Education Committee Meeting Minutes
May 30, 2019

Attendance: Anne Fidler, Sophie Godley, Megan Healey, Mike LaValley, Chris Louis, Taylor Mahoney, Lois McCloskey, Meera Ruparelia, Lisa Sullivan, Leslie Tellalian, Michael Ulrich, Amanda Velez

1. Phase 2 Proposal – Conducting Research in the Era of Open Science
   a. Originally came to the committee before it was decided that adding new courses would be put on hold
   b. Intended audience
      i. Will not be included in the MPH or new MS at least in the short-term
      ii. Would likely only work for PhD and DrPH students
   c. Committee feedback
      i. Consider offering as a special topics course
         1. Guidelines around these courses are not currently set so timing is not concrete right now

2. Education Town Hall Update
   a. Attendance: members of Education Committee and GH faculty
   b. Discussion items
      i. Annual Teaching Conference
         1. Goal: replicate the “Teaching Public Health” event held last March, run as a Dean’s level event, showcase faculty’s work
      ii. Online learning
         1. Faculty are new to this but are interested in doing it
         2. Want more training sessions around the topic
      iii. DrPH Funding
         1. How to better support the students since it’s a different funding model than the PhD
      iv. Incoming faculty
         1. Attendees agreed that the expectation should be for them to ideally teach a core course and a course in their particular area

   c. Next one is Monday, June 3 from 2-3:30pm in L112

3. Core Course Discussion
   a. Goal: continue to discuss how the core courses have evolved
      i. Concern for multi-section courses is the consistency between faculty
      ii. Integrate core courses together more than they are now
   b. Quant
      i. Past
         1. Spring 2016 pilot had too much content
      ii. Now
         1. Currently focuses on going more in depth on essential concepts and methods
         2. Ordering of content, type of content, and type of assessments haven’t changed over time
      iii. Feedback from Committee
1. Like the idea of using “primer questions” to frame the lecture (why are you here, why are you learning this)
2. Fall: try to use online modules for students taking class in person so lectures can be more interactive

c. Health Systems, Policy, and Law
   i. Course has changed slightly every year
   ii. Past
      1. Integrate policy and law in the first few classes and then focus on each separately for the following classes
   iii. Now
      1. Present legal structure and then policy focused on healthcare system
         a. Essentially set up as two mini courses that were more consistent for students
      2. A significant amount of material has been cut
      3. Integrate more on race, civil rights, and LGBTQ issues
      4. Midterm paper
         a. Length around 1000 words
         b. Changed to take home assignment instead of in class
      5. Less students have to retake the course now than they did when it was first developed
   iv. Feedback from Committee
      1. Concern: including more content around public payment (Medicare and Medicaid)
         a. Felt as though the policy side was a better fit than the individual side when presenting material
      2. Giving more feedback on midterm essay
      3. Structure of assessments and grading
         a. Final exam: multiple choice, true/false, short answers, no long essay
            i. Currently weighted very heavily which students don’t like
         b. Students felt like quizzes were busy work
         c. Concern that assessments don’t fit the size and goal of the class
   d. ICPH
      i. Past
         1. Theme over the years: the first half of the year is much stronger than the second half
            a. Tighten up material in the second half to execute better
            b. Tie themes from both halves of the semester together
      ii. Now
         1. Better incorporate issues around social justice, race, and racism (a work in progress)
            a. Not just content around health disparities but also self-examination around these topics
         2. Two short papers for in-person sections, online section does journal set up
         3. Goal: work on scientific and evidence-based writing, have students understand importance of health behavior theories
iii. Feedback from Committee
   1. Intertwine content with PH717 on qualitative and quantitative research
   2. Connect the skills they learn in L&M to show that students will actually deal with these real-life examples in ICPH
   3. Add more examples of successful public health interventions and how these changes have affected different populations worldwide
   4. Assessments
      a. Group project: some students don’t carry their weight as much but end up doing well in the course because the project is weighted so heavily
   iv. Feedback from students
      1. Feel the quizzes are busy work
   e. L&M
      i. Working on getting a set team in place to continue teaching this course
      ii. What should the course focus on and how has it evolved since it first started?

4. Scheduling
   a. Departments need to decide on courses to clearly delete, essential courses, every other year courses, what courses require multiple sections, and what principles should be used to guide the courses in between (the gray area)