

FINISHED FILE

TEACHING PUBLIC HEALTH - PART 1

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>> YVETTE COZIER: Good afternoon. My name is Yvette Cozier, and I have the privilege of serving as the Associate Dean for Diversity, Equity, Inclusion, and Justice at Boston University School of Public Health.

On behalf of our school, welcome to this Public Health Conversation.

Today's event is a part of the seventh installment of our Teaching Public Health series, which began in 2018.

This year, we're hosting three Teaching Public Health sessions over the course of the summer.

Each session will convene contributing authors from the second volume of the book Teaching Public Health, which is set to be released this fall.

Special thanks to the intellectual architect of these conversations, Lisa Sullivan, our Associate Dean for Education and co-editor of Teaching Public Health volumes one and two.

And thank you to the Dean's Office and the Marketing and Communications Team for making this series possible.

Before turning things over to our speakers, I'd like to offer some framing words to help guide us.

Public health is at a moment of inflection.

Over the past several months, there have been ongoing threats to not only institutions of higher education, but also to the values of

diversity, equity, inclusion, and justice, the very principles that public health is rooted in.

It has been a season of challenge to say the least.

Each day, as the ground changes beneath our feet, how do we proceed?

In trying to answer this question, I've found it helpful to ask a different question altogether: do the challenges we currently face present new and uncharted opportunities for us to grow as educators?

My hope is that we can use today's space to consider how we can evolve and adapt to help the next generation shape a healthier world. May we not lose sight that we are all lifelong learners, with much to reflect on during this period of change.

So, I think it's very fitting that today's discussion will focus on promoting learning, with presentations on supporting learners, transforming assessments to foster learning, and creating spaces of experimentation, equity, and belonging in the public health classroom.

I look forward to learning from all of today's speakers.

I now have the privilege of introducing today's moderator and co-editor of Teaching Public Health volumes 1 and 2, Dr. Sandro Galea.

Dean Galea is the Margaret C. Ryan Dean of the School of Public Health, the Eugene S. and Constance Kahn Distinguished Professor in Public Health, and Vice Provost of Interdisciplinary Initiatives at Washington University in St. Louis. He has been named an epidemiology innovator by Time, a top voice in healthcare by LinkedIn, and is one of the most cited social scientists in the world. His writing and work are featured regularly in national and global public media. A native of Malta, he has served as a field physician for Doctors Without Borders and has held academic and leadership positions at Boston University, Columbia University, University of Michigan, and the New York Academy of Medicine.

Dean Galea, over to you.

>> SANDRO GALEA: Thank you for hosting me here. It is great to be here. I want to thank Lisa Sullivan, the lead on substantial body of work around teaching public health.

I now have the privilege of introducing today's speakers.

First, we will hear from Christine Arcari. Dr. Arcari is the Senior Associate Dean for Academic Affairs at the Celia Scott Weatherhead School of Public Health and Tropical Medicine at Tulane University. Her leadership responsibilities include school-level strategic planning, academic affairs, faculty development, and cultivation of a diverse and inclusive college community. She is responsible for the vision, development, implementation and evaluation of all undergraduate and graduate programs and accreditation. Her current scholarly activities are focused on education.

Then, we will turn to Candice Belanoff. Professor Belanoff is a Maternal and Child Health Epidemiologist, with a particular interest in the relationship of social forces and inequities to patterns of population health. She is currently investigating associations between measures of structural racism and the occurrence of preterm birth and other adverse perinatal outcomes. Recent research has also addressed health outcomes related to cesarean delivery; substance use among women of reproductive age; and assisted reproductive technology.

Finally, we will hear from Alex Pedowitz. Ms. Pedowitz is a rising fourth-year MD/MPH candidate at the University of Miami Miller School of Medicine. She graduated from Vanderbilt University in 2021 with degrees in Biochemistry and Medicine, Health & Society. While at Vanderbilt, she worked as a crisis counselor, which inspired a lasting interest in mental health for young adults; she has continued this interest through her capstone research on youth mental health programming and her advocacy for student wellness. She hopes to combine her interests in mental health, climate resilience, and systems-level change and will be applying to Emergency Medicine residency programs this fall.

As a reminder for our audience, following individual presentations, we will turn to a moderated group discussion. When we have about twenty minutes left in the program, I will turn to audience questions. Please submit questions using Zoom's Q&A function located in the bottom middle of your screen.

Dr. Arcari, I will now turn things over to you.

I think you are on mute.

>> CHRISTINE ARCARI: Thank you for the introduction. I am pleased to share highlights from the chapter beyond grades, transforming assessments to foster learning. I will present today, this work is a collaboration and I want to acknowledge Lisa's contribution. I want to highlight the ideas, focusing on how to enhance student learning, improve teaching effectiveness. The field of public health is evolving and teaching practices also need to evolve. Among all elements of course design, assessment has the greatest potential to transform both how we teach and how students learn. The two main types of assessment are summative and formative. Summative is the traditional approach to evaluate whether students mastered course content at the end of a course. Typical assessments include mid-term and final exams, final papers and presentations. Formative assessment evaluates student learning through the course, giving students the opportunity to process and respond to feedback. Examples of formative assessments include quizzes, homework assignments, classroom discussions, reflections and share activities. Both times are essential. However, an overreliance on summative assessments can hinder learning, as they don't provide the opportunity for students to reflect on or demonstrate growth in areas

in which they need to improve. Through formative assessments, instructors can interpret student performance and provide feedback that helps learners recognize strengths, identify areas for improvement and reflect on how to enhance their work. Assessments should not be viewed solely as a tool for grading, but as a process that promotes learning and continuous growth. Traditional assessment prioritizes assessments that document what students learned typically at the conclusion of a course. It often emphasizes memorization and one-time high-stakes evaluations. The instructor makes most of the decisions about what to learn, how to learn it, how to stem street learning and when to be assessed. In contrast, learning-centered assessment prioritizes summative and formative, shifting the focus from measuring performance to actively supporting student growth, engagement and success. Learning-centered assessments provide feedback that help students improve and take ownership of their learning process. It also recognizes diverse learning needs by offering multiple ways for students to demonstrate what they know and can do. Backward design is a framework that promotes learning-centered assessment as it emphasizes the role of assessment in course design. It begins with the end in mind. First, the instructor identifies the desired results. The course goals and competencies, what should students know and be able to do after completing for course. Next, the instructor determines acceptable evidence, what times of assessment will demonstrate students have attained the desired knowledge and skills. Finally, the instructor plans the learning experiences in instruction. What types of methods and learning content are needed to support learning. Backward design produces full alignment of the course goals, assessments and learning experiences to maximize student success. Compare backward design to the traditional model for course development. The process begins with the instructor identifying topics they believe are important or interesting, and writing learning objectives based on the content. The instructor chew, instructional methods such as lectures and activities to deliver the selected content. Finally, quizzes, exams or assignments are created after the course is designed to test students' understanding of the content covered. The emphasis is on teaching, and what the instructor does. It results in coverage-based teaching, just trying to get through material. Assessments may not align well with learning goals. The risk is students may complete tasks without achieving deep learning or intended outcomes. There's the other traditional model of course development, which is teaching the course the way you were taught it, which is also problematic. It is essential to infuse authentic assessment and authentic learning into the course development process, allowing students to experience the real world by connecting classroom content to real-world situations. This matters because it increases student motivation and engagement, enhances retention and transfer of knowledge and prepares

student for the types of thinking and doing that will be required in their careers. Authentic assessment evaluates students' ability to apply knowledge and skills in meaningful contexts. The focus is on student arrive at a solution and the solution itself. Work is evaluate based on standards used outside the classroom and can allow for multiple ways to demonstrate understanding. When assessments mirror real-world problems, students find greater value in what they are learning. Authentic learning emphasizes tasks and problems that mirror those faced by professionals in the field. Students explore problems without a single correct answer. Learners work together and reflect on their thinking and process and learners take ownership of their work and apply critical thinking, creativity and problem-solving. Designing effective assessments involves creating assessments that accurately measure and actively promote learning. Equitable assessment design ensures all students can demonstrate knowledge and skills, aiming to remove biases and create a balanced evaluation process to help every student succeed. Inclusive assessment design emphasizes creating assessments that accommodate diverse groups of students by addressing individual students' needs and characteristics, including background, learning preferences, future work environments and targeted skills, knowledge and abilities. I will end with a comment on AI, because kind of have to now when talking about assessment. AI is a powerful tool to support teaching, especially assessment. AI tools can generate detailed assignment directions, create rubrics for grading work, produce basic assessment feedback and assist in writing cognitive or scenario-based exam questions. However, the growing use of AI by students presents challenges for designing fair and meaningful assessments. Best practices include designing assessments that require personal reflection, process documentation or iterative development, including a clear syllabus statement on acceptable AI use is a must. Asking students to explain how they used the tools is also important and proper handling of students that you suspect used AI inappropriately. In summary, effective assessment is at the core of quality education. Let's use assessment not just to grade, but grow. Backward design emphasizes the importance of assessment to learning. Authentic learning and assessment engage students in meaningful tasks that promote deep understanding and the application of knowledge, fostering critical thinking and long-term retention. Equitable and inclusive assessment strategies remove barriers, create a balanced and fair process and produce a learning environment that supports the success of all students. Faculty and students should be encouraged to learn and use emerging technologies like AI thoughtfully and ethically as tools to support learning. Thank you so much.

>> Thank you. I will turn now to Professor Candice Belanoff.

>> CANDICE BELANOFF: Hello, all. Can you hear me okay?

>> You are a bit faint. I don't know if you --

>> CANDICE BELANOFF: I am about as close as I can get. I will shout. I know how to do that. Thank you so much for having me here today. I am excited to share a little overview of a chapter I contributed to in the teaching public health book, creating spaces of equity and belonging in the classroom. I want to acknowledge my fabulous co-authors, one is here with us today, Yvette Cozier. I am hoping the other one, well, she is busily studying for a qualifying exam now, but somewhere out there, I think, watching as well. Thanks for your wonderful collaboration. I start with a quote from my teaching hero, from her book teaching to transgress. Any radical pedagogy must insist everyone's presence is acknowledged. The word radical can bring up big feelings, but what she meant is to critically examine or pull up by the roots, as the Latin root would connote, to transform, make something new. I draw inspiration from this quote in my own work P. what we hope to achieve was three broad things. The first being to offer strategies were creating more equitable relationships, both in and outside the classroom, hoping that if we modeled an equitable, more even playing field in the classroom, students may bring that out to their work and community doing public health. The second big idea we wanted to share was how we generate ideas for fostering belonging for all in the classroom and going beyond mere inclusion. I am grateful to Dr. Arcari for sharing thoughts around grading. That means I could skip a couple things here, because I thought her words about backward design were wonderful and helpful. The third thing we wanted to do was explore approaches to fostering real growth for all, including ourselves, the instructors, in the classroom. Strategies for more equitable relationships, and back to the quote, how do we acknowledge everyone's presence in the classroom? Learning names and pronunciations and respecting gender markers is critical, more than ever, and I spend a lot of time trying to figure out pronunciations of names, because it is the most base level of respect. I prefer being on a first-name basis with my students. I try to insist on it, although acknowledging that not everybody is comfortable with that. For some instructors, especially those who have been -- come from marginalized groups in the academy, that may not be the best option or a comfortable option. Acknowledging all the expertise and experience in the room. Students come in and sometimes aren't aware of how much they lived, even if they are only 23 years old, and how much expertise and lived experience they are bringing and how rich it will make the experience, if they fully bring it in. I work to invite the whole self, which means all of the identities folks walk in the room, knowing that for some, they have been asked to check some of those identities at the door. And then thanks to Dr. Arcari for talking about some of this, but building in opportunities for the co-creation of space and content and format in the class. One thing I experimented with recently is asking smaller groups of students to

take responsibility for the first hour of a class session, and they get to determine and set the stage for what are the most important points about this topic and what are the most important questions that have come up over the course of the week on our discussion board or whatever. They could move the chairs around, decide what activities should be doing and it puts on them some responsibility for creating the discussion that we are going to have together. The tyranny of grades and rubrics. I do appreciate the depth of what I just heard from you, Dr. Arcari. Anyone who taught knows it is our least favorite part of the job, grading. Not just about writing comments, it is about assigning the grade. You go along for the first three or four weeks of class getting to know your students and forging the relationship and then the first assignment comes up and everyone is asking you for rubrics and asking you to tell them how to get an A. There is a certain tyranny of having these grades that stifle creativity and sort of students just often will panic and feel like I can't trust myself to know what to do here. You need to tell me what to do. I know we have to, for accreditation reasons, have to document what people learn in your classrooms, but are there other ways to do this. Some were mentioned, but intra-group assessments, a lot of folks ask students to read contributions to a group project or allowing for multiple drafts, like creating a conversation over the course of the development of a project as opposed to you did it wrong, you get a whatever, a B. Or co-grading, where we work with the student to grade something together in collaboration, scoring each other, or community feedback, we have a community partner, sometimes getting feedback from the community can be really an effective other dimension of assessment. And I haven't done this yet, but thinking about doing some co-creation of rubrics. Students want them, but also could we put some of the onus on them to decide what is an A or what is exceeding expectations or whatever. I love this graphic representation from John Powell. Check them out, they have a wonderful website. You should check out their resources, but drawing the distinction between inclusion, belong, exclusion, I favor belonging over inclusion. You see exclusion is when people aren't let into a space. Inclusion, by this definition says you are allowed into this space and you are welcome here, but the space, the parameters are set and you need to conform in some way to fit in. Belonging is where by virtue of being here, we are sort of exploding the shape and tenor and context and contents of our space, that there's a reciprocity here, like you not only belong here and belong to the space, the space belongs to you. You are responsible for shaping it and evolving it just by your presence. How do we get people thinking about this? We try to explicitly question in the classroom, who has been historically ex-clawed or included? Who has belonged historically to the academy and to whom has the academy belonged historically, and specifically, how and why. Really getting

under the hood of those questions can reveal a lot of what needs to be done to repair the historical damage of the academy. Fostering real growth for all, that means us too. I really like the messaging of abolition from the perspective of can we move away from a system of policing and control and punishment toward a system of mutual responsibility and accountability in the classroom. Everybody is terrified, professors included, of getting it wrong. There is a culture of exclusion that comes from saying the wrong thing, doing the wrong thing, as opposed to having a system of repair and growth and having that be the mindset of our classrooms. So the first thing we really need to do is develop communities of care and mutual responsibility by getting to know each other in a real way. I start my semester with a real getting to know you exercise that can feel like wow, we are taking a long time to find out whether or not you like to bake, but I find it is worth it. Co-creating classroom norms, just will get more buy-in, when norms need to be invoked. If I get us to all decide what are the rules of our space together, then when the rubber hits the road, I think people feel more invested in upholding the norms. One thing I do is put people in small groups and say here is a starter prompt, discuss, come up with some key ideals for our engagement with each other, then we come together as a fuller group and hone a final document and put it all together. I want to credit my friend and colleague for this wonderful device of grow, gratitude, reflect, own, welcome. When the time comes, and it will, when we screw up, mess it up, get it wrong, what can we do, what can we hold on to, to repair and to move ourselves forward. Gratitude, meaning if someone says what you did or what you said really was harmful in some way. I won't give a specific example here, but expressing gratitude for thank you for sticking your neck out and coming to me, especially if a student is coming to an instructor, that is hard to do. Expressing gratitude for that person, letting you know what happened. And spending time reflecting and trying as best we can to not let that reflection be well, these kids are just telling me what to do and they can't -- no. Reflect on what happened, get entering that other person's shoes, letting go of some of the defensiveness and owning similarly -- taking ownership of yeah, I did that and I see how it was harmful and I won't get defensive about it. I will work on doing better, then welcoming feedback in the future, like this conversation doesn't end here. I didn't just say sorry, I am done, but welcoming the person to come back and continue that conversation about what happened. Grow, people. I will end with another quote which resides on the door of my office here, the classroom remains the most radical space of possibility in the academy. I truly believe this. There's so much potential for transformative and liberative work, if we can take that chance and tolerate a little bit of unknown. Thank you so much.

>> SANDRO GALEA: Thank you for mainstreaming the word radical. I will now move to Alex Pedowitz.

>> ALEX PEDOWITZ: Hello. Thank you for the chance to be here. Let me share my screen. I am Alex, a fourth-year medical student at the University of Miami, excited to talk about how to support learners and mental health. This is a topic that's been important to me and I am excited to have a discussion about how we can promote more sustainable learning, not just for future medical students, but all students, masters, doctoral, dental, et cetera. A special thank you to my co-authors, Dr. Stark at George Washington division of internal medicine, and our mentor. Just to get started and frame where I am coming from. When I mentioned grad students, that is an all-encompassing term or federal, dental, doctoral, it encompasses everyone after the bachelor's degree. I wanted to mention a couple statistic at first. We have all this discussion on mental health is on the rise, we want to pay attention to wellness, but a lot of these talks focus on undergrads, not necessarily students at the graduate level. The research shows that rates of depression and anxiety among graduates, relative to undergrads are six times more prevalent. As student progress into higher levels of their training approaching their senior year, the rates start to worsen. Graduate students, compared to the accomplished workforce face increased cognitive demands. Not only are you learning how to be an adult, and have a job, but also still facing the demands of being a student, along with other pair barriers we will discuss later. When it comes to mental health and wellness, this is a really difficult thing to implement successfully on campus because everybody is coming from all different walks of life, not just backgrounds, but when you talk about graduate education, not everybody is a 22-year-old straight out of college. Some are coming back from one year offer out of school and some are taking five, ten, even more years off, coming back. It is important to understand what kinds of challenges is every group facing, so we could better be prepared to address these. I want to talk about first-generation students in graduate education face new academic and financial expectations. There is limited guidance about how to break into this field for families who have not had parents, grandparents in the field before the graduate students. The AAMC compiled a tool kit for grad students to be able to see how can I find a mentor in medicine, what do I need to do at every step to be successful. But for other types of learners, dental, doctoral, this type of tool kit still doesn't exist and there is a lot of question marks for the students as to how to break into the field. For students of color, they experience racial aggressions and systemic discrimination that's been perpetuated through the decades. And this has been exacerbated post-COVID, post the events of 2020, and the students still face significant barriers of stigma on campus, where compared to nonindigenous, non-people of color, the students have a low

percentage that seek out mental health care and support and are present at wellness activities, even when they are offered and available on campus. For students coming from LGBTQ or identifying with this population, there is a good proportion of students who have not disclosed their identity to faculty or peers for various reasons, but a lot of them, according to a survey from national higher Ed, changed that you are appearance in fear of discrimination on campus, even in 2025. And nearly half of the student, even if there are resource centers available on campus and even if they are tailored to grad students, a lot of them are unaware and unable to access them. Students coming from international backgrounds often face language barriers, loss of familiar social customs, being from efficient in English or in whatever language is course is taught in doesn't translate to comfort of interacting with English-speaking members on campus or when it comes to journal publications, a lower percentage of student can seek success that wail. For students with disabilities, even on a lot of graduate education campuses, there aren't sufficient appropriate accommodations or there's a significant concern that those accommodations don't exist on campus, so we see a higher percentage of students with disabilities seeking online education or participating less in in-person activities on campus just because of either existing or perceived lack of accommodation on campus. That was a lot of talk about what kind of barriers, challenges in the wail, but we are here to talk about what we can do about it. A good way to start for everybody would be look at your individual campus environment and culture. Start with a needs assessment, what does the mental health look like on campus, what are priorities from the different groups, what does my school need to do, what is it doing that could be done better to promote the health and wellness of students on campus. General strategies for everybody to consider is this is not an individual challenge, not an individual task. This is a campus-wide team-oriented goal towards better mental health support and wellness on campus. Creating than sense of campus urgency and attention to wellness and mental health as a priority, recruiting volunteers across all different backgrounds to reflect the student populations that we are seeking in higher education. Yes, cost element is important to consider. What is feasible on my campus, but more importantly, advertising, being transparent with students and seeking continuous feedback from everyone involved in the process. A couple indications, three levels we can start to implement different wellness activities on campus, from an environment really and organizational and individual student level, so offering exercise to students on campus, maybe in urban environments where there is not a gym nearby or a lot of green space to run around, how can that be implemented on the university campus, what kinds of nutritional options are available. What kind of programs are in place? Do the programs align with student schedules?

As a med student working all odd hours of the night, the week, sometimes I need to have a counseling appointment at 8 p.m. on a Wednesday, which is not necessarily normal business hours, but what meets the unique demands of my student on campus. Finally, individual level, what kinds of skills workshop cans I offer students to support in finance, AI literacy, peer support, the opportunity to be flexible with scheduling to suit the unique needs of an adult learner versus students in undergrad. These are a couple examples on what can be implemented to better support grad student wellness. We are still -- we still have yet to break into what is a catch-all successful framework for how to engage students from different backgrounds, but I hope you walk away today with where to start, a feeds assessment standard. Harvard surveyed about a potential framework for how to launch a survey on campus. What are national guidelines for how to respond to mental health as a growing crisis on the grad student perspective, looking at the American Association of psychology, as to what is a rough draft of a framework I could implement on my campus. And just continuously re-evaluating how do faculty feel, how do students feel, how can my program change. This could help better address the unique needs of different populations in higher education. Just a slide of my references, and thank you for the chance to be here. Really excited to see where we could go, going forward.

>> SANDRO GALEA: Wonderful. Thank you for excellent presentations. I will start asking a few questions, and I encourage audience questions. Let me start by asking for a second about inclusion. We all realize that these are -- I have not heard anyone make a compelling argument why inclusion is not a desired end, in society and in the classroom. I was wondering if you could talk a little about how one addresses inclusion in a time which is fraught in terms of how we are intersecting with notions of inclusion in the larger political and public discourse. Maybe we could go around in order of the speakers. Christine, if you could go first.

>> I think this is something so fundamental to our classrooms, but also difficult. For me, I think inclusion starts with allowing everybody to be heard. I think there's so many students in our classrooms that feel they are not heard or they can't be heard because they are different from other people in their classroom. What Candice talked about, how to have the open discussion on day one in your classroom of how to open it up and get people speaking to and listening to each other, I think is really important. But I also think, just talking about my topic of assessments, is the look at the assessments we are doing and who are we leaving out of our assessments. Not intentionally, but just because we haven't given it the thought of who may not understand the context of the situation, because they come from a foreign country, they didn't grow up in our culture. So I think we need to look at our assessments and our

learning activities within the classroom, and also to create a safe space for students to be able to take what we are doing and talk about how they could apply it to their own situation in their own experiences and hopefully, that will benefit everybody. I believe strongly that will benefit everybody in the classroom, to hear more diverse opinions from our students.

>> I agree with everybody Christine said. And also, I think if we look at this conundrum of inadequate inclusion or belonging, and I won't get into parsing those definitions necessarily, but one problem I think we are facing and one of the sources of backlash against the academy now is the alienation that some folks on the right side of the political spectrum say feel towards academia, that they are not included. We have seen this in school surveys and whatever, that folks don't feel free to express themselves if they don't hold a political ideology similar to the rest of the class. I am not suggesting we open up our classrooms to unfettered say whatever you want, we can go back to the whatever decade that you want to go back to, but I think there's a way for -- to sort of rethink what we really mean by inclusion versus belonging. Inclusion, for my mind, is something of you could come in invitation. Belonging is if you come in, it is going to change what we do here and how we do it. What are we willing to tolerate and what can we hold. I'm not sure if that is an answer necessarily, but I think we do need to address the ail generation that all folks have felt from the academy, which historically is a very exclusive place and institution, so that is a start of an answer.

>> ALEX PEDOWITZ: I agree with what other speakers were saying. Inclusion starts with informal conversations. I think one of the barriers for learners especially, in diverse groups is this feeling of inaccessibility to those promoting policies and making decisions.

One of the things that made a huge difference on our campus is simply presence, faculty being present, lingering for a couple minutes after lectures, coming out to student event, whether that is a sporting event or interest groups talk and being there in those casual settings, that's where the real coverings happen and where different opinions are candid and honest and things can get done. That's where a lot of individuals feel the safest, being able to talk with those in charge.

>> Let me build on that, and we had a question regarding the inclusion-belonging spectrum. The question is particular about how to scale belonging to larger classrooms. It is an interesting question. And I find it difficult to develop strong classroom norms in large lecture halls, particularly among freshman and sophomore classes. I am wondering if any of the panelists would like to talk about that, about larger classes, how does one create belonging and cohesion among students.

>> I haven't taught a huge class before. I will defer to them if they have, but I have some thoughts about this. I would also rather hear from someone who taught a big, big class.

>> I have never taught a large class, but I have been a part of large lectures, and one of the ways that helps me feel more seen and heard, even in the face of 400 students, is when the lecturer takes the time to split us into smaller groups, maybe five to six, so I could meet enough different opinions to have a different experience, but it is a small enough, manageable group where I feel like my voice is heard. If that is a lecture that extend through the semester, for example, putting us in groups of five to six for maybe a couple of weeks at a time, then switching those smaller groups, I think that is a good way to start to feel engaged.

>> I have a story on this one that kind of answers the question and influenced me in the way I teach. When I was in my doctoral program, I was taking an epidemiology course. Over 300 students in the course, and about two weeks after the start, I was walking down the hallway and I passed the instructor, which I didn't want to make eye contact. He looked at me and said good morning, Christine. And he memorized every person's name in that over-300-person class. And that opened the gateway for me to have a relationship with that instructor. I always remembered that. I have always gone and the first thing, I mean raise everybody's name, but I also break, when I have big courses, I think the biggest taught is 80 to 100 students, is really giving them the opportunity to move into small groups, and start interacting with each other and sharing thoughts out to the larger group.

>> Let me go to a question from Lisa, who talks about -- excellent suggestions, but the question is what might be institutional or structural changes that should or could be made to support faculty in implementing the strategies, so moving toward the faculty member. Maybe Alex, why don't you start.

>> ALEX PEDOWITZ: Can you repeat the question one more time?

>> What are institutional or structural changes that could be put in place to support faculty in implementing strategies to support student wellness.

>> ALEX PEDOWITZ: I think giving the faculty the time and flexibility will be the biggest thing. Different faculty have different opinions on how to interact with students. In our school of medicine, we have longitudinal curriculum advisers who are with us all four years of school, who made a difference in a lot of students' life in navigating the system and in addressing student wellness concerns as well. A lot of them mention it is nice to have the built-in time to be an educator, to be an advisor. So I think granting faculty that time and space to be able to engage with their students on a more personal level would make a huge difference.

>> Candice.

>> I agree with that. I know it is tough in these times to make actual space in one schedule or to allot time and coverage to devote to more student engagement. If you are teaching 100 students, how do you truly -- how do you grade 100 papers in a way that is meaningful that allows you to share your expertise and make people feel seen. One thing with public health, the office of graduate student life, students can really go there if they need help in any way, regarding wellness. I think just carving out time and valuing teaching, which is our battle cry as teachers, to give us the time to really do that, even if we are teaching a giant class. I could never memorize 300 names. That is not in my capacity, but the most meaningful impact I feel I had through my teaching career has been those one on one or three on one or whatever interactions with students after the allowed me to connect with them, really seal them and really learn from them.

>> Christine?

>> CHRISTINE ARCARI: Many faculty -- all faculty of a certain age have never been taught how to teach. Coming from an institutional perspective, we have to put supports in there to teach faculty how to be successful in the classroom, how to embrace inclusive environments and how to foster those within their classroom. I think that is really important. We do a lot of faculty development opportunities, and I hear at over and over, the people that don't need it are the people that show up. So I think there is the opportunity for the people that do need it, and that is something that maybe needs to be put in their performance evaluation, annual evaluation with their chair, saying you are struggling in this area or you could improve. I want you to take X training. I think also, institutionally, the other thing we are doing, we have changed up our plan of study for all our Ph.D. programs that now requires all doctoral students to take a pedagogy course, so we could start training now, and they will remember the lessons as they move out into positions and begin teaching themselves.

>> There's one specific question for you. Can you talk about the balance backwards syllabus planning and how to get it approved will you relevant committees and students will know what they are going to learn, since you are flipping by starting asking students what they want to learn, so reasonable oversight processes that courses go through.

>> Yeah, the starting point isn't asking student what they want to learn, but thinking about what are the end goals for the course. We have goals we put through the course. If you are in public health, we have competency-based education. Many professions have that. There's competencies we are mapping into our courses that we expect our students to be able to meet by the time they graduate. I know for our program, we competency map every course that we have, that this course is supposed to move us forward to these goals. So the end in mind, that's what I mean by starting with the end in mind.

We have the competencies, the goals. And instead of thinking how am I going to teach that, the next question is how do we assess they are meeting these goals. Once we know we are assessing, we go to the learning, but I think as far as inclusive teaching, there is an opportunity and I will use AI as an example here, first day of class, discuss with your students what do you think is acceptable use of AI. So give the students ownership and as much as possible in the decisions they make. I think the other part they might be going for is this idea of let students choose their assessment. That is a design of the assessment, from you could have maybe multiple ways of students meeting it. Maybe a student can write a policy brief or maybe they could do a presentation or maybe they could write an op-ed. You know what you want them to achieve and think, are there different ways they could achieve this, different ways they could demonstrate that.

>> Thank you. Let me ask a broader question for everybody. There is a question, I am struggling with how to have this conversation informed by the values of public health, given some of the horrors going on around us. How can anything else that we are doing take precedence. I am intrigued by the answers to that. Who would like to jump in?

>> CANDICE BELANOFF: I feel that so hard. I am honest with my students about how distressed I am about what is going on, day to day. I took off the notifications from the New York Times app, but my daughter will text me about something, no, in the middle of a class. So what I have said is listen, there's still a world that needs us, and we still have to be prepared for it and we still have to really do our best to not screw it up, or to help heal it. And we still have to learn what we need to learn, so we have to take this seriously and we have to take each other seriously and not let the ridiculousness, the comedy unfolding around us all the time completely occupy our minds. We have to still exist and do the good work. It is just a matter of practical thing that needs to get done, so we will get through this thing on how to find data on health equity. If you can't find it because it got taken down, I will help you figure out where else to find it, so we still have to do it.

>> I would agree that we do still have a responsibility at the end of the day to finish the education we came to start. I think there is a place to have these discussions, whether it is in lecture or other events out of class and figure out how can I talk about what is going on while applying it from this lens. For example, we had an AI in medicine course that first launched. One of the assignments we had to do was you had to find a current event going on and relate it back to the world after AI, so we were hearing about all these different news perspectives in realtime, while thinking about how can I leverage AI to be a better public health professional. If you are incorporate rated current events and giving students the space to

express thoughts and feelings about what is going on around us, while also having the responsibility of how will it apply to my line of study, what lens can I use to leverage change and bring everybody together, I think that would be an appropriate way to merge the two.

>> CHRISTINE ARCARI: And never assume that every student in your course thinks like you do or believes what you do, because there will be students in your course that do not think what you think. This is where setting the ground rules for being able to have uncomfortable or different discussions and being able to share opposing points of view is really important. And always return it to the evidence-based. So whether it's what you are saying or what the student is say, always go back, where are is the evidence for that. Where did you learn that, how did you find that, let's discuss the evidence and what the evidence shows.

>> I will ask one last question from the audience, many faculty do not have much connection to public health practice. What recommendations do you have for ensuring students are assessed in a manner consistent with the contemporary needs of the potential employer? Christine?

>> CHRISTINE ARCARI: That is the balance. I think we know the strengths of our faculty, especially being in an A1 institution, we have hard-core researchers and making sure we bring in practitioners, so depending -- who do you have advise or teach certain classes is based on their skill sets. Do I want someone who is just a really theoretical statistician talking about public health practice and putting them in the classroom? No. And vice versa. I wouldn't have someone practice-oriented teaching the hard bio stats. It is using the strengths of your faculty. And one thing that is important to me is trying to promote ways to take Ralph world examples in the classroom. That's whether they are a researcher or practitioner can happen. It may be reaching out to the practice community to work with that faculty member to figure out how to make the connection and how to bring in that data, but that is possible. It takes time and effort, but it is really rewarding.

>> Candice?

>> CANDICE BELANOFF: I saw Yvette, and thought oh, am I cut off? I just lost my focus. I will hand it over to Alex for a second.

>> I would agree with that, not being afraid to seek help, not being afraid to ask for guest speakers or guest input when designing a lecture, but a designing projects and lectures tack relate back to the real world and get students to think when you are doing this practice, how can you use our skills to apply it. I think in terms of developing competencies, going back to the evidence, what do public health practitioners use, what are competencies that need to be obtained and how can I or someone else use tear skill set to rely the information to students in a practical manner.

>> and every opportunity that I have to do practice-based teaching and engage with community partners, I will take. I am always looking for more. It takes a lot of work and extra time. If we could build that more into our agenda, I think that is the most valuable thing. The most that my students learn tends to come from community partners, so please, more of that.

>> Thank you to all the panelists for a really interesting conversation, and to the audience, who is so engaged.

I will turn it back to dean Cozier.

>> I would like to thank everyone for joining the discussion. Thank you to our speakers and special thanks to our audience. We hope you will join us for the next webinar, which will focus on building community and take place on Wednesday, July 30, at 1 p.m. eastern time. You could visit publichealthconversations.org to learn more about our upcoming events.

Thank you, take care, and be well.