Graduate School of Public Health
Educational Policies and Curriculum Committee
June 6, 2019
1:30-3pm
1149 Public Health

1. New course: BIOST XXXX *Introduction to Health Data Science*, Ada Youk

2. New course: BIOST 2038 *Foundations of Statistical Theory*, Andriy Bandos

3. Review of course evaluations from spring term core courses, All

4. Update from Provost's Office on GRE in graduate admissions, All [previously sent out to the committee]

5. Approval of May Meeting Minutes, All

Upcoming Meeting(s):

July 18, 2019 – 1:30-3:30 p.m. (1149 Public Health)
September 5, 2019 – 1:30-3:30 p.m. (1149 Public Health)
October 3, 2019 – 1:30-3:30 p.m. (1149 Public Health)
November 7, 2019 – 1:30-3:30 p.m. (1149 Public Health)
December 5, 2019 – 1:30-3:30 p.m. (1149 Public Health)

University of Pittsburgh

Graduate School of Public Health
Department of Biostatistics

7127 Public Health
130 DeSoto Street
Pittsburgh, PA 15261
Phone: 412-624-3022
Fax: 412-624-0184
www.publichealth.pitt.edu/biostatistics

May 29, 2019

Subject: New Course in Biostatistics

Dear Educational Policies and Curriculum Committee Members:

This is a request to a new 2 credit course in Biostatistics, which we are proposing to offer this upcoming Fall. The name of the course is 'Introduction to Health Data Science'.

This course will teach students methods and concepts in data science that are motivated by real life problems in public health. Students will become familiar with data science terms such as data wrangling and data scraping. Students will learn the concepts of exploratory data analysis, data cleaning, data wrangling, and visualization. Students will learn the necessary skills to tidy, organize and prepare data for analysis, as well as to visualize data and communicate results.

This course will mainly use the R programming language but will also teach certain concepts in SQL and Python. The course lectures will cover the following general themes: data structures and representation, data wrangling and processing, computational tools and techniques, and case studies illustrating steps of analysis of real data.

Attached are (1) the completed EPCC Request Form, (2) the proposed syllabus for next semester.

Thank you for considering this proposed new course.

Sincerely,

Saumyadipta Pyne, PhD
Associate Professor
Email: spyne@pitt.edu

Educational Policies and Curriculum Committee
Graduate School of Public Health
University of Pittsburgh
(Revised: 6/7/2018)

REQUEST FOR APPROVAL OF NEW COURSES AND COURSE CHANGES

1. **General Instructions**:

   a. Faculty should submit this form and the associated syllabus following the Pitt Public Health Syllabus Guidelines and the Syllabus Checklist (on pages 4 and 5) **by e-mail** to Patricia Documet, Chair (pdocumet@pitt.edu) and Robin Leaf, EPCC Staff Liaison (ral9@pitt.edu). If you choose not to include all the information detailed on the Syllabus Guidelines in your course syllabus for distribution to students, please attach this information to the proposal.

   b. The initiating Department is asked to submit one hard copy of this completed form with the proper signatures, syllabus and other materials (if any) to Robin Leaf in Student Affairs **at least one week prior** to the EPCC meeting. If this target date is not met, the proposal will be deferred for consideration at the next meeting scheduled.

   c. You will be contacted by the EPCC Chair or the EPCC Staff Liaison to schedule a presentation and discussion of your program/course proposal with the Committee, if possible at the next scheduled EPCC meeting.

2. **Review based on the following (check all which apply):**

__X_ New course, not previously approved
___ Course title change
___ Cross-listing only
(Specify academic unit & course number): _____
___ Course modification (major)
___ Special topics course content
___ Pitt Public Health Core Course
___ Practicum, internship, field placement

3. **Course designation:**

Course Number __NA_____ Title: Introduction to Health Data Science

Credits 2

4. **Cross-listing**:

If you want to cross-list this course in any other Pitt Public Health department or any other school of the University, specify which department(s) and School(s) and provide brief justification.

5. **Course Instructors:**

(Indicate type of Pitt Public Health faculty appointment,* and percentage of total course time/effort anticipated. For any instructor who does not hold a Pitt Public Health faculty appointment, indicate her/his title and affiliation.)

a. Principal instructor: Saumyadipta Pyne (100% effort)

* The principal instructor for any Pitt Public Health course must have a primary, secondary or adjunct appointment in the school.

b. Co-instructors (if any): None

6. **Statement of the course for *Course Inventory***. Include purpose of course; summary of prerequisites, if any; general course content; and method of conducting course (e.g., lecture, laboratory, field work, etc.).

This course will teach students methods and concepts in data science that are motivated by real life problems in public health. Students will become familiar with data science terms such as data wrangling. Students will learn the concepts of exploratory data analysis, data cleaning, data wrangling, and visualization. Students will learn the necessary skills to tidy, manage, and visualize data and communicate results. This course will mainly use the R programming language but will also teach certain concepts in SQL and Python. The course lectures will cover the following general themes: data structures and representation, data wrangling and processing, computational tools and techniques, and case studies illustrating steps of analysis of real data. Students need a passing grade in or exemption from 2039 or special permission of the instructor as co-requisites.

7. **Student enrollment criteria/restrictions:**

a. Indicate any maximum or minimum number of students and provide justification for this limitation.

Maximum of 30 students.

This cap is selected for two reasons: (1) to logistically enable students to complete and present comprehensive course projects, and (2) due to the capacity of the classroom.

b. If admission is by permission of instructor, state criteria to be applied.

If a student does not meet the co-requisite (see below), they can be admitted with instructor's permission. Permission will be given after the student provides copies of transcripts and syllabi indicating that they have acquired the material covered in the co-requisites through other courses.

c. Provide a brief description of any prerequisite skills or knowledge areas that are necessary for students entering this course, including any specific course prerequisites or equivalents.

The prerequisites are:
A passing grade in or exemption from 2039 or permission of instructor.

8. **Course schedule and allocation of hours:**

a. Number of course hours per session _1 hr, 50 minutes__ Sessions per week __1__
Weeks per academic term: ___15 weeks._____

b. Approximate allocation of class time (hours or %) among instructional activities:

Lectures __100%___ Seminars _____ Recitations _____ Field work _____ Laboratory _____
Other (specify): _____

c. Term(s) course will be offered: Fall _X__ Spring _____ Summer Term _____ Summer Session _____

9. **Grading of student performance:**
Indicate the grading system to be used (A, B, C, etc.; H, S, U); provide statement justifying use of system other than letter grade.

A, B, C, …

10. **On-line course delivery:**

Indicate the extent to which you will be using on-line instructional methods in teaching this course by checking all of the options below which apply:

_X_ I plan to use the course management aspects of CourseWeb/ Blackboard (or equivalent), e.g., grade book, announcements.

___ I plan to use the interactive features of CourseWeb/Blackboard (or equivalent), e.g., discussion board, etc.

___ I have designed the course for remote (off-site) learning with little/no classroom attendance required.

___ I do not plan to use on-line instruction methods for this course (briefly explain)

11. **Relevance of course to academic programs and curricula:**

a. Describe how this course contributes to learning objectives specified for the curriculum of one or more Pitt Public Health degree or certificate programs. Indicate whether course is required for any specified degree or certificate.

This course is being introduced to directly address learning objectives for the Health Data Science concentration for our MS degree in Biostatistics. However, it can also be a useful elective course for the MS with SCG concentration or the MS without concentrations as well as the PhD in Biostatistics. Data science is a key emerging approach that combines the general principles of quantitative data analysis with the practical skills of handling, cleaning, organizing and wrangling datasets to output meaningful patterns and findings. Data science skills and case studies can reduce an analyst's apprehensions of working with large and complex datasets in practice. Currently, Biostatistics students are not exposed to data science skills, which have important applications in a wide range of health-related fields. The goal of this class is to provide those skills.

This will be a required course for those in the MS with Health Data Science concentration.

b. Describe how this course addresses public health issues involving diversity (gender, race, ethnicity, culture, disability, or family status).

The course will use data from public health studies to motivate and illustrate data science applications, and demonstrate techniques for data wrangling, analysis, interpretation and reporting. Included will be case studies and projects based on real health information on gender, race and ethnicity.

12. **Signature and date of principal faculty member (include department/program) making request:**

Name/Title: Saumyadipta Pyne, Associate Professor, Department of Biostatistics 
Date: 05/20/2019

13. **Signature and date of endorsement of department chairperson:**

Name/Title:  Date: 05/29/19

14. (For cross-listing only)
Signature and date of endorsement of department chairperson:

Name/Title: _____ Date: _____

Educational Policies and Curriculum Committee
Graduate School of Public Health
University of Pittsburgh
(11/19/2013)

SYLLABUS CHECKLIST FOR NEW AND REVISED COURSES

Addendum to REQUEST FOR APPROVAL OF NEW COURSES AND COURSE CHANGES FORM

Objective to assist faculty to ensure syllabus contains the required and necessary elements to provide students with clear expectations of the course.

NOTE: * indicates a required element of the syllabus. If N/A is checked or this element is not included complete the information detailed on page two for all instances.

Syllabus Area	Recommended Detail * Required	Included in Your Syllabus?		
Heading	Course Number*	Yes X	No ☐	N/A ☐
	Course Title*	Yes **X**	No ☐	N/A ☐
	Course Meeting Time/Day of Week*	Yes X	No ☐	N/A ☐
	Classroom Location*	Yes X	No ☐	N/A ☐
Faculty Information	Office Location*	Yes X	No ☐	N/A ☐
	Office Hours*	Yes X	No ☐	N/A ☐
	Phone Number*	Yes X	No ☐	N/A ☐
	Email Address*	Yes X	No ☐	N/A ☐
	Teaching Philosophy	Yes ☐	No X	N/A ☐
	Teaching Assistant Contact	Yes ☐	No X	N/A ☐
Student Expectations in Classroom	Behavior/ Ground Rules (cell phones off, laptops off, etc.)	Yes ☐	No X	N/A ☐
	Recording of Lectures	Yes ☐	No X	N/A ☐
Course Summary	Course Description*	Yes **X**	No ☐	N/A ☐
	Learning Objectives*	Yes X	No ☐	N/A ☐
Materials	Required Textbooks/ Articles/Readings	Yes ☐	No ☐	N/A X
	Required Software	Yes X	No ☐	N/A ☐
	Required Equipment (including use of CourseWeb/Blackboard)	Yes X	No ☐	N/A ☐
	Recommended Material	Yes X	No ☐	N/A ☐

	Availability of Software for Purchase and/or Use	Yes	X	No	☐	N/A	☐
Evaluation	Grading Scale*	Yes	X	No	☐	N/A	☐
	Grading Criteria/Rubric	Yes	X	No	☐	N/A	☐
	Late Assignment Policy	Yes	X	No	☐	N/A	☐
Accommodation of Students with Disabilities	Pitt Public Health Statement*	Yes	X	No	☐	N/A	☐
Academic Integrity Policy	Pitt Public Health Statement*	Yes	X	No	☐	N/A	☐
Diversity/ Inclusion Statement	Pitt Public Health Statement	Yes	X	No	☐	N/A	☐
Schedule	Topics by Session*	Yes	X	No	☐	N/A	☐
	Reading and Written Assignments by Session*	Yes	X	No	☐	N/A	☐
	Learning Objectives by Session	Yes	☐	No	X	N/A	☐
	Test Dates	Yes	☐	No	☐	N/A	X
Additional Resources	Health Sciences Library Liaison Contact Information	Yes	☐	No	X	N/A	☐
	Writing Center Contact (if course is writing intensive)	Yes	☐	No	X	N/A	☐

Required Information Not Included

List the Required Detail Not Included	**Reason for Not Including**
Course Number	**Not available at the moment**

Biostatistics XXXX
Introduction to Health Data Science
Fall 2019

This course will teach students methods and concepts in data science that are motivated by real life problems in public health. Students will become familiar with data science terms such as data wrangling. Students will learn the concepts of exploratory data analysis, data cleaning, data wrangling, and visualization. Students will learn the necessary skills to tidy, manage, and visualize data and communicate results. This course will mainly use the R programming language but will also teach certain concepts in SQL and Python. The course lectures will cover the following general themes: data structures and representation, data wrangling and processing, computational tools and techniques, and case studies illustrating steps of analysis of real data.

Learning Objectives:

1. Utilize exploratory data analysis to generate hypotheses and gain understanding of the data

2. Perform cleaning techniques and data wrangling to get data into analyzable form

3. Communicate findings through visualization, stories and interpretable summaries illustrated through case studies

4. Demonstrate programming skills in R, Python and SQL

Course Instructor: Saumyadipta Pyne, Ph.D.
Associate Professor
A718 Public Health
Phone: 412-624-9920
E-Mail: spyne@pitt.edu

Teaching Assistants: TBD

Time: TBD

Corequisite: BIOS 2039 or permission of instructor

Instructor Office Hours: TBD

TA Office Hours: TBD

Recommended Text Books: Textbooks are NOT required but the following texts are excellent references:

- 'Algorithms for Data Science' by Brian Steele, John Chandler, and Swarna Reddy; Springer, 2016.
- 'Data Wrangling with R' by Bradley C. Boehmke; Springer, 2016.
- 'Data Science using Python and R' by Chantal D. Larose and Daniel T. Larose; Wiley, 2019.

Software: We will mainly use R and R libraries, which are available for download at https://cran.r-project.org/
We will use some SQL and Python applications, which will be specified during the lectures.

Grading:
60% Homework (5 HW assignments of equal weight)
40% Project (1 assignment)

Grading Scale:

98-100:	A+
90-97:	A
89:	A-
85-88:	B+
80-84:	B
75-79:	B-
70-74:	C
<70	F

Project: Details regarding the project will be handed out in class at the beginning of the course. The project will involve students choosing and working with his/her own dataset that must be approved by the instructor prior to the commencement of the project. Examples include datasets chosen from Tycho or MOIRA databases. The structure of the project will involve creation of a reproducible and annotated workflow of steps of data analysis suitable for exploring the selected dataset leading to a cogent report describing the data, every step of wrangling, processing and analysis, and precise results summarized with well-prepared tables and figures.

Homework: will be assigned approximately every 3 weeks and must be submitted on time. Homework will NOT be accepted late (NO EXCEPTIONS). While students are encouraged to discuss course content with each other, students must do their own analyses and write their own homework. Copying assignments from other students will NOT be tolerated. Please write legibly or type your HW. Correct interpretations are important so precise language and interpretations will be expected.

HW1 – Students will have to apply knowledge of data structures and their basic manipulation using R covered in lectures 1-3.

HW2 – Students will have to apply knowledge of data visualization techniques and graphics using R basic functions and libraries covered in lectures 4-6 for summarizing data distributions, and exploratory visual analysis of data to identify patterns such as clusters, outliers, relationships between variables, etc.

HW3 – Students will have to apply knowledge of data import/export, cleaning, wrangling and other techniques covered in lectures 7-9.

HW4 – Students will have to apply knowledge of computational tools and techniques covered in lectures 10-12 for handling text data, querying databases and detecting patterns in strings.

HW5 – Students will have to apply general principles of exploratory data analysis to the datasets described in the case studies of lectures 13 and 14.

Accommodation for Students with Disabilities
If you have any disability for which you are requesting an accommodation, please notify the instructor and Disability Resources and Services, 140 William Pitt Union (412-648-7890) during

the first two weeks of the term (http://www.studentaffairs.pitt.edu/drs/). DRS will verify your disability and determine reasonable accommodations for this course.

Academic Integrity

All students are expected to adhere to the school's standards of academic honesty. Cheating/plagiarism will not be tolerated. The Graduate School of Public Health's policy on academic integrity, which is based on the University policy, is available online in the Pitt Public Health Academic Handbook 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.

Diversity

The University of Pittsburgh Graduate School of Public Health considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. Pitt Public Health is committed to creating and fostering inclusive learning environments that value human dignity and equity. Every member of our community is expected to be respectful of the individual perspectives, experiences, behaviors, worldviews, and backgrounds of others. While intellectual disagreement may be constructive, no derogatory statements, or demeaning or discriminatory behavior will be permitted. If you feel uncomfortable or would like to discuss a situation, please contact any of the following:

- the course instructor;
- the Pitt Public Health Associate Dean for Diversity at 412-624-3506 or nam137@pitt.edu;
- the University's Office of Diversity and Inclusion at 412-648-7860 or https://www.diversity.pitt.edu/make-report/report-form (anonymous reporting form).

Sexual Misconduct, Required Reporting, and Title IX

The University is committed to combatting sexual misconduct. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University's Title IX office so that the victim may be provided appropriate resources and support options. What this means is that as your professor, I am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware.

There are two important exceptions to this requirement about which you should be aware:
A list of the designated University employees who, as counselors and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: www.titleix.pitt.edu/report/confidentiality
An important exception to the reporting requirement exists for academic work. Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University's Title IX office.

If you are the victim of sexual misconduct, Pitt encourages you to reach out to these resources:

- Title IX Office: 412-648-7860
- SHARE @ the University Counseling Center: 412-648-7930 (8:30 A.M. TO 5 P.M. M-F) and 412-648-7856 (AFTER BUSINESS HOURS)

If you have a safety concern, please contact the University of Pittsburgh Police, 412-624-2121.
Other reporting information is available here: www.titleix.pitt.edu/report-0
Statement from the Department of Gender, Sexuality, and Women's Studies
[This statement was developed by Katie Pope, Title IX Coordinator, in conjunction with GSWS instructors.]

Biostatistics XXXX
Introduction to Health Data Science
Fall 2019

Course Outline

Date	Topic	Assignment	Learning Objective
08/27/19	Lecture 1: Overview, R basics: variables, lists and vectors, R workflow		1,4
09/03/19	Lecture 2: R data structures: data frames and matrices, basic functions		1,4
09/10/19	Lecture 3: R data structures: factors, dates and times, R visualization basics	HW1 assigned	1,4
09/17/19	Lecture 4: R visualization libraries: ggplot, gapminder		3,4
09/24/19	Lecture 5: Data visualization principles	HW 1 due	3,4
10/01/19	Lecture 6: Exploratory data analysis: general principles	HW2 assigned	1,4
10/08/19	Lecture 7: Data import and export, web scraping	Project assigned	2,4
10/15/19	Lecture 8: Tidying, transforming, and aggregating data	HW 2 due	2,4
10/22/19	Lecture 9: Handling missing data	HW3 assigned	2,4
10/29/19	Lecture 10: Databases and SQL		2,4
11/05/19	Lecture 11: Operations with strings and regular expressions	HW3 due	2,4
11/12/19	Lecture 12: Python and text analysis	HW4 assigned	1,4
11/19/19	Lecture 13: Case study: Surveillance data and Predictive Analysis	Project due	3,4
11/26/19	No class – Thanksgiving break		
12/03/19	Lecture 14: Case study: Clinical data and Decision Trees	HW4 due HW5 assigned	3,4
12/10/19	Lecture 15: Case study: Spatial Data and Disease Clustering	HW5 due	3,4

Educational Policies and Curriculum Committee
Graduate School of Public Health
University of Pittsburgh
(Revised: 6/7/2018)

REQUEST FOR APPROVAL OF NEW COURSES AND COURSE CHANGES

1. **General Instructions**:

   a. Faculty should submit this form and the associated syllabus following the Pitt Public Health Syllabus Guidelines and the Syllabus Checklist (on pages 4 and 5) **by e-mail** to Patricia Documet, Chair (pdocumet@pitt.edu) and Robin Leaf, EPCC Staff Liaison (ral9@pitt.edu). If you choose not to include all the information detailed on the Syllabus Guidelines in your course syllabus for distribution to students, please attach this information to the proposal.

   b. The initiating Department is asked to submit one hard copy of this completed form with the proper signatures, syllabus and other materials (if any) to Robin Leaf in Student Affairs **at least one week prior** to the EPCC meeting. If this target date is not met, the proposal will be deferred for consideration at the next meeting scheduled.

   c. You will be contacted by the EPCC Chair or the EPCC Staff Liaison to schedule a presentation and discussion of your program/course proposal with the Committee, if possible at the next scheduled EPCC meeting.

2. **Review based on the following (check all which apply):**

   _**X**_ New course, not previously approved
   ___ Course title change
   ___ Cross-listing
   (Specify academic unit & course number): _____
   ___ Course modification (major)†
   ___ Special topics course content
   ___ Pitt Public Health Core Course
   ___ Practicum, internship, field placement

3. **Course designation:**

   Course Number __**BIOST2038**___ Title __***Foundations of Statistical Theory***__ Credits _**3.0**_

4. **Cross-listing**:

   If you want to cross-list this course in any other Pitt Public Health department or any other school of the University, specify which department(s) and School(s) and provide brief justification.

   NA

5. **Reason for request:**

   The new course will provide an accelerated option for the terminal MS degree in Biostatistics. Students in the Biostatistics program are currently required to complete a one-year sequence of Statistical Theory courses (BIOST 2043-44). The level of details covered in that sequence is critical for students aiming at the future PhD program in Biostatistics, but is not necessary for the terminal MS degree in Biostatistics.

   The adequate level of material coverage in a new shorter course (one term instead of two) will be achieved by reducing the emphasis on mathematical derivations and proofs needed for comprehensive development of more sophisticated statistical approaches. At the same time, the course will maintain focus on the theory underlying the standard statistical methodology and on concepts, principles, and theorems needed for non-standard applications or construction of simple statistical inference tools. An additional (optional) recitation session with TA will be set up for each week. The reduced level of details will be kept at the level necessary for successful completion of the current MS comprehensive exam.

† Changes to credits will require a new course number and significant title changes may require a new course number

6. **Course Instructors:**
(Indicate type of Pitt Public Health faculty appointment,* and percentage of total course time/effort anticipated. For any instructor who does not hold a Pitt Public Health faculty appointment, indicate her/his title and affiliation.)

a. Principal instructor: ***Andriy Bandos, Assistant Professor of Biostatistics, sole instructor for the proposed course (instructor of BIOST 2043 and BIOST 2044 in previous years; co-designer of the MS comprehensive exam in Biostatistics)***

b. Co-instructors (if any): ***NA***

7. **Statement of the course for *Course Inventory*.**

The course covers basic theory of probability and statistical inference with a focus on correct use of standard methods and construction of new statistical inference tools. Topics covered in the first half include joint, marginal, and conditional probabilities; random variables and functions thereof; distribution characteristics of random variables; basic asymptotic theory and univariate theorems including Chebyshev's inequality, law of large numbers, and central limit theorem. Topics covered in the second half include principles and methods of constructing estimators (e.g., MLE, MME,CRLB), confidence intervals, and hypothesis testing (including Neyman-Person and Generalized Likelihood Ratio tests); data reduction principles and techniques, and their relationship to better statistical inference (e.g., sufficiency, Rao-Blackwell principle) ; basic likelihood-based, exact, conditional, and asymptotic statistical inference.

The course will be taught through lectures, followed by homework, a mid-term exam and a final exam.

Course Prerequisites: Students are expected to have a working knowledge of calculus (differentiation, multiple integration, etc.) as well as solid skills in algebra I, II (radical and rational relationships, functions, polynomials, series, etc.) Students who do not feel comfortable with calculus are recommended to take BIOST 2081: Mathematical Methods for Statistics prior to or in the same semester.

8. **Student enrollment criteria/restrictions:**

a. Indicate any maximum or minimum number of students and provide justification for this limitation.
Maximum of 25, to logistically accommodate students in the classroom and maintain the course effectiveness.

b. If admission is by permission of instructor, state criteria to be applied.
Student admitted to the MS program in Biostatistics, or those with the equivalent qualification. The course, especially after the initial year of offering, could be useful to a wide range of students in the School. The requirement of permission by instructor is to evaluate if a student satisfies the minimum expectation for mathematical preparation for a Biostatistics MS student.

c. Provide a brief description of any prerequisite skills or knowledge areas that are necessary for students entering this course, including any specific course prerequisites or equivalents.
Students are expected to have a working knowledge of calculus (differentiation, multiple integration, etc.) as well as solid skills in algebra I, II (radical and rational relationships, functions, polynomials, series, etc.)

9. **Course schedule and allocation of hours:**

a. Number of course hours per session **1.5** Sessions per week **2** Weeks per academic term **15**

b. Approximate allocation of class time (hours or %) among instructional activities:
Lectures **100%** Seminars _____ Recitations _____ Field work _____ Laboratory _____
Other (specify): **additional (optional) recitations by a teaching assistant will be offered once a week**

c. Term(s) course will be offered: Fall **X** Spring _____ Summer Term _____ Summer Session _____

* The principal instructor for any Pitt Public Health course must have a primary, secondary or adjunct appointment in the school.

10. **Grading of student performance:**
Indicate the grading system to be used (A, B, C, etc.; H, S, U); provide statement justifying use of system other than letter grade.

Letter grade: A: ≥95%, B: ≥80%, C: ≥65%, etc.

11. **On-line course delivery:**

Indicate the extent to which you will be using on-line instructional methods in teaching this course by checking all of the options below which apply:

_**X**_ I plan to use the course management aspects of CourseWeb/ Blackboard (or equivalent), e.g., grade book, announcements.

___ I plan to use the interactive features of CourseWeb/Blackboard (or equivalent), e.g., discussion board, etc.

___ I have designed the course for remote (off-site) learning with little/no classroom attendance required.

___ I do not plan to use on-line instruction methods for this course (briefly explain)

12. **Relevance of course to academic programs and curricula:**

a. Describe how this course contributes to learning objectives specified for the curriculum of one or more Pitt Public Health degree or certificate programs. Indicate whether course is required for any specified degree or certificate.
The course will provide the necessary background on theory of basic statistical concepts and tools for students pursuing a terminal MS degree program in Biostatistics (and, after the initial year of offering, for a wider range of students in the School who satisfies the minimum expectation for mathematical preparation for a Biostatistics MS student.)
The focus will be on the theory underlying the standard statistical methodology and on concepts, principles, and theorems needed for non-standard applications or construction of new statistical inference tools. This course will replace the current requirement of BIOST2043-44 sequence, while providing sufficient knowledge for studying the higher level courses, and completing the MS comprehensive examination (which is required for any type of MS program in Biostatistics).

b. Describe how this course addresses public health issues involving diversity (gender, race, ethnicity, culture, disability, or family status).
The course is focused on mathematical theory of probability and statistics. However, mathematical exercises will be connected to the real-life problems in Biostatistics where gender, race, and family status are among other most frequently considered factors.

13. **Signature and date of principal faculty member (include department/program) making request:**

Name/Title: _***Andriy Bandos, Assistant Professor of Biostatistics***_ Date: ___**05/29/19**___

14. **Signature and date of endorsement of department chairperson:** Name/Title:

Shyamal D. Peddada, Professor & Chair, Biostatistics Date: 05/29/19

15. (For cross-listing only)
Signature and date of endorsement of department chairperson:

Name/Title: _____ Date: _____

Educational Policies and Curriculum Committee
Graduate School of Public Health
University of Pittsburgh
(11/19/2013)

SYLLABUS CHECKLIST FOR NEW AND REVISED COURSES

Addendum to REQUEST FOR APPROVAL OF NEW COURSES AND COURSE CHANGES FORM

Objective to assist faculty to ensure syllabus contains the required and necessary elements to provide students with clear expectations of the course.

NOTE: * indicates a required element of the syllabus. If N/A is checked or this element is not included complete the information detailed on page two for all instances.

Syllabus Area	Recommended Detail * Required	Included in Your Syllabus?					
Heading	Course Number*	Yes	☒	No	☒	N/A	☐
	Course Title*	Yes	☒	No	☐	N/A	☐
	Course Meeting Time/Day of Week*	Yes	☐	No	☒	N/A	☐
	Classroom Location*	Yes	☐	No	☒	N/A	☐
Faculty Information	Office Location*	Yes	☒	No	☐	N/A	☐
	Office Hours*	Yes	☒	No	☐	N/A	☐
	Phone Number*	Yes	☒	No	☐	N/A	☐
	Email Address*	Yes	☒	No	☐	N/A	☐
	Teaching Philosophy	Yes	☐	No	☒	N/A	☐
	Teaching Assistant Contact	Yes	☐	No	☒	N/A	☐
Student Expectations in Classroom	Behavior/ Ground Rules (cell phones off, laptops off, etc.)	Yes	☐	No	☒	N/A	☐
	Recording of Lectures	Yes	☒	No	☐	N/A	☐
Course Summary	Course Description*	Yes	☒	No	☐	N/A	☐
	Learning Objectives*	Yes	☒	No	☐	N/A	☐
Materials	Required Textbooks/ Articles/Readings	Yes	☒	No	☐	N/A	☐
	Required Software	Yes	☐	No	☐	N/A	☒
	Required Equipment (including use of CourseWeb/Blackboard)	Yes	☒	No	☐	N/A	☐
	Recommended Material	Yes	☒	No	☐	N/A	☐

	Availability of Software for Purchase and/or Use	Yes	☐	No	☐	N/A	☒
Evaluation	Grading Scale*	Yes	☒	No	☐	N/A	☐
	Grading Criteria/Rubric	Yes	☐	No	☒	N/A	☐
	Late Assignment Policy	Yes	☒	No	☐	N/A	☐
Accommodation of Students with Disabilities	University Statement*	Yes	☒	No	☐	N/A	☐
Academic Integrity Policy	Pitt Public Health Statement*	Yes	☒	No	☐	N/A	☐
Diversity/ Inclusion Statement	Pitt Public Health Statement*	Yes	☒	No	☐	N/A	☐
Title IX Statement	University Statement*	Yes	☒	No	☐	N/A	☐
Schedule	Topics by Session*	Yes	☒	No	☐	N/A	☐
	Reading and Written Assignments by Session*	Yes	☒	No	☐	N/A	☐
	Learning Objectives by Session	Yes	☐	No	☒	N/A	☐
	Test Dates	Yes	☒	No	☐	N/A	☐
Additional Resources	Health Sciences Library Liaison Contact Information	Yes	☐	No	☐	N/A	☒
	Writing Center Contact (if course is writing intensive)	Yes	☐	No	☐	N/A	☒

Required Information Not Included

List the Required Detail Not Included	**Reason for Not Including**
Course Meeting Time/Day of Week*	to be determined
Classroom Location*	to be determined

Foundations of Statistical Theory

Graduate School of Public Health
Department of Biostatistics
BIOST 2038
Fall 2019

Logistics/Contact Information:

Class schedule:	TBD
Class location:	TBD
Credits:	3.00
Primary Instructor:	Andriy Bandos (email: anb61@pitt.edu; phone: 412 383 5738), office: 7123 Public Health, office hours: by appointment
Recitations schedule:	TBD
Recitations location:	TBD
Teaching Assistant:	TBD (email: TBD), office: TBD , office hours: TBD

Summary

The course covers basic theory of probability and statistical inference with a focus on appropriate use of standard methods and construction of new statistical inference tools. Topics covered in the first half include joint, marginal, and conditional probabilities; random variables and functions thereof; distribution characteristics of random variables; basic asymptotic theory and univariate theorems including Chebyshev's inequality, law of large numbers, and central limit theorem. Topics covered in the second half include principles and methods of constructing estimators (e.g., MLE, MME,CRLB), confidence intervals, and hypothesis testing (including Neyman-Person and Generalized Likelihood Ratio tests); data reduction principles and techniques, and their relationship to optimal statistical inference (e.g., sufficiency, Rao-Blackwell principle) ; basic likelihood-based, exact, conditional, and asymptotic statistical inference.

Course Prerequisites: Students are expected to have a working knowledge of calculus (differentiation, multiple integration, etc.) as well as solid skills in algebra I, II (radical and rational relationships, functions, polynomials, series, etc.) Students who do not feel comfortable with calculus are recommended to take BIOST 2081: Mathematical Methods for Statistics prior to or in the same semester.

Learning Objectives

At the conclusion of this course a student should be able to:

1. Formulate the basic concepts and definitions related to probability. Apply basic counting techniques and standard formulas to derive simple, joint, conditional, and marginal probabilities
2. Describe the theoretical concepts related to random variables and correctly perform basic manipulations with random variables. Recognize the important discrete and continuous distributions and use basic interrelationships in simple problems
3. Correctly apply the fundamental techniques and theorems to derive the expected value, variance, and other distribution characteristics of random variables and functions/transformations thereof
4. Discuss the concepts of convergence, limiting distributions, and related techniques; correctly apply the key univariate results including the central limit theorem and the law of large numbers
5. Formulate and recognize theoretical concepts, principles of derivation, and properties related to basic statistical inference tools (estimators, confidences intervals, hypothesis testing)
6. Describe the principles of data reduction, sufficiency, their relationship to the optimality of statistical inference; find and use an appropriate statistic in simple theoretical problems
7. Correctly apply the fundamental theoretical techniques and theorems for constructing and evaluating new estimators, confidence intervals, and hypothesis testing.

Textbooks

Required:
Bain L.J, Engelhardt M. *Introduction to Probability and Mathematical Statistics (Second Edition)*. Brooks/Cole: Belmont, CA, 1992.

Supplemental:
Casella G., Berger R.L. *Statistical Inference (Second Edition)*. Duxbury: Pacific Grove, CA, 2002.

Performance evaluation

Homework	40%	(24-26 assignments)
Midterm Exam	30%	(in class, closed book)
Final Exam	30%	(in class, closed book)

If a student is absent on the day of a test or an assignment is due, then the student will receive a grade of zero for that particular assessment. No make-up opportunity will be provided unless arrangements for a missed assessment are made prior to the assessment date.

Homework

There will be two homework assignments per week assigned after each lecture, based on the covered material, due in one week at the beginning of the class. Late assignments will receive a score of zero.

Grading scale

≥95%	A
≥80%	B
≥65%	C
≥50%	D
<45%	F

CourseWeb

Lecture notes and announcements will appear on CourseWeb: https://courseweb.pitt.edu

POLICIES

Academic Integrity
All students are expected to adhere to the school's standards of academic honesty. Cheating/plagiarism will not be tolerated. The Graduate School of Public Health's policy on academic integrity, which is based on the University policy, is available online in the Pitt Public Health Academic Handbook (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.

Accommodation for Students with Disabilities
If you have any disability for which you may require accommodation, you are encouraged to notify both your instructor and the Office of Disability Resources and Services, 140 William Pitt Union, 412-648-7890 as early as possible in the term.

Sexual Misconduct, Required Reporting, and Title IX Statement

The University is committed to combatting sexual misconduct. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University's Title IX office so that the victim may be provided appropriate resources and support options. What this means is that as your professor, I am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware.

There are two important exceptions to this requirement about which you should be aware:

A list of the designated University employees who, as counselors and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: www.titleix.pitt.edu/report/confidentiality

An important exception to the reporting requirement exists for academic work. Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University's Title IX office.

If you are the victim of sexual misconduct, Pitt encourages you to reach out to these resources:

- *Title IX Office: 412-648-7860*
- *SHARE @ the University Counseling Center: 412-648-7930 (8:30 A.M. TO 5 P.M. M-F) and 412-648-7856 (AFTER BUSINESS HOURS)*

If you have a safety concern, please contact the University of Pittsburgh Police, 412-624-2121.

Other reporting information is available here: www.titleix.pitt.edu/report-0

Statement from the Department of Gender, Sexuality, and Women's Studies [This statement was developed by Katie Pope, Title IX Coordinator, in conjunction with GSWS instructors.]

Diversity Statement

The University of Pittsburgh Graduate School of Public Health considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. Pitt Public Health is committed to creating and fostering inclusive learning environments that value human dignity and equity. Every member of our community is expected to be respectful of the individual perspectives, experiences, behaviors, worldviews, and backgrounds of others. While intellectual disagreement may be constructive, no derogatory statements, or demeaning or discriminatory behavior will be permitted.

If you feel uncomfortable or would like to discuss a situation, please contact any of the following:

- *the course instructor;*
- *the Pitt Public Health Associate Dean for Diversity at 412-624-3506 or nam137@pitt.edu;*
- *the University's Office of Diversity and Inclusion at 412-648-7860 or https://www.diversity.pitt.edu/make-report/report-form (anonymous reporting form).*

Copyright Notice

Course materials may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials. See Library of Congress Copyright Office and the University Copyright Policy.

Statement on Classroom Recording

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

TENTATIVE SCHEDULE

Dates	Textbook Chapters*	Topic	# of lectures
08/26-30	1	Probability	2
09/02-06	2	Random variables and their distributions	2
09/09-13	3	Special probability distributions (basic)	2
09/16-20	4	Joint distribution	1-2
09/23-27	5	Properties of random variables	2
09/30-10/04	6	Functions of random variables	2
10/07-11	7	Limiting distributions	1-2
10/16*		***Review***	
10/18*		***Midterm Exam***	
10/21-25	8	Statistics and Sampling	1-2
10/28-11/08	9	Point Estimation	4
11/11-15	10	Sufficiency and Completeness	1-2
11/18-22	11	Interval Estimation	2
11/27-12/01		NO CLASSES – Thanksgiving break	
12/02-06	12	Hypotheses Testing	2-3***
12/11*		***Review***	
12/13*		***Final Exam***	

** the corresponding textbook chapter (or its parts) constitute a reading part of the assignment. Assignments will be given after each lecture based on the covered material*

***tentative dates, based on assumed W/F schedule*

**** The first lecture of Chapter 12 is likely to be given before the Thanksgiving break (due to flexibility in lectures for Chapters 4,7,8, and 10). In case an extra lecture becomes available, the time will be used to additionally explain more difficult topics and better connect the material.*

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	Summer 2018	Fall 2018	Spring 2019
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	5 Martha Terry	4.5 Thistle Elias	
BIOST 2011	3.37 Ada Youk			*not evaluated* Ada Youk	4.74 Jenna Carlson			3.81 Shyamal Peddada			
BIOST 2041	4.56 Sally Morton			3.55 John Wilson			3.01 Laurel Chiapetta			4.4 Jenna Carlson	
BIOST 2042		---------- Stewart Anderson									
EOH 2013		3.65 Aaron Barchowsky			3.66 Aaron Barchowsky			4.08 Aaron Barchowsky			4.08 Aaron Barchowsky
EPIDEM 2110	3.77 Tom Songer		---------- Tom Songer	4.04 Tom Songer		4.27 Tom Songer	4.22 Tom Songer		3.32 Thomas Songer	3.92 Thomas Songer	3.92 Thomas 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		4.74 Alton James	4.74 Alton 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		4.75 | 4.63 Jeremy Martinson | Ryan Minster	4.47 | 4.68 Candace Kammerer | Jeremy Martinson	4.47 | 4.68 Candace Kammerer | Jeremy Martinson
PUBHLT 2033										4 Jessica Burke	4 Jessica Burke
PUBHLT 2034*										3.8 | 3.89 Eleanor Feingold 2.33 | 2.5 Steven Fine	3.8 | 3.89 Eleanor Feingold 2.33 | 2.5 Steven Fine
PUBHLT 2016/PUBHLT 2035*	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	4.29 | 4.43 Candace Kammerer | Ryan Minster	4.05 | 3.35 Elizabeth Felter	4.05 | 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 2019 - Aaron Barchowsky

EOH 2013 - ENVIRONMENTAL HEALTH & DISEASE - 1030 - Lecture

Project Title: **2194 - Teaching Survey Spring 2019**

Courses Audience: **129**
Responses Received: **57**
Response Rate: **44.19%**

Subject Details	
Name	EOH 2013 - ENVIRONMENTAL HEALTH & DISEASE - 1030 - Lecture
DEPARTMENT_CD	EOH
CAMPUS_CD	PIT
SCHOOL_CD	PUBHL
CLASS_NBR	13888
SECTION_NUMBER	1030
TERM_NUMBER	2194
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
- Additional School or Department Questions (if applicable)

Creation Date: **Tuesday, April 30, 2019**

University Questions

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

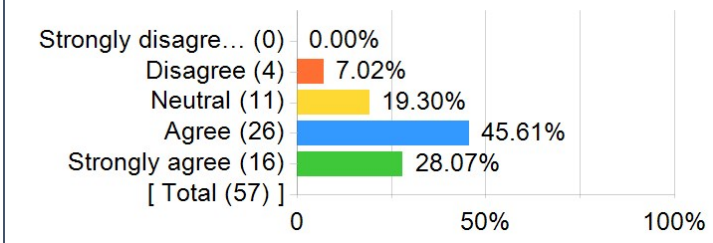
Question	Results		
	Response Count	Mean	Standard Deviation
The instructor stimulated my thinking.	57	3.95	0.87
The instructor was enthusiastic about teaching the course.	57	4.23	0.87
The instructor presented the course in an organized manner.	57	4.09	0.93
The instructor maintained an environment where students felt comfortable participating.	56	4.16	0.73
The instructor maintained an environment where students felt comfortable seeking assistance.	57	4.18	0.83
The instructor provided helpful feedback.	56	3.73	1.04
Assignments contributed to my understanding of the subject.	55	3.95	0.95

Instructor's overall teaching effectiveness

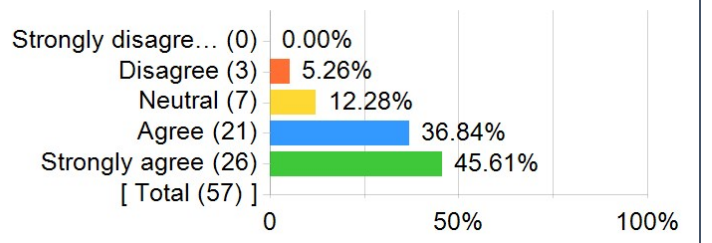
Question	Results		
	Response Count	Mean	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	57	3.95	0.95

Instructor Items: Detailed Results

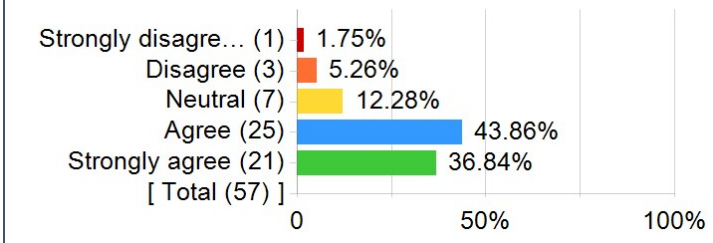
1. The instructor stimulated my thinking.



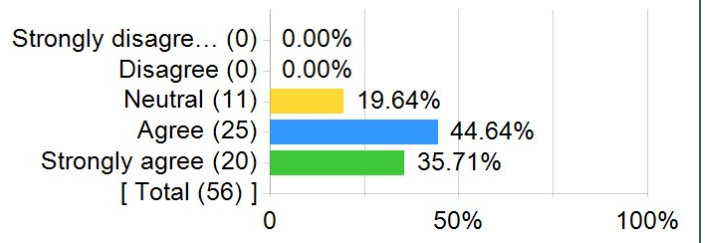
2. The instructor was enthusiastic about teaching the course.



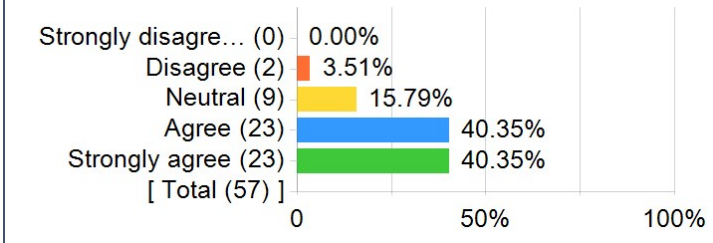
3. The instructor presented the course in an organized manner.



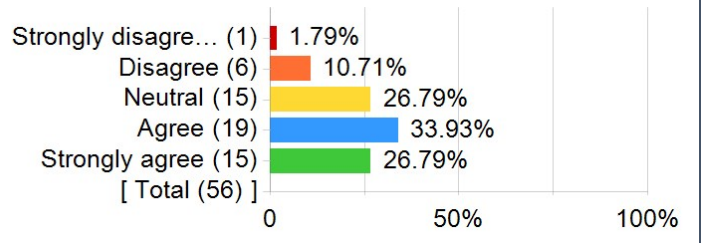
4. The instructor maintained an environment where students felt comfortable participating.



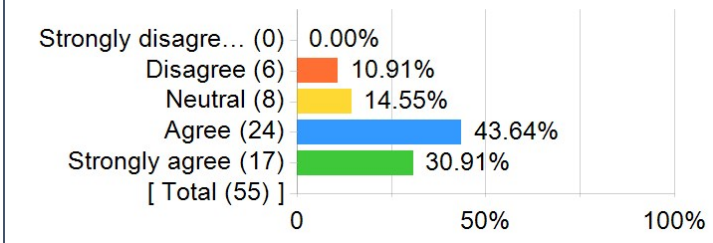
5. The instructor maintained an environment where students felt comfortable seeking assistance.



6. The instructor provided helpful feedback.

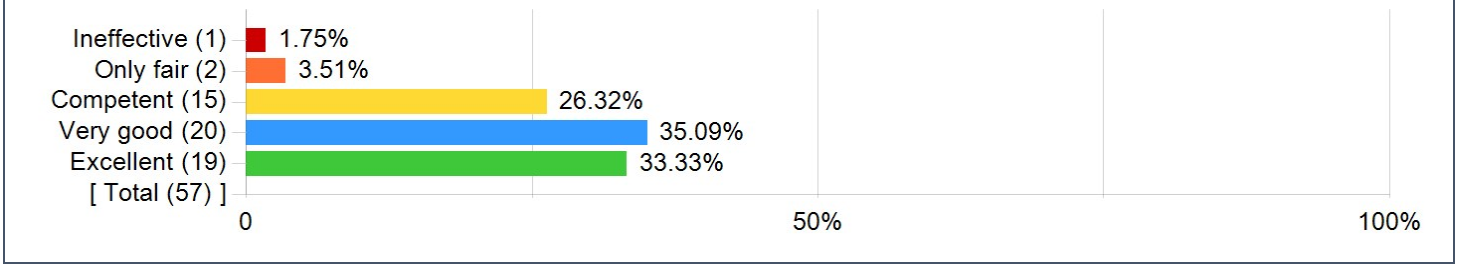


7. Assignments contributed to my understanding of the subject.



Instructor's overall teaching effectiveness:

1. Express your judgment of the instructor's overall teaching effectiveness.



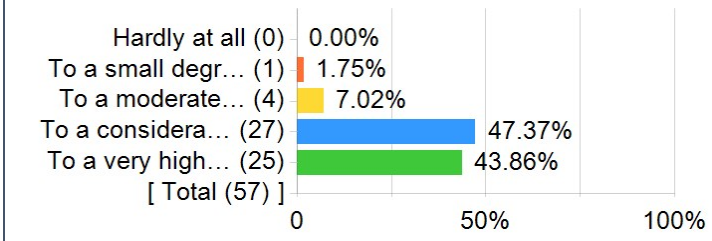
GSPH Questions

GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

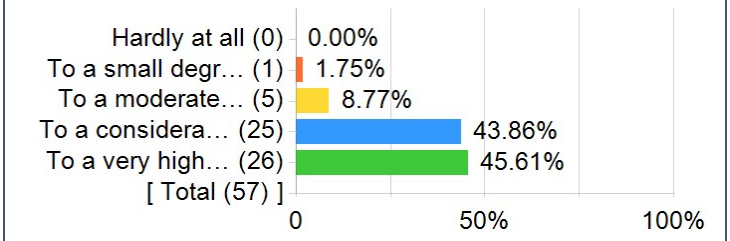
Question	Results				
	Response Count	Mean	Standard Deviation	Min	Max
Course objectives were presented.	57	4.33	0.69	2.00	5.00
Stated objectives agreed with what was taught.	57	4.33	0.72	2.00	5.00
Course made a worthwhile contribution to my professional development.	57	3.60	1.25	1.00	5.00
Assigned work was appropriate to credits.	57	4.25	0.91	1.00	5.00
Course content reflected recent developments in the field.	56	4.41	0.68	2.00	5.00
Course content duplicated that of other courses I have taken.	57	2.21	1.39	1.00	5.00
Would you recommend this course to other students?	57	3.53	1.27	1.00	5.00

GSPH Course Items: Detailed Results

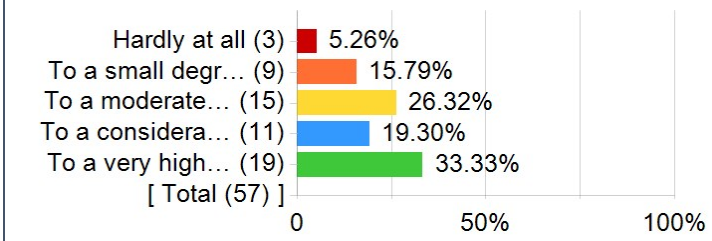
1. Course objectives were presented.



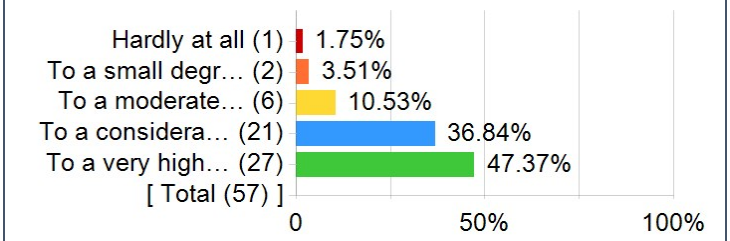
2. Stated objectives agreed with what was taught.



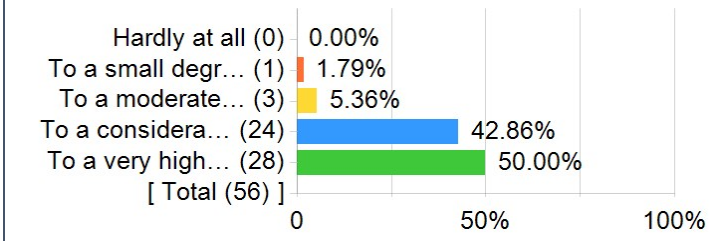
3. Course made a worthwhile contribution to my professional development.



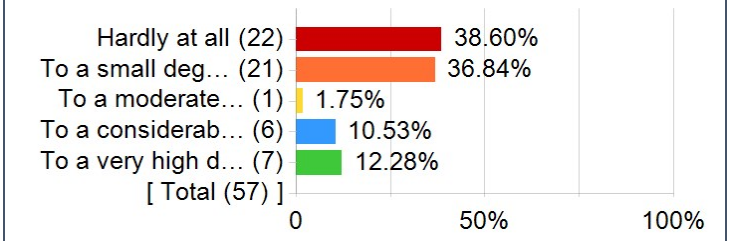
4. Assigned work was appropriate to credits.



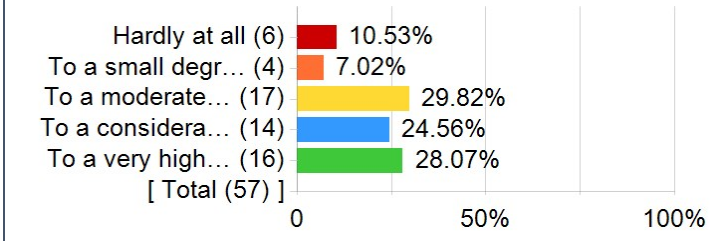
5. Course content reflected recent developments in the field.



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

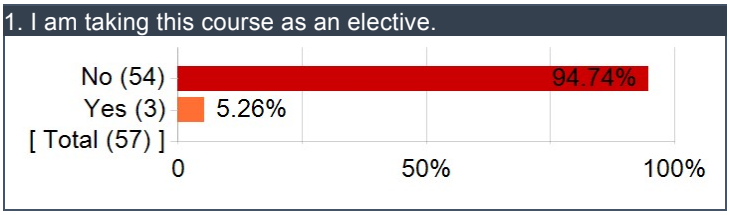


7. Would you recommend this course to other students?

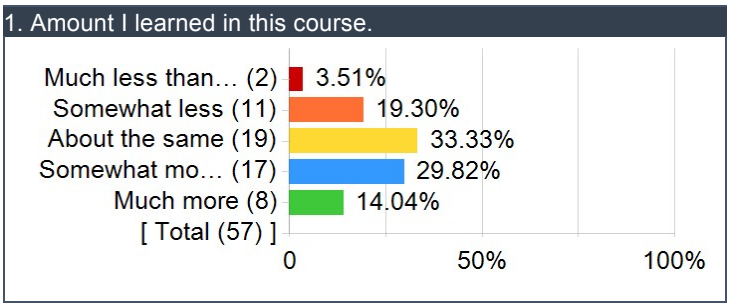


Additional GSPH Course Items

I am taking this course as an elective.

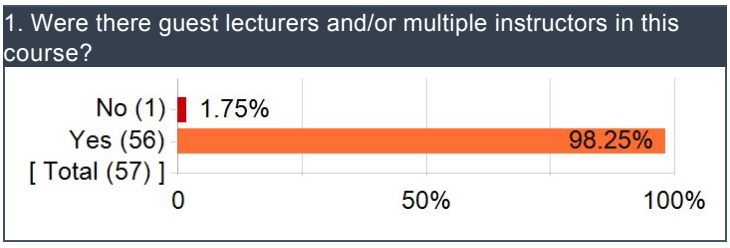


Compared to other courses, in this course I have learned:

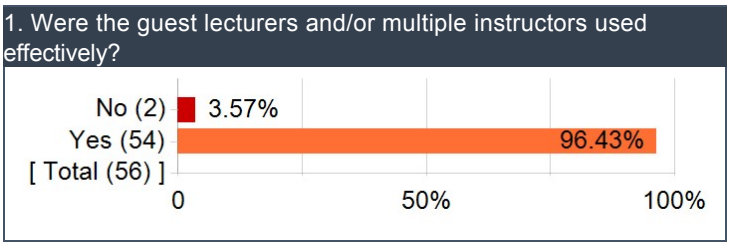


Guest Lecturers and/or Multiple Instructors

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

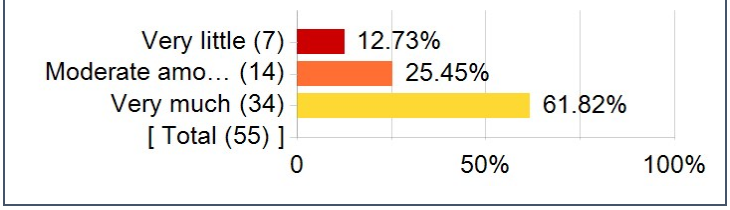


Were the guest lecturers and/or multiple instructors used effectively?

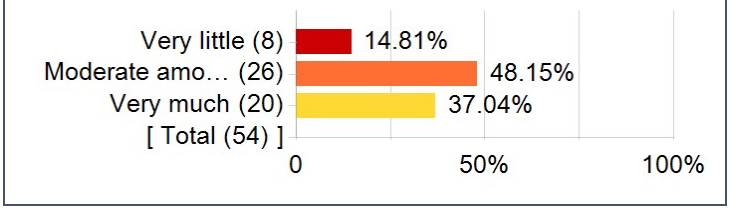


Rate each of the following according to how much it contributed to your attainment of the course objectives.

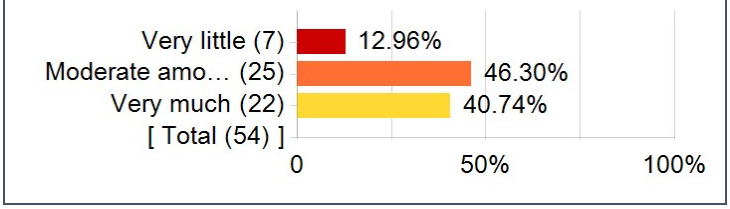
1. Lectures



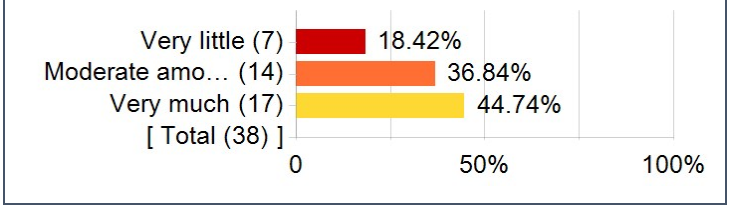
2. Discussions



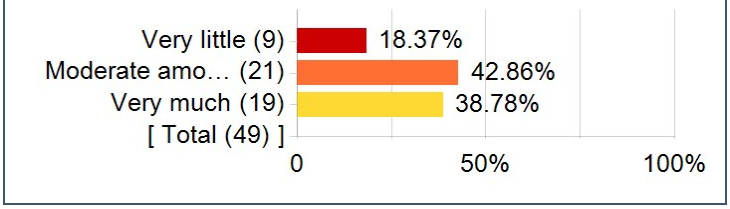
3. Readings



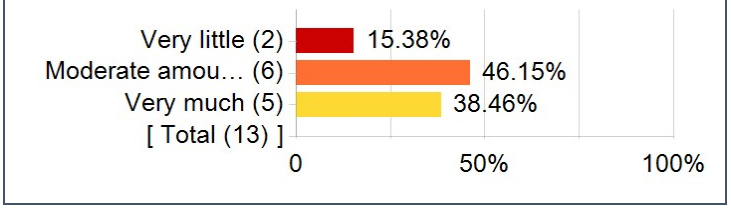
4. Audio-visuals



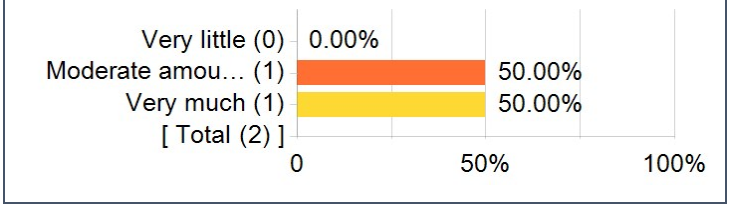
5. Assignments (exams, projects, and written papers)



6. Classroom activities



7. Lab / Recitation



University of Pittsburgh

Copy of Spring 2019 - Wendy Braund

PUBHLT 2033 - FOUNDATIONS IN PUBLIC HEALTH - 1010 - Seminar

Project Title: **2194 - Teaching Survey Spring 2019**

Courses Audience: **19**
Responses Received: **7**
Response Rate: **36.84%**

Subject Details	
Name	PUBHLT 2033 - FOUNDATIONS IN PUBLIC HEALTH - 1010 - Seminar
DEPARTMENT_CD	GSPH-DEAN
CAMPUS_CD	PIT
SCHOOL_CD	PUBHL
CLASS_NBR	30797
SECTION_NUMBER	1010
TERM_NUMBER	2194
COURSE_TYPE	Seminar
CLASS_ATTRIBUTE	
First Name	Wendy
Last Name	Braund
RANK_DESCR	Professor
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

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

Creation Date: **Tuesday, April 30, 2019**

University Questions

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

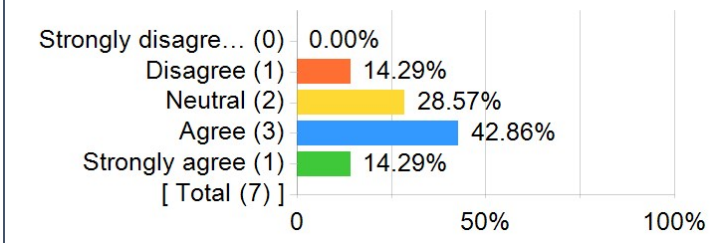
Question	Results		
	Response Count	Mean	Standard Deviation
The instructor stimulated my thinking.	7	3.57	0.98
The instructor was enthusiastic about teaching the course.	7	3.86	0.90
The instructor presented the course in an organized manner.	7	4.00	1.00
The instructor maintained an environment where students felt comfortable participating.	7	3.71	0.95
The instructor maintained an environment where students felt comfortable seeking assistance.	7	3.86	1.07
The instructor provided helpful feedback.	7	3.57	0.98
Assignments contributed to my understanding of the subject.	7	4.14	0.69

Instructor's overall teaching effectiveness

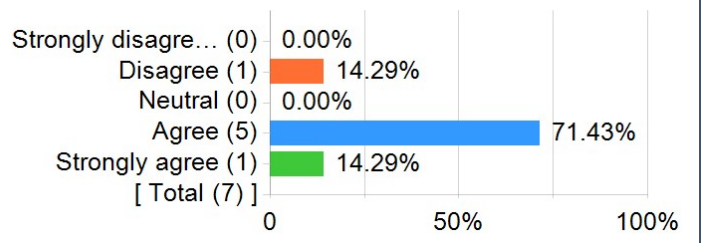
Question	Results		
	Response Count	Mean	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	7	4.00	0.82

Instructor Items: Detailed Results

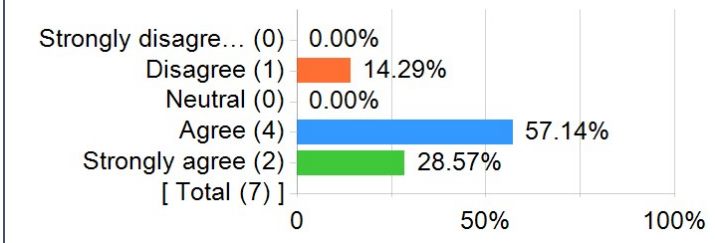
1. The instructor stimulated my thinking.



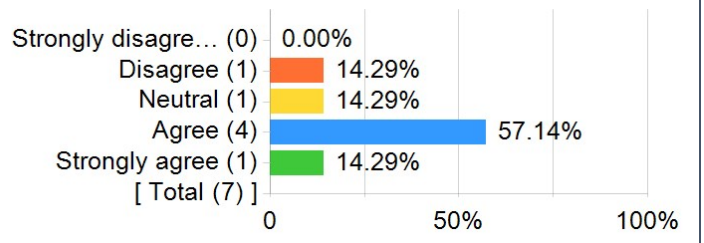
2. The instructor was enthusiastic about teaching the course.



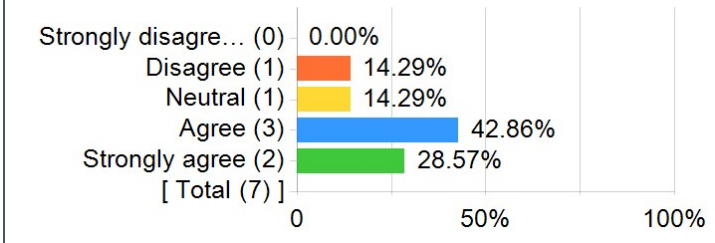
3. The instructor presented the course in an organized manner.



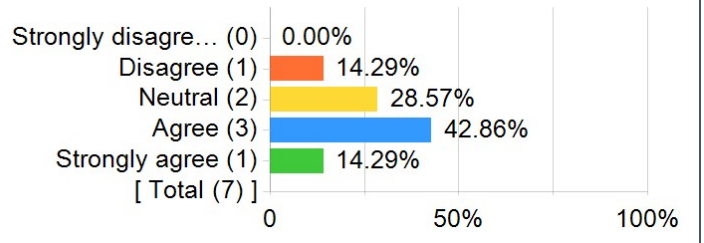
4. The instructor maintained an environment where students felt comfortable participating.



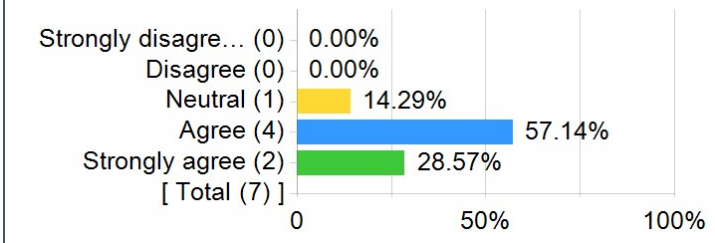
5. The instructor maintained an environment where students felt comfortable seeking assistance.



6. The instructor provided helpful feedback.

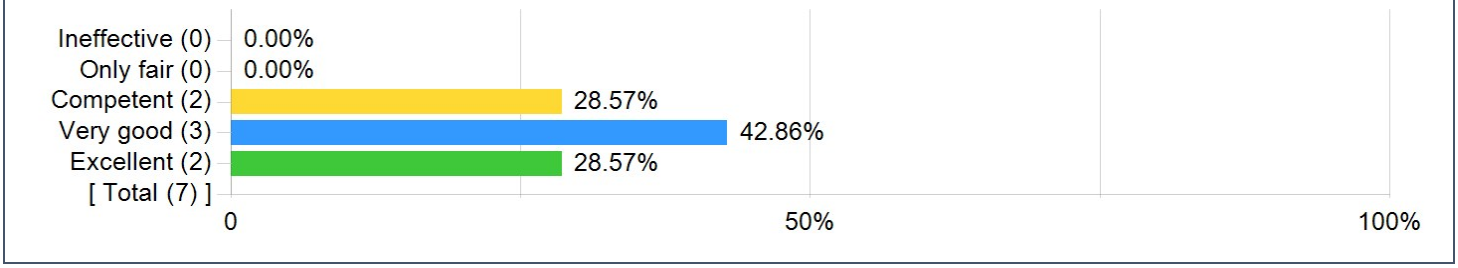


7. Assignments contributed to my understanding of the subject.



Instructor's overall teaching effectiveness:

1. Express your judgment of the instructor's overall teaching effectiveness.



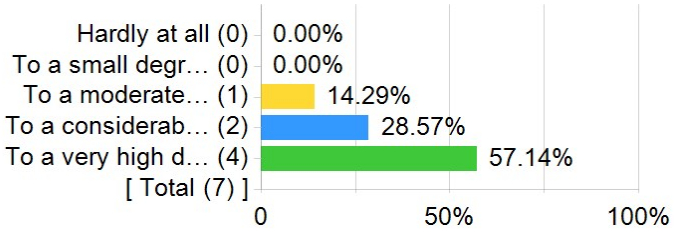
GSPH Questions

GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

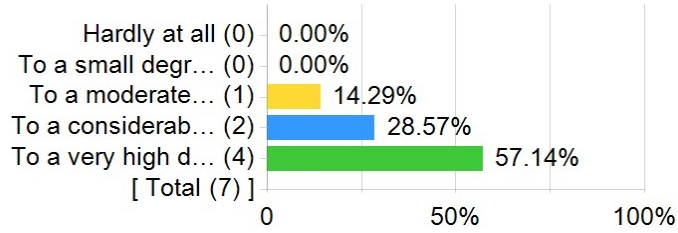
Question	Results				
	Response Count	Mean	Standard Deviation	Min	Max
Course objectives were presented.	7	4.43	0.79	3.00	5.00
Stated objectives agreed with what was taught.	7	4.43	0.79	3.00	5.00
Course made a worthwhile contribution to my professional development.	7	3.71	1.50	1.00	5.00
Assigned work was appropriate to credits.	7	4.43	0.79	3.00	5.00
Course content reflected recent developments in the field.	7	4.43	0.79	3.00	5.00
Course content duplicated that of other courses I have taken.	7	3.00	1.41	1.00	5.00
Would you recommend this course to other students?	7	3.43	1.27	1.00	5.00

GSPH Course Items: Detailed Results

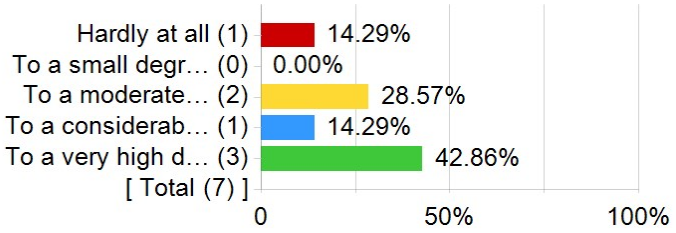
1. Course objectives were presented.



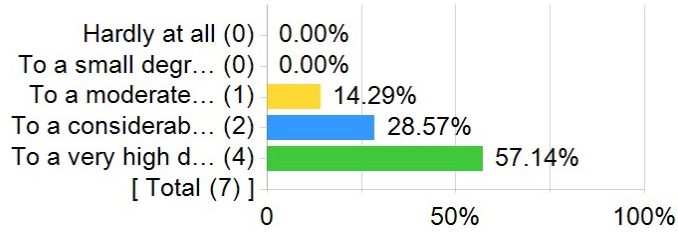
2. Stated objectives agreed with what was taught.



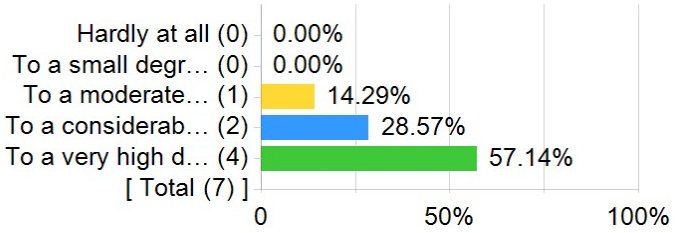
3. Course made a worthwhile contribution to my professional development.



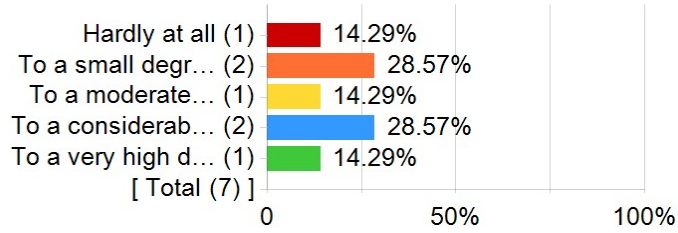
4. Assigned work was appropriate to credits.



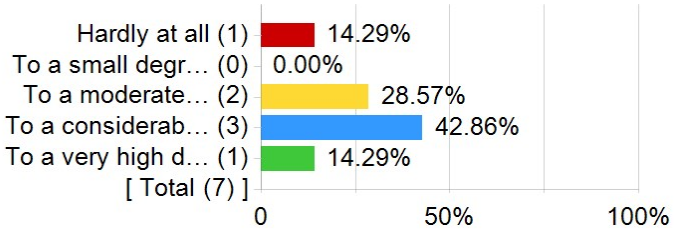
5. Course content reflected recent developments in the field.



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

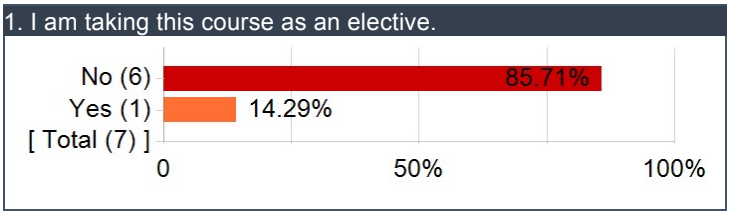


7. Would you recommend this course to other students?

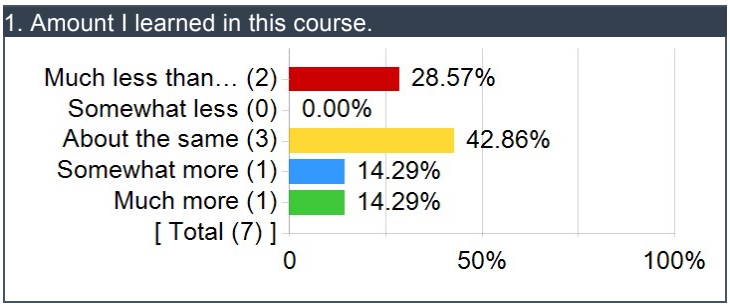


Additional GSPH Course Items

I am taking this course as an elective.

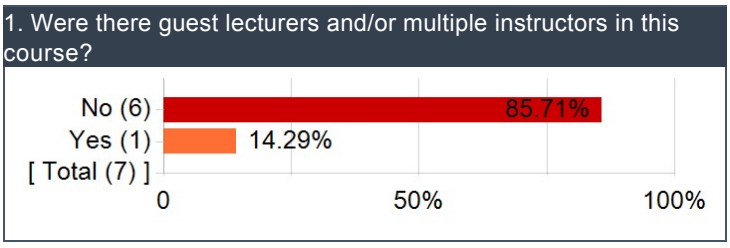


Compared to other courses, in this course I have learned:

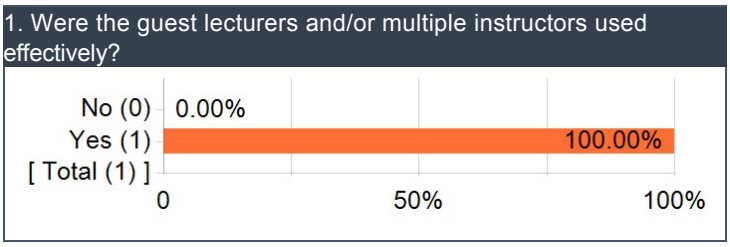


Guest Lecturers and/or Multiple Instructors

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

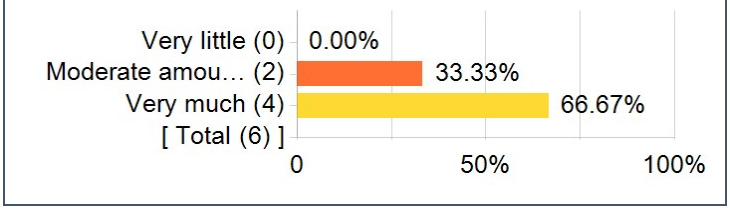


Were the guest lecturers and/or multiple instructors used effectively?

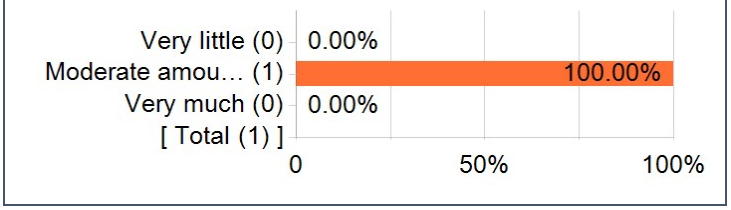


Rate each of the following according to how much it contributed to your attainment of the course objectives.

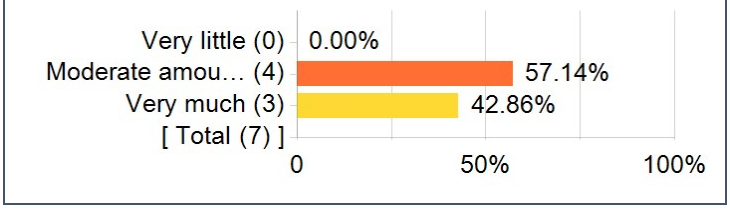
1. Lectures



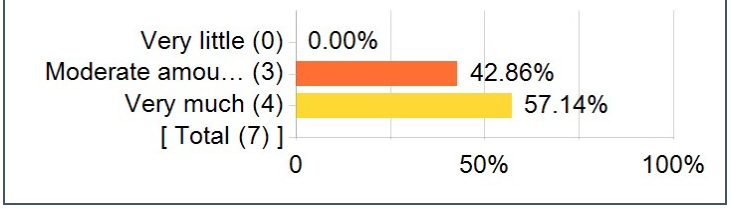
2. Discussions



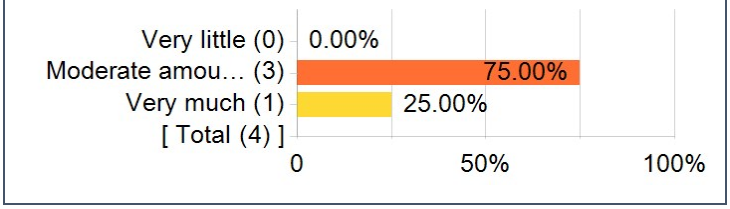
3. Readings



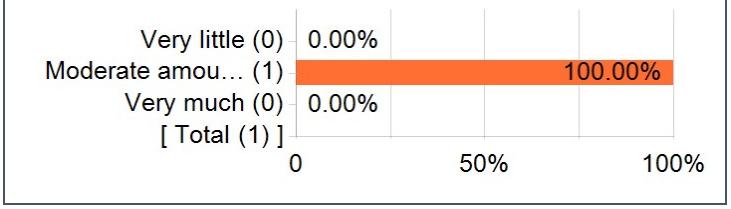
4. Audio-visuals



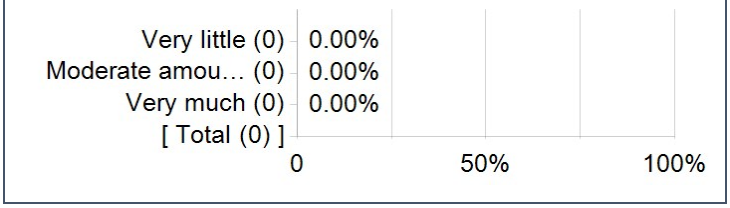
5. Assignments (exams, projects, and written papers)



6. Classroom activities



7. Lab / Recitation



University of Pittsburgh

Copy of Spring 2019 - Jenna Carlson

BIOST 2011 - PRINCIPLS STATISTICAL REASNING - 1020 - Lecture

Project Title: **2194 - Teaching Survey Spring 2019**

Courses Audience: **48**
Responses Received: **23**
Response Rate: **47.92%**

Subject Details	
Name	BIOST 2011 - PRINCIPLS STATISTICAL REASNING - 1020 - Lecture
DEPARTMENT_CD	BIOST
CAMPUS_CD	PIT
SCHOOL_CD	PUBHL
CLASS_NBR	26641
SECTION_NUMBER	1020
TERM_NUMBER	2194
COURSE_TYPE	Lecture
CLASS_ATTRIBUTE	
First Name	Jenna
Last Name	Carlson
RANK_DESCR	Assistant Professor
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

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

Creation Date: **Tuesday, April 30, 2019**

University Questions

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

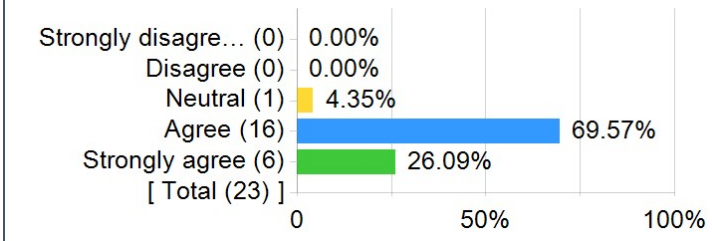
Question	Results		
	Response Count	Mean	Standard Deviation
The instructor stimulated my thinking.	23	4.22	0.52
The instructor was enthusiastic about teaching the course.	23	4.70	0.47
The instructor presented the course in an organized manner.	23	4.57	0.79
The instructor maintained an environment where students felt comfortable participating.	23	4.39	0.72
The instructor maintained an environment where students felt comfortable seeking assistance.	23	4.57	0.66
The instructor provided helpful feedback.	22	4.41	0.67
Assignments contributed to my understanding of the subject.	23	4.52	0.59

Instructor's overall teaching effectiveness

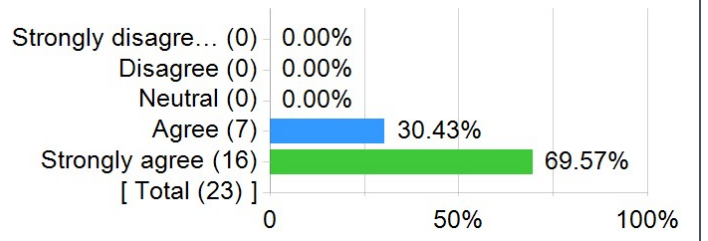
Question	Results		
	Response Count	Mean	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	23	4.74	0.54

Instructor Items: Detailed Results

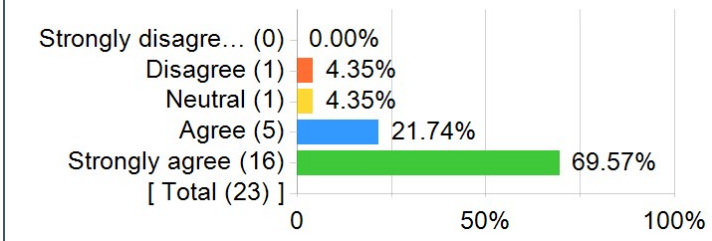
1. The instructor stimulated my thinking.



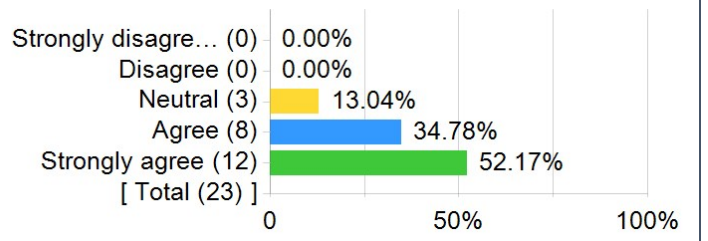
2. The instructor was enthusiastic about teaching the course.



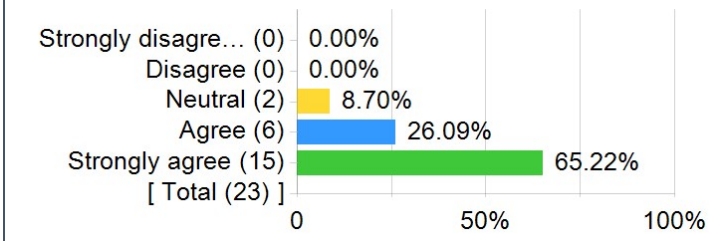
3. The instructor presented the course in an organized manner.



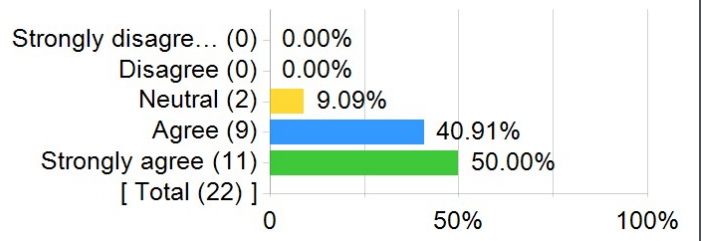
4. The instructor maintained an environment where students felt comfortable participating.



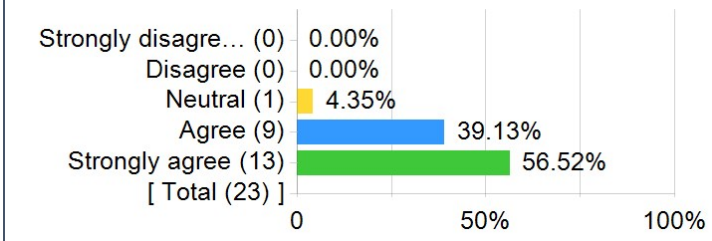
5. The instructor maintained an environment where students felt comfortable seeking assistance.



6. The instructor provided helpful feedback.

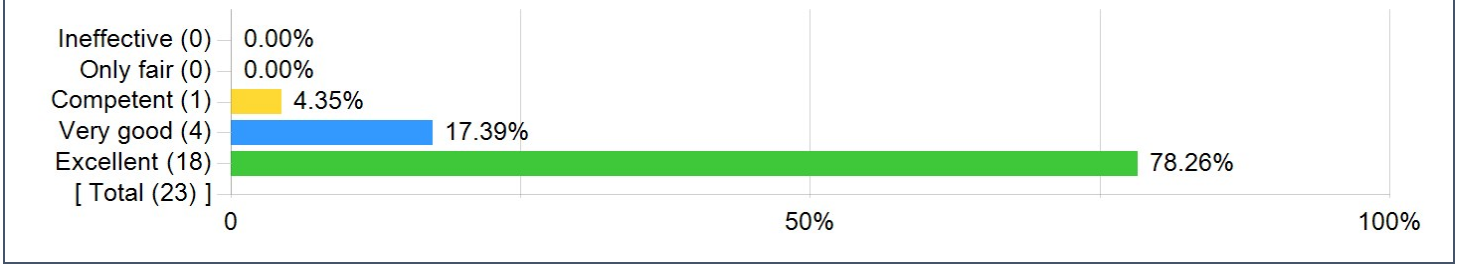


7. Assignments contributed to my understanding of the subject.



Instructor's overall teaching effectiveness:

1. Express your judgment of the instructor's overall teaching effectiveness.



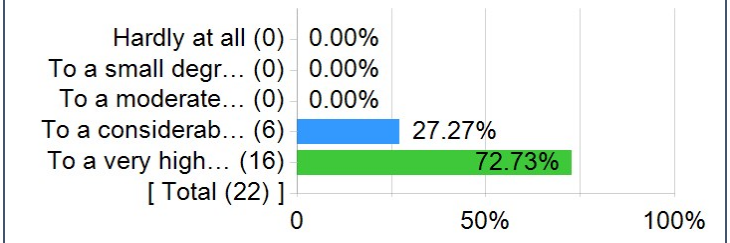
GSPH Questions

GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

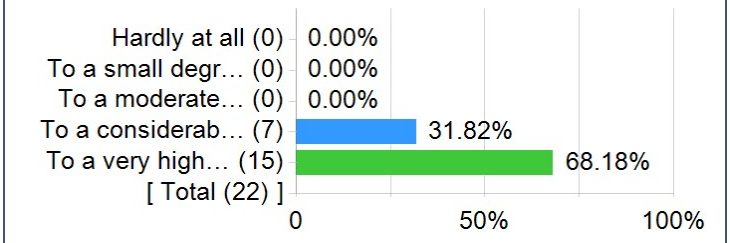
Question	Results				
	Response Count	Mean	Standard Deviation	Min	Max
Course objectives were presented.	22	4.73	0.46	4.00	5.00
Stated objectives agreed with what was taught.	22	4.68	0.48	4.00	5.00
Course made a worthwhile contribution to my professional development.	22	4.05	0.79	3.00	5.00
Assigned work was appropriate to credits.	22	4.41	0.73	2.00	5.00
Course content reflected recent developments in the field.	22	4.00	0.93	2.00	5.00
Course content duplicated that of other courses I have taken.	22	2.64	1.40	1.00	5.00
Would you recommend this course to other students?	22	3.95	1.09	1.00	5.00

GSPH Course Items: Detailed Results

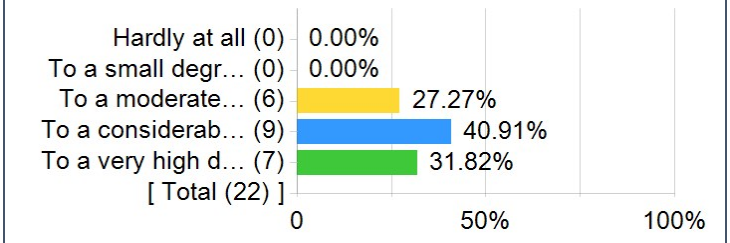
1. Course objectives were presented.



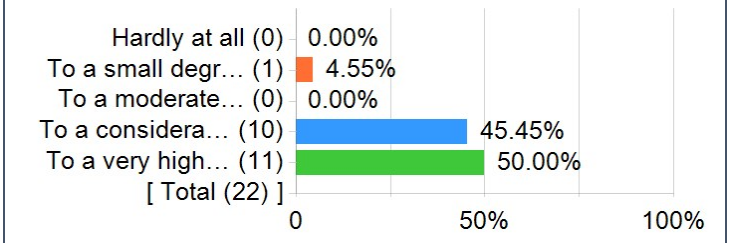
2. Stated objectives agreed with what was taught.



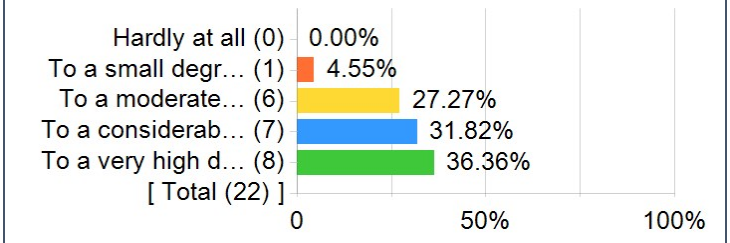
3. Course made a worthwhile contribution to my professional development.



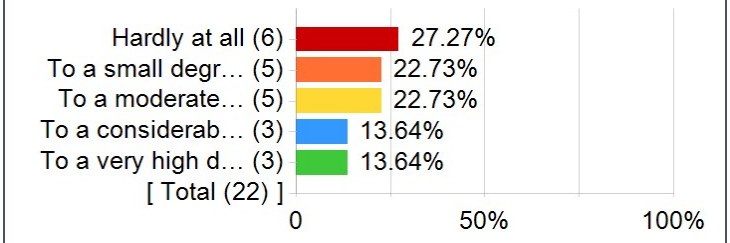
4. Assigned work was appropriate to credits.



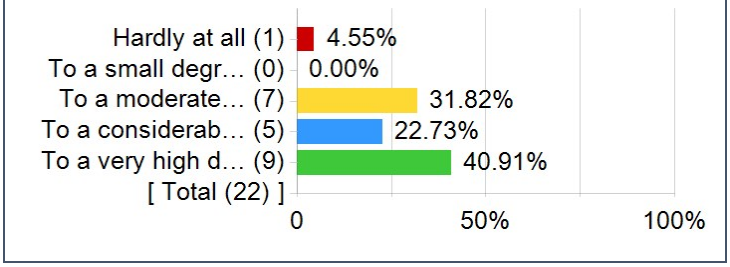
5. Course content reflected recent developments in the field.



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

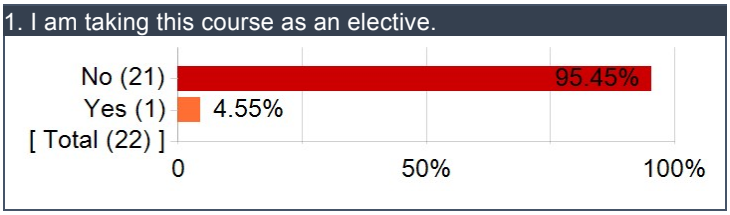


7. Would you recommend this course to other students?

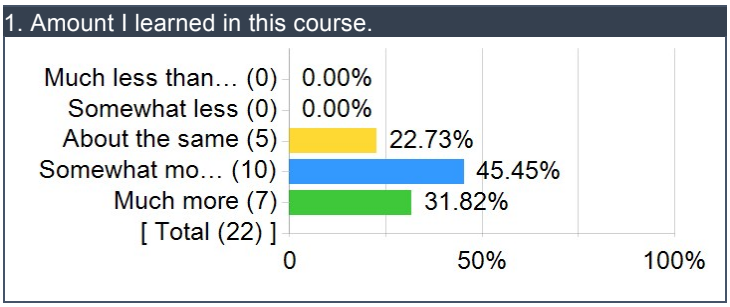


Additional GSPH Course Items

I am taking this course as an elective.

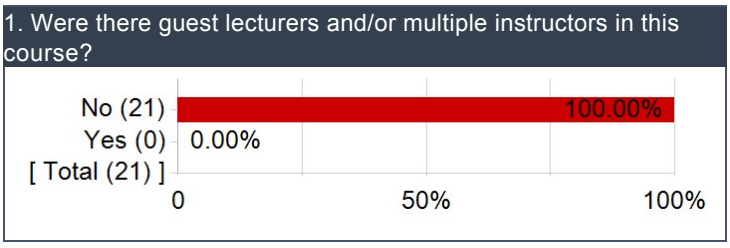


Compared to other courses, in this course I have learned:



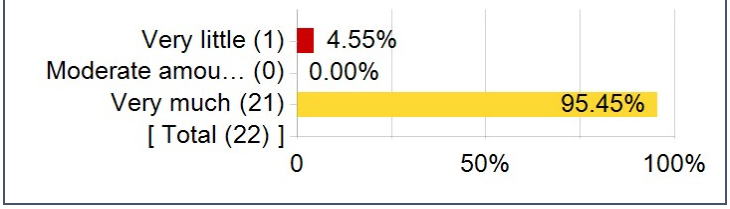
Guest Lecturers and/or Multiple Instructors

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

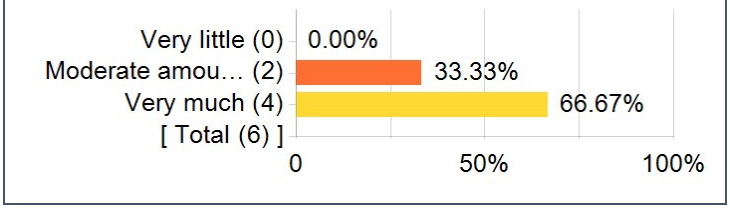


Rate each of the following according to how much it contributed to your attainment of the course objectives.

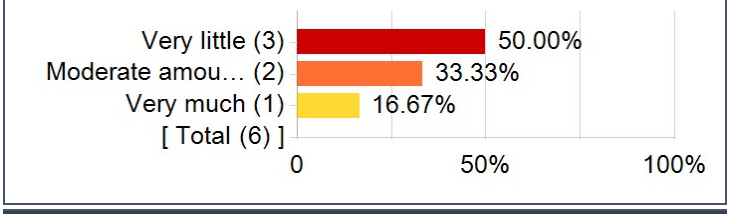
1. Lectures



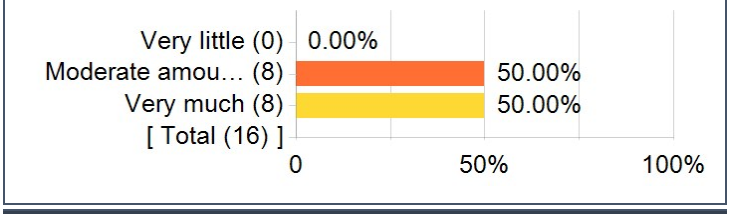
2. Discussions



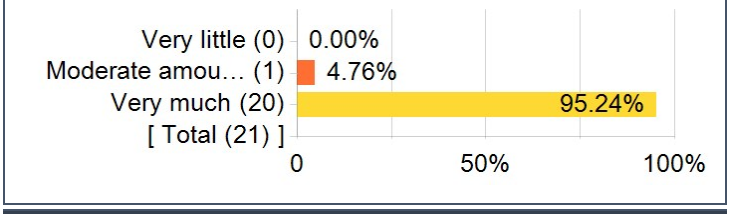
3. Readings



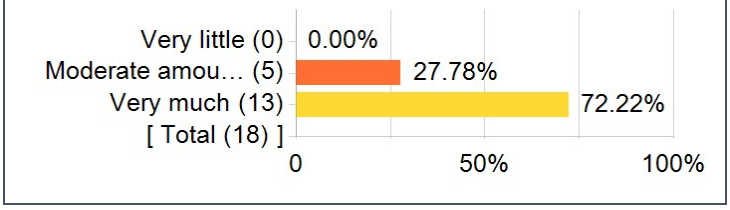
4. Audio-visuals



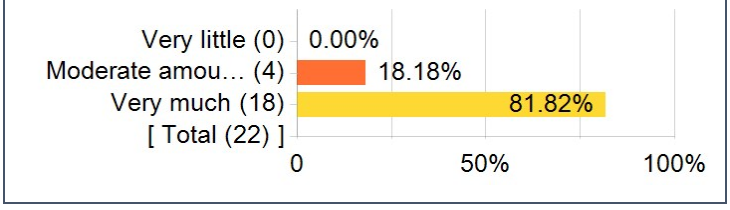
5. Assignments (exams, projects, and written papers)



6. Classroom activities



7. Lab / Recitation



University of Pittsburgh

Copy of Spring 2019 - Jenna Carlson

BIOST 2011 - PRINCIPLS STATISTICAL REASNING - 1030 - Recitation

Project Title: **2194 - Teaching Survey Spring 2019**

Courses Audience: **48**
Responses Received: **18**
Response Rate: **37.50%**

Subject Details	
Name	BIOST 2011 - PRINCIPLS STATISTICAL REASNING - 1030 - Recitation
DEPARTMENT_CD	BIOST
CAMPUS_CD	PIT
SCHOOL_CD	PUBHL
CLASS_NBR	26642
SECTION_NUMBER	1030
TERM_NUMBER	2194
COURSE_TYPE	Recitation
CLASS_ATTRIBUTE	
First Name	Jenna
Last Name	Carlson
RANK_DESCR	Assistant Professor
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

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

Creation Date: **Tuesday, April 30, 2019**

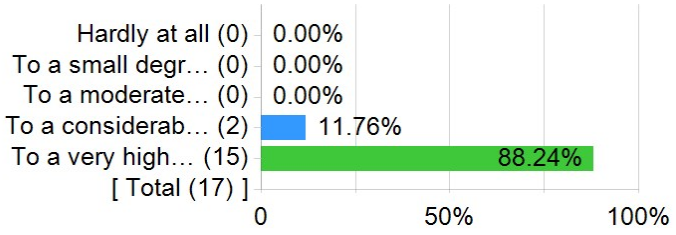
RECITATION Questions

Instructor Summary of Results

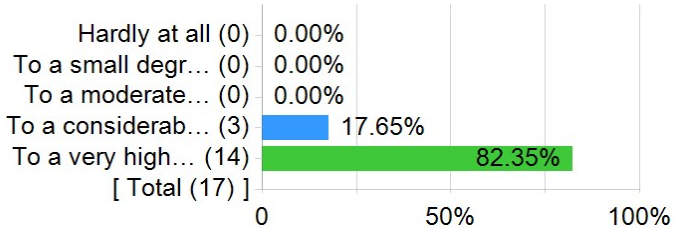
Question	Results		
	Response Count	Mean	Standard Deviation
The recitation instructor was well-prepared for the recitations.	17	4.88	0.33
The recitation instructor appeared knowledgeable about course subject matter.	17	4.82	0.39
The recitation instructor clarified material covered in course lectures.	17	4.76	0.44
The recitation instructor showed interest in helping students understand the material.	18	4.83	0.38
The recitation instructor returned assignments within a reasonable amount of time.	18	4.56	0.62
The recitation instructor was concerned about students' progress in the course.	17	4.65	0.49
The recitation instructor provided helpful answers to students' questions.	18	4.78	0.43
The recitation instructor treated students with respect.	18	4.89	0.32
The recitation instructor provided constructive feedback on assignments.	18	4.78	0.43
The recitation instructor maintained an environment in which students felt comfortable asking questions.	18	4.89	0.32
The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*	12	4.67	0.49
The recitation instructor communicates effectively.	18	4.78	0.43
The recitation instructor comprehends students' communication.	17	4.76	0.44
The recitation instructor led this recitation effectively.	17	4.88	0.33

Instructor Evaluation: Detailed Results

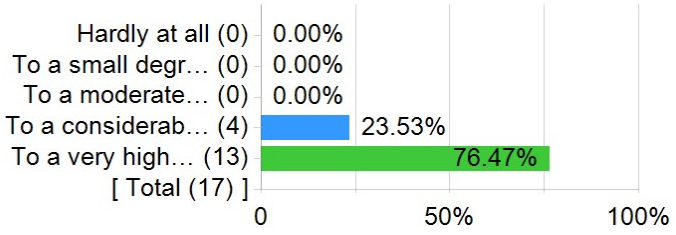
1. The recitation instructor was well-prepared for the recitations.



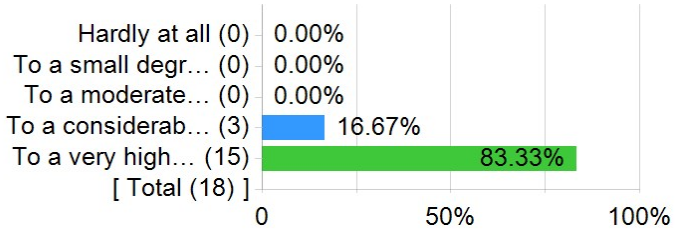
2. The recitation instructor appeared knowledgeable about course subject matter.



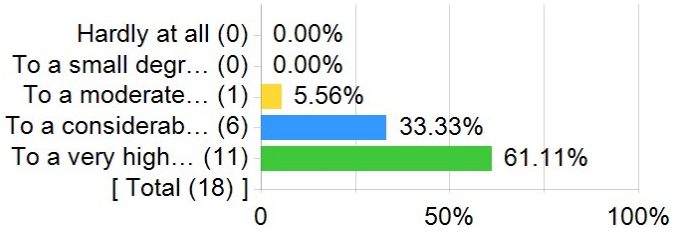
3. The recitation instructor clarified material covered in course lectures.



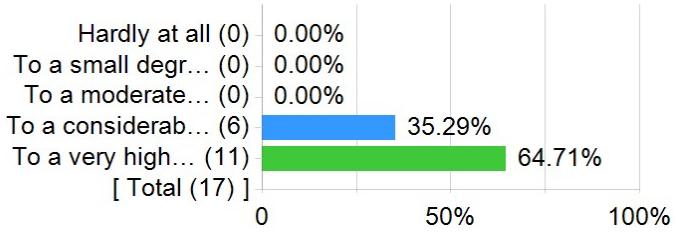
4. The recitation instructor showed interest in helping students understand the material.



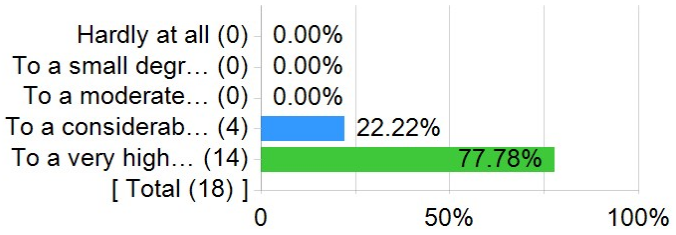
5. The recitation instructor returned assignments within a reasonable amount of time.



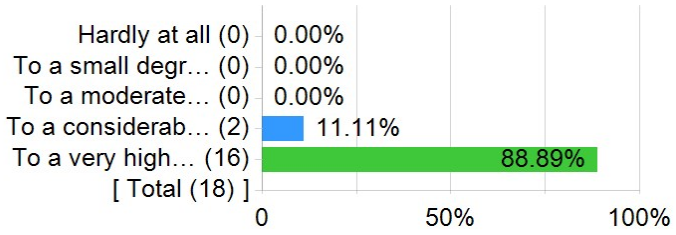
6. The recitation instructor was concerned about students' progress in the course.



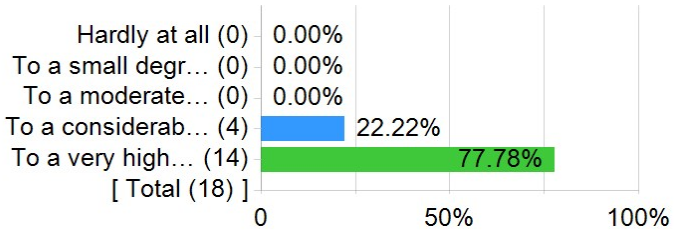
7. The recitation instructor provided helpful answers to students' questions.



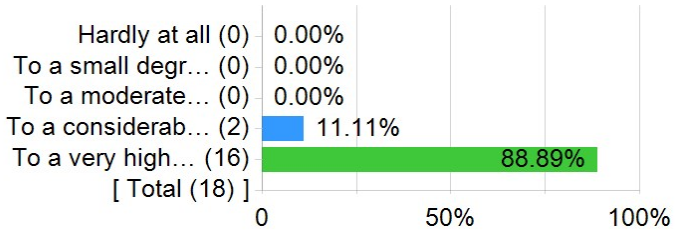
8. The recitation instructor treated students with respect.



9. The recitation instructor provided constructive feedback on assignments.

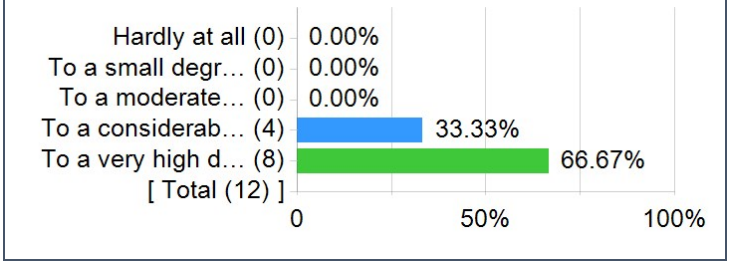


10. The recitation instructor maintained an environment in which students felt comfortable asking questions.

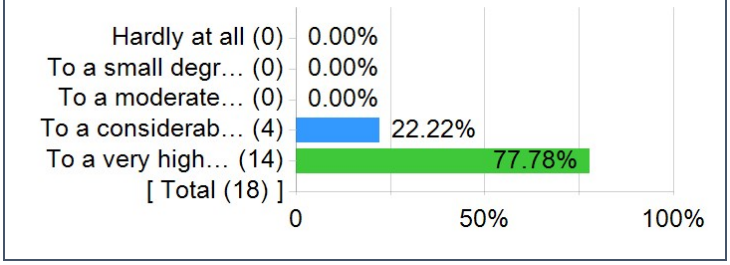


Instructor Evaluation: Detailed Results (continued)

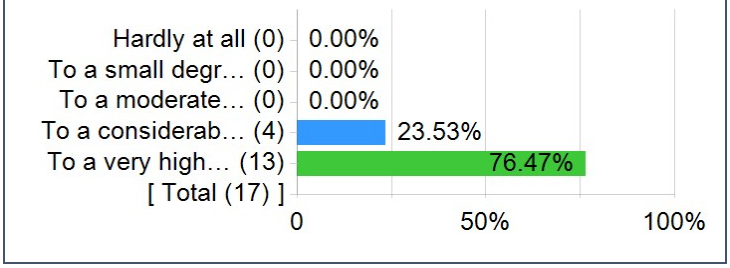
11. The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*



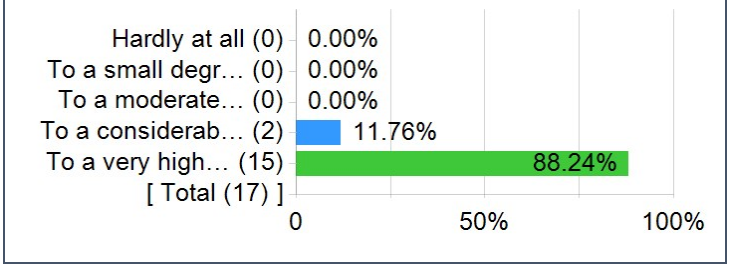
12. The recitation instructor communicates effectively.



13. The recitation instructor comprehends students' communication.

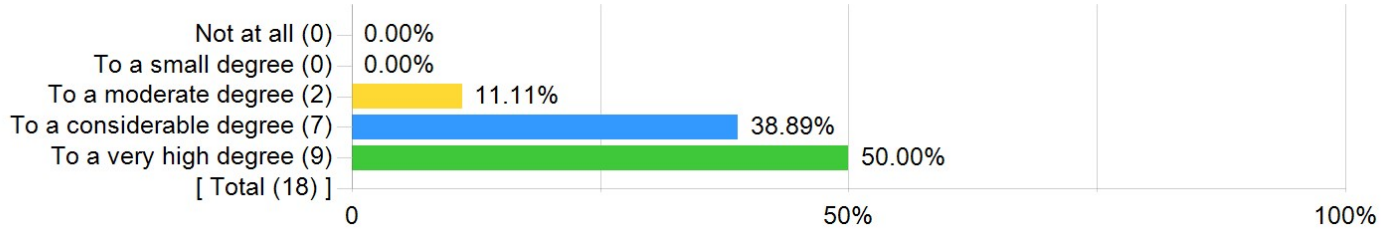


14. The recitation instructor led this recitation effectively.



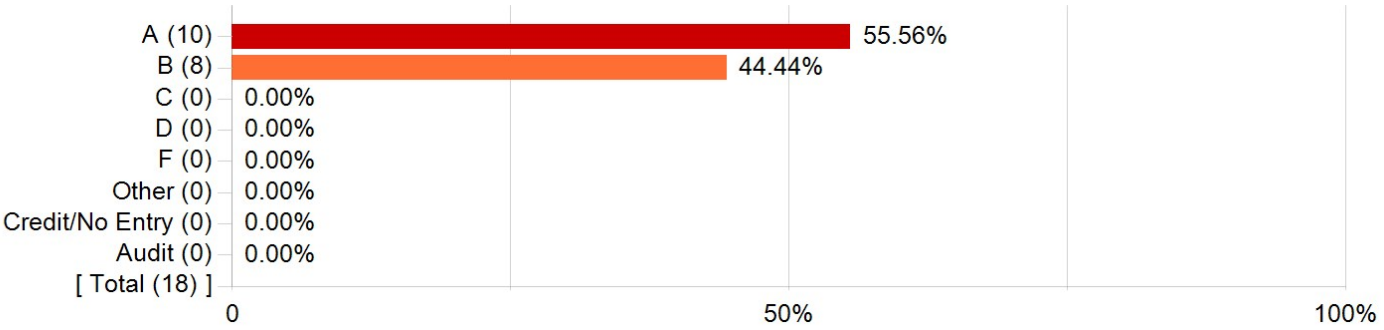
Did the recitations contribute to your learning in this course?

1. Did the recitations contribute to your learning in this course?



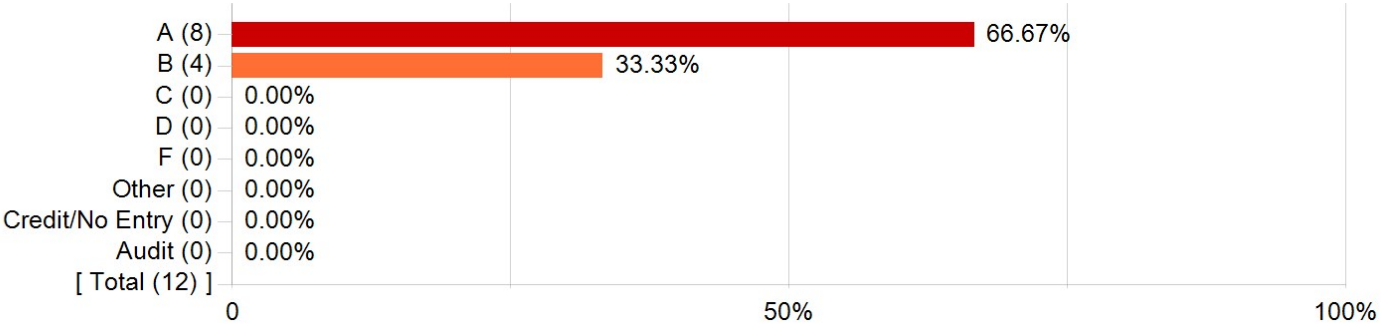
What grade do you expect in the course?

1. What grade do you expect in the course?



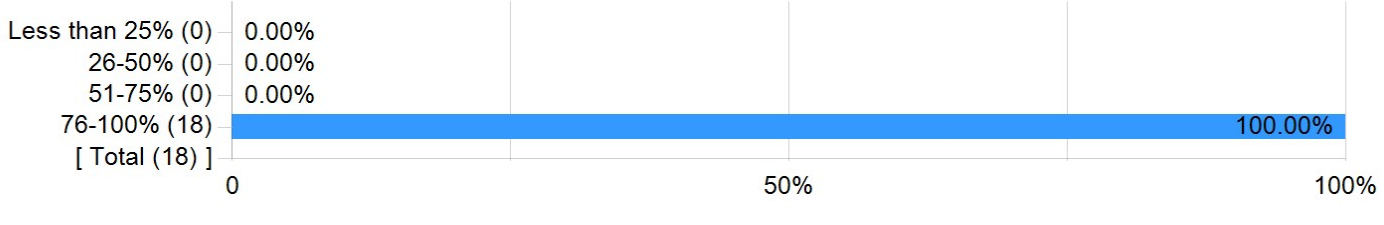
What grade do you expect in this recitation?

1. What grade do you expect in this recitation?



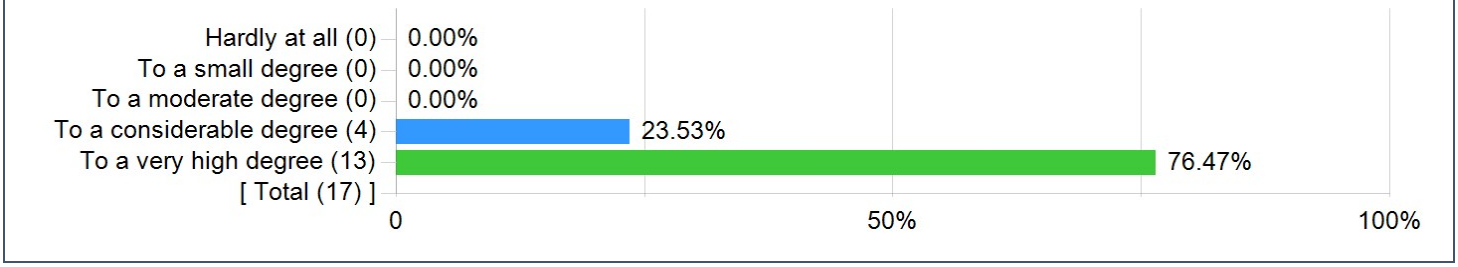
What percent of the recitations did you attend?

1. What percent of the recitations did you attend?



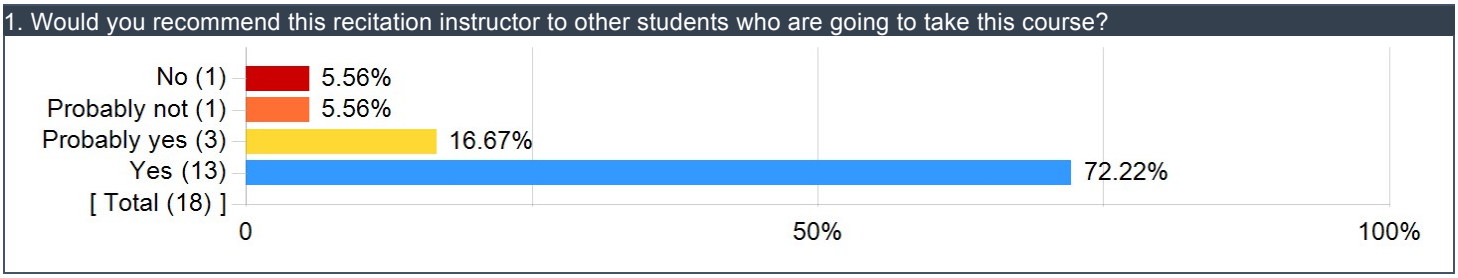
The material covered in recitation is well connected to the lectures.

1. 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?

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



University of Pittsburgh

Copy of Spring 2019 - Julie Donohue

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

Project Title: **2194 - Teaching Survey Spring 2019**

Courses Audience: **63**
Responses Received: **28**
Response Rate: **44.44%**

Subject Details	
Name	HPM 2001 - HLTH POLC & MGT IN PUBLC HLTH - 1070 - Lecture
DEPARTMENT_CD	HPM
CAMPUS_CD	PIT
SCHOOL_CD	PUBHL
CLASS_NBR	13886
SECTION_NUMBER	1070
TERM_NUMBER	2194
COURSE_TYPE	Lecture
CLASS_ATTRIBUTE	WEB
First Name	Julie
Last Name	Donohue
RANK_DESCR	Professor
TENURE	T

Report Comments

Table of Contents:

Instructor and Course Survey Results:

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

Creation Date: **Tuesday, April 30, 2019**

University Questions

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

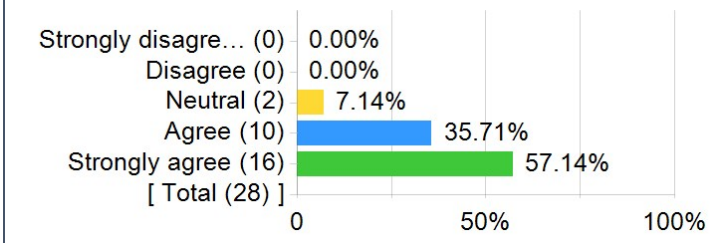
Question	Results		
	Response Count	Mean	Standard Deviation
The instructor stimulated my thinking.	28	4.50	0.64
The instructor was enthusiastic about teaching the course.	28	4.71	0.53
The instructor presented the course in an organized manner.	27	4.52	0.64
The instructor maintained an environment where students felt comfortable participating.	28	4.54	0.69
The instructor maintained an environment where students felt comfortable seeking assistance.	28	4.54	0.74
The instructor provided helpful feedback.	28	4.14	0.93
Assignments contributed to my understanding of the subject.	28	4.32	0.82

Instructor's overall teaching effectiveness

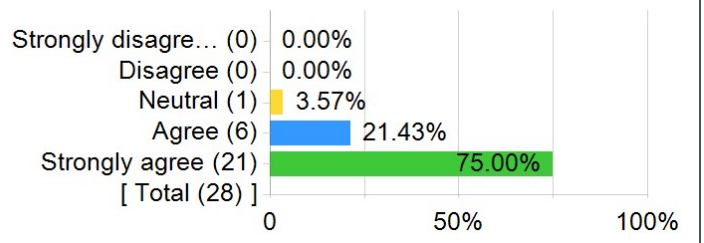
Question	Results		
	Response Count	Mean	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	28	4.54	0.74

Instructor Items: Detailed Results

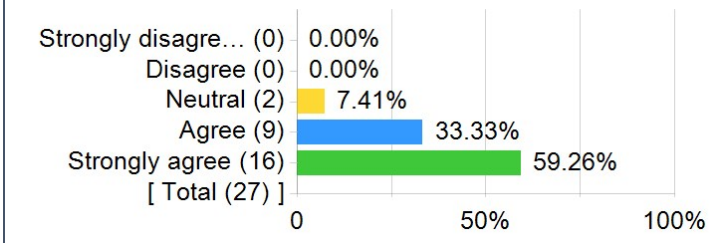
1. The instructor stimulated my thinking.



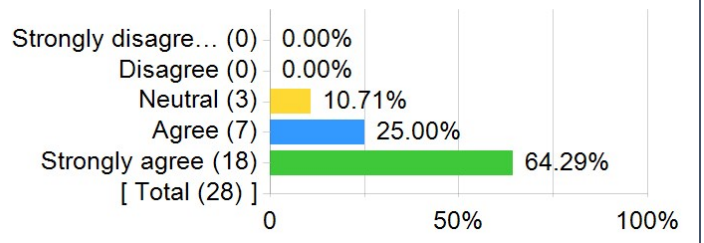
2. The instructor was enthusiastic about teaching the course.



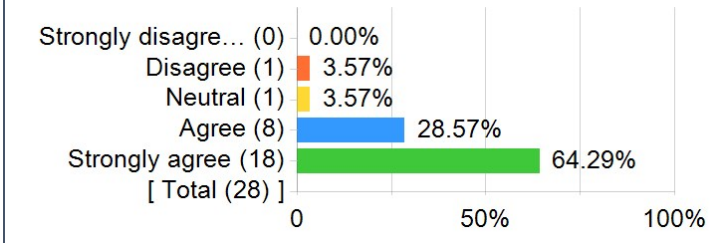
3. The instructor presented the course in an organized manner.



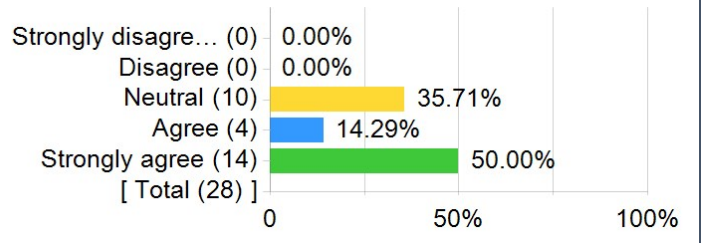
4. The instructor maintained an environment where students felt comfortable participating.



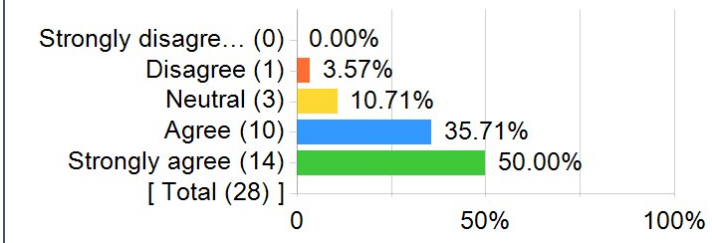
5. The instructor maintained an environment where students felt comfortable seeking assistance.



6. The instructor provided helpful feedback.

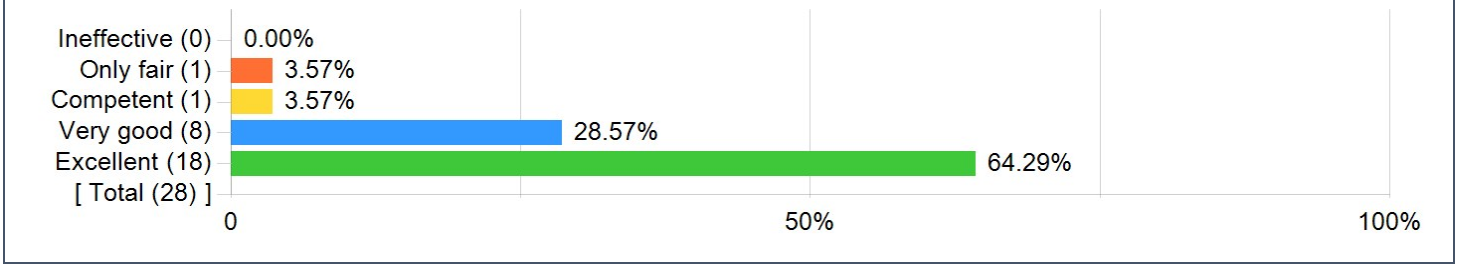


7. Assignments contributed to my understanding of the subject.



Instructor's overall teaching effectiveness:

1. Express your judgment of the instructor's overall teaching effectiveness.



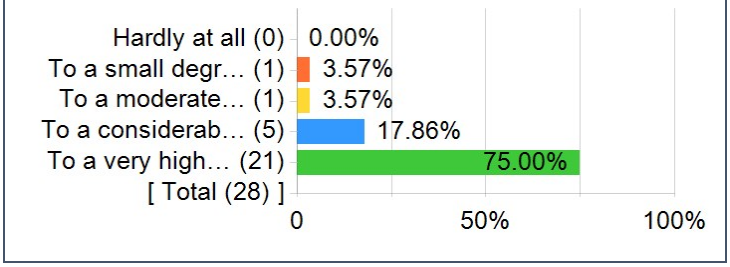
GSPH Questions

GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

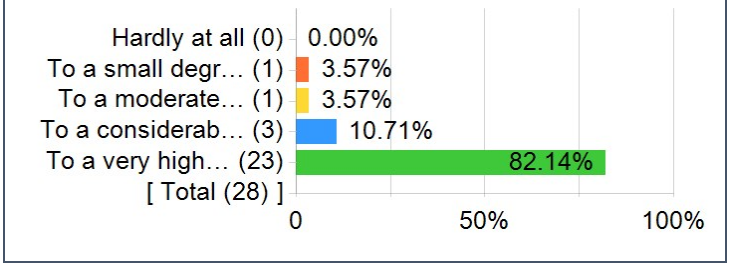
Question	Results				
	Response Count	Mean	Standard Deviation	Min	Max
Course objectives were presented.	28	4.64	0.73	2.00	5.00
Stated objectives agreed with what was taught.	28	4.71	0.71	2.00	5.00
Course made a worthwhile contribution to my professional development.	28	4.61	0.74	2.00	5.00
Assigned work was appropriate to credits.	28	4.50	0.88	2.00	5.00
Course content reflected recent developments in the field.	28	4.79	0.63	2.00	5.00
Course content duplicated that of other courses I have taken.	28	2.07	1.44	1.00	5.00
Would you recommend this course to other students?	27	4.37	0.88	2.00	5.00

GSPH Course Items: Detailed Results

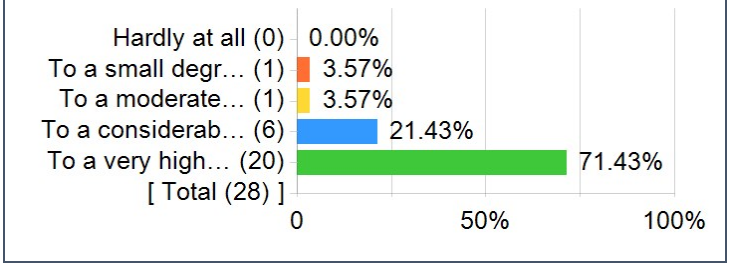
1. Course objectives were presented.



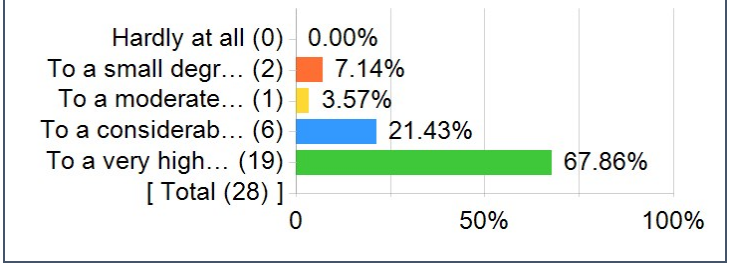
2. Stated objectives agreed with what was taught.



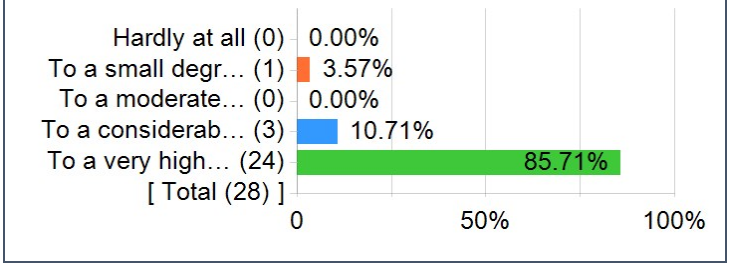
3. Course made a worthwhile contribution to my professional development.



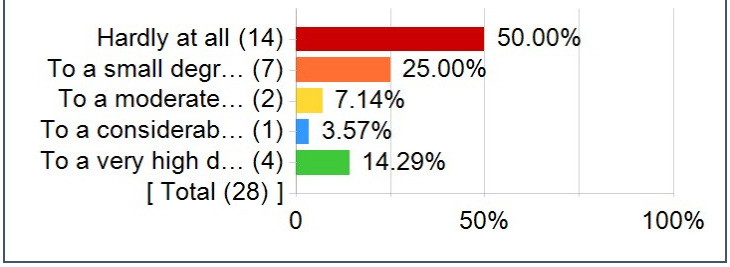
4. Assigned work was appropriate to credits.



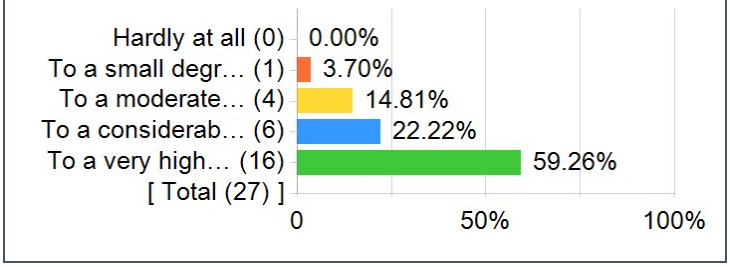
5. Course content reflected recent developments in the field.



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

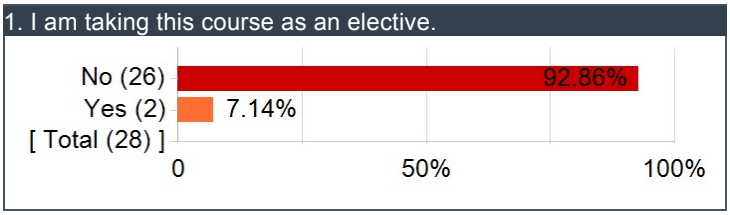


7. Would you recommend this course to other students?

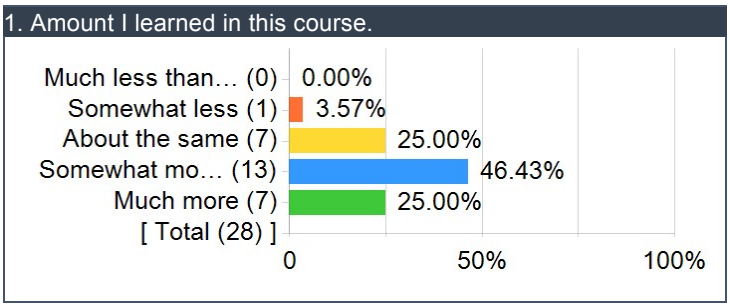


Additional GSPH Course Items

I am taking this course as an elective.

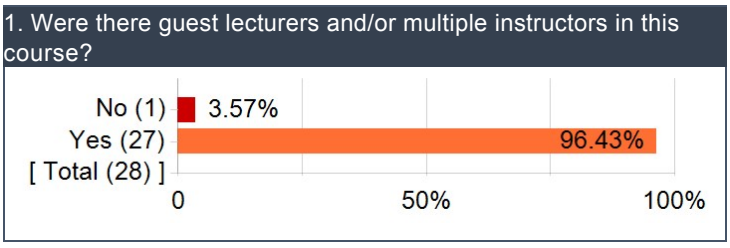


Compared to other courses, in this course I have learned:

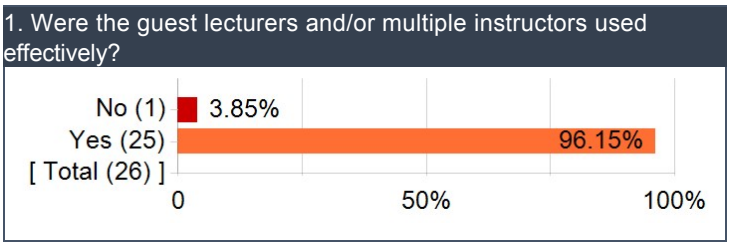


Guest Lecturers and/or Multiple Instructors

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

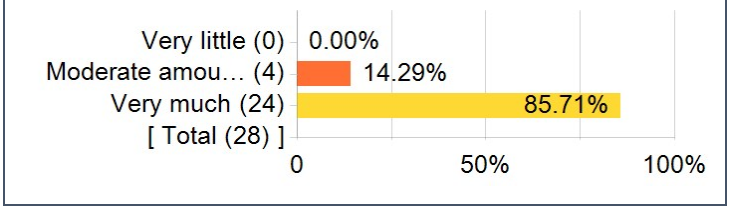


Were the guest lecturers and/or multiple instructors used effectively?

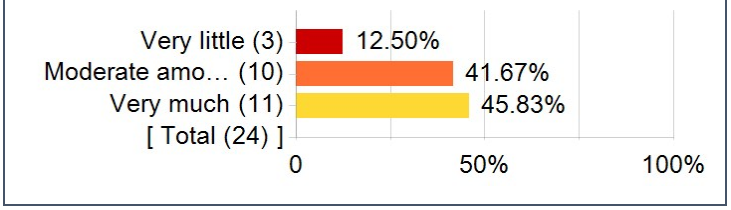


Rate each of the following according to how much it contributed to your attainment of the course objectives.

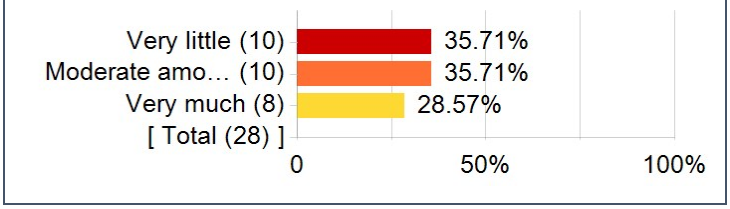
1. Lectures



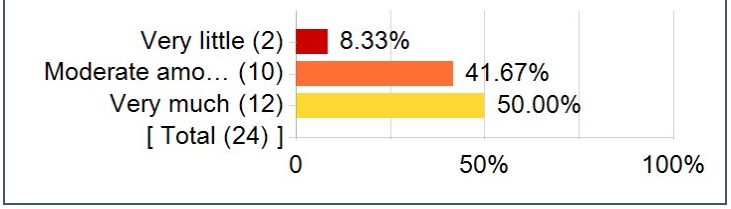
2. Discussions



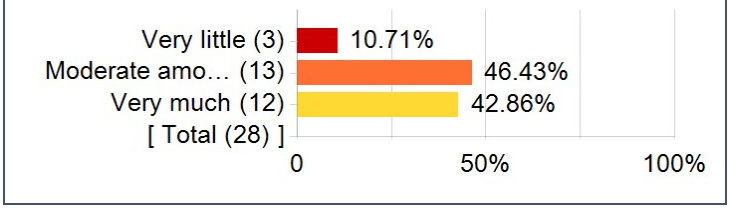
3. Readings



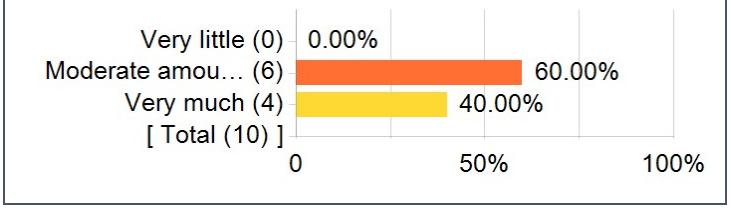
4. Audio-visuals



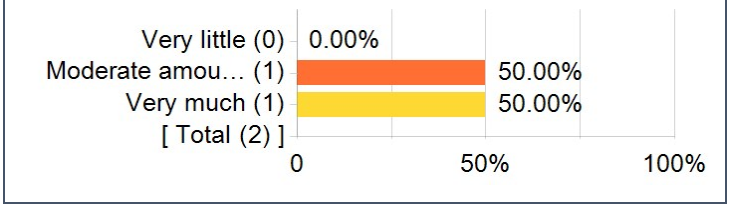
5. Assignments (exams, projects, and written papers)



6. Classroom activities



7. Lab / Recitation



University of Pittsburgh

Copy of Spring 2019 - Steven Fine

PUBHLT 2034 - PUBLIC HEALTH COMMUNICATIONS - 1010 - Seminar

Project Title: **2194 - Teaching Survey Spring 2019**

Courses Audience: **12**
Responses Received: **6**
Response Rate: **50.0%**

Subject Details	
Name	PUBHLT 2034 - PUBLIC HEALTH COMMUNICATIONS - 1010 - Seminar
DEPARTMENT_CD	GSPH-DEAN
CAMPUS_CD	PIT
SCHOOL_CD	PUBHL
CLASS_NBR	30798
SECTION_NUMBER	1010
TERM_NUMBER	2194
COURSE_TYPE	Seminar
CLASS_ATTRIBUTE	
First Name	Steven
Last Name	Fine
RANK_DESCR	Instructor
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

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

Creation Date: **Tuesday, April 30, 2019**

University Questions

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

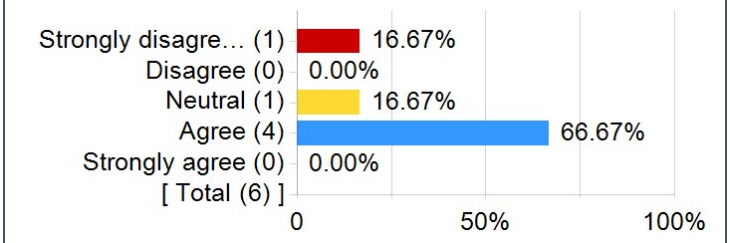
Question	Results		
	Response Count	Mean	Standard Deviation
The instructor stimulated my thinking.	6	3.33	1.21
The instructor was enthusiastic about teaching the course.	6	3.00	1.10
The instructor presented the course in an organized manner.	6	2.83	1.17
The instructor maintained an environment where students felt comfortable participating.	6	3.67	1.21
The instructor maintained an environment where students felt comfortable seeking assistance.	6	3.50	1.05
The instructor provided helpful feedback.	6	3.67	0.52
Assignments contributed to my understanding of the subject.	6	3.50	1.38

Instructor's overall teaching effectiveness

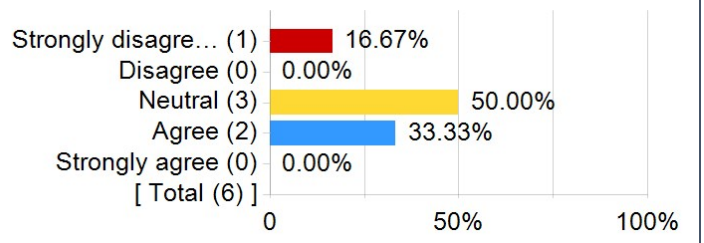
Question	Results		
	Response Count	Mean	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	6	3.00	1.10

Instructor Items: Detailed Results

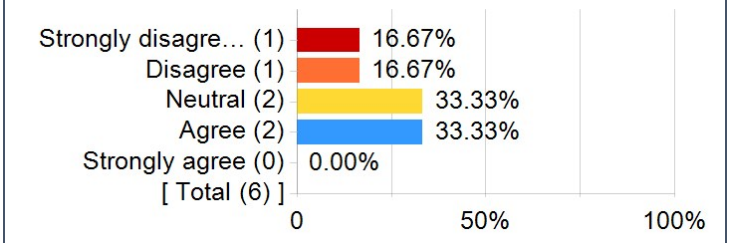
1. The instructor stimulated my thinking.



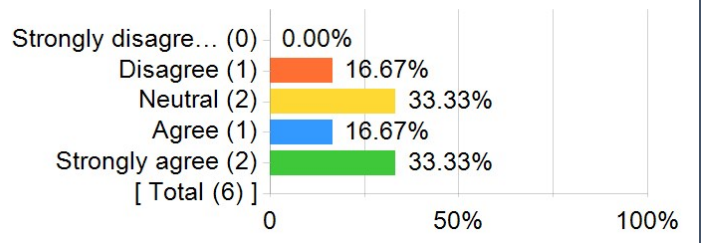
2. The instructor was enthusiastic about teaching the course.



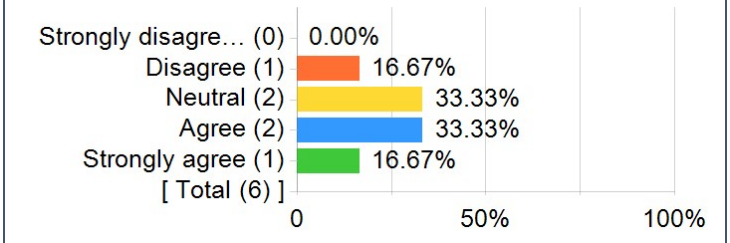
3. The instructor presented the course in an organized manner.



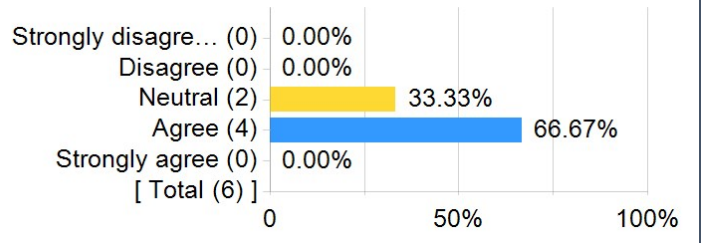
4. The instructor maintained an environment where students felt comfortable participating.



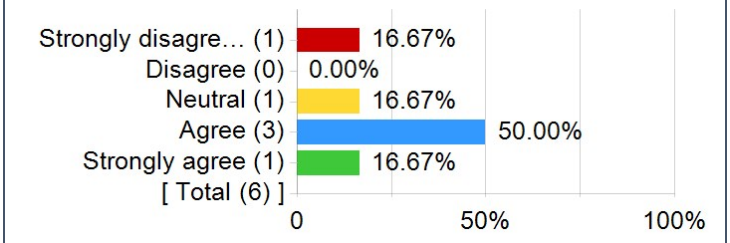
5. The instructor maintained an environment where students felt comfortable seeking assistance.



6. The instructor provided helpful feedback.

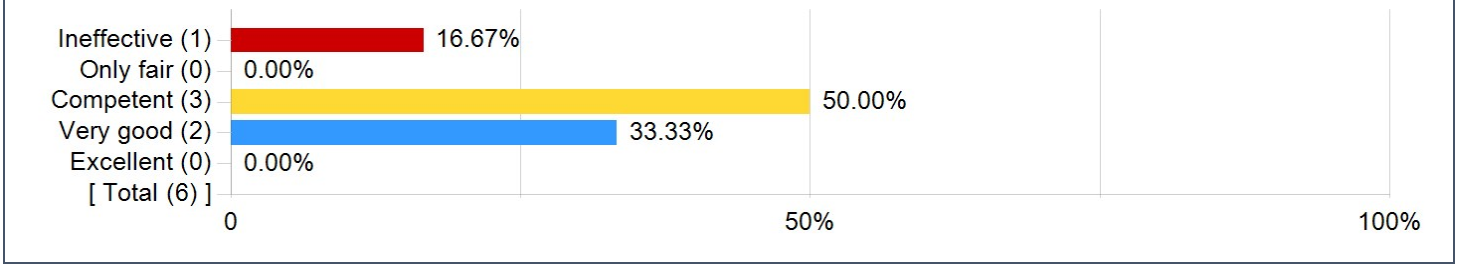


7. Assignments contributed to my understanding of the subject.



Instructor's overall teaching effectiveness:

1. Express your judgment of the instructor's overall teaching effectiveness.



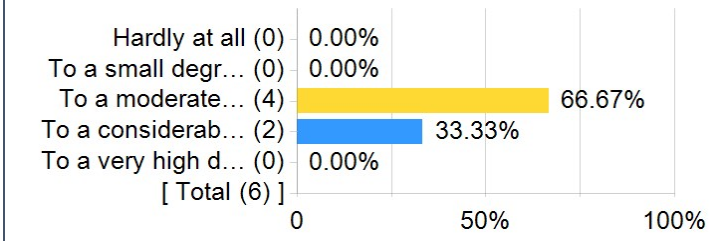
GSPH Questions

GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

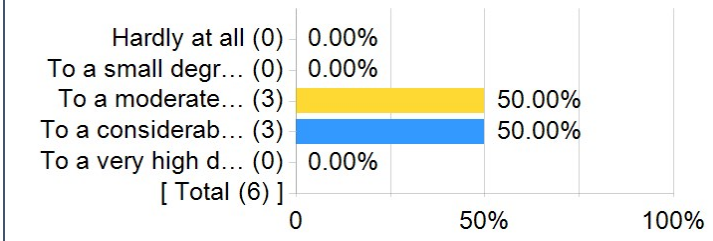
Question	Results				
	Response Count	Mean	Standard Deviation	Min	Max
Course objectives were presented.	6	3.33	0.52	3.00	4.00
Stated objectives agreed with what was taught.	6	3.50	0.55	3.00	4.00
Course made a worthwhile contribution to my professional development.	6	3.17	1.17	1.00	4.00
Assigned work was appropriate to credits.	6	3.83	0.41	3.00	4.00
Course content reflected recent developments in the field.	6	3.00	1.10	1.00	4.00
Course content duplicated that of other courses I have taken.	6	2.50	1.05	1.00	4.00
Would you recommend this course to other students?	6	2.33	1.03	1.00	3.00

GSPH Course Items: Detailed Results

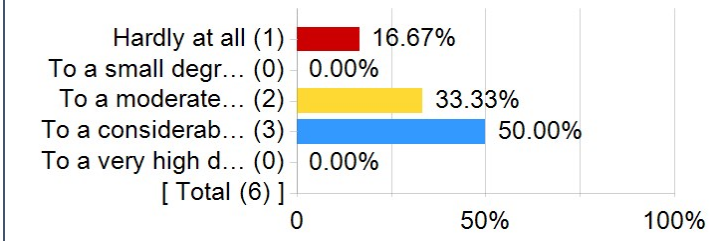
1. Course objectives were presented.



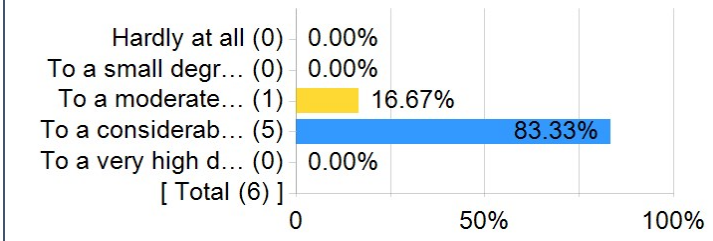
2. Stated objectives agreed with what was taught.



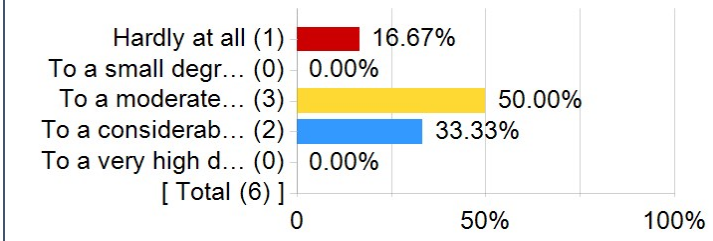
3. Course made a worthwhile contribution to my professional development.



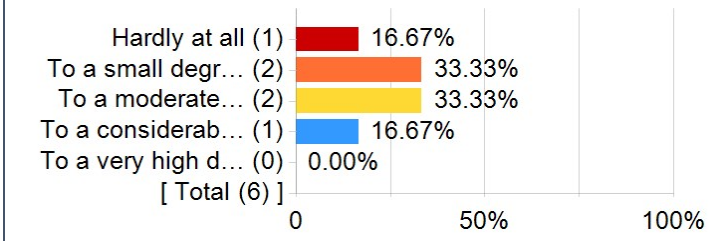
4. Assigned work was appropriate to credits.



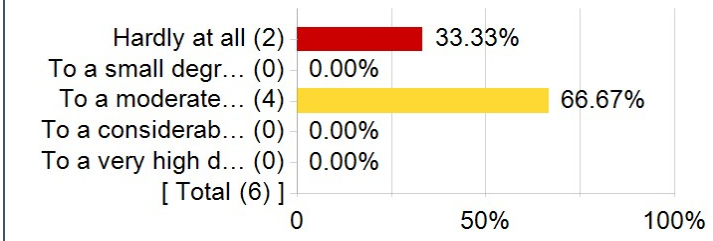
5. Course content reflected recent developments in the field.



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

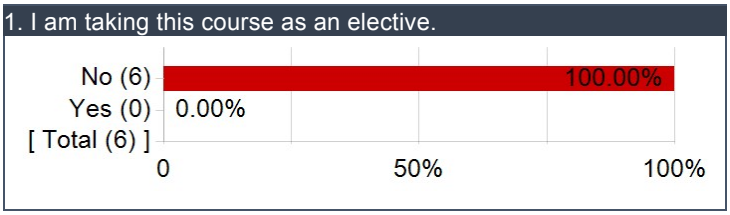


7. Would you recommend this course to other students?

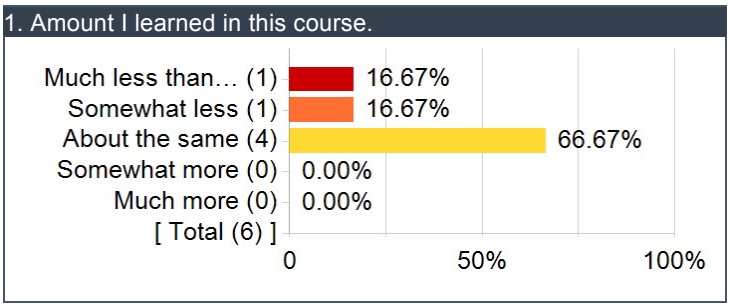


Additional GSPH Course Items

I am taking this course as an elective.

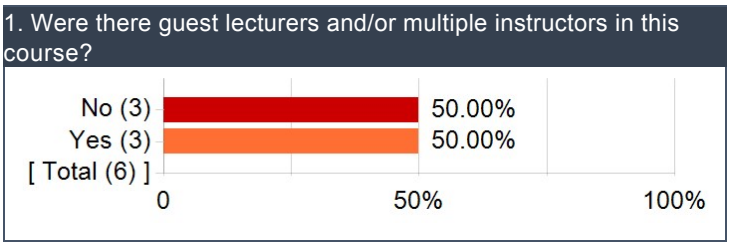


Compared to other courses, in this course I have learned:

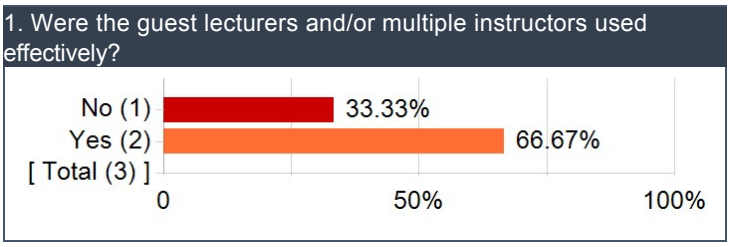


Guest Lecturers and/or Multiple Instructors

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

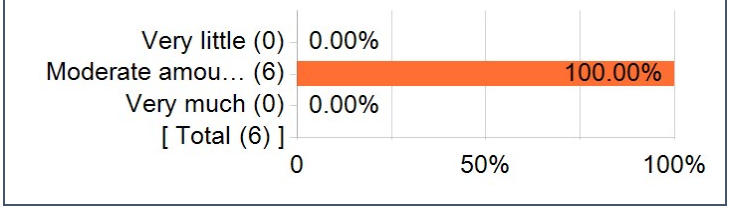


Were the guest lecturers and/or multiple instructors used effectively?

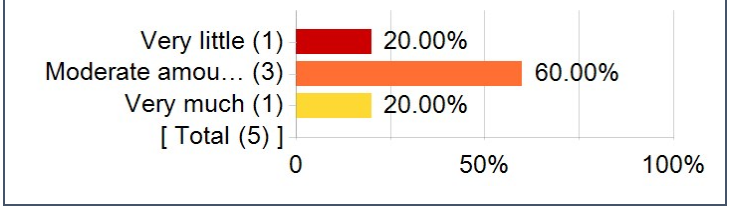


Rate each of the following according to how much it contributed to your attainment of the course objectives.

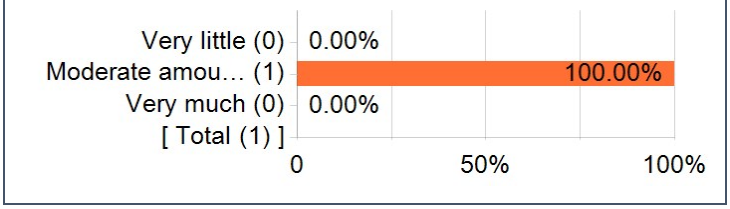
1. Lectures



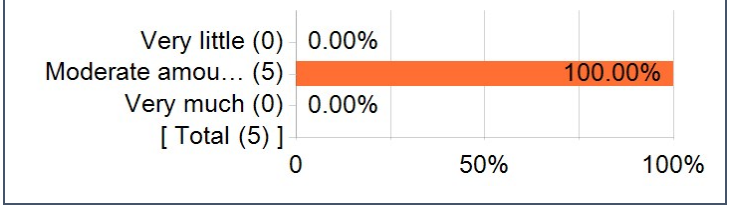
2. Discussions



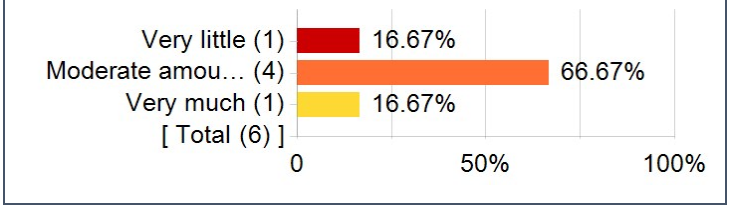
3. Readings



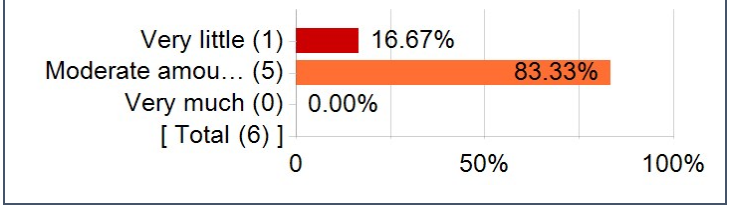
4. Audio-visuals



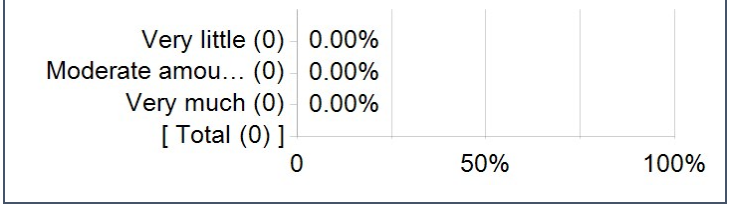
5. Assignments (exams, projects, and written papers)



6. Classroom activities



7. Lab / Recitation



University of Pittsburgh

Copy of Spring 2019 - Steven Fine

PUBHLT 2034 - PUBLIC HEALTH COMMUNICATIONS - 1030 - Seminar

Project Title: **2194 - Teaching Survey Spring 2019**

Courses Audience: **12**
Responses Received: **7**
Response Rate: **58.33%**

Subject Details	
Name	PUBHLT 2034 - PUBLIC HEALTH COMMUNICATIONS - 1030 - Seminar
DEPARTMENT_CD	GSPH-DEAN
CAMPUS_CD	PIT
SCHOOL_CD	PUBHL
CLASS_NBR	31768
SECTION_NUMBER	1030
TERM_NUMBER	2194
COURSE_TYPE	Seminar
CLASS_ATTRIBUTE	
First Name	Steven
Last Name	Fine
RANK_DESCR	Instructor
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

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

Creation Date: **Tuesday, April 30, 2019**

University Questions

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

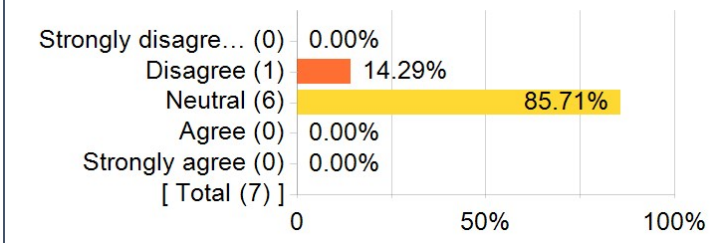
Question	Results		
	Response Count	Mean	Standard Deviation
The instructor stimulated my thinking.	7	2.86	0.38
The instructor was enthusiastic about teaching the course.	7	4.00	1.00
The instructor presented the course in an organized manner.	7	2.43	0.53
The instructor maintained an environment where students felt comfortable participating.	7	3.00	1.53
The instructor maintained an environment where students felt comfortable seeking assistance.	7	3.14	1.07
The instructor provided helpful feedback.	7	3.14	0.69
Assignments contributed to my understanding of the subject.	7	3.14	0.90

Instructor's overall teaching effectiveness

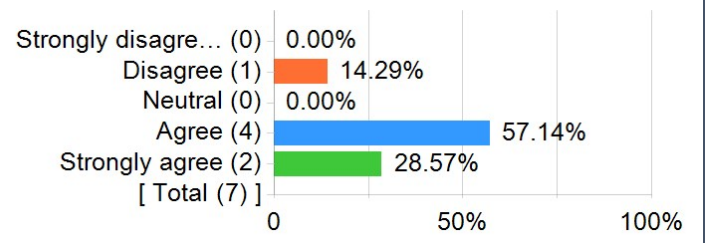
Question	Results		
	Response Count	Mean	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	7	2.57	0.98

Instructor Items: Detailed Results

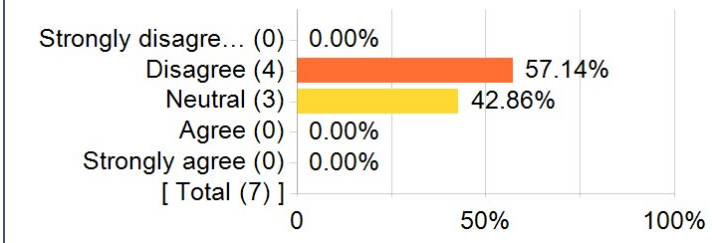
1. The instructor stimulated my thinking.



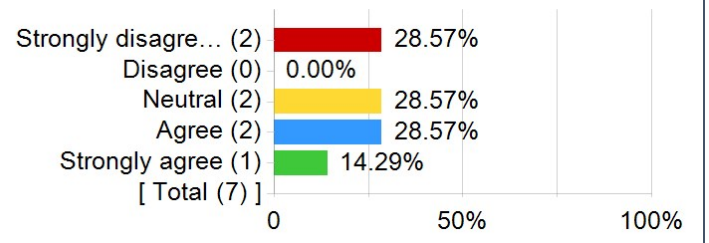
2. The instructor was enthusiastic about teaching the course.



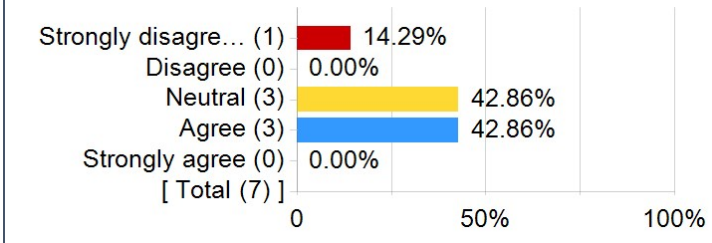
3. The instructor presented the course in an organized manner.



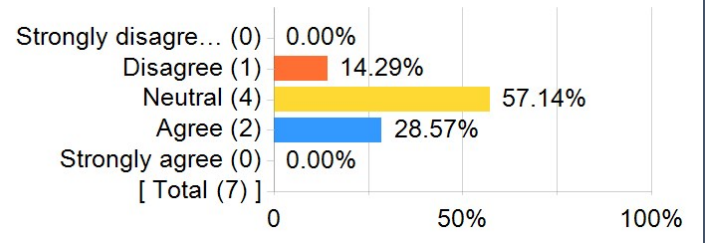
4. The instructor maintained an environment where students felt comfortable participating.



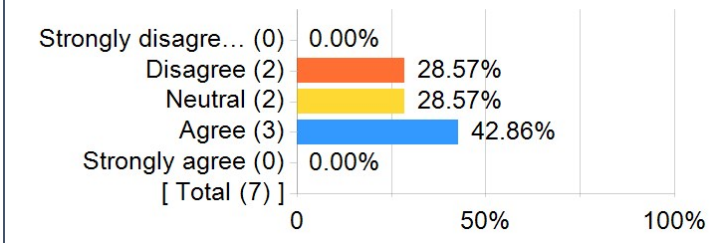
5. The instructor maintained an environment where students felt comfortable seeking assistance.



6. The instructor provided helpful feedback.

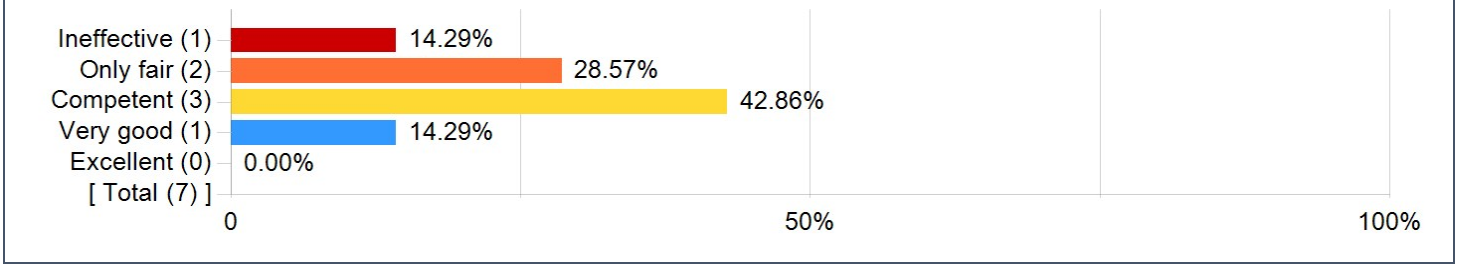


7. Assignments contributed to my understanding of the subject.



Instructor's overall teaching effectiveness:

1. Express your judgment of the instructor's overall teaching effectiveness.



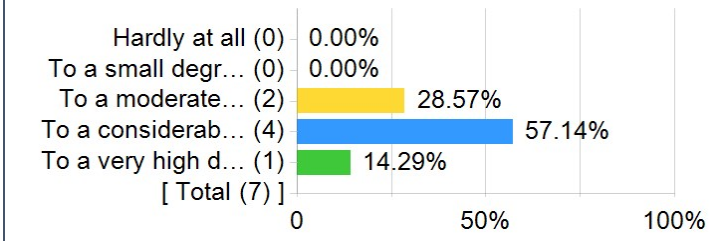
GSPH Questions

GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

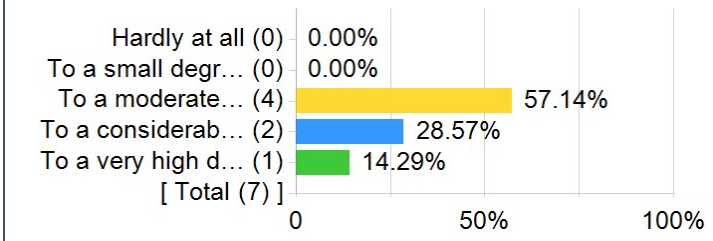
Question	Results				
	Response Count	Mean	Standard Deviation	Min	Max
Course objectives were presented.	7	3.86	0.69	3.00	5.00
Stated objectives agreed with what was taught.	7	3.57	0.79	3.00	5.00
Course made a worthwhile contribution to my professional development.	7	2.86	1.35	1.00	5.00
Assigned work was appropriate to credits.	7	3.86	0.69	3.00	5.00
Course content reflected recent developments in the field.	7	3.00	1.15	1.00	4.00
Course content duplicated that of other courses I have taken.	7	3.29	1.70	1.00	5.00
Would you recommend this course to other students?	7	2.14	1.46	1.00	5.00

GSPH Course Items: Detailed Results

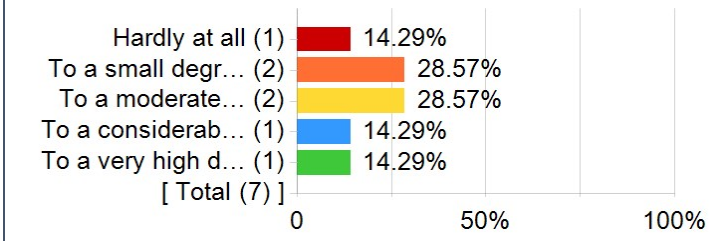
1. Course objectives were presented.



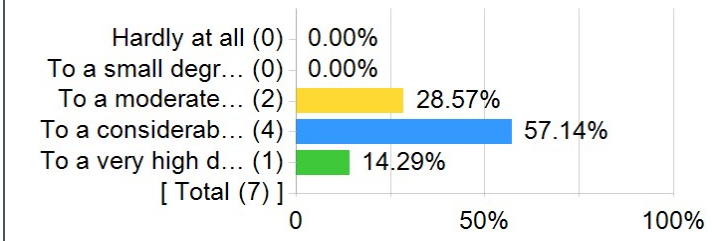
2. Stated objectives agreed with what was taught.



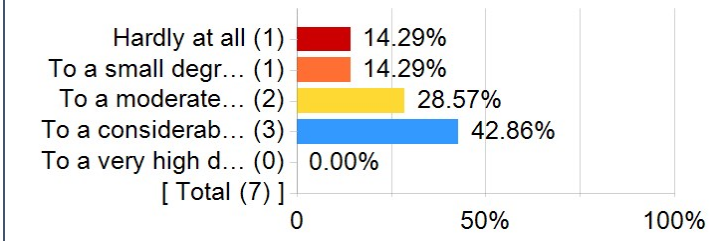
3. Course made a worthwhile contribution to my professional development.



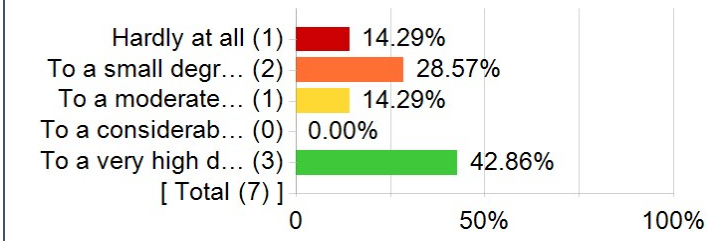
4. Assigned work was appropriate to credits.



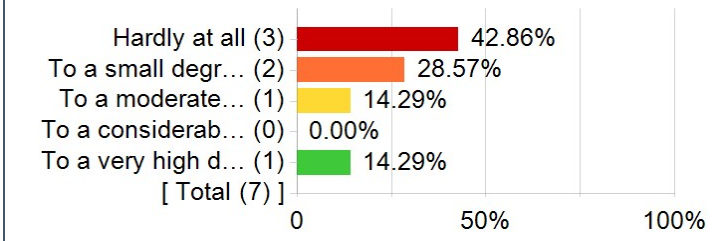
5. Course content reflected recent developments in the field.



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

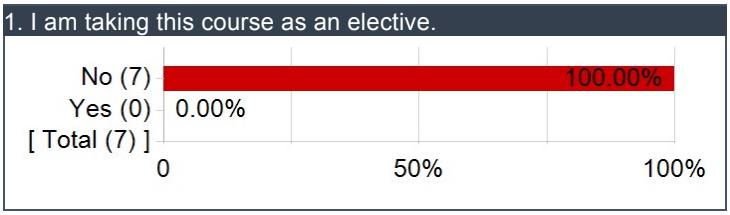


7. Would you recommend this course to other students?

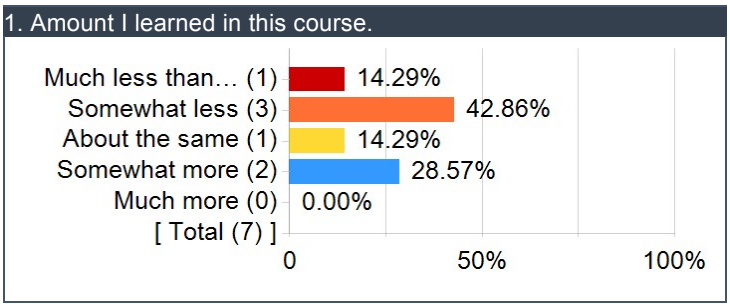


Additional GSPH Course Items

I am taking this course as an elective.

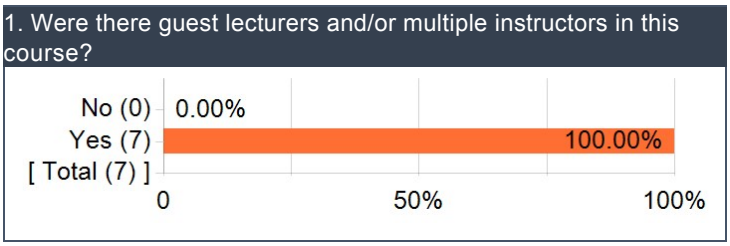


Compared to other courses, in this course I have learned:

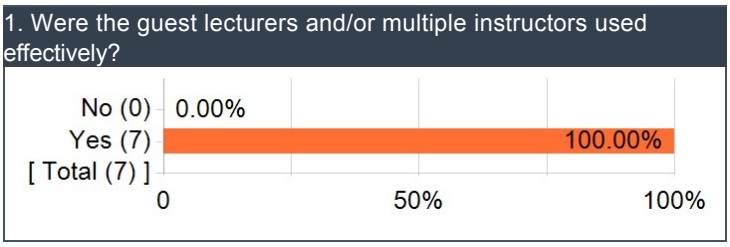


Guest Lecturers and/or Multiple Instructors

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

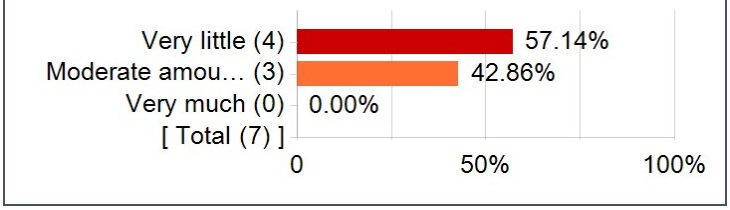


Were the guest lecturers and/or multiple instructors used effectively?

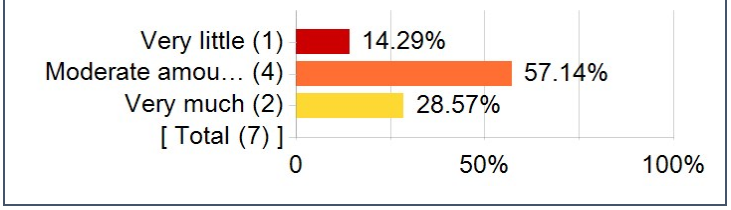


Rate each of the following according to how much it contributed to your attainment of the course objectives.

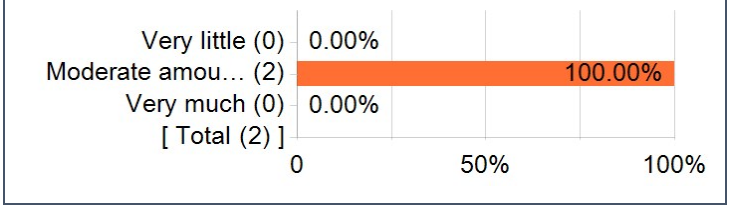
1. Lectures



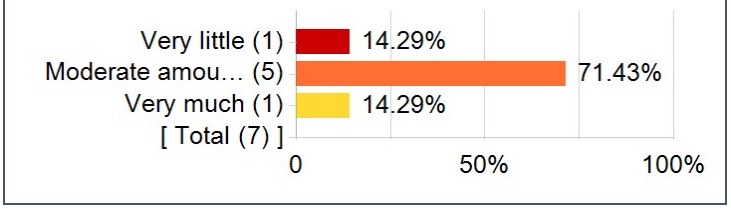
2. Discussions



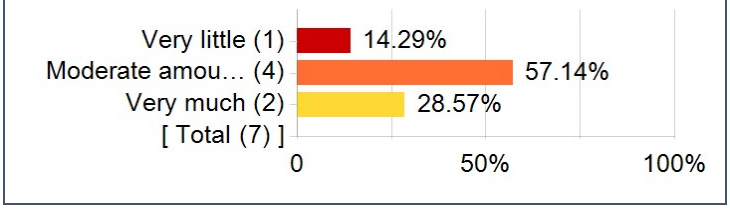
3. Readings



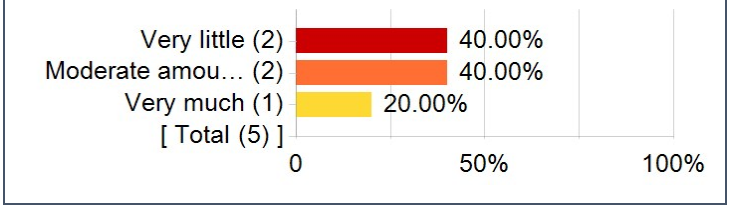
4. Audio-visuals



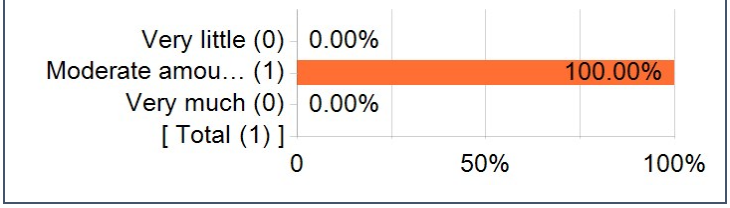
5. Assignments (exams, projects, and written papers)



6. Classroom activities



7. Lab / Recitation



University of Pittsburgh

Copy of Spring 2019 - Mara Leff

PUBHLT 2035 - APPLICATIONS IN PUBLIC HEALTH - 1020 - Seminar

Project Title: **2194 - Teaching Survey Spring 2019**

Courses Audience: **35**
Responses Received: **19**
Response Rate: **54.29%**

Subject Details	
Name	PUBHLT 2035 - APPLICATIONS IN PUBLIC HEALTH - 1020 - Seminar
DEPARTMENT_CD	GSPH-DEAN
CAMPUS_CD	PIT
SCHOOL_CD	PUBHL
CLASS_NBR	30801
SECTION_NUMBER	1020
TERM_NUMBER	2194
COURSE_TYPE	Seminar
CLASS_ATTRIBUTE	
First Name	Mara
Last Name	Leff
RANK_DESCR	Instructor
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

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

Creation Date: **Tuesday, April 30, 2019**

University Questions

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

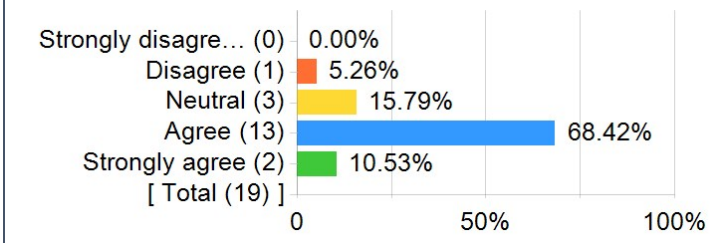
Question	Results		
	Response Count	Mean	Standard Deviation
The instructor stimulated my thinking.	19	3.84	0.69
The instructor was enthusiastic about teaching the course.	19	4.63	0.50
The instructor presented the course in an organized manner.	19	3.74	1.15
The instructor maintained an environment where students felt comfortable participating.	19	4.68	0.48
The instructor maintained an environment where students felt comfortable seeking assistance.	19	4.63	0.60
The instructor provided helpful feedback.	19	4.00	0.75
Assignments contributed to my understanding of the subject.	19	3.63	0.96

Instructor's overall teaching effectiveness

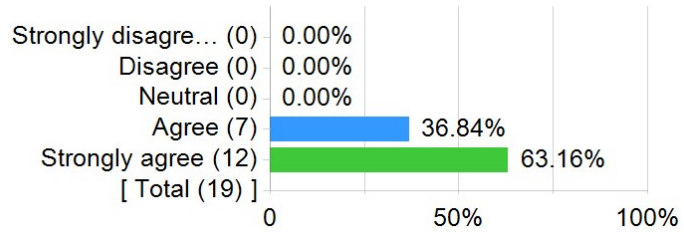
Question	Results		
	Response Count	Mean	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	19	4.00	0.67

Instructor Items: Detailed Results

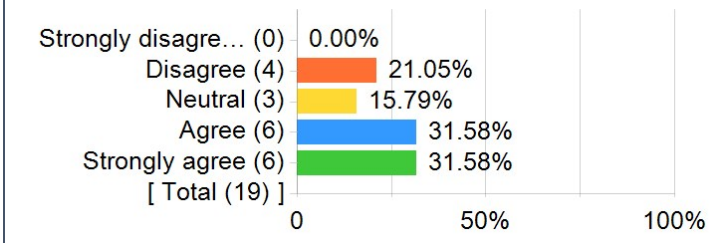
1. The instructor stimulated my thinking.



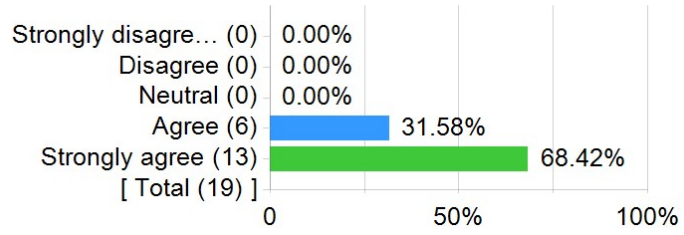
2. The instructor was enthusiastic about teaching the course.



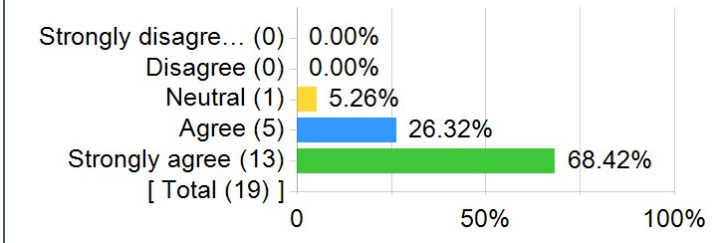
3. The instructor presented the course in an organized manner.



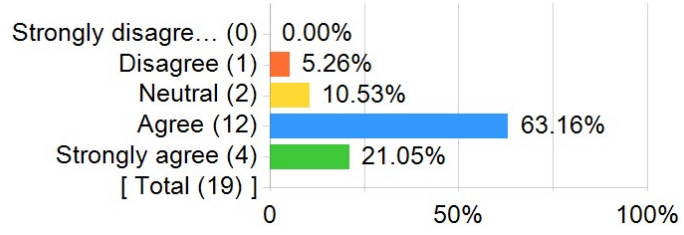
4. The instructor maintained an environment where students felt comfortable participating.



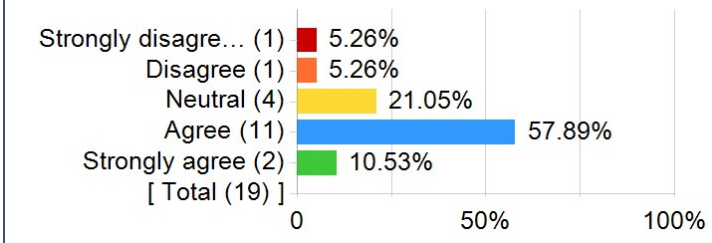
5. The instructor maintained an environment where students felt comfortable seeking assistance.



6. The instructor provided helpful feedback.

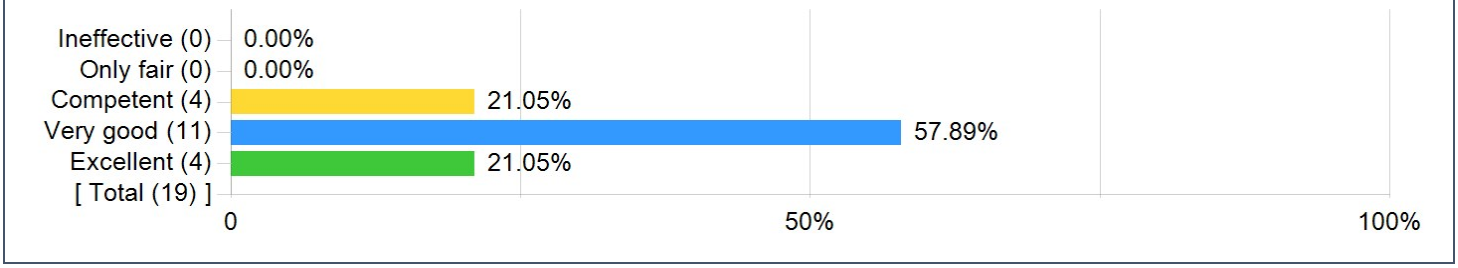


7. Assignments contributed to my understanding of the subject.



Instructor's overall teaching effectiveness:

1. Express your judgment of the instructor's overall teaching effectiveness.



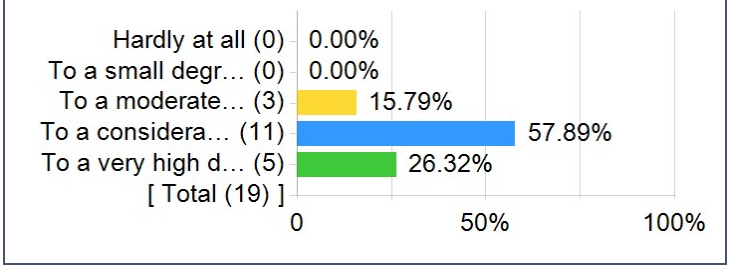
GSPH Questions

GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

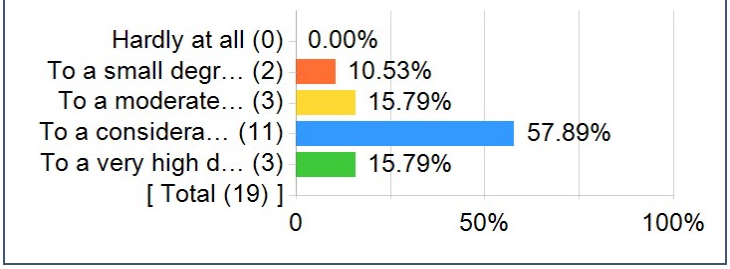
Question	Results				
	Response Count	Mean	Standard Deviation	Min	Max
Course objectives were presented.	19	4.11	0.66	3.00	5.00
Stated objectives agreed with what was taught.	19	3.79	0.85	2.00	5.00
Course made a worthwhile contribution to my professional development.	19	2.95	0.97	1.00	5.00
Assigned work was appropriate to credits.	19	3.89	0.74	3.00	5.00
Course content reflected recent developments in the field.	18	3.67	0.97	2.00	5.00
Course content duplicated that of other courses I have taken.	18	3.83	1.15	2.00	5.00
Would you recommend this course to other students?	19	2.84	1.12	1.00	5.00

GSPH Course Items: Detailed Results

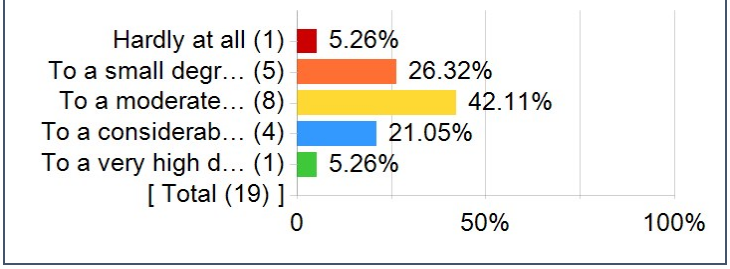
1. Course objectives were presented.



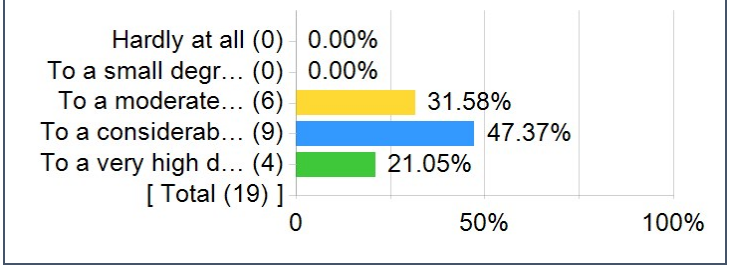
2. Stated objectives agreed with what was taught.



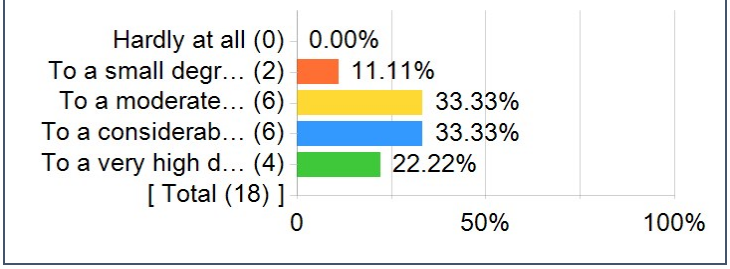
3. Course made a worthwhile contribution to my professional development.



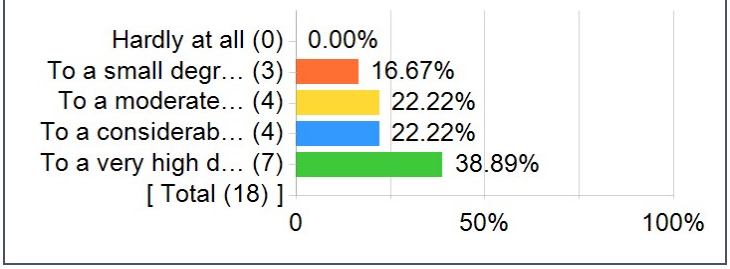
4. Assigned work was appropriate to credits.



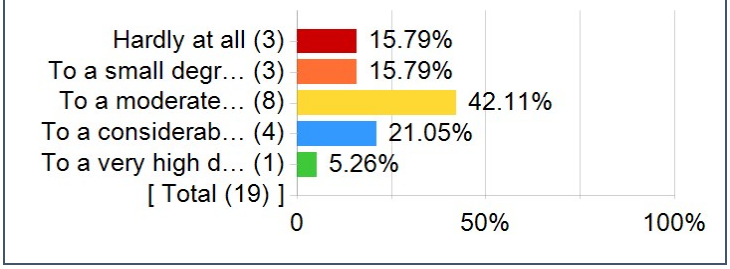
5. Course content reflected recent developments in the field.



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

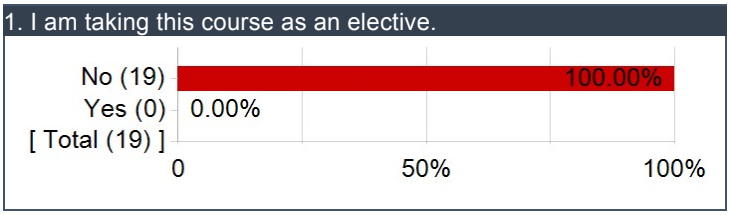


7. Would you recommend this course to other students?

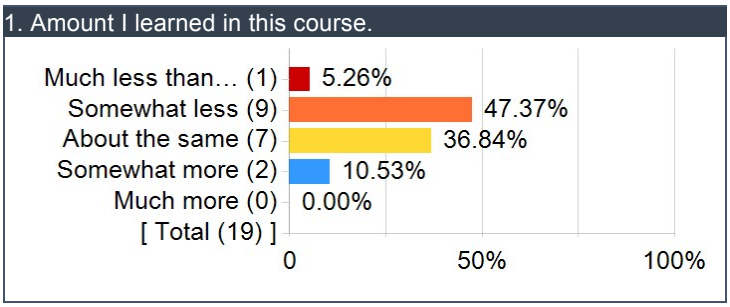


Additional GSPH Course Items

I am taking this course as an elective.

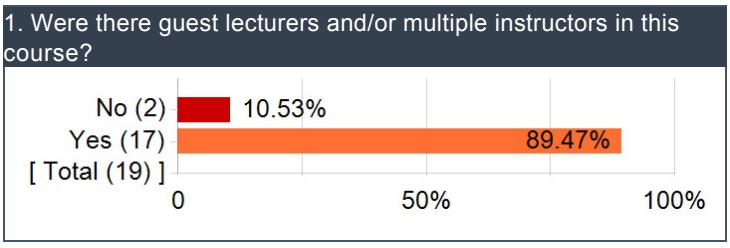


Compared to other courses, in this course I have learned:

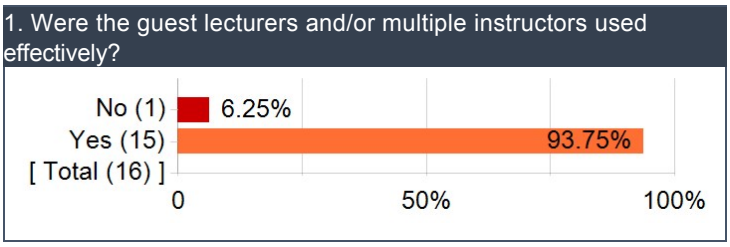


Guest Lecturers and/or Multiple Instructors

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

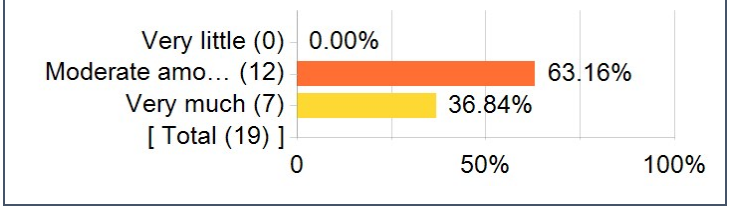


Were the guest lecturers and/or multiple instructors used effectively?

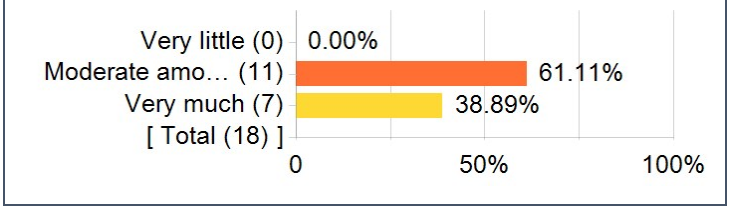


Rate each of the following according to how much it contributed to your attainment of the course objectives.

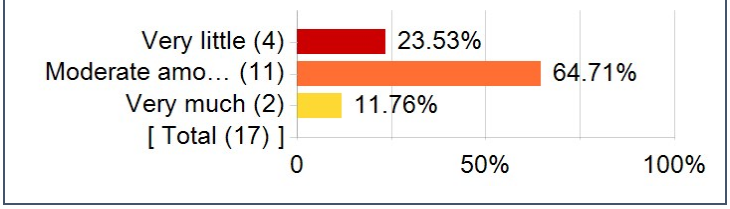
1. Lectures



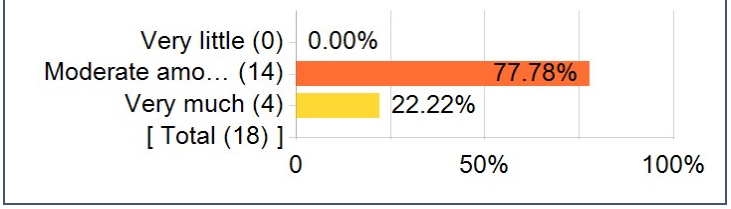
2. Discussions



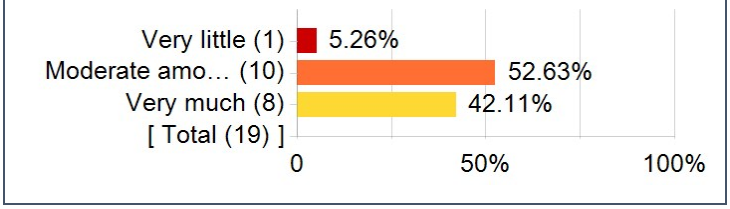
3. Readings



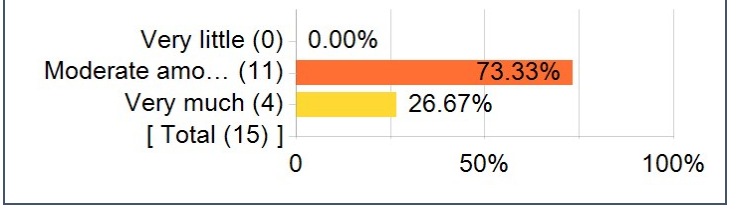
4. Audio-visuals



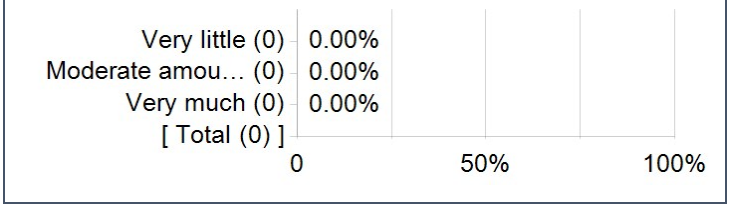
5. Assignments (exams, projects, and written papers)



6. Classroom activities



7. Lab / Recitation



University of Pittsburgh

Copy of Spring 2019 - Jeremy Martinson

PUBHLT 2011 - ESSENTIALS OF PUBLIC HEALTH - 1030 - Lecture

Project Title: **2194 - Teaching Survey Spring 2019**

Courses Audience: **80**
Responses Received: **32**
Response Rate: **40.0%**

Subject Details	
Name	PUBHLT 2011 - ESSENTIALS OF PUBLIC HEALTH - 1030 - Lecture
DEPARTMENT_CD	GSPH-DEAN
CAMPUS_CD	PIT
SCHOOL_CD	PUBHL
CLASS_NBR	13884
SECTION_NUMBER	1030
TERM_NUMBER	2194
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
- Additional School or Department Questions (if applicable)

Creation Date: **Tuesday, April 30, 2019**

University Questions

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

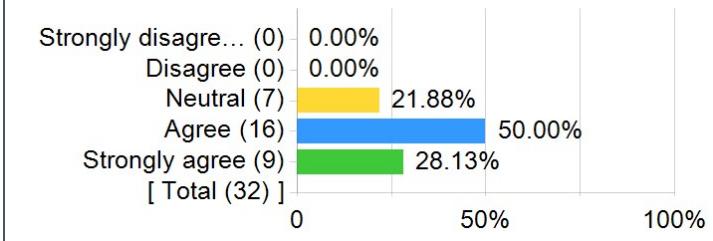
Question	Results		
	Response Count	Mean	Standard Deviation
The instructor stimulated my thinking.	32	4.06	0.72
The instructor was enthusiastic about teaching the course.	32	4.34	0.70
The instructor presented the course in an organized manner.	32	4.13	0.83
The instructor maintained an environment where students felt comfortable participating.	32	4.22	0.61
The instructor maintained an environment where students felt comfortable seeking assistance.	32	4.34	0.55
The instructor provided helpful feedback.	32	4.06	0.91
Assignments contributed to my understanding of the subject.	32	4.16	0.88

Instructor's overall teaching effectiveness

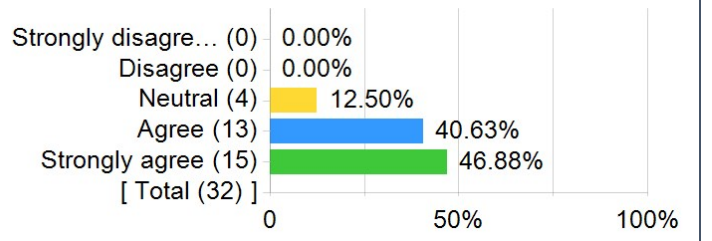
Question	Results		
	Response Count	Mean	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	32	4.19	0.82

Instructor Items: Detailed Results

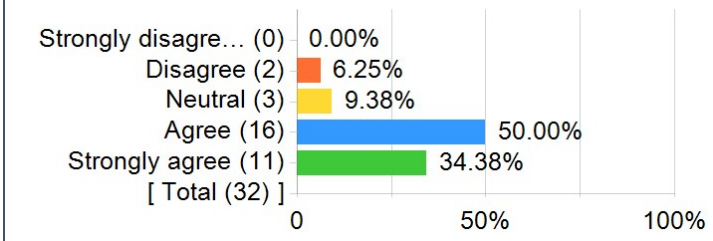
1. The instructor stimulated my thinking.



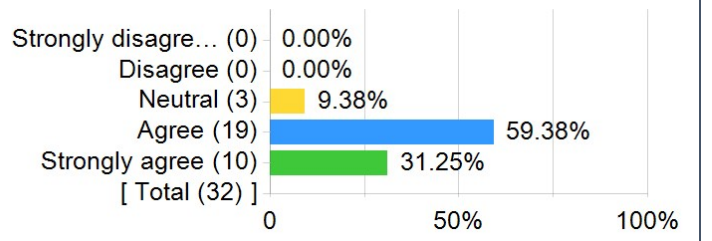
2. The instructor was enthusiastic about teaching the course.



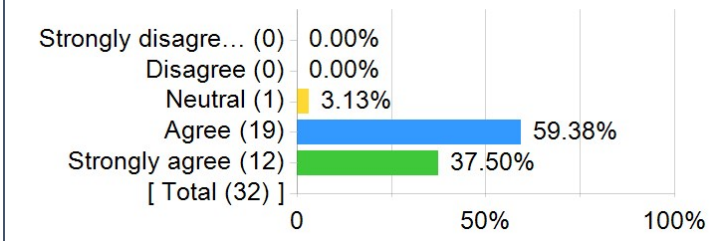
3. The instructor presented the course in an organized manner.



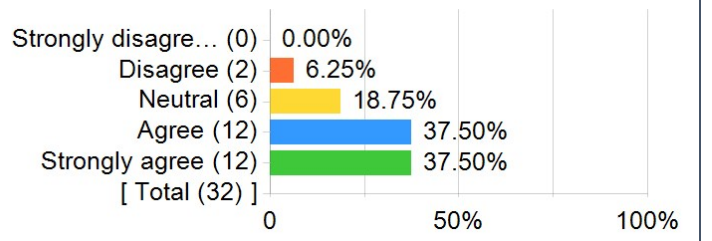
4. The instructor maintained an environment where students felt comfortable participating.



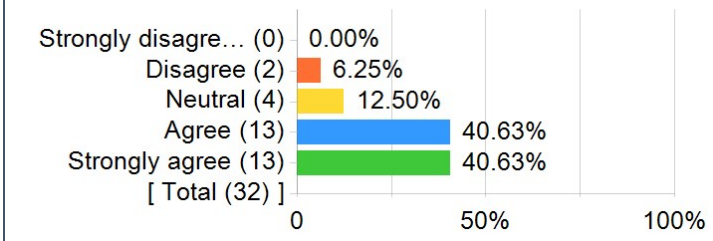
5. The instructor maintained an environment where students felt comfortable seeking assistance.



6. The instructor provided helpful feedback.

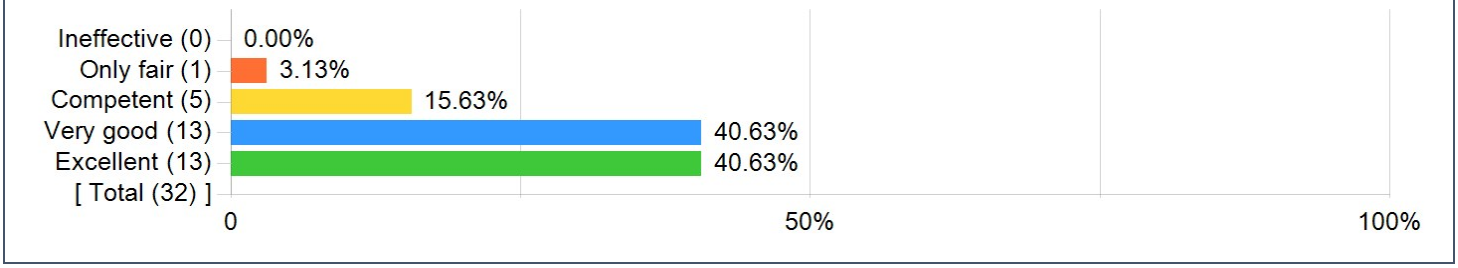


7. Assignments contributed to my understanding of the subject.



Instructor's overall teaching effectiveness:

1. Express your judgment of the instructor's overall teaching effectiveness.



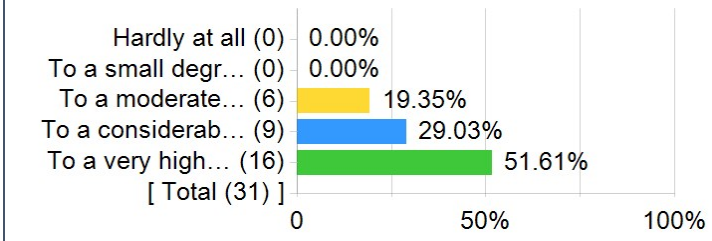
GSPH Questions

GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

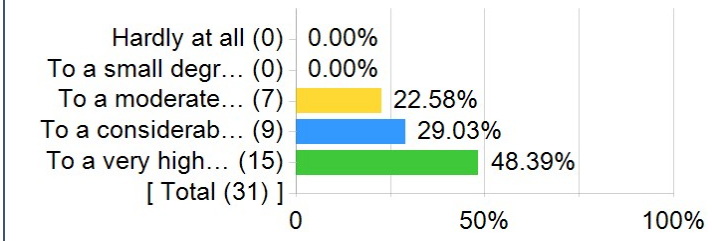
Question	Results				
	Response Count	Mean	Standard Deviation	Min	Max
Course objectives were presented.	31	4.32	0.79	3.00	5.00
Stated objectives agreed with what was taught.	31	4.26	0.82	3.00	5.00
Course made a worthwhile contribution to my professional development.	31	3.32	1.33	1.00	5.00
Assigned work was appropriate to credits.	31	4.10	0.91	2.00	5.00
Course content reflected recent developments in the field.	28	4.18	0.86	3.00	5.00
Course content duplicated that of other courses I have taken.	31	3.13	1.26	1.00	5.00
Would you recommend this course to other students?	31	3.45	1.21	1.00	5.00

GSPH Course Items: Detailed Results

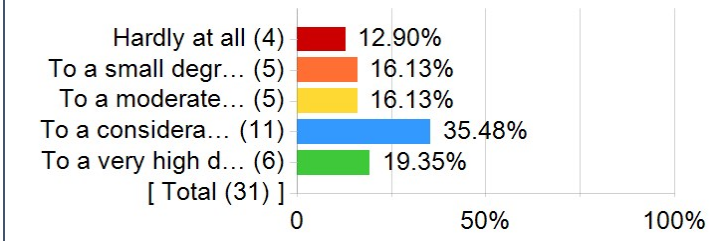
1. Course objectives were presented.



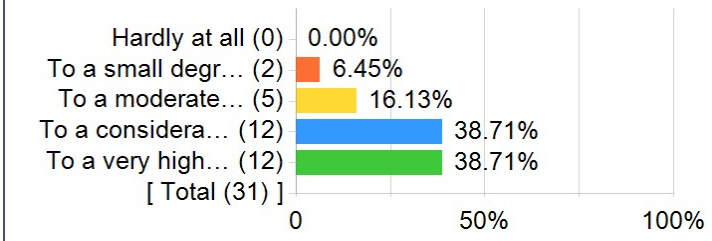
2. Stated objectives agreed with what was taught.



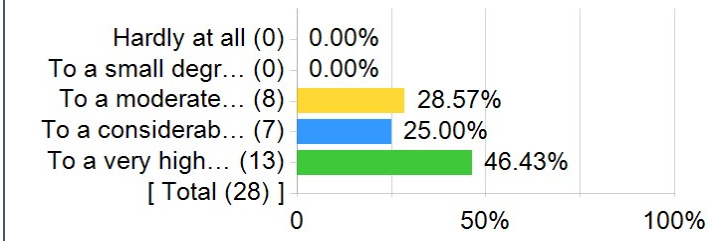
3. Course made a worthwhile contribution to my professional development.



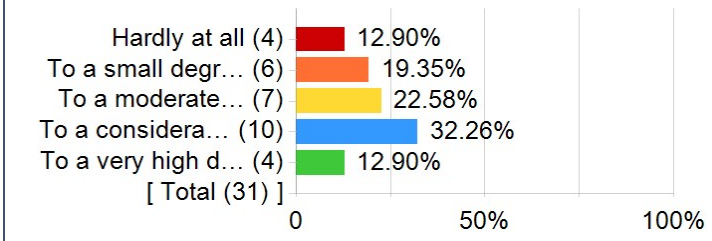
4. Assigned work was appropriate to credits.



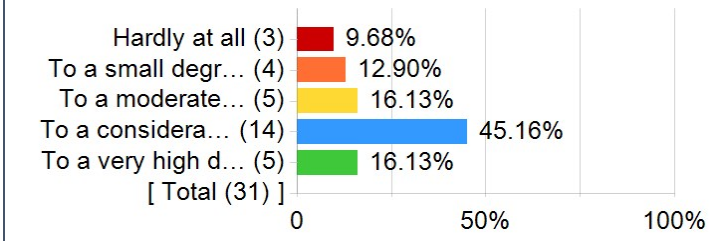
5. Course content reflected recent developments in the field.



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

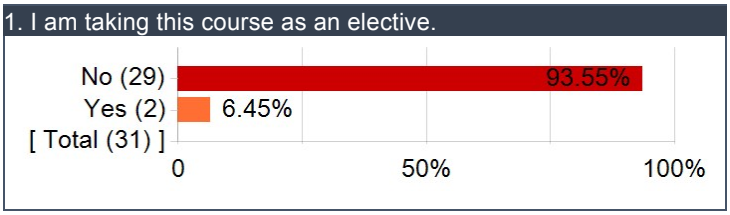


7. Would you recommend this course to other students?

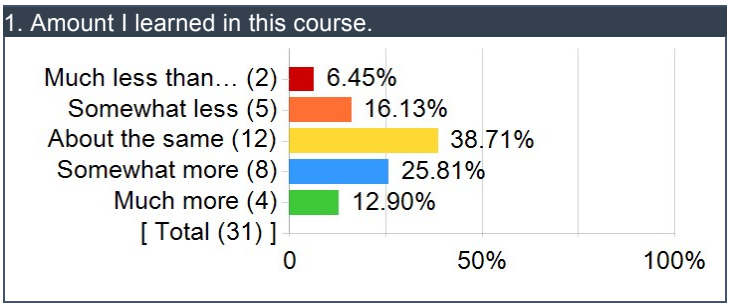


Additional GSPH Course Items

I am taking this course as an elective.

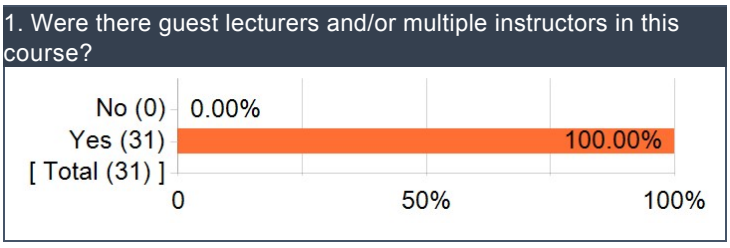


Compared to other courses, in this course I have learned:

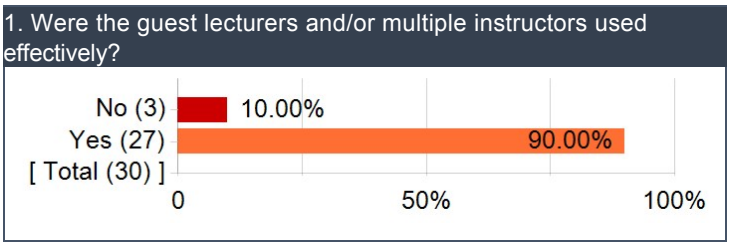


Guest Lecturers and/or Multiple Instructors

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

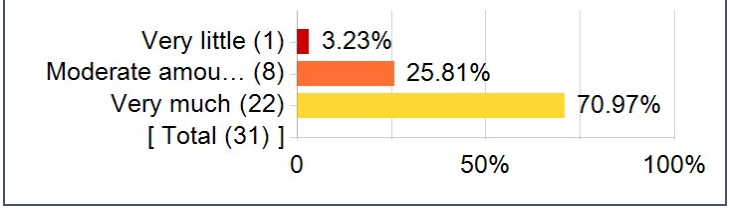


Were the guest lecturers and/or multiple instructors used effectively?

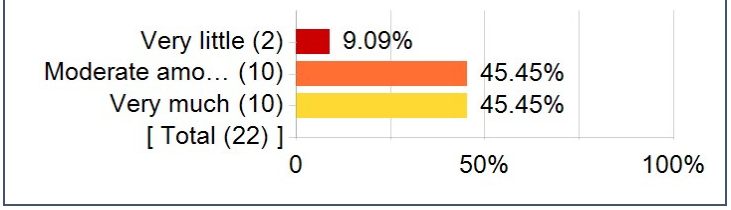


Rate each of the following according to how much it contributed to your attainment of the course objectives.

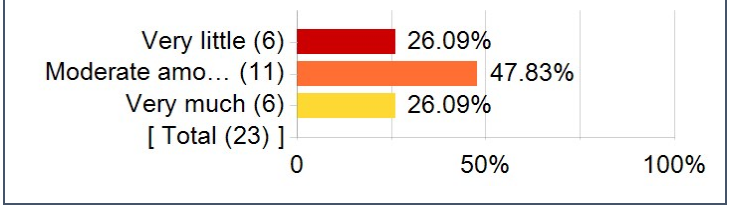
1. Lectures



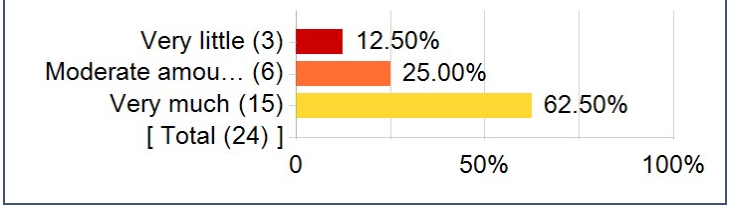
2. Discussions



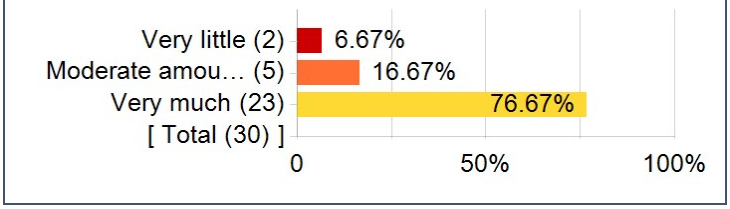
3. Readings



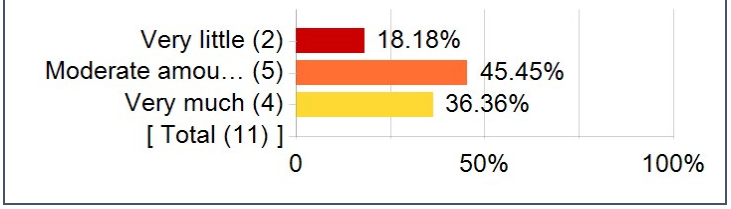
4. Audio-visuals



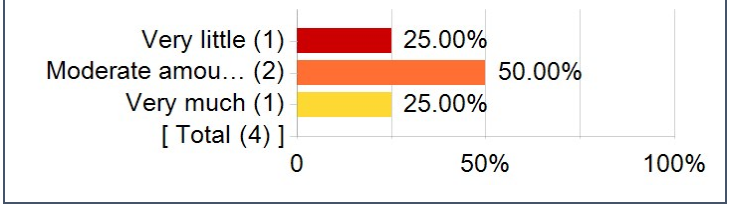
5. Assignments (exams, projects, and written papers)



6. Classroom activities



7. Lab / Recitation



University of Pittsburgh

Copy of Spring 2019 - Cynthia Salter

PUBHLT 2035 - APPLICATIONS IN PUBLIC HEALTH - 1010 - Seminar

Project Title: **2194 - Teaching Survey Spring 2019**

Courses Audience: **35**
Responses Received: **30**
Response Rate: **85.71%**

Subject Details	
Name	PUBHLT 2035 - APPLICATIONS IN PUBLIC HEALTH - 1010 - Seminar
DEPARTMENT_CD	GSPH-DEAN
CAMPUS_CD	PIT
SCHOOL_CD	PUBHL
CLASS_NBR	30800
SECTION_NUMBER	1010
TERM_NUMBER	2194
COURSE_TYPE	Seminar
CLASS_ATTRIBUTE	
First Name	Cynthia
Last Name	Salter
RANK_DESCR	Instructor
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

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

Creation Date: **Tuesday, April 30, 2019**

University Questions

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

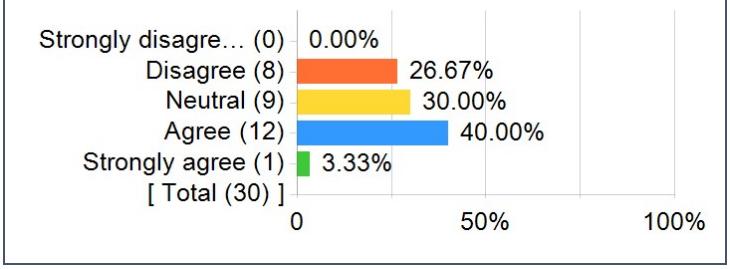
Question	Results		
	Response Count	Mean	Standard Deviation
The instructor stimulated my thinking.	30	3.20	0.89
The instructor was enthusiastic about teaching the course.	30	4.47	0.68
The instructor presented the course in an organized manner.	30	3.07	1.28
The instructor maintained an environment where students felt comfortable participating.	30	4.33	0.76
The instructor maintained an environment where students felt comfortable seeking assistance.	30	4.33	0.71
The instructor provided helpful feedback.	29	3.69	1.07
Assignments contributed to my understanding of the subject.	30	3.17	1.21

Instructor's overall teaching effectiveness

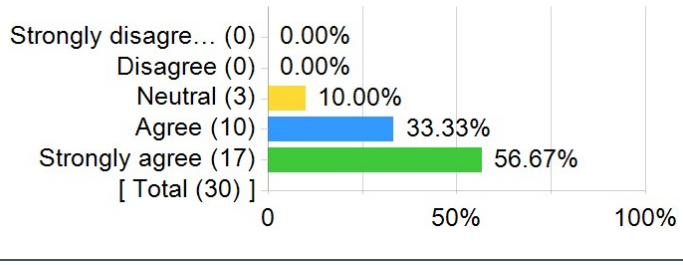
Question	Results		
	Response Count	Mean	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	30	3.23	1.14

Instructor Items: Detailed Results

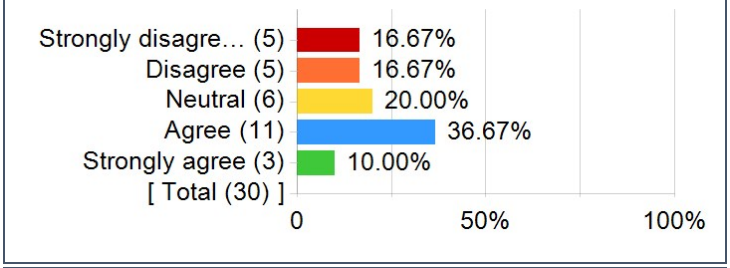
1. The instructor stimulated my thinking.



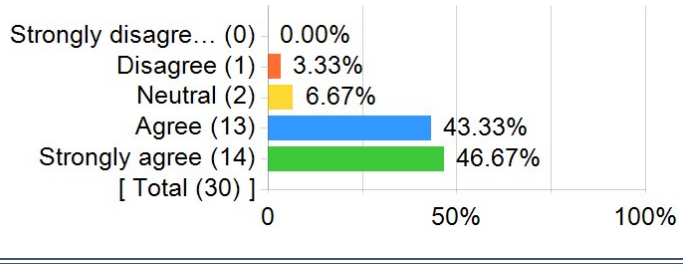
2. The instructor was enthusiastic about teaching the course.



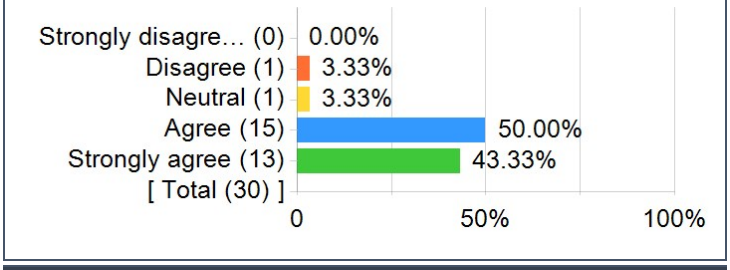
3. The instructor presented the course in an organized manner.



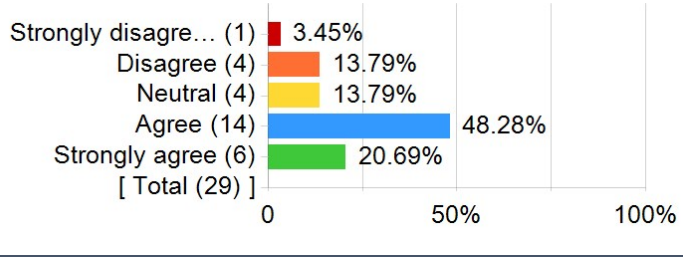
4. The instructor maintained an environment where students felt comfortable participating.



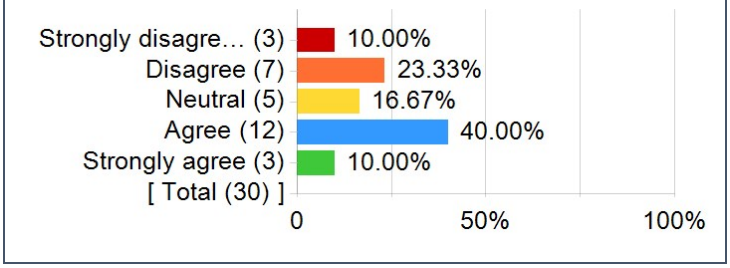
5. The instructor maintained an environment where students felt comfortable seeking assistance.



6. The instructor provided helpful feedback.

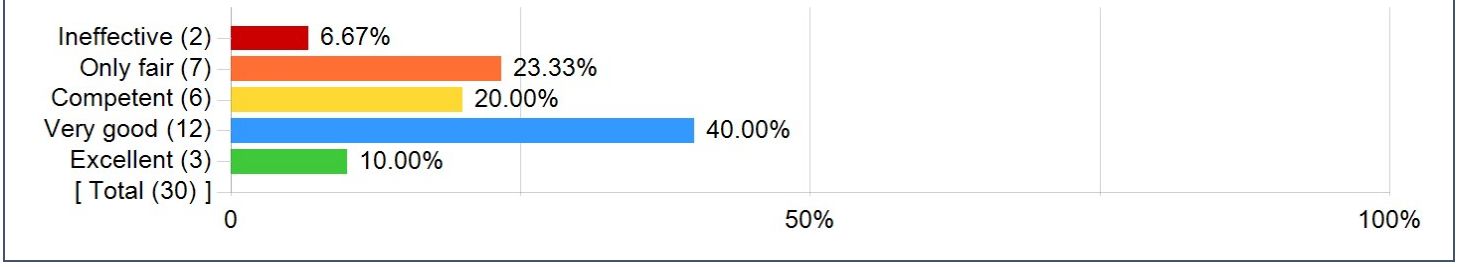


7. Assignments contributed to my understanding of the subject.



Instructor's overall teaching effectiveness:

1. Express your judgment of the instructor's overall teaching effectiveness.



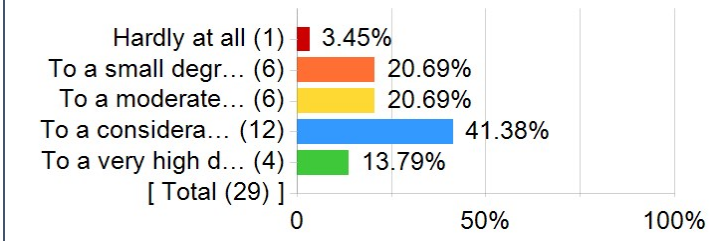
GSPH Questions

GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

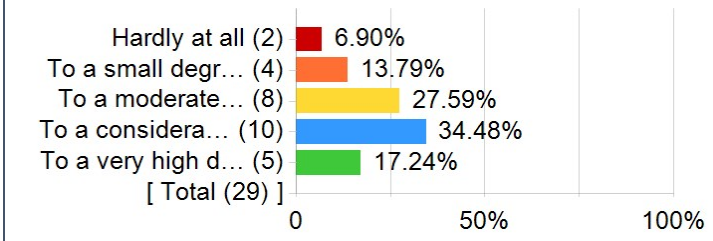
Question	Results				
	Response Count	Mean	Standard Deviation	Min	Max
Course objectives were presented.	29	3.41	1.09	1.00	5.00
Stated objectives agreed with what was taught.	29	3.41	1.15	1.00	5.00
Course made a worthwhile contribution to my professional development.	29	2.72	1.36	1.00	5.00
Assigned work was appropriate to credits.	29	3.28	1.10	1.00	5.00
Course content reflected recent developments in the field.	27	3.07	1.21	1.00	5.00
Course content duplicated that of other courses I have taken.	28	4.04	0.92	2.00	5.00
Would you recommend this course to other students?	29	2.34	1.34	1.00	5.00

GSPH Course Items: Detailed Results

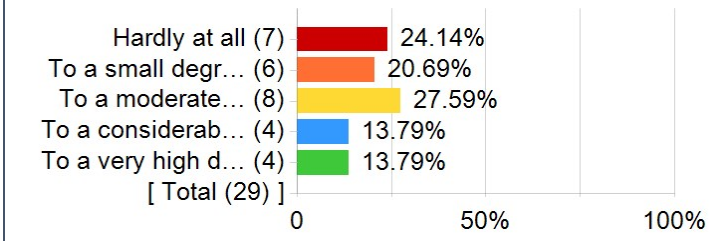
1. Course objectives were presented.



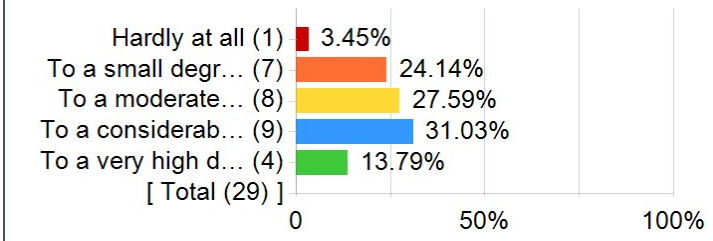
2. Stated objectives agreed with what was taught.



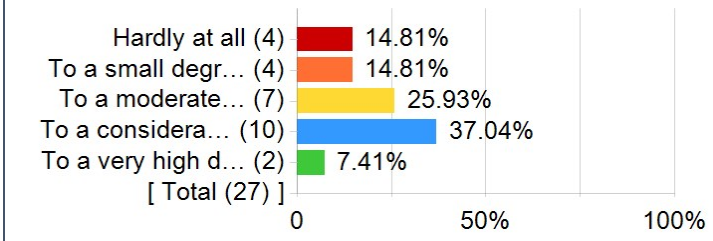
3. Course made a worthwhile contribution to my professional development.



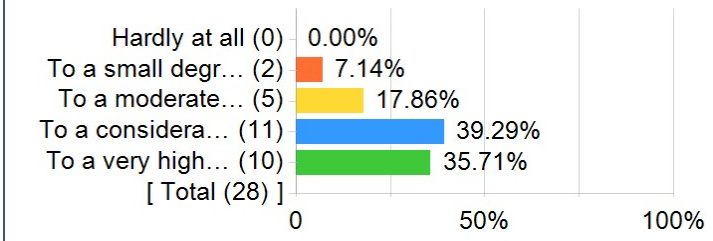
4. Assigned work was appropriate to credits.



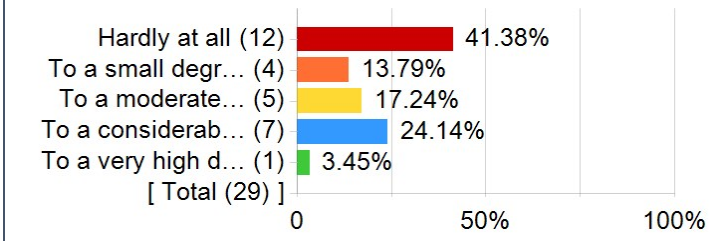
5. Course content reflected recent developments in the field.



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

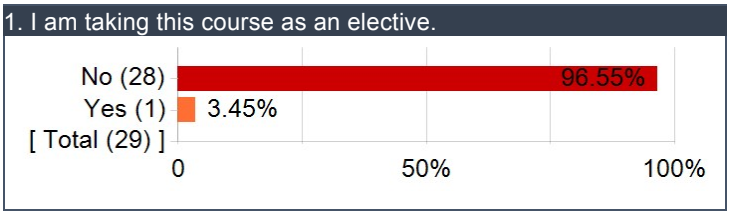


7. Would you recommend this course to other students?

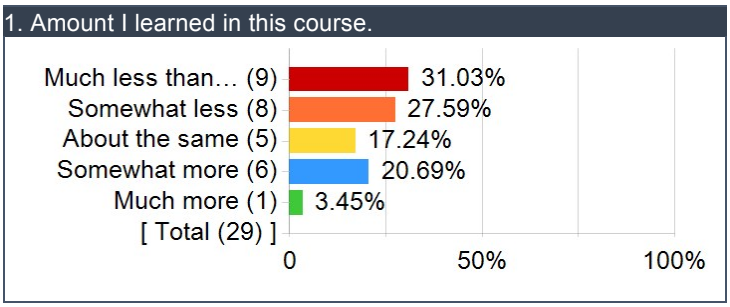


Additional GSPH Course Items

I am taking this course as an elective.

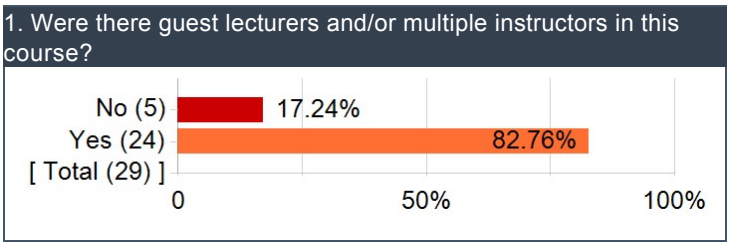


Compared to other courses, in this course I have learned:

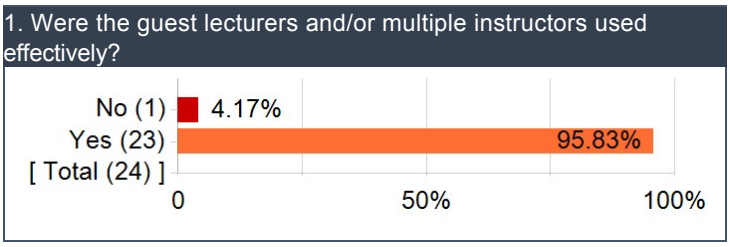


Guest Lecturers and/or Multiple Instructors

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

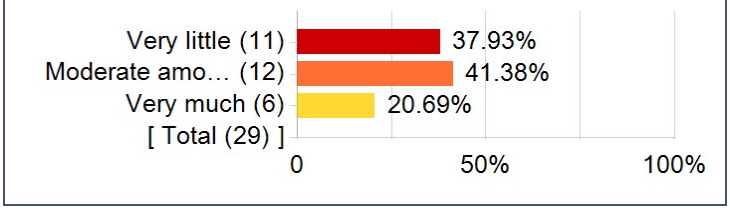


Were the guest lecturers and/or multiple instructors used effectively?

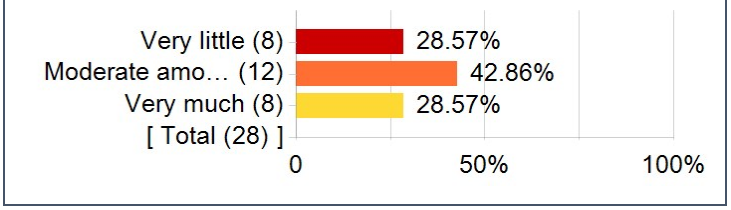


Rate each of the following according to how much it contributed to your attainment of the course objectives.

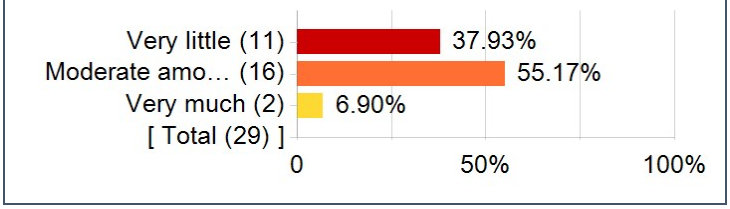
1. Lectures



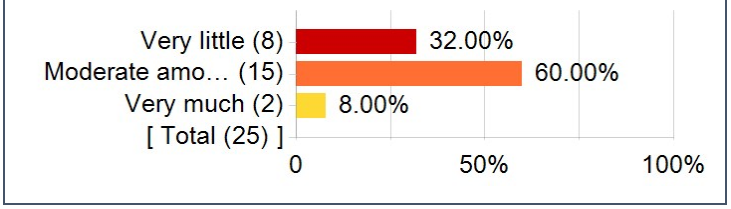
2. Discussions



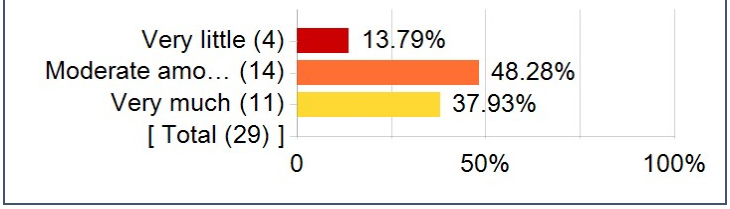
3. Readings



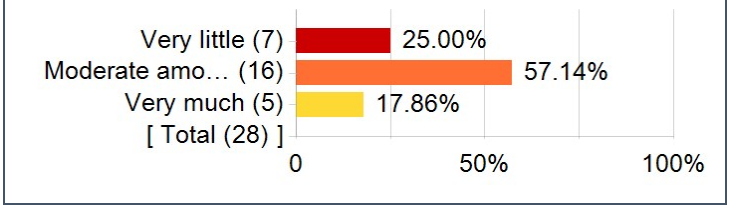
4. Audio-visuals



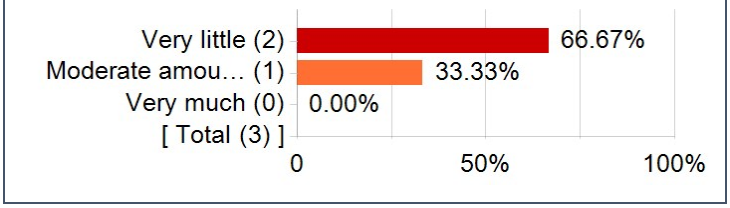
5. Assignments (exams, projects, and written papers)



6. Classroom activities



7. Lab / Recitation



University of Pittsburgh

Copy of Spring 2019 - Martha Terry

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

Project Title: **2194 - Teaching Survey Spring 2019**

Courses Audience: **61**
Responses Received: **23**
Response Rate: **37.70%**

Subject Details	
Name	BCHS 2509 - SOCL BEHVRL SCI & PUBLC HLTH - 1030 - Lecture
DEPARTMENT_CD	BCHS
CAMPUS_CD	PIT
SCHOOL_CD	PUBHL
CLASS_NBR	13885
SECTION_NUMBER	1030
TERM_NUMBER	2194
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
- Additional School or Department Questions (if applicable)

Creation Date: **Tuesday, April 30, 2019**

University Questions

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

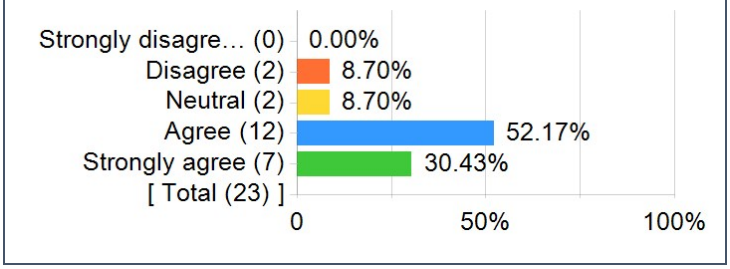
Question	Results		
	Response Count	Mean	Standard Deviation
The instructor stimulated my thinking.	23	4.04	0.88
The instructor was enthusiastic about teaching the course.	23	4.78	0.42
The instructor presented the course in an organized manner.	23	4.30	0.97
The instructor maintained an environment where students felt comfortable participating.	23	4.35	0.93
The instructor maintained an environment where students felt comfortable seeking assistance.	23	4.30	0.93
The instructor provided helpful feedback.	23	4.09	0.95
Assignments contributed to my understanding of the subject.	23	4.26	1.05

Instructor's overall teaching effectiveness

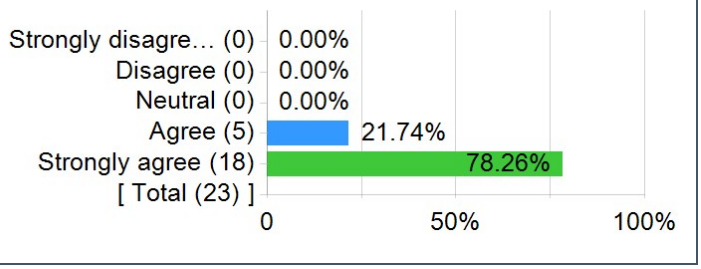
Question	Results		
	Response Count	Mean	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	23	4.13	1.18

Instructor Items: Detailed Results

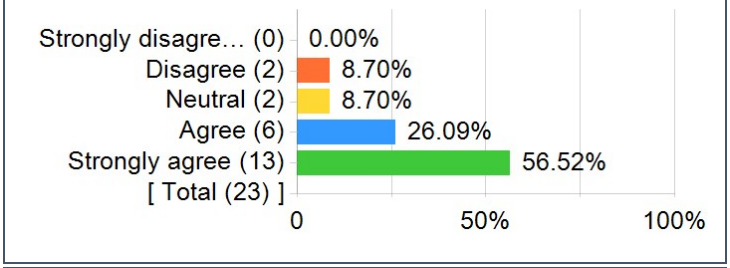
1. The instructor stimulated my thinking.



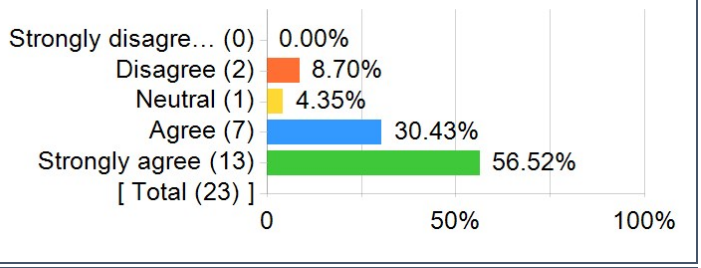
2. The instructor was enthusiastic about teaching the course.



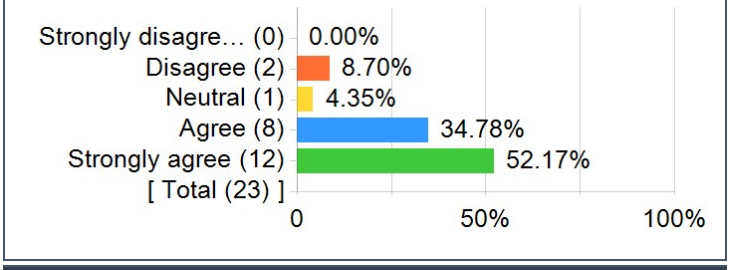
3. The instructor presented the course in an organized manner.



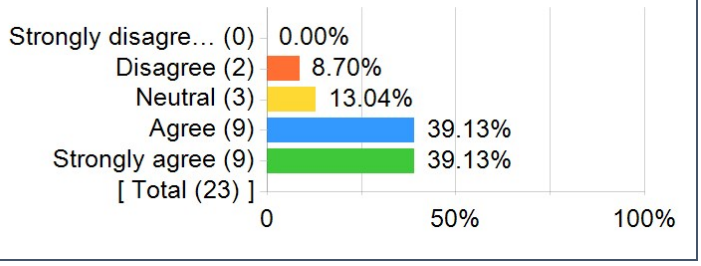
4. The instructor maintained an environment where students felt comfortable participating.



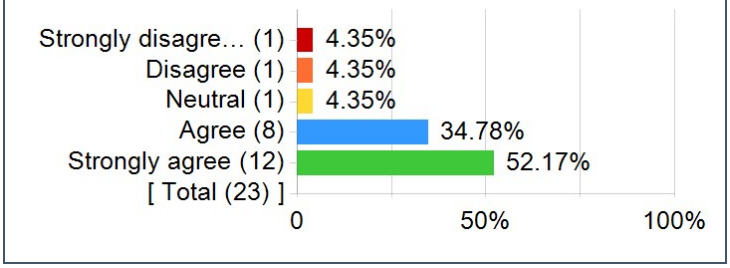
5. The instructor maintained an environment where students felt comfortable seeking assistance.



6. The instructor provided helpful feedback.

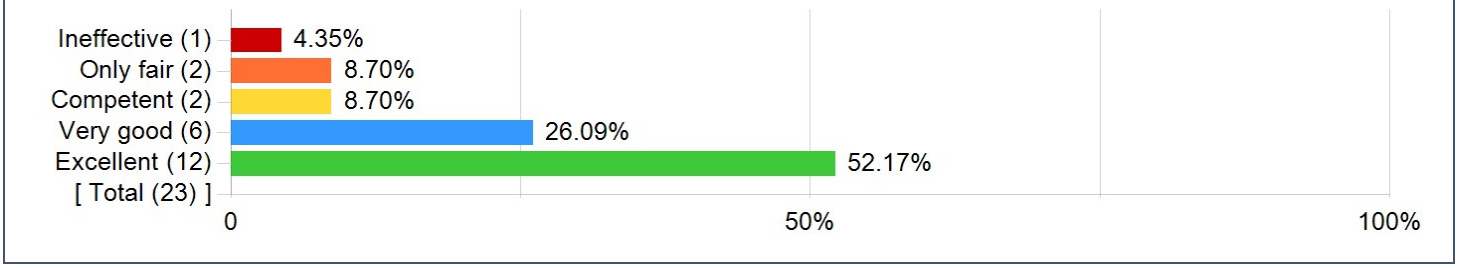


7. Assignments contributed to my understanding of the subject.



Instructor's overall teaching effectiveness:

1. Express your judgment of the instructor's overall teaching effectiveness.



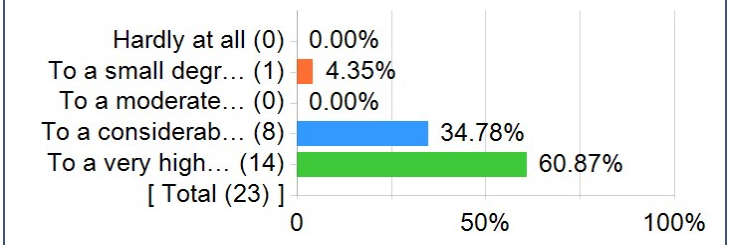
GSPH Questions

GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

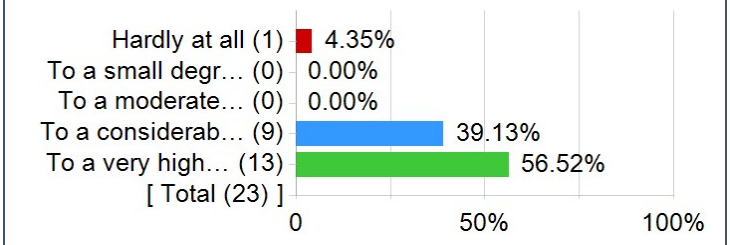
Question	Results				
	Response Count	Mean	Standard Deviation	Min	Max
Course objectives were presented.	23	4.52	0.73	2.00	5.00
Stated objectives agreed with what was taught.	23	4.43	0.90	1.00	5.00
Course made a worthwhile contribution to my professional development.	23	3.83	1.30	1.00	5.00
Assigned work was appropriate to credits.	23	4.30	0.63	3.00	5.00
Course content reflected recent developments in the field.	23	3.87	1.06	1.00	5.00
Course content duplicated that of other courses I have taken.	23	2.52	1.24	1.00	5.00
Would you recommend this course to other students?	23	3.61	1.37	1.00	5.00

GSPH Course Items: Detailed Results

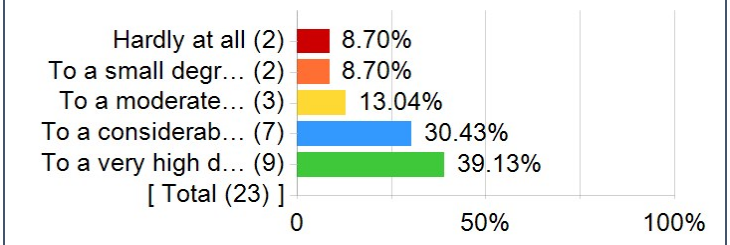
1. Course objectives were presented.



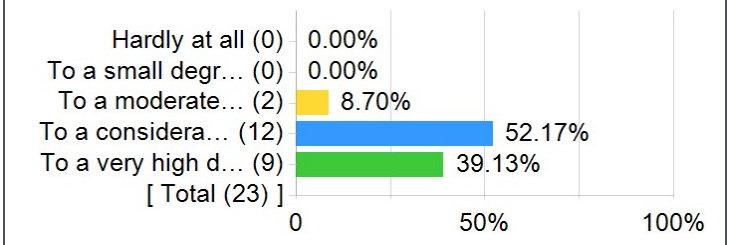
2. Stated objectives agreed with what was taught.



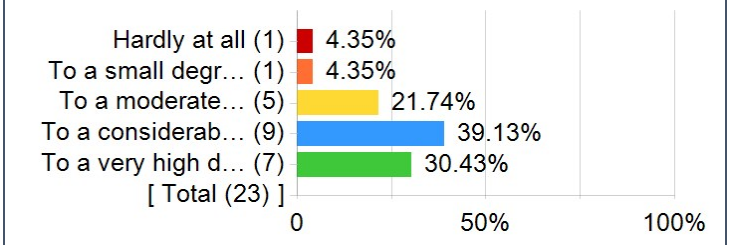
3. Course made a worthwhile contribution to my professional development.



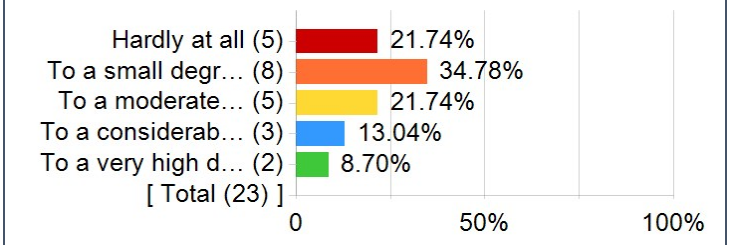
4. Assigned work was appropriate to credits.



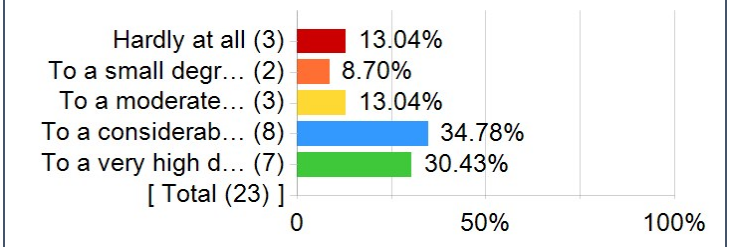
5. Course content reflected recent developments in the field.



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

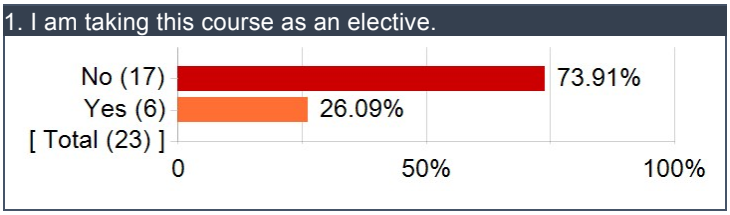


7. Would you recommend this course to other students?

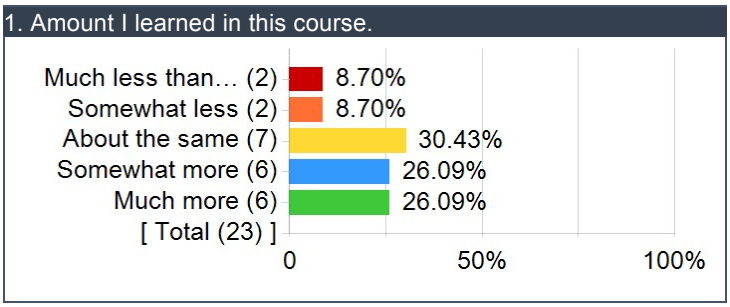


Additional GSPH Course Items

I am taking this course as an elective.

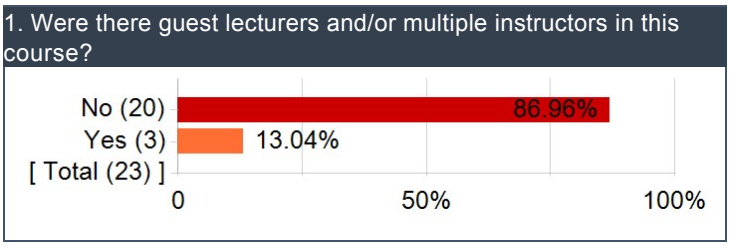


Compared to other courses, in this course I have learned:

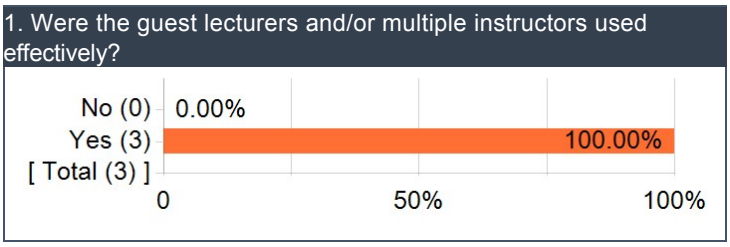


Guest Lecturers and/or Multiple Instructors

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

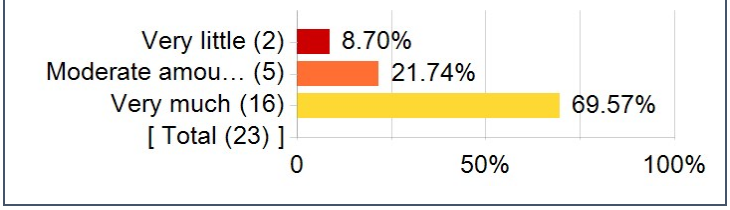


Were the guest lecturers and/or multiple instructors used effectively?

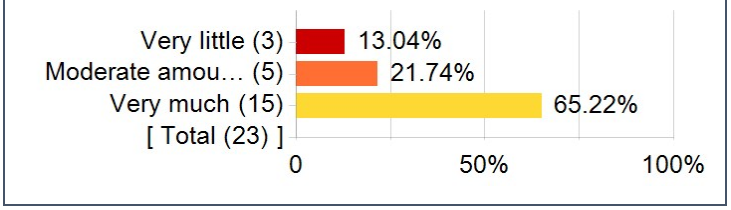


Rate each of the following according to how much it contributed to your attainment of the course objectives.

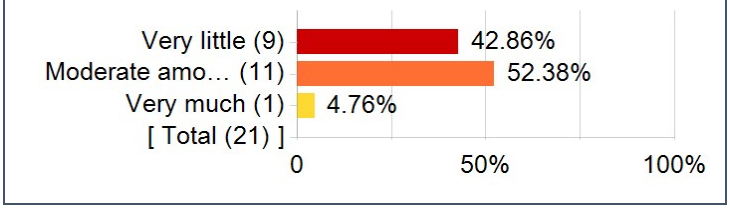
1. Lectures



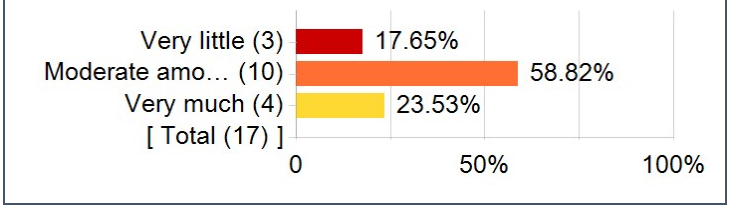
2. Discussions



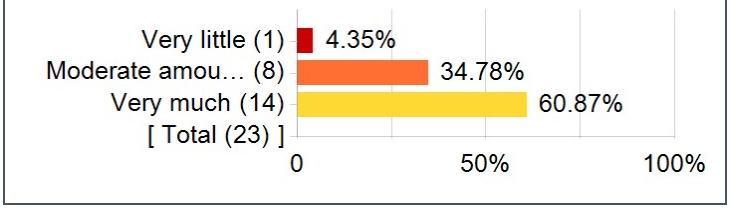
3. Readings



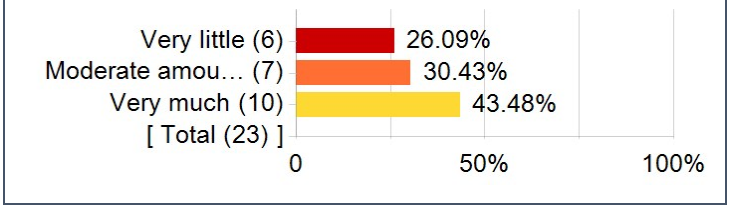
4. Audio-visuals



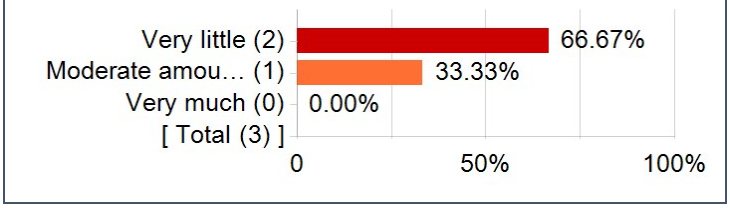
5. Assignments (exams, projects, and written papers)



6. Classroom activities



7. Lab / Recitation



Date: May 20, 2019 at 7:36:45 AM EDT
From: "Walker, Jennifer L" <JLWST88@pitt.edu>
Subject: Use of the GRE in graduate admissions

Dear Colleagues,

Graduate admissions processes should identify candidates who are likely to succeed in our programs and to do so in a way that is fair and equitable. In recent months, several campus groups, including the Equity, Inclusion and Anti-Discrimination Advocacy Committee of the University Senate, the University the Council on Graduate Studies and the attendees at the graduate studies retreat have discussed the use of GRE scores in graduate admissions. I am particularly interested in the extent to which the use of these scores promotes or hinders the goals of graduate admissions, including the goal of promoting an inclusive and diverse environment. These discussions have been motivated by several factors, including:

- Studies showing that GRE scores are biased against women and students from under-represented groups.
- Studies concluding that scores are not predictive of key measures of success in graduate school
- The financial burden of paying to take the test, which may disproportionately affect low-income students. For example:
    - The general test in the US costs $207 and sending scores to additional programs costs $27/institution
    - GRE Test prep courses cost between $700 and $2500 (Kaplan). Students taking prep courses tend to score better on these tests, creating another barrier for fair assessment of students of different economic means.
- GRE scores have been eliminated as a reporting requirement for some federal agencies
- Eliminating the GRE requirement has resulted in increased numbers of applications, especially applications from students in under-represented groups.

[See references below for additional information.]

Similar observations can be made about other standardized tests used for graduate admissions, but we have more flexibility around our use of the GRE compared to other standardized tests. In fact, several Pitt programs, including the Biological Sciences PhD program in Arts and Sciences (in 2017) and all PhD programs in the School of Medicine (in 2018) have elected to eliminate the GRE as an element of their admissions processes. Effects of these changes on applicant quality, diversity and success will be evaluated in the coming years.

Personally, I believe that the evidence of gender and racial bias in the GRE is strong and that evidence of their predictive value for PhD student success is weak. Pitt has historically allowed a high degree of autonomy in graduate admissions and I am **not** proposing to change that autonomy or make any change in university policy at this time. Some programs are required to compile GRE or other standardized test data by their accreditation groups and the University will not interfere in that process. However, given the importance of this issue, I am writing to clarify policy and make recommendations about the use of the GRE by graduate and professional programs across the university.

1. There is not a university requirement that graduate programs use the GRE or any standardized test score as part of their admissions processes. Decisions about requiring tests and use of test scores are at the discretion of the schools and/or programs.

2. If a program elects to use the GRE, members of their admissions committees should be aware of the guidelines that ETS, the creators of the GRE, provide. These guidelines include a recommendation against using "cutoff" scores. As described by the GRE:
   > "Using a minimum GRE score as the only criterion for denial or acceptance for admission or a fellowship award is not good practice because it overinflates the role of one measure of an applicant's value over others."
   > https://www.ets.org/gre/institutions/admissions/using_scores/guidelines?WT.ac=40361_owt19_180820
3. Programs should engage their faculty in a discussion of how and why they use GRE scores in their admissions processes and how they could assess the value that they gain from requiring GRE scores. In some situations, GRE scores may strongly indicate educational achievements and/or abilities that are an important predictors of student success. If so, it should be possible to demonstrate this using data on GRE scores and outcome measures in that program. The Programs should consider adopting best practices (such as holistic review) and developing more data-driven approaches to admissions.
4. Programs requiring the GRE should strongly consider processes by which this requirement could be waived for students for whom taking and reporting the test would represent a financial hardship.

My perspective is that graduate admissions decisions are difficult with many factors to consider and very little standardized information on which to base a decision. Therefore, my initial thought was that eliminating an objective and standardized measure would reduce our ability to identify the best students for our programs. However, the more that I evaluate the evidence, the more concerns I have about what the GRE measures and predicts, which in turn heightens my concerns about the equity of requiring a test for which performance is clearly correlated with income, race and gender. Use of the GRE thus may be at odds with the goals University of Pittsburgh strategic plan which include attracting a diverse of students. (https://www.pitt.edu/sites/default/files/Strategic-Plan-Presentation.pdf)

Conversely, we should also not ignore the fact that occasionally standardized tests provide an opportunity to discover talented students who might not perform well on other metrics, as in the story of the recent Nobel Prize winner who believes that she got into college despite poor grades because of near perfect SATs. https://www.post-gazette.com/news/science/2018/10/16/Frances-Arnold-Nobel-Prize-chemistry-Pittsburgh-Edgewood-Allderdice-Caltech-enzyme-research/stories/201810130004

If you have questions or comments, feel free to contact me. I anticipate that this will be a topic of discussion in future UCGS meetings and other venues in which graduate education is discussed. If your department or program would like assistance in changing policies around graduate admissions or in communicating to potential applicants about these changes, I am happy to set up a time to discuss this issue.

Best,

Nathan

Senate Equity, Inclusion and Anti-Discrimination Advocacy Committee survey on GRE usage results.
http://www.univsenate.pitt.edu/sites/default/files/EIADAC_Survey_Summary_FAll_2018%20Final.pdf

GRE skepticism in the popular media
https://www.theatlantic.com/education/archive/2016/03/the-problem-with-the-gre/471633/

Holistic Review in Graduate Admissions
https://cgsnet.org/ckfinder/userfiles/files/CGS_HolisticReview_final_web.pdf

The Test that Fails
https://www.nature.com/naturejobs/science/articles/10.1038/nj7504-303a

Article about Penn's philosophy program dropping GRE requirement
https://www.insidehighered.com/admissions/article/2018/09/17/decision-penns-philosophy-department-renews-debate-about-gre

List of biomedical graduate programs that do not require the GRE:
https://docs.google.com/spreadsheets/d/1MYcxZMhf97H5Uxr2Y7XndHn6eEC5oO8XWQi2PU5jLxQ/edit#gid=0

Nathan Urban, Ph.D.
nurban@pitt.edu

Vice Provost for Graduate Studies and Strategic Initiatives
https://provost.pitt.edu/content/nathan-urban
801 Cathedral of Learning
University of Pittsburgh
Pittsburgh, PA 15213
Phone: 412-624-5692

Professor and Associate Chair - Department of Neurobiology
http://www.neurobio.pitt.edu/
Co-Director Center for the Neural Basis of Cognition
www.cnbc.cmu.edu
Associate Director Pittsburgh Brain Institute
http://www.braininstitute.pitt.edu/
E1440 BSTWR
203 Lothrop Street
University of Pittsburgh
Pittsburgh, PA 15213-2536
Phone: 412-648-3396
http://www.nathanurbanlab.com/

For scheduling information contact:
Callan Rowe (car171@pitt.edu)

Graduate School of Public Health
Educational Policies and Curriculum Committee
Meeting Minutes | May 2, 2019

Present: Cindy Bryce, Jessica Burke, Mary Derkach, Ying Ding, Patricia Documet, Julia Driessen (call in), Jim Fabisiak, David Finegold, Nancy Glynn, Summer-Rae Haston, Robin Leaf, Giovanna Rappocciolo, Kimberly Rehak, and John Shaffer.

The meeting was called to order at 1:33 p.m. by Dr. Patricia Documet, chair.

Meet & greet with new Public Health HSLS Librarian (Helena VonVille, MLS, MPH)

Helene VonVille, who has joined Pitt Public Health as HSLS Liaison and Barb Folb's replacement, came to introduce herself to the committee. She comes from the University of Texas Health Science Center where she was the School of Public Health Library Director for 16 years and co-taught a systematic review/meta-analysis course for over 10 years. She shared her interests of research reporting guidelines to improve quality and making herself available to support faculty and staff with research and educational needs beyond doing a literature search in PubMed.

ACTION: No action necessary.

Report from Associate Dean for Education on Health Equity content in core courses (Jessica Burke & Noble Maseru)

Meetings to review MPH core classes for health equity content with core course instructors are set to take place this summer. These meetings are non-binding and ways to improve course materials to better address health equity issues, including social determinants of health, are to be suggested but not mandated.

ACTION: After the meetings, Dr. Noble Maseru will report to the committee. Committee members were especially interested in hearing about any takeaways that can help with establishing a procedure to include health equity in the regular syllabus review in the future.

Report from Associate and Assistant Deans on recent student dismissal (Jessica Burke, Cindy Bryce, Mary Derkach)

In light of a recent student dismissal, Dr. Cindy Bryce, associate dean of student affairs, Dr. Jessica Burke, associate dean of education, and Mary Derkach, assistant dean of student affairs, circulated an information packet with resources for dealing with student issues. They thought it was pertinent to make the committee aware of the resources that exist and ensure that they knew where to find them. Important telephone numbers to know are the Pitt Police number (412-624-2121) and RESOLVE (1-888-796-8226).

Cindy, Jessie, and Mary reported a recent meeting they had with Pitt Police and stressed that the campus police are open to respond to anything that faculty might need, from responding to a student issue to answering safety-related questions.

Dr. Noble Maseru asked that his name be added to Still Have Questions? Section of the Need Help? bookmark and Pitt Public Health's Office of Diversity and Inclusion added under the University Online Resources in the case that Pitt Public Health students experience a hostile climate due to race-related issues.

Dr. Jim Fabisiak asked if anyone had looked at past cases to determine if there were any predictors that would help others to identify a potential student issues. Cindy and Mary explained the process from the Office of Student Affairs' vantage: that faculty who notice long absences report them to Student Affairs and, in certain cases, the Pitt Police are sent to do a welfare check at the student's residence. Mary also mentioned that an available option is for faculty to call the Pitt Counseling Center to ask advice on specific cases. Dr. Patricia Documet added that for research projects they have used a questionnaire to decide if they should call RESOLVE. It could be adapted for this purpose. Dr. Nancy Glynn also brought up the Active Shooter training that is scheduled for this June 2019.

ACTION: The committee should review process for referring instances to the Office of Student Affairs to make sure everything is up-to-date.

Transgender student follow up and next steps (Patricia Documet)
Dr. Patricia Documet reported on a meeting that was held with members from EPCC, the Faculty Diversity Committee and the Center for LGBT Research. Attendees discussed ways to raise awareness and educate themselves on how to be more inclusive towards transgender students both in and outside of the classroom. They established that education needs to be available to the entire community and not just faculty. Workshops on strategies for transgender inclusion should be offered as a first step. However, inclusion means casting a wider net and opportunities for inclusion can be weaved into journal clubs, other meetings, etc. so that a more welcoming and open climate can be promoted across the school.

Materials from a workshop offered through the University of Pittsburgh are in the Meeting Documents, and committee members are encouraged to distribute those to their colleagues.

Dr. Jessica Burke volunteered to be the EPCC point person to follow up on working with the EPCC, the FDC and the Center for LGBT Research to further these goals.

Dr. Cindy Bryce reported on efforts that Admissions has made in an attempt to be more inclusive to transgender applicants, namely: SOPHAS is adding a gender-identity and preferred pronoun field to the next application cycle and honorifics are no longer used in letters to applicants. However, there is no option to allow for a preferred name, so one student who declined admission mentioned that the automatically-generated letters used their incorrect name. The Admission staff are still working to figure out workarounds for these issues.

ACTION: Anyone interested in being part of this inclusion initiative should contact Jessie who will report back to the committee throughout the summer.

Update on University's Transition to New Learning Management System (LMS) (Kimberly Rehak)

The university is expecting to be under contract with Canvas Learning Management System. Although the rollout of the transition from BlackBoard/CourseWeb to Canvas will take until end of spring 2020, the Center for Teaching and Learning will be looking for volunteer early adopters to try out the new system for fall 2019. The committee discussed the best ways to source interested faculty and recommended an email to all faculty if and when the time comes.

Additionally, Canvas might have e-Portfolio options and a way to track internships that Educational Programs will explore once the system becomes available.

ACTION: No action necessary.

Summer Committee Meeting Schedule, All

Upcoming meetings were scheduled from 1:30-3:30pm in 1149 for the following dates:

June 6
July 18 – Deadline for new courses for fall 2019
September 5
Oct 3
November 7
December 5

ACTION: No action necessary.

Approval of April Meeting Minutes, All

ACTION: The committee approved the April Meeting Minutes.

The meeting was adjourned at 2:52 p.m.