MPH Minutes

August 30, 2022

Discussed winter term schedule which is due next week. Gardner stated that she thinks students can take more than one class, depending on when they are offered and length, but she will check.

Announced dates for MPH get togethers: 7 p.m. on 8/30; 10/18

Ding discussed making graduate statistics a requirement for program admission to the Epi certificate. This will not affect MPH students other than ensuring proper sequencing. It will potentially affect students outside of DPH majors. Gardner asked that the program change for the epi certificate be pulled temporarily to make the needed changes. A formal motion was not made (Gardner forgot!), but there was no opposition to making this change.

Gardner asked for the ILE rubric statements to be added directly into the rubric in the MPH Student org site on Bb by November. Ding asked about the need for rubric vs pass/fail. Gardner said she hates rubrics but they have utility in identifying strengths and weaknesses, as well as being used as assessment data. Eagle will examine the category names and change as needed.

Discussed secondary reader assignments for the three fall ILEs; Gardner will be primary on all. Thanks was given to Eagle for all the primaries she did this summer.

We have several MPH students interested in research and we discussed how to incorporate them. Ding suggested letting students know about our research interests, and we will follow up on providing that information.

Discussed scheduling workshops/webinars for students and community folks (workforce development!). Gardner indicated MPH alum Jessica Stallings is doing interesting work with social media data mining and community resources; she is willing to do a workshop with our students. Kristen also has a person. KPHAST should be held in November, if all goes well.

Gardner stated that Provost Fischer stated workload and p&t guidelines should come from faculty. Mkanta wants comments by 10/15, so Gardner asked that we think about what is reasonable for the MPH program, which has much different requirements than the other two graduate programs. We also discussed measures of teaching effectiveness beyond SITEs. Eagle and Brewer were encouraged to have peer review for f2f and online courses.

Gardner reminded faculty that Khawl is for all, so to use her as needed.

Discussed meeting w/ Mkanta, Basta and Koodali to present recap of MPH since last site visit, discuss issues faced, and recommend solutions. There appears to be a strong disconnect between what we do and need and what is perceived by others.

Teaching Effectiveness: evidence in this area includes, but is not limited to the following:

1. An evaluation of both the systematic organization of appropriate materials for presentation and communication to students of course objectives, plan of study, and means of student performance evaluation. Syllabus review, Core content review
2. An evaluation of the effectiveness of presentation by lecture, discussion, assignment and recitation, demonstration, laboratory exercise, practical experience, consultation, field trips, computer-assisted instruction, reading lists, audiovisual materials, simulations, and games. Peer evaluation
3. An evaluation of assessment procedures such as tests, grading practices, and clinical performance. Competency assessments
4. An evaluation of professional responsibilities such as in meeting classes; holding office hours; providing academic advising to students; returning materials in a timely fashion; making clinical assignments; supervising students; and treating students in a fair,
impartial and respectful manner.SITE item.,
5. An evaluation of the effectiveness with which students are stimulated to develop critical and/or creative abilities and intellectual curiosity by such means as independent study or thesis projects. ILE primary
6. An evaluation of the knowledge of recent discoveries and literature in the field; the use of the latest scientific/technological innovations; participation in professional activities, such as training programs, technical seminars and self-study programs. Professional development
7. Student feedback from course appraisals; student performance on departmental exams; comments from peers, students and alumni.
viii. An evaluation of cooperation in developing, scheduling, and teaching general undergraduate and graduate courses on and off campus. Keep favorable emails in folder
8. An evaluation of the development of textbooks, workbooks, manuals, tapes, slides, online materials, other print and non-print learning resources developed primarily for classroom use. Peer evaluation
9. An evaluation of the success of students on uniform examinations, in acceptance to graduate and professional programs, in winning awards, in job placement, or in other highly significant achievements
10. Documentation of direct assistance in helping students find appropriate employment. Keep copies of LORs written; Should we assess?
11. Development or use of web-based courses, study abroad and other international academic programs.