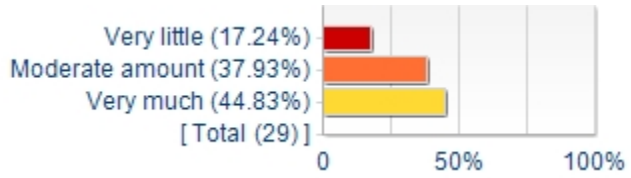
1. Lectures



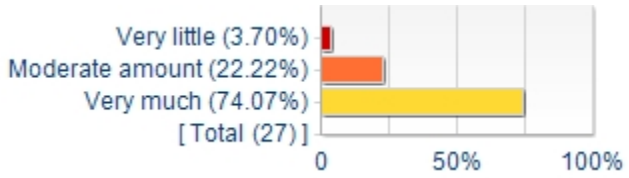
2. Discussions



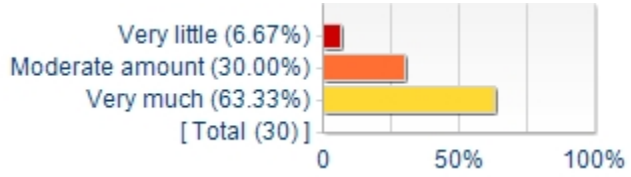
3. Readings



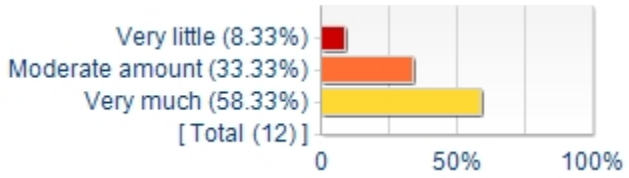
4. Audio-visuals



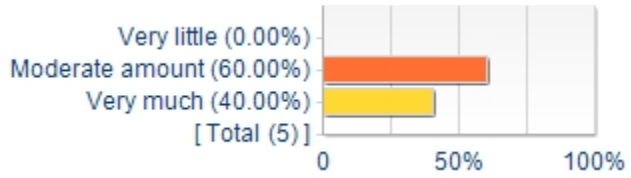
5. Assignments (exams, projects, and written papers)



6. Classroom activities



7. Lab / Recitation



University of Pittsburgh

Copy of Spring 2018 - Jeremy Martinson

PUBHLT 2011 - ESSENTIALS OF PUBLIC HEALTH - 1030 - Lecture

2184- Teaching Survey Spring 2018

Total Enrollment 73
Responses Received 38
Response Rate 52.05%

Subject Details	
Name	PUBHLT 2011 - ESSENTIALS OF PUBLIC HEALTH - 1030 - Lecture
DEPARTMENT_CD	GSPH-DEAN
CAMPUS_CD	PIT
SCHOOL_CD	PUBHL
CLASS_NBR	14003
COURSE_NUMBER	2011
SECTION_NUMBER	1030
TERM_NUMBER	2184
COURSE_TYPE	Lecture
CLASS_ATTRIBUTE	
First Name	Jeremy
Last Name	Martinson
RANK_DESCR	Assistant Professor
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date Wed, May 02, 2018

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University Questions

Instructor Summary of Results - Scale: Strongly Disagree (1) to Strongly Agree (5)

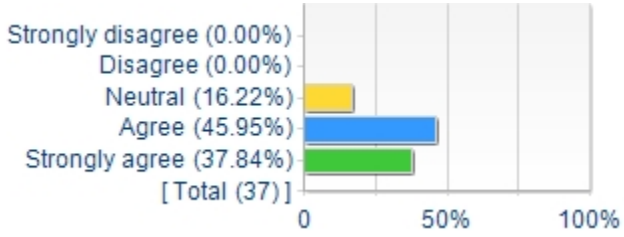
Question	Results		
	Mean	Response Count	Standard Deviation
The instructor stimulated my thinking.	4.22	37	0.71
The instructor was enthusiastic about teaching the course.	4.54	37	0.65
The instructor presented the course in an organized manner.	4.38	37	0.86
The instructor maintained an environment where students felt comfortable participating.	4.41	37	0.72
The instructor maintained an environment where students felt comfortable seeking assistance.	4.27	37	0.84
The instructor provided helpful feedback.	3.70	37	1.10
Assignments contributed to my understanding of the subject.	4.08	37	0.89

Instructor's overall teaching effectiveness

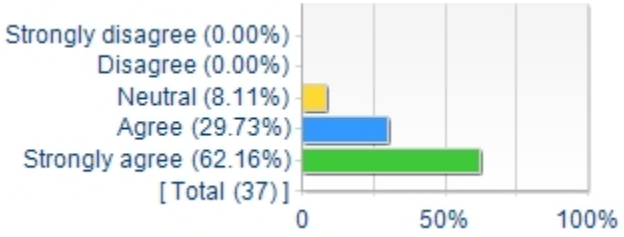
Question	Results		
	Mean	Response Count	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	4.32	37	0.75

Instructor Items: Detailed Results

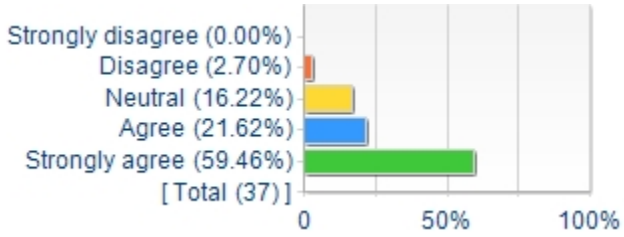
1. The instructor stimulated my thinking.



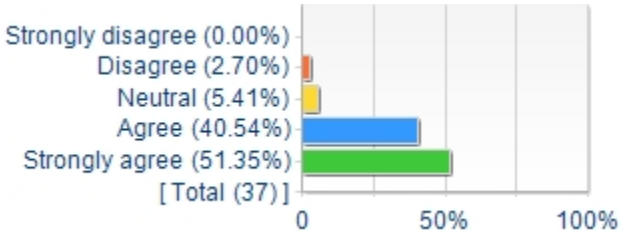
2. The instructor was enthusiastic about teaching the course.



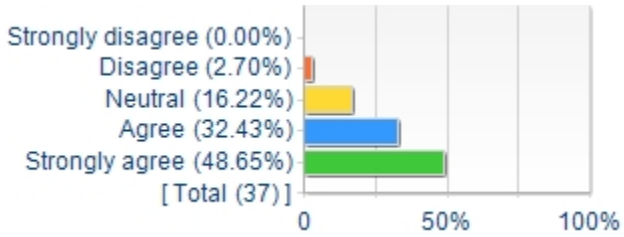
3. The instructor presented the course in an organized manner.



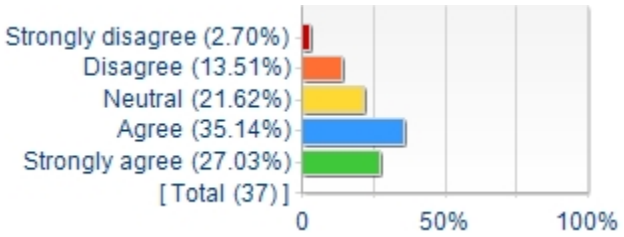
4. The instructor maintained an environment where students felt comfortable participating.



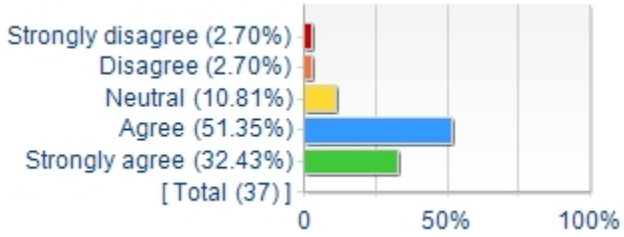
5. The instructor maintained an environment where students felt comfortable seeking assistance.



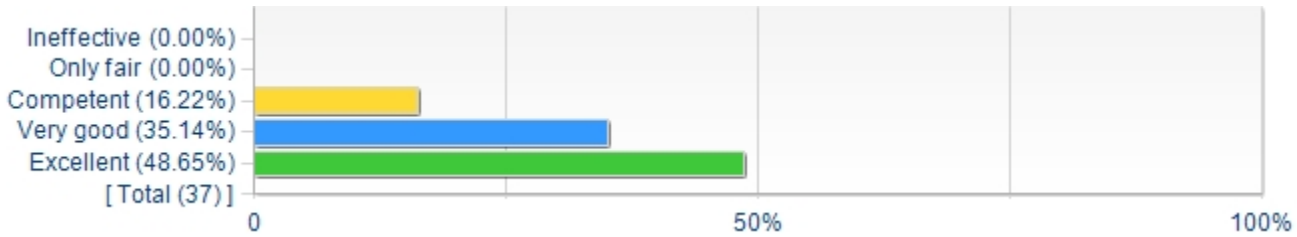
6. The instructor provided helpful feedback.



7. Assignments contributed to my understanding of the subject.



Instructor's overall teaching effectiveness:



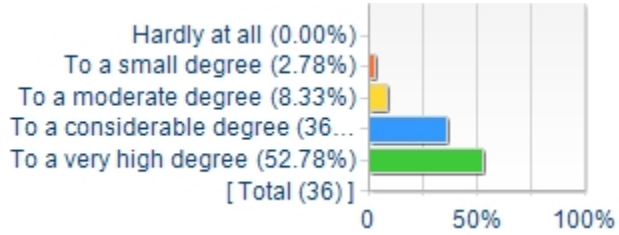
GSPH Questions

GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

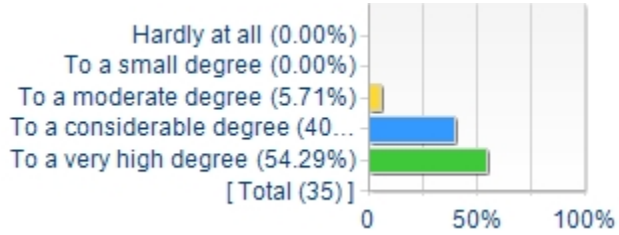
Question	Results				
	Mean	Min	Max	Response Count	Standard Deviation
Course objectives were presented.	4.39	2.00	5.00	36	0.77
Stated objectives agreed with what was taught.	4.49	3.00	5.00	35	0.61
Course made a worthwhile contribution to my professional development.	3.64	1.00	5.00	36	1.17
Assigned work was appropriate to credits.	4.50	1.00	5.00	36	0.91
Course content reflected recent developments in the field.	4.63	3.00	5.00	35	0.60
Course content duplicated that of other courses I have taken.	2.50	1.00	5.00	36	1.28
Would you recommend this course to other students?	3.69	1.00	5.00	36	1.14

GSPH Course Items: Detailed Results

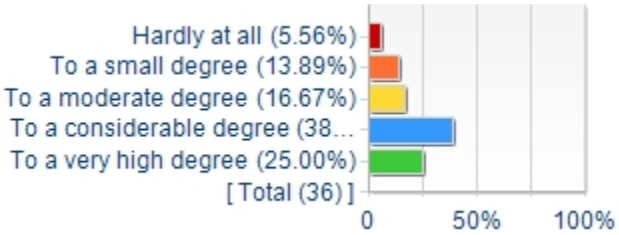
1. Course objectives were presented.



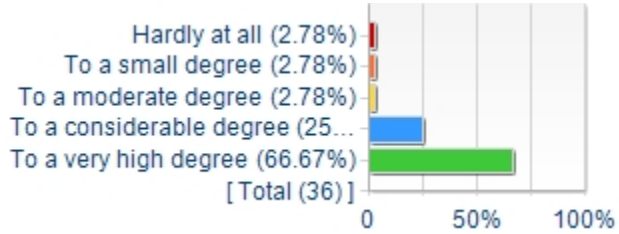
2. Stated objectives agreed with what was taught.



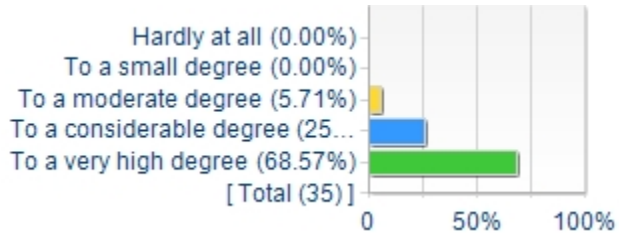
3. Course made a worthwhile contribution to my professional development.



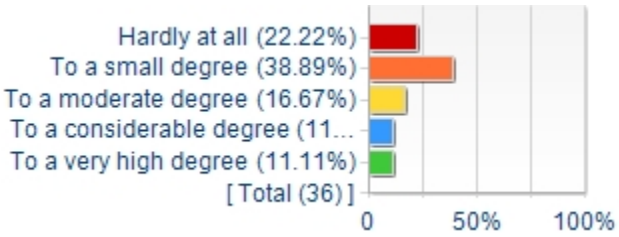
4. Assigned work was appropriate to credits.



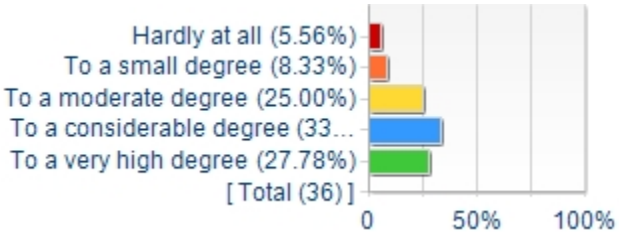
5. Course content reflected recent developments in the field.



6. Course content duplicated that of other courses I have taken.

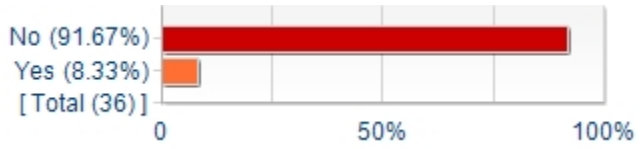


7. Would you recommend this course to other students?

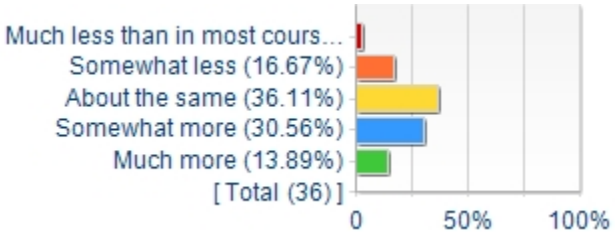


Additional GSPH Course Items

I am taking this course as an elective.

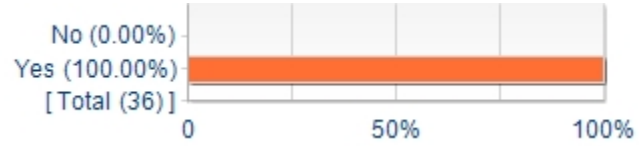


Compared to other courses, in this course I have learned:

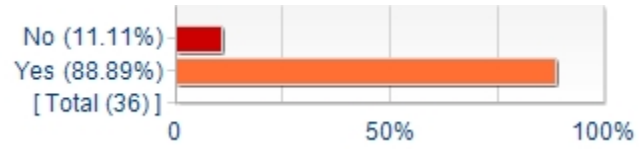


Guest Lecturers and/or Multiple Instructors

Were there guest lecturers and/or multiple instructors in this course?

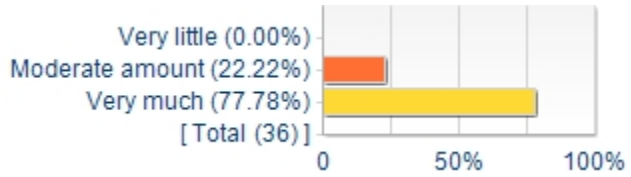


Were the guest lecturers and/or multiple instructors used effectively?

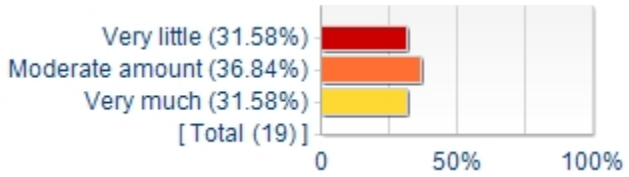


Rate each of the following according to how much it contributed to your attainment of the course objectives.

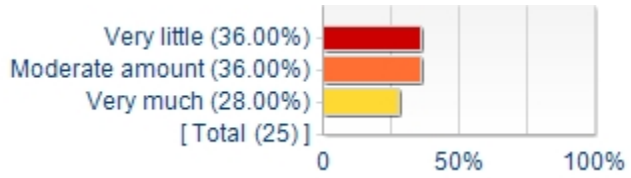
1. Lectures



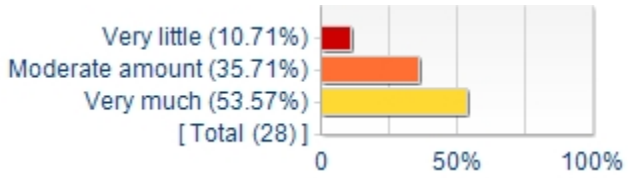
2. Discussions



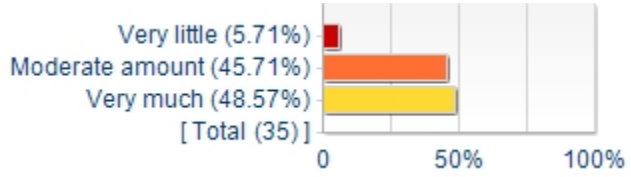
3. Readings



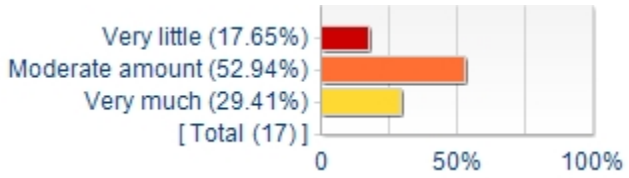
4. Audio-visuals



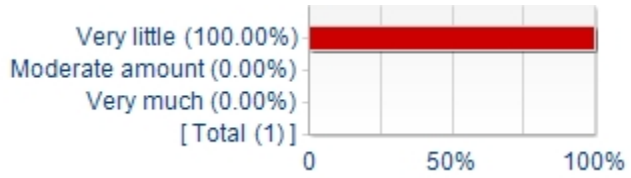
5. Assignments (exams, projects, and written papers)



6. Classroom activities



7. Lab / Recitation



University of Pittsburgh

Copy of Spring 2018 - Elizabeth Felter

PUBHLT 2016 - CAPSTONE:PROBLEM SOLVING IN PH - 1040 - Lecture

2184- Teaching Survey Spring 2018

Total Enrollment 31
Responses Received 22
Response Rate 70.97%

Subject Details	
Name	PUBHLT 2016 - CAPSTONE:PROBLEM SOLVING IN PH - 1040 - Lecture
DEPARTMENT_CD	GSPH-DEAN
CAMPUS_CD	PIT
SCHOOL_CD	PUBHL
CLASS_NBR	24606
COURSE_NUMBER	2016
SECTION_NUMBER	1040
TERM_NUMBER	2184
COURSE_TYPE	Lecture
CLASS_ATTRIBUTE	
First Name	Elizabeth
Last Name	Felter
RANK_DESCR	Assistant Professor
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date Wed, May 02, 2018

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University Questions

Instructor Summary of Results - Scale: Strongly Disagree (1) to Strongly Agree (5)

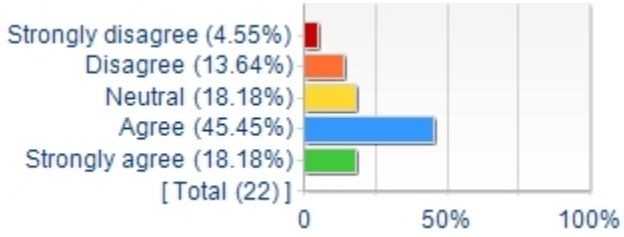
Question	Results		
	Mean	Response Count	Standard Deviation
The instructor stimulated my thinking.	3.59	22	1.10
The instructor was enthusiastic about teaching the course.	4.18	22	1.05
The instructor presented the course in an organized manner.	3.23	22	1.07
The instructor maintained an environment where students felt comfortable participating.	4.23	22	0.92
The instructor maintained an environment where students felt comfortable seeking assistance.	4.18	22	0.96
The instructor provided helpful feedback.	3.91	22	1.11
Assignments contributed to my understanding of the subject.	3.36	22	1.18

Instructor's overall teaching effectiveness

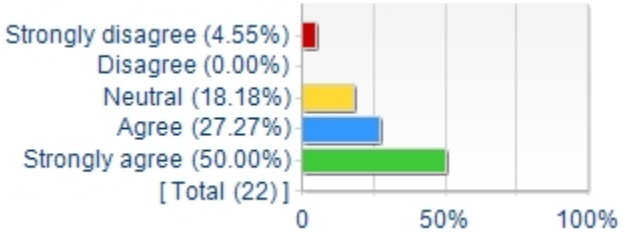
Question	Results		
	Mean	Response Count	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	3.59	22	1.10

Instructor Items: Detailed Results

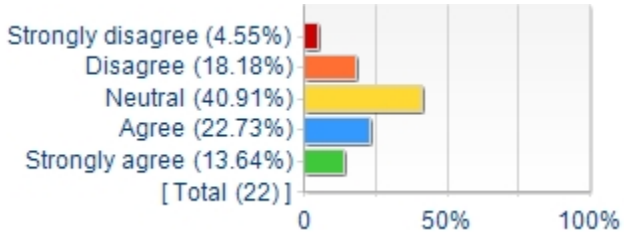
1. The instructor stimulated my thinking.



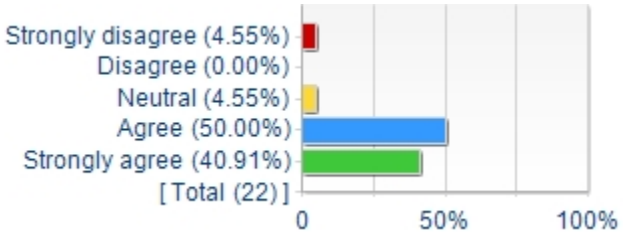
2. The instructor was enthusiastic about teaching the course.



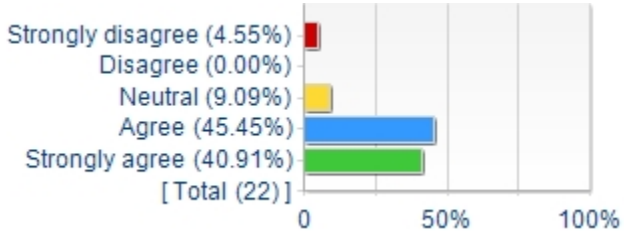
3. The instructor presented the course in an organized manner.



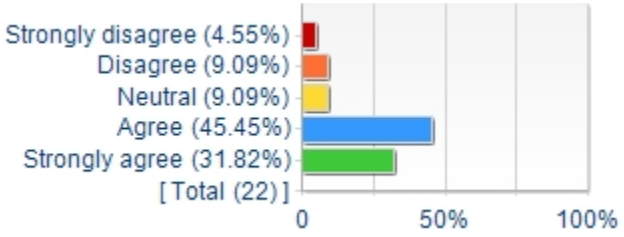
4. The instructor maintained an environment where students felt comfortable participating.



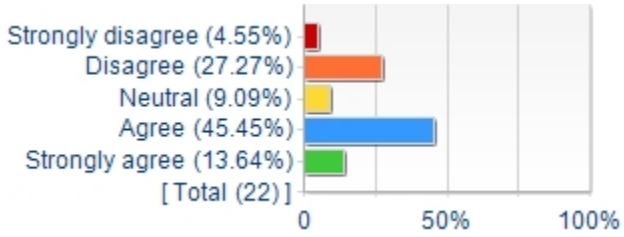
5. The instructor maintained an environment where students felt comfortable seeking assistance.



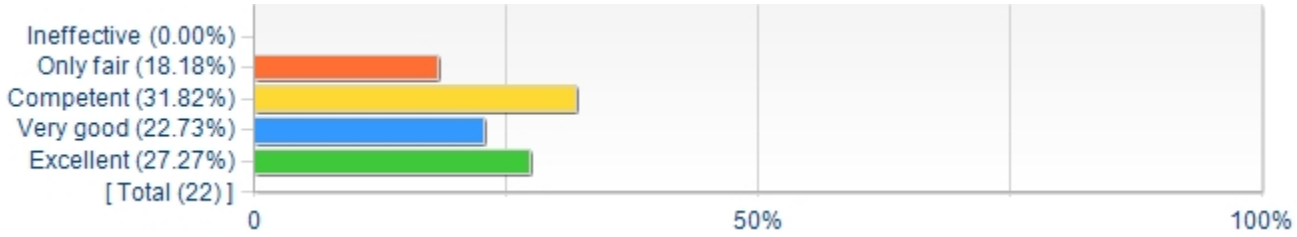
6. The instructor provided helpful feedback.



7. Assignments contributed to my understanding of the subject.



Instructor's overall teaching effectiveness:



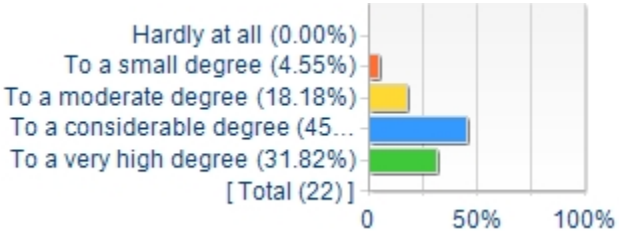
GSPH Questions

GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

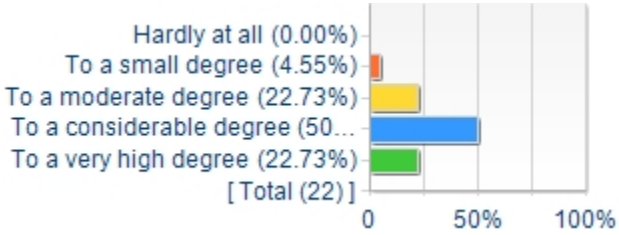
Question	Results				
	Mean	Min	Max	Response Count	Standard Deviation
Course objectives were presented.	4.05	2.00	5.00	22	0.84
Stated objectives agreed with what was taught.	3.91	2.00	5.00	22	0.81
Course made a worthwhile contribution to my professional development.	2.91	1.00	5.00	22	1.19
Assigned work was appropriate to credits.	3.71	1.00	5.00	21	1.10
Course content reflected recent developments in the field.	3.18	1.00	5.00	22	1.26
Course content duplicated that of other courses I have taken.	3.68	1.00	5.00	22	1.21
Would you recommend this course to other students?	2.68	1.00	5.00	22	1.36

GSPH Course Items: Detailed Results

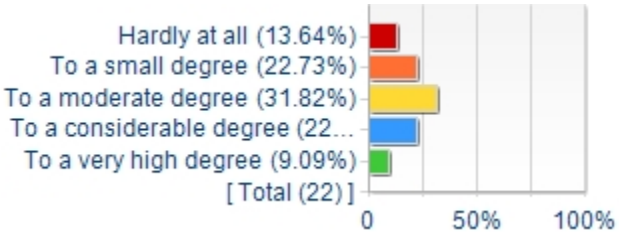
1. Course objectives were presented.



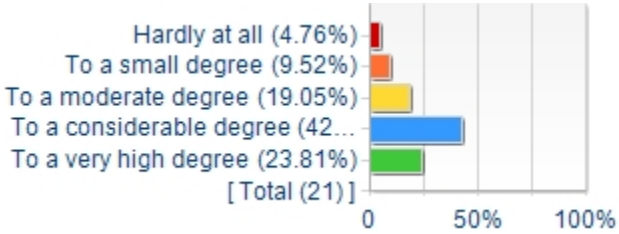
2. Stated objectives agreed with what was taught.



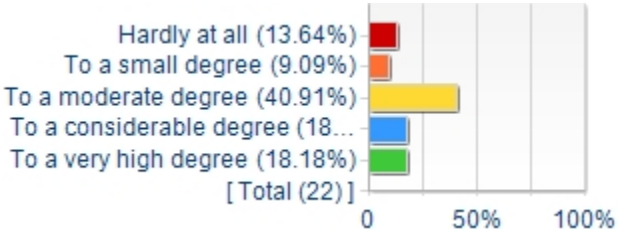
3. Course made a worthwhile contribution to my professional development.



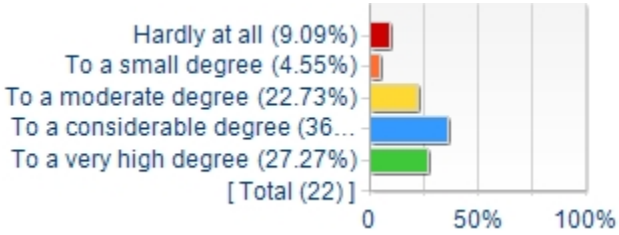
4. Assigned work was appropriate to credits.



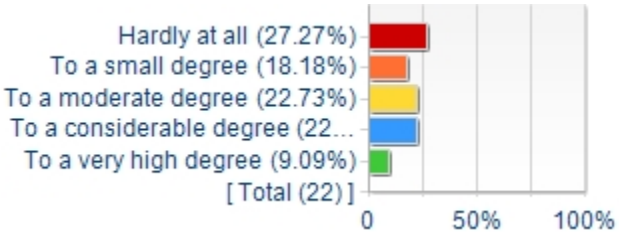
5. Course content reflected recent developments in the field.



6. Course content duplicated that of other courses I have taken.

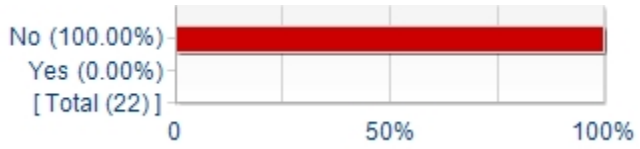


7. Would you recommend this course to other students?

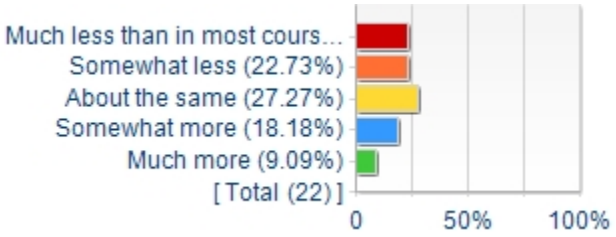


Additional GSPH Course Items

I am taking this course as an elective.

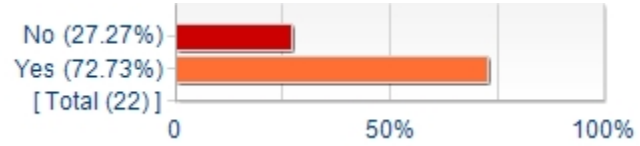


Compared to other courses, in this course I have learned:

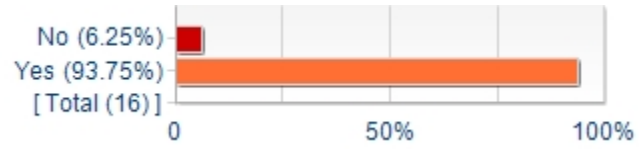


Guest Lecturers and/or Multiple Instructors

Were there guest lecturers and/or multiple instructors in this course?

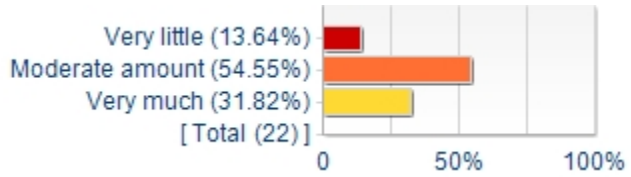


Were the guest lecturers and/or multiple instructors used effectively?

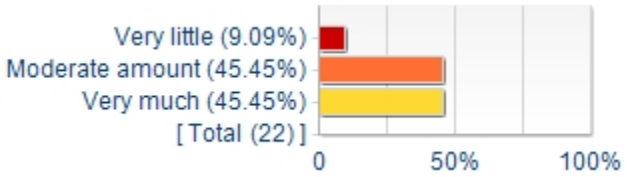


Rate each of the following according to how much it contributed to your attainment of the course objectives.

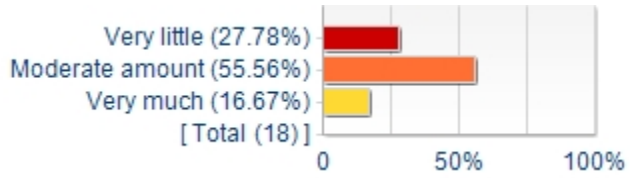
1. Lectures



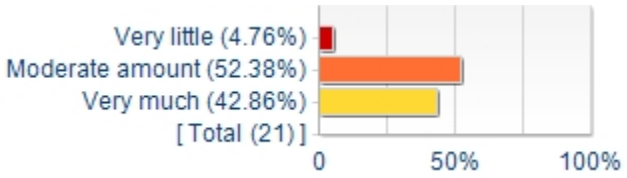
2. Discussions



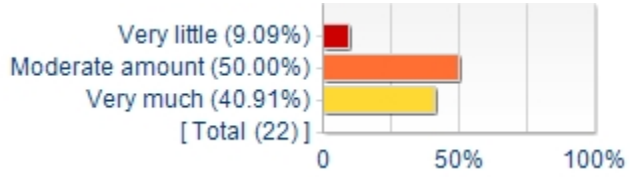
3. Readings



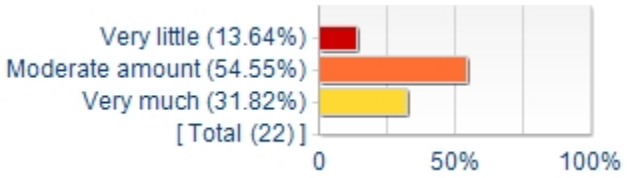
4. Audio-visuals



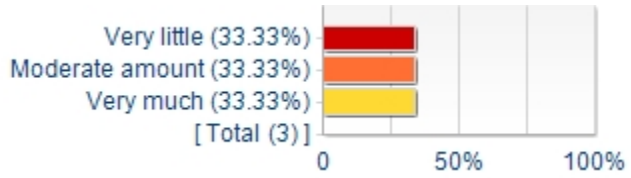
5. Assignments (exams, projects, and written papers)



6. Classroom activities



7. Lab / Recitation



University of Pittsburgh

Copy of Spring 2018 - Elizabeth Felter

PUBHLT 2016 - CAPSTONE:PROBLEM SOLVING IN PH - 1060 - Lecture

2184- Teaching Survey Spring 2018

Total Enrollment 26
Responses Received 17
Response Rate 65.38%

Subject Details	
Name	PUBHLT 2016 - CAPSTONE:PROBLEM SOLVING IN PH - 1060 - Lecture
DEPARTMENT_CD	GSPH-DEAN
CAMPUS_CD	PIT
SCHOOL_CD	PUBHL
CLASS_NBR	14006
COURSE_NUMBER	2016
SECTION_NUMBER	1060
TERM_NUMBER	2184
COURSE_TYPE	Lecture
CLASS_ATTRIBUTE	
First Name	Elizabeth
Last Name	Felter
RANK_DESCR	Assistant Professor
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date Wed, May 02, 2018

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University Questions

Instructor Summary of Results - Scale: Strongly Disagree (1) to Strongly Agree (5)

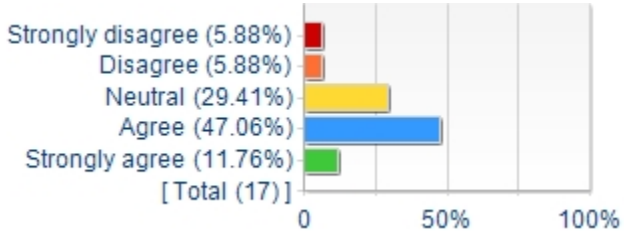
Question	Results		
	Mean	Response Count	Standard Deviation
The instructor stimulated my thinking.	3.53	17	1.01
The instructor was enthusiastic about teaching the course.	4.06	17	0.66
The instructor presented the course in an organized manner.	3.18	17	1.19
The instructor maintained an environment where students felt comfortable participating.	3.94	17	0.97
The instructor maintained an environment where students felt comfortable seeking assistance.	4.24	17	0.83
The instructor provided helpful feedback.	3.94	17	1.03
Assignments contributed to my understanding of the subject.	3.47	17	0.94

Instructor's overall teaching effectiveness

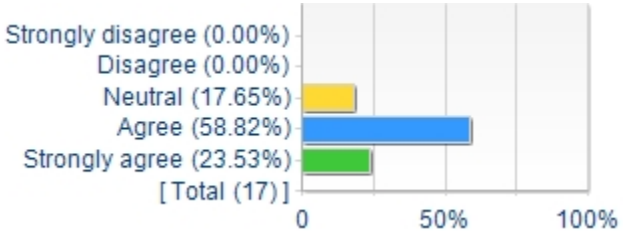
Question	Results		
	Mean	Response Count	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	3.35	17	1.00

Instructor Items: Detailed Results

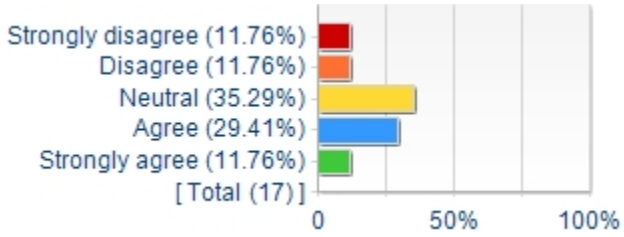
1. The instructor stimulated my thinking.



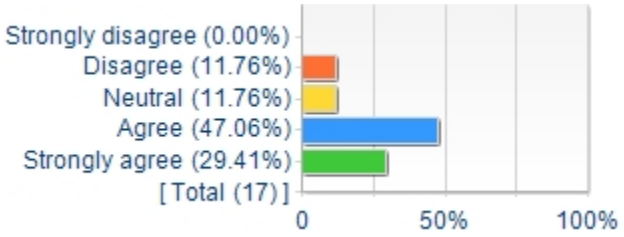
2. The instructor was enthusiastic about teaching the course.



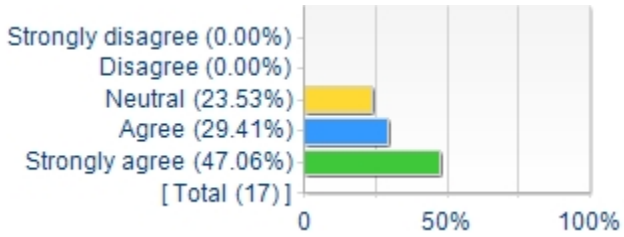
3. The instructor presented the course in an organized manner.



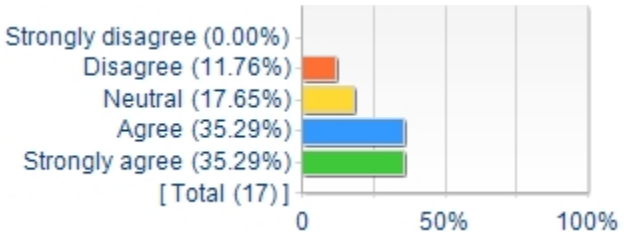
4. The instructor maintained an environment where students felt comfortable participating.



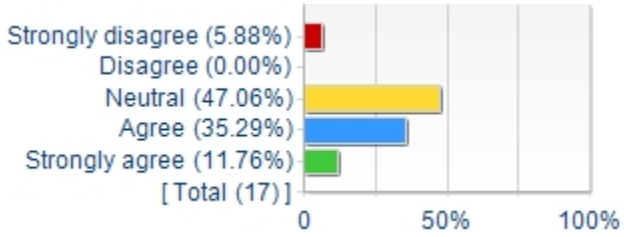
5. The instructor maintained an environment where students felt comfortable seeking assistance.



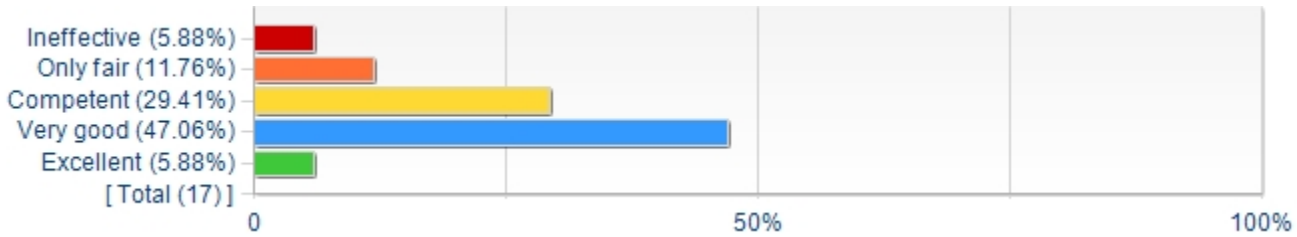
6. The instructor provided helpful feedback.



7. Assignments contributed to my understanding of the subject.



Instructor's overall teaching effectiveness:



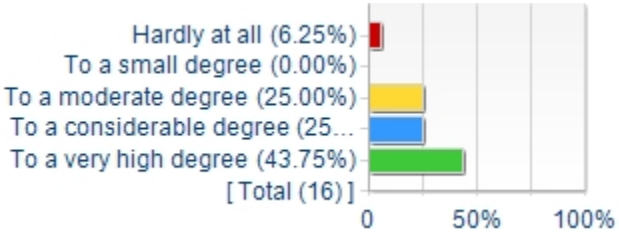
GSPH Questions

GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

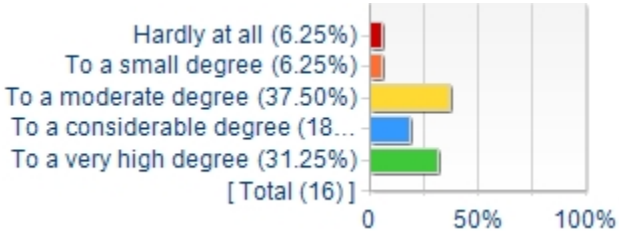
Question	Results				
	Mean	Min	Max	Response Count	Standard Deviation
Course objectives were presented.	4.00	1.00	5.00	16	1.15
Stated objectives agreed with what was taught.	3.63	1.00	5.00	16	1.20
Course made a worthwhile contribution to my professional development.	2.81	1.00	5.00	16	1.22
Assigned work was appropriate to credits.	3.75	2.00	5.00	16	1.00
Course content reflected recent developments in the field.	3.00	1.00	5.00	16	1.21
Course content duplicated that of other courses I have taken.	3.56	1.00	5.00	16	1.41
Would you recommend this course to other students?	2.44	1.00	4.00	16	1.15

GSPH Course Items: Detailed Results

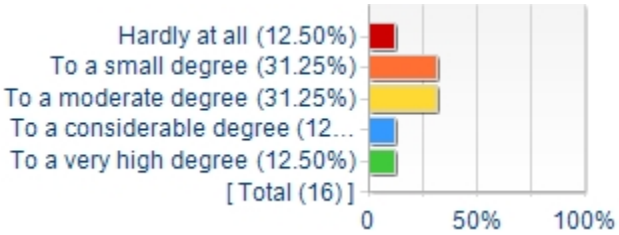
1. Course objectives were presented.



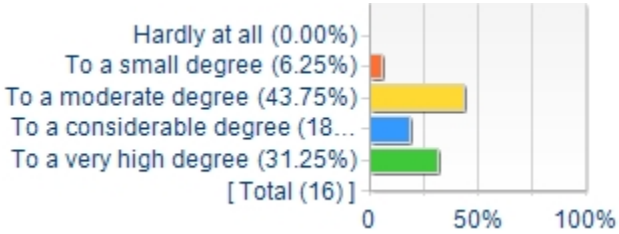
2. Stated objectives agreed with what was taught.



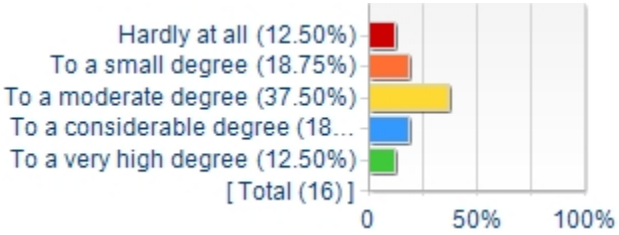
3. Course made a worthwhile contribution to my professional development.



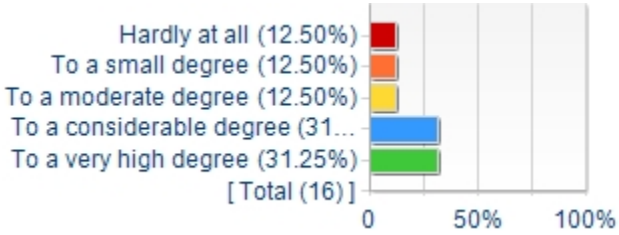
4. Assigned work was appropriate to credits.



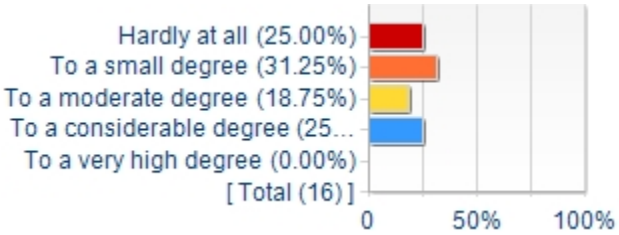
5. Course content reflected recent developments in the field.



6. Course content duplicated that of other courses I have taken.

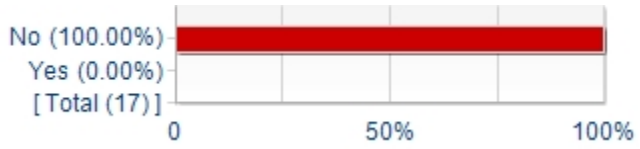


7. Would you recommend this course to other students?

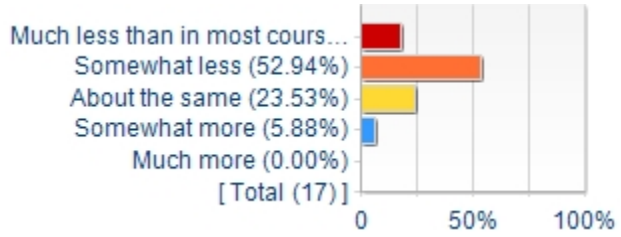


Additional GSPH Course Items

I am taking this course as an elective.

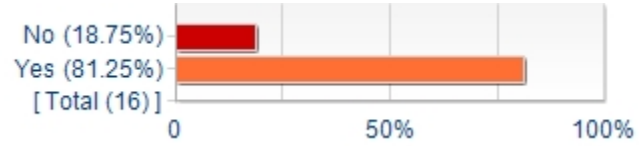


Compared to other courses, in this course I have learned:

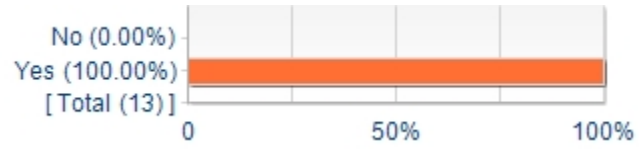


Guest Lecturers and/or Multiple Instructors

Were there guest lecturers and/or multiple instructors in this course?

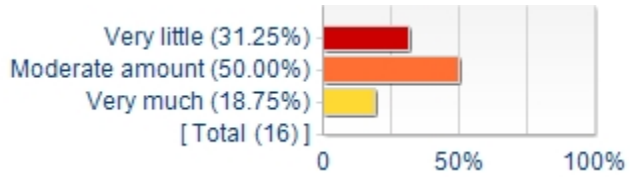


Were the guest lecturers and/or multiple instructors used effectively?

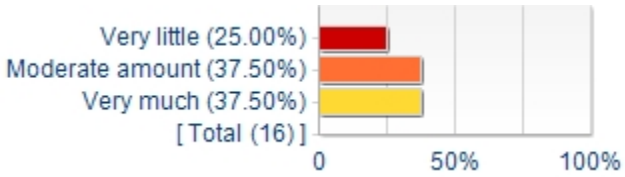


Rate each of the following according to how much it contributed to your attainment of the course objectives.

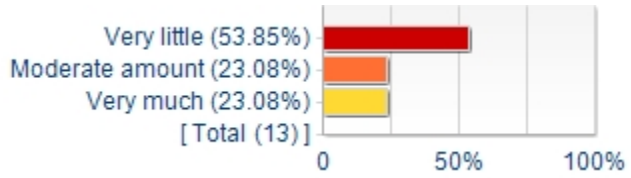
1. Lectures



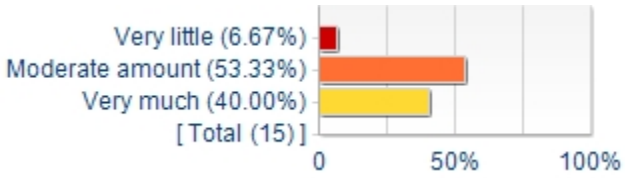
2. Discussions



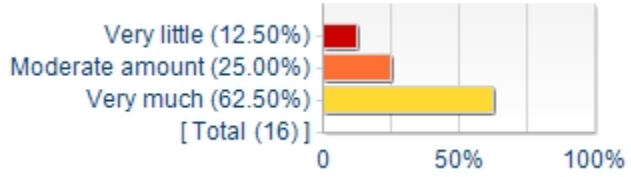
3. Readings



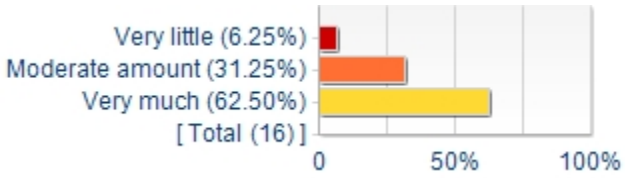
4. Audio-visuals



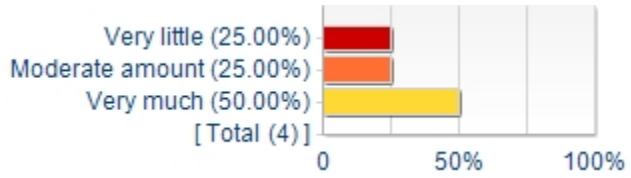
5. Assignments (exams, projects, and written papers)



6. Classroom activities



7. Lab / Recitation



Academic Integrity Statement for Pitt Public Health Syllabi

[*copied as standalone policy from Pitt Public Health Syllabus Template*]

The statement below details the school's policy that is required on all Pitt Public Health syllabi.

All students are expected to adhere to the school's standards of academic honesty. Any work submitted by a student for evaluation must represent their own intellectual contribution and efforts. The Graduate School of Public Health's policy on academic integrity, approved by EPCC on 10/14/08 and revised on 6/14/2010, which is based on the University policy, is available online in the Pitt Public Health Academic Handbook (section II) (www.publichealth.pitt.edu/home/academics/academic-requirements). The policy includes obligations for faculty and students, procedures for adjudicating violations, and other critical information. Please take the time to read this policy.

Students committing acts of academic dishonesty, including plagiarism, unauthorized collaboration on assignments, cheating on exams, misrepresentation of data, and facilitating dishonesty by others, will receive sanctions appropriate to the violation(s) committed. Sanctions include, but are not limited to, reduction of a grade for an assignment or a course, failure of a course, and dismissal from the school.

All student violations of academic integrity must be documented by the appropriate faculty member; this documentation will be kept in a confidential student file maintained by the Office of Student Affairs. If a sanction for a violation is agreed upon by the student and instructor, the record of this agreement will be expunged from the student file upon the student's graduation. If the case is referred to the Pitt Public Health Academic Integrity Hearing Board, a record will remain in the student's permanent file.

The statement above in addition to a customized academic integrity statement from the faculty instructor can also placed on course syllabi. That statement should also outline the guidelines and standards to which the students to in the class will be held to by the faculty instructors. An example would be to include a statement as to whether students are or are not permitted to collaborate on homework or take-home exams.

Educational Policies and Curriculum Committee

Member Responsibilities

- Attend meetings or ensure that departmental representation will be in attendance in the form of named departmental back-up representative. | upcoming meeting schedule
- Review meeting documents prior to meetings. | available here
- Act as a liaison between your department and the committee, *including reporting updates to your department regularly.*
- Bring departmental concerns to the committee.
- *Inform departmental faculty of the upcoming EPCC deadlines for proposal reviews.*
- *Review syllabi from your department prior to EPCC submission.*
- *When students in your department are named during the student record review, each representative must communicate with the student's advisor to alert them of the issue(s).*

  Notes: proposed updates

About being an EPCC member

- We wholeheartedly seek input from all members
- We value our student members' perspectives
- We are a green committee and no hard copies of meeting documents will be distributed - please feel free to bring a laptop or tablet to the meeting

Charge of the Committee

The specific charge of the EPCC includes:
• Establish academic policies and procedures for the Graduate School of Public Health.
• Maintain and distribute to all faculty the policies and procedures document that contains the guidelines or criteria that relate to Pitt Public Health educational or curriculum matters.
• Update the policies and procedures document, as appropriate, with full review and re-approval at least every five years or when major changes in Pitt Public Health or University policy occur.
• Review and recommend action to Pitt Public Health Council on all curriculum changes.
• Assist the Dean and Associate Dean for Student Affairs and Education in the integration and coordination of the School's curriculum.
• Review and evaluate the School's educational courses and programs; core curriculum subcommittee of the EPCC also reviews and evaluates the School-wide core curriculum.
• Make recommendations to the Pitt Public Health Council on the implementation of educational policies.
• Review student academic performance three times annually; student representatives will be excused from these meetings.
• Establish and interpret admissions policies.
• Form ad hoc subcommittees, as may be necessary, to accomplish its charge effectively. Chairpersons of subcommittees normally should be members of EPCC but members of subcommittees can be drawn from the faculty at large.
• Meet on a monthly basis, or more often as necessary, to accomplish its charge. Interim meetings may be called at any time by the Chairperson or on request of three or more members or at request of Pitt Public Health Council.
• Make regular oral reports to the Pitt Public Health Council and provide a report summarizing its activities at least once each year at the School-wide faculty meeting.
Official committee bylaws governing the scope of the committee. Bylaws cannot be modified unless approved by the EPCC and the Graduate School of Public Health Council.

Educational Policies and Curriculum Committee

Terms of Office for Committee Members

The elected faculty members of the EPCC serve three-year staggered terms. Elections to replace members whose terms have expired are held annually (see Section 9). Faculty elected to the EPCC may serve two successive terms and, thereafter, only following an interval of three years after the completion of the second term. Once an individual is elected as the Committee Chair, the term of office as the Committee Chair continues until the individual's term of office as a faculty representative to the EPCC expires. An individual can serve repeated tenures as Chair as long as he/she is a faculty representative of the EPCC.

Procedural Steps for Election of a New Chair

The Chair of the EPCC must be chosen from the selected faculty representatives currently serving on the committee at their first meeting of the academic year. This meeting will be chaired by the outgoing chair. The election will be by secret ballot, with the results tallied immediately by the committee support staff person. The President of the FSEC will inform the Pitt Public Health Council of the results.

Recent Report Released by National Association for College Admission Counseling (NACAC)

DEFINING ACCESS: HOW TEST-OPTIONAL WORKS

In this study, Hiss, Syverson, and Franks collected student-record level data from 28 institutions that illustrate the variety among institutions that have adopted a test-optional policy (TOP). The institutions ranged in undergraduate enrollments from 1,500 to 20,000 and 15%-90% admit rates in selectivity, and included long-time users of TOP as well as recent adopters of the policy. In most instances the authors received four cohorts of student data, in total representing a dataset of 955,774 individual applicant records.

A TOP was described by many of the admission deans of the participating institutions as a tool they employed in the hope of increasing applications from a more diverse range of students, so this report focuses great attention on traditionally under-represented populations in American higher education. To do so, the authors used record-level data to identify the intersectionality of these underserved populations: First-Generation College Bound, students from lower SES backgrounds (Pell recipients as proxy), and students from racial and ethnic groups that have traditionally been underrepresented in college populations (URM). The authors identified students associated with any of these three groups and designated them as a single category of "Expanded Diversity," and when possible, used it in their explorations.

The experiences of institutions in this study provide evidence that the adoption of a well-executed test-optional admission policy can lead to an increase in overall applications as well as an increase in the representation of URM students (both numeric and proportionate) in the applicant pool and the freshman class. Roughly two-thirds of the study's TOP institutions experienced URM growth above that of a matched test-requiring peer institution. A similar but smaller magnitude increase was seen among Pell recipients.

Download the full report here.

ASPPH Webinar – Holistic Admissions
June 27 (2pm EST) | Recording available (see link below)

Summary: In this webinar admissions and student services staff will take a deep dive into what it means to have a holistic admissions process. Learning from the panelists and each other, participants will review enrollment management targets and how they fit into the holistic process, why it's important to review holistically, what this type of review means for each part of the application, and how to discuss with your faculty. Attendees will leave empowered to implement or re-align a holistic approach their review process.

Learning Outcome(s):
- Understand the meaning and importance of holistic review
- Identify successes and challenges of your admissions review process
- Describe the benefits of holistic review to faculty and deans

Speakers:
Erin Schneider, MPH
Director of Student Affairs, Texas A&M School of Public Health (TAMSPH)

Johnston King, MAEd
Enrollment Management Coordinator, University of North Carolina at Chapel Hill Gillings School of Global Public Health

Meghan Sullivan, MPA
Associate Director of Academic Programs, Department of Behavioral Sciences and Health Education, Emory University Rollins School of Public Health

Webinar recording and materials from webinar available at:
https://www.aspph.org/event/aspph-presents-webinar-student-services-spotlight-holistic-admissions/

ASPPH Presents, Student Services Spotlight: Holistic Admissions

ASPPH.ORG

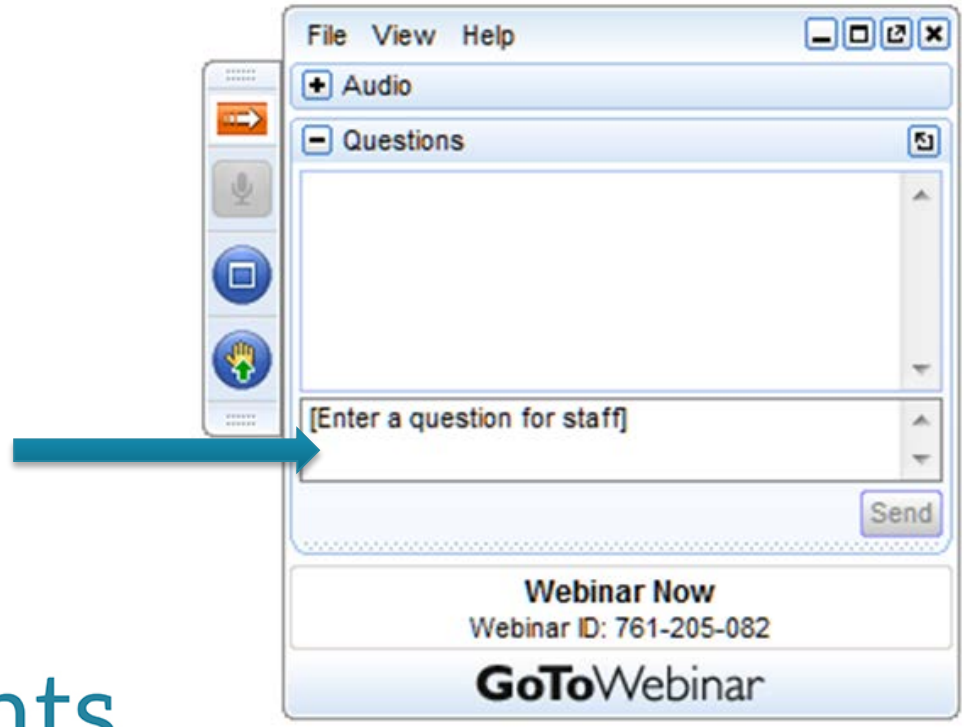
1900 M Street NW, Suite 710
Washington, DC 20036
Tel: (202) 296-1099

ASPPH Presents
WEBINAR

Method for Submitting Questions/Comments

Join the Conversation…

- **You can ask questions in writing anytime during the webinar.**
- **Simply type them in the "Questions" field on the right side of your screen.**



ASPPH Presents
WEBINAR

Learning Objectives

- Understand the meaning and importance of holistic review
- Identify successes and challenges of your admissions review process
- Describe the benefits of holistic review to faculty and deans

CPHCE Credits

Today's Presenters

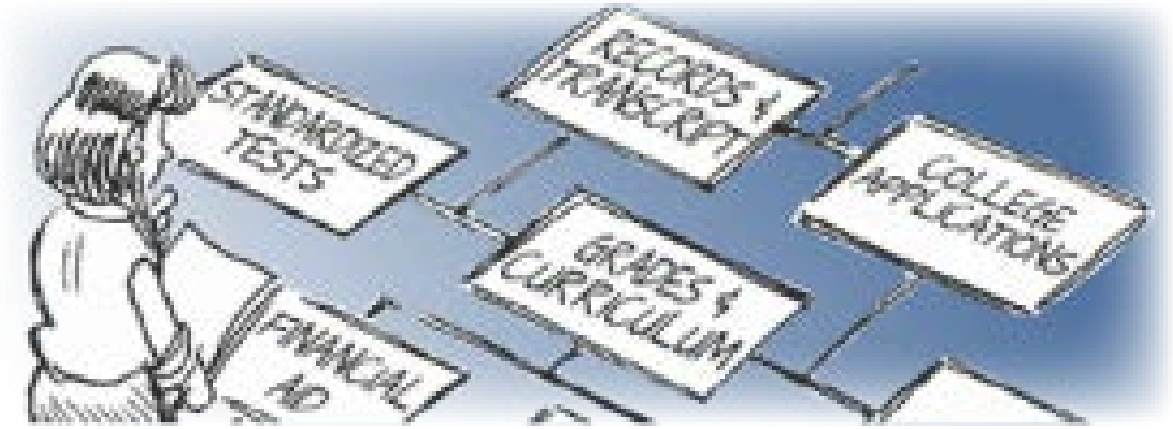
Erin Schneider, MPH
Director, Office of Student Affairs,
School of Public Health
Texas A&M University

Johnston King, MAEd
Enrollment Management
Coordinator, Gillings School of
Global Public Health
University of North Carolina at
Chapel Hill

Meghan Sullivan, MPA
Associate Director of Academic
Programs, Department of
Behavioral Sciences and Health
Education, Rollins School of
Public Health
Emory University

Holistic Admissions

Enrollment Management Planning And Holistic Admissions



06/27/2018

Johnston King, MAEd

- Enrollment Management Coordinator at the UNC Gillings School of Global Public Health for 3 years
- 2017 NAGAP pre-conference PDI Fellowship
- ASPPH SRAC Member

Outlining an Enrollment Management Plan

- Use three stages and the admissions funnel theory
- Define enrollment management planning
- Identify who is involved
- Discuss the components involved in the planning

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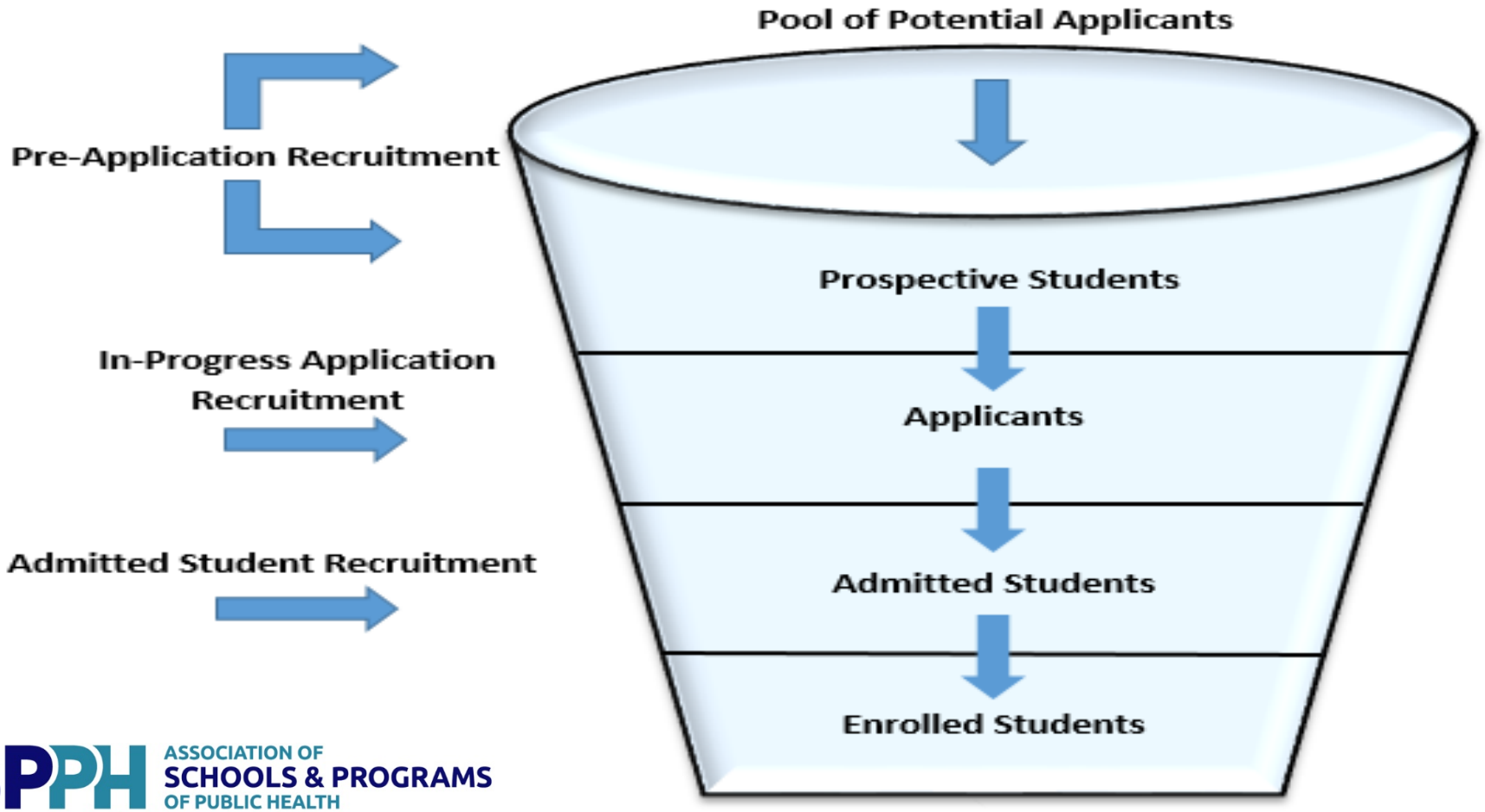
Three Stages for Admissions and Recruitment



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Three Stages for Admissions and Recruitment

- Pre-application
  - Prospective students collect program information
- **In-progress application**
  - **Prospective students submit their application**
- Admitted Student
  - Prospective students receive an offer of admission

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Defining an Enrollment Management Plan

- The purpose of an enrollment management plan is to have a comprehensive approach to the methods by which an institution **recruits, admits, supports, retains, and graduates** baccalaureate and post-baccalaureate students in their respective degree programs (NAGAP, 2009).

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Who Will Lead Your Enrollment Management Plan?

- Buy in from school/program academic leaders
- Faculty
- Representative from data team/office
- Finance/accounting/business office
- Academic and student affairs
- Communications team member
- Include people of different identities

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Components of an Enrollment Management Plan

- Establish guiding principles
- Evaluate program enrollment data
- Identify prospective student behavior trends
- Develop and implement recruitment strategies
- Evaluate the plan throughout the admissions cycle

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Holistic Application Review to Make Admissions Decisions

- Connect holistic application review to guiding principals and institution mission
- Align admissions and recruitment efforts
  - Diversity recruitment of underrepresented minorities
  - Consistent communication to prospective students

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Strategies for In-Progress Application Stage

- Holistic admissions training
  - Use data from previous years
- Training on how to use GRE scores
- Develop and implement a school/program wide rubric
- Implicit bias training

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Recruitment – Admissions - Recruitment

- Start of admissions cycle
- Pre-application recruitment
- **Admissions decision**
- Admitted student recruitment
- End of recruitment cycle

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Meghan Rios Sullivan, MPA

- Associate Director of Academic Programs, Emory/Rollins School of Public Health
- Reviewer, New York University Office of Admissions

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Why Review Applications Holistically?

What do you expect?

- To be fair.

What does it mean to be fair?

- To treat everyone the same.

To treat everyone the same would be inherently unfair.

- Access, opportunities, and experiences vary greatly.

Application Walkthrough

- Personal Information
- Test Scores
- Transcript
- Resume/CV
- Personal Statement
- Letters of Recommendation

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Testing

A cut-off score (i.e., a minimum score) should never be used as the only criterion for denial of admission or awarding of a fellowship.

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Important Questions

Academic

- Type of institution?
- Major?
- Grades in relevant coursework?
- Grade trend?

Experience

- Impacted by circumstance?
- Part of national program that has already recognized certain qualities?

Recs

- Note of grit/resilience even if indirectly?

Personal/ Fit

- Content of essay?
- Quality of writing in essay?
- Quality of writing in other sections of application?

Grades in relevant coursework? → Prerequisites?

Part of national program that has already recognized certain qualities? → McNair, Posse, Questbridge, Gates

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Case Study

Official GRE: Received on (09/11/2014)

Test Date	Scr 1	C.Scr 1	Pct 1	Scr 2	C.Scr 2	Pct 2	Scr 3	C.Scr 3	Pct 3
08/29/2014	Verbal	152	54	Quant.	143	15	Writin	3.5	38

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Case Study

003705: COLLEGE OF WILLIAM AND MARY

Academic Status: Undergraduate Year: 2011 Term: Fall/Semester						
PSYC 150W	FRSM:Human Relationshps&Origin	Freshman/Sophomore	Soc/Beh Sci	Not Appl	A-	A-
PSYC 201	Intro Psy as a Natural Science	Freshman/Sophomore	Soc/Beh Sci	Not Appl	B	B
AFST 205	Intro to Africana Studies	Freshman/Sophomore	Other	Not Appl	A-	A-
ENGL 220	Study of Language	Freshman/Sophomore	Other	Not Appl	C-	C-
Academic Status: Undergraduate Year: 2012 Term: Spring/Semester						
ART 212	3-Dimensional Foundations	Freshman/Sophomore	Other	Not Appl	A	A
RELG 204	Christian Origins	Junior/Senior	Other	Not Appl	A-	A-
BIOL 312	Evolution of Organisms	Junior/Senior	BioChmPhyLS	Not Appl	C+	C+
PSYC 202	Intro Psy as a Social Science	Freshman/Sophomore	Soc/Beh Sci	Not Appl	B	B
BIOL 345	Neurobiology	Junior/Senior	BioChmPhyLS	Not Appl	W	None
Academic Status: Undergraduate Year: 2012 Term: Fall/Semester						
PSYC 301	Elementary Statistics	Freshman/Sophomore	Math/Statistics	Not Appl	B-	B-
PSYC 491	Independent Research	Freshman/Sophomore	Soc/Beh Sci	Not Appl	A	A
FREN 201	Intermed French I	Freshman/Sophomore	Other	Not Appl	B-	B-
KINE 200	Intro to the Human Body	Freshman/Sophomore	Other	Not Appl	B	B
PSYC 314	Social Psychology	Freshman/Sophomore	Soc/Beh Sci	Not Appl	B	B
KINE 460	Social&Behavioral Sci inHealth	Freshman/Sophomore	Soc/Beh Sci	Not Appl	B	B

003745: UNIVERSITY OF VIRGINIA - CHARLOTTESVILLE

Academic Status: Undergraduate Year: 2013 Term: Spring/Semester						
KINE 270	Foundations of Epidemiology	Freshman/Sophomore	BioChmPhyLS	Study Ab	A-	A-
hist 329	Hist of Mdrn China	Freshman/Sophomore	Other	Study Ab	B-	B-
Kine 280	Intro to Public Health	Freshman/Sophomore	Other	Study Ab	A-	A-
Relg 201	World Religions	Freshman/Sophomore	Other	Study Ab	A-	A-

003705: COLLEGE OF WILLIAM AND MARY

Academic Status: Undergraduate Year: 2013 Term: Fall/Semester						
PSYC 310	Developmental Psychology	Junior/Senior	Soc/Beh Sci	Not Appl	A-	A-
KINE 101	Fitness Leadership and Aging	Junior/Senior	Other	Not Appl	P	None
KINE 295	Health-Related Exercise Rx	Junior/Senior	Other	Not Appl	B	B
KINE 290	Introduction to Global Health	Junior/Senior	Other	Not Appl	B	B
PSYC 313	Physiological Psych	Junior/Senior	Soc/Beh Sci	Not Appl	C+	C+
PSYC 491	Research in Psychology	Junior/Senior	Soc/Beh Sci	Not Appl	A	A
PSYC 302	Research Methods/Psy	Junior/Senior	Soc/Beh Sci	Not Appl	B	B
KINE 175	Weight Training	Junior/Senior	Other	Not Appl	P	None

Academic Status: Undergraduate Year: 2014 Term: Spring/Semester						
FREN 202	Intermediate French II	Junior/Senior	Other	Not Appl	B	B
KINE 320	Issues in Health	Junior/Senior	Other	Not Appl	B	B
KINE 301	Public Health & Phys Activ	Junior/Senior	Other	Not Appl	A	A
PSYC 491	Research in Psychology	Junior/Senior	Soc/Beh Sci	Not Appl	A	A
KINE 350	Science of Nutrition	Junior/Senior	Other	Not Appl	A-	A-

003705: COLLEGE OF WILLIAM AND MARY: Planned or In Progress

Academic Status: Undergraduate Year: 2014 Term: Fall/Semester						
PSYC 495	Honors	Junior/Senior	Soc/Beh Sci	Honors		
KINE 380	Intro to Clinical Practice	Junior/Senior	Other	Not Appl		
PSYC 410	Research in Develop Psychology	Junior/Senior	Soc/Beh Sci	Not Appl		
PSYC 317	Sensation and Perception	Junior/Senior	Soc/Beh Sci	Not Appl		

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Case Study

Personal Statement is well written (i.e. good structure, free of/minimal errors).

Themes

- Built Environment
- Media and Health

Indication of Future Success

"Worked with advisors to design an experiment that would expand upon previous qualitative research."
"…implementing changes and designing interventions that are specific to underserved communities."

Fit

- Opportunities for hands-on learning
- Socio-Contextual Determinants of Health Certificate
- Proximity to CDC, American Cancer Society, and CARE

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Questions

- What does holistic admissions mean to you?
- Do you have any additional questions about holistic admissions?
- What resources or training do you think will help your admissions committees?

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THANK YOU

Johnston King – jking3@email.unc.edu

Erin Schneider - eschneider@sph.tamhsc.edu

Meghan Sullivan – meghan.sullivan@emory.edu

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Time for Q&A & Discussion
Method for Submitting Questions/Comments

Join the Conversation…

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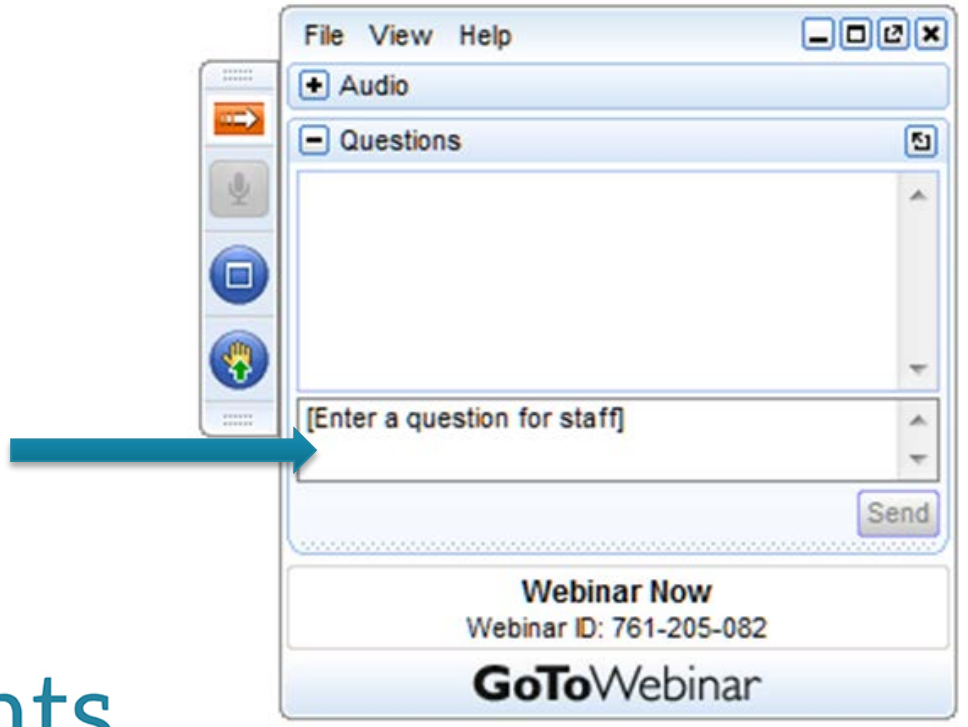

ASPPH Presents
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Discussion with Today's Presenters

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University of North Carolina at Chapel Hill

Meghan Sullivan, MPA
Emory University

Thank You to Today's Presenters

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Enrollment Management
Coordinator, Gillings School of
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Meghan Sullivan, MPA
Associate Director of Academic
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Thank You!

This webinar has been recorded and will be available on the webinar event page on the ASPPH website soon:

https://www.aspph.org/event/aspph-presents-webinar-student-services-spotlight-holistic-admissions/

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Coming Attractions…

ASPPH Presents
WEBINAR

***ASPPH Presents* Webinar: Policy, Advocacy, and the Missions of Academic Public Health**

Tuesday, August 7, 2:00 p.m. – 3:00 p.m. Eastern

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Graduate School of Public Health
Educational Policies and Curriculum Committee
Meeting Minutes | June 7, 2018

Present: Yue Chen, Mary Derkach, Ying Ding, Julia Driessen, David Finegold, Nancy Glynn, Summer Hasten, Robin Leaf, Chantele Mitchell-Miland, Kimmy Rehak, and John Shaffer.

The meeting was called to order at 1:31pm by Dr. Patricia Documet, chair.

New Course: BIOST 2039: *Biostatistical Methods* | Rob Krafty

Dr. Rob Krafty presented an application for a new course being added as part of a general restructuring of the biostatistics curriculum to account for some large class sizes and overlap in content. This restructuring will allow biostatistics students to take more electives. The curriculum revisions were introduced to the EPCC committee by Dr. Krafty on February 1, 2018. In brief: BIOST 2011 will be offered as a class for practitioners, with a focus on data interpretation. BIOST 2041 will remain as an analytical course as part of the MPH core curriculum and adopt a new textbook.

This course (BIOST 2039) will be mandatory for all incoming biostatistics students, replacing the prior BIOST 2041 requirement. In effect, BIOST 2039 will cover the more advanced topics from the retired BIOST 2042, with the regression material moved from BIOST 2042 into BIOST 2049. PhD students with at least two semesters of calculus are also expected to enroll in BIOST 2039 rather than BIOST 2041. BIOST 2050 is the final course in the new BIOST restructuring is to replace BIOST 2046.

ACTION: The committee approved this course without changes. Dr. Krafty will send a write/summary of the changes to the biostatistics curriculum.

New Course: BIOST 2050: *Longitudinal and Clustered Data Analysis* | Abdus Wahed

Dr. Abdus Wahed presented an application for a new course being added to as part of the general restructuring of the biostatistics curriculum. It is part of a methods 3 course series for biostatistics students and focuses on longitudinal data and mixed models, in effect serving as a replacement for BIOST 2046.

Raising the cap, originally set at 30 students, was suggested as this course would interest MS and PhD students in departments besides biostatistics. Logistics around the final presentations were also questioned, as requiring presentations could take up a number of class meetings.

ACTION: The committee voted to approve this course provided the cap was increased to allow more students into the class, that the learning objectives were modified to comply with measurable outcomes, a letter grading scale with percentage cut offs be added to the syllabus, and a final exam be considered to replace the end-of-term presentation requirement.

New Course: BCHS 2922: *Systems Theories and Approaches* | Stina Mair

Dr. Stina Mair presented an application for a new course that is part of the BCHS MPH curriculum redesign of 3 1-credit courses spread throughout the course of a single semester. This course is to be co-taught with Dr. Mair and Dr. Jessica Burke and will cover an introduction into systems thinking and will introduce a number of methods and models and their importance in public health research. This class will meet once a week for five weeks with 2 hours of lecture

and one hour of discussion each session and will require a project composed from three homework assignments.

ACTION: The committee voted to approve this course provided that the grading scale be amended to include a D grade range.

Discussion I of II on the optional school diversity statements for syllabi, in conjunction with the FDC | Ryan Minster (FDC member)

Dr. Ryan Minster visited the committee as a representative from the Faculty Diversity Committee to revisit the diversity statements offered for Pitt Public Health syllabi. The committee looked at three different diversity statements that had passed through the committee and professors were about to add onto their syllabus or use as a starting point for statements that they could compose themselves, and they also looked at examples used in other universities. Dr. Minster explained that the school's diversity statements were chosen because they refrained from listing categories for groups might be faced with discrimination (ie, gender, race, etc.). Dr. Minster also said that in looking at the other examples from other universities they noticed a few common elements, including: 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.

Whether a diversity statement was on the EPCC checklist and if the example syllabus included a diversity statement were asked, and the committee asked that the option be added to the EPCC application checklist and a diversity statement be included on example syllabi.

ACTION: The committee will revisit this issue and invites contributions to the discussion.

Approval of May 3 Meeting Minutes | All

The Committee approved the March meeting minutes.

The meeting was adjourned at 3:33pm.

Closed session: Spring 2018 Term Student Record Review (open only to voting members)

Upcoming meetings:
July 26, 1:30-3:30pm, room 1149 | Deadline for new fall 2018 courses