University of Pittsburgh

2261 - Teaching Survey Fall 2025

Fall 2025 - Lee Dosse ENGR 0135 - STATICS & MECHC OF MATERIALS 1 - 1040 - Lecture

Created **Thursday, January 08, 2026**

Courses Audience: 62
Responses Received: 55
Response Rate: **88.71%**

Report Comments

Teaching Surveys

Included in this report:

- Summary of responses to scaled questions
- Response breakdowns
- Student comments
- Results to instructor added custom questions (if applicable)

Understanding and using student feedback:

- We have resources to help you interpret and use results including our faculty worksheet with guided prompts and space to record summaries of feedback, actions, and outcomes.
- Members of our Pedagogy, Practice, & Assessment team are available for consultations and can help with:
  - Interpreting OMET results and developing a course of action if necessary.
  - Exploring various methods of assessment to improve teaching.
- In the future:
  - Discuss, teach, and model giving meaningful feedback with your students and give them multiple opportunities to practice giving feedback.
    - Gather important information about students at the beginning of the term by giving a pre-course survey.
    - Check in with students half way through the term by giving a midterm course survey.
- The Teaching Center offers multiple resources to support teaching and learning.

Office of Measurement and Evaluation of Teaching (OMET)
Contact us

University Questions

Summary table

Scale: strongly disagree (1), disagree (2), neutral (3), agree (4), strongly agree (5)

	Invited Count	Response Count	Response Rate	Mean	Mode	Median	SD
The instructor stimulated my thinking.	62	54	87.10%	4.09	4	4.00	0.71
The instructor was enthusiastic about teaching the course.	62	54	87.10%	4.20	4	4.00	0.66
The instructor presented the course in an organized manner.	62	54	87.10%	3.87	4	4.00	0.99
The instructor maintained an environment where students felt comfortable participating.	62	54	87.10%	4.09	4	4.00	0.73
The instructor maintained an environment where students felt comfortable seeking assistance.	62	54	87.10%	4.30	4	4.00	0.66
The instructor provided helpful feedback.	62	54	87.10%	3.98	4	4.00	0.88
Assignments contributed to my understanding of the subject.	62	54	87.10%	4.06	4	4.00	0.81
Overall of All Questions	434	378	87.10%	4.08	-	-	0.79

Overall effectiveness

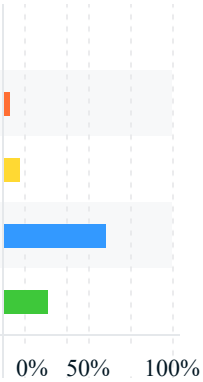
Scale: ineffective (1), only fair (2), competent (3), very good (4), excellent (5)

Question	Invited Count	Response Count	Response Rate	Mean	Mode	Median	SD
Express your judgment of the instructor's overall teaching effectiveness.	62	54	87.10%	3.69	4	4.00	0.89

Response breakdown

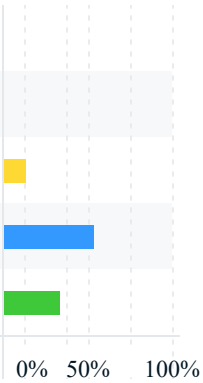
1. The instructor stimulated my thinking.

Strongly disagree	0	0.00%
Disagree	2	3.70%
Neutral	5	9.26%
Agree	33	61.11%
Strongly agree	14	25.93%
Total	**54**	



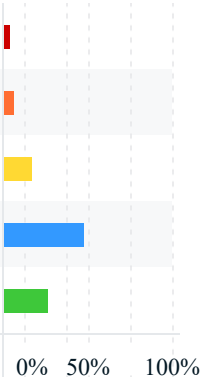
2. The instructor was enthusiastic about teaching the course.

Strongly disagree	0	0.00%
Disagree	0	0.00%
Neutral	7	12.96%
Agree	29	53.70%
Strongly agree	18	33.33%
Total	**54**	



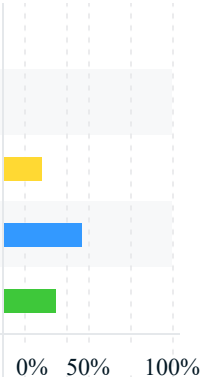
3. The instructor presented the course in an organized manner.

Strongly disagree	2	3.70%
Disagree	3	5.56%
Neutral	9	16.67%
Agree	26	48.15%
Strongly agree	14	25.93%
Total	**54**	



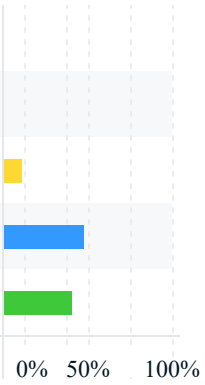
4. The instructor maintained an environment where students felt comfortable participating.

Strongly disagree	0	0.00%
Disagree	0	0.00%
Neutral	12	22.22%
Agree	25	46.30%
Strongly agree	17	31.48%
Total	**54**	



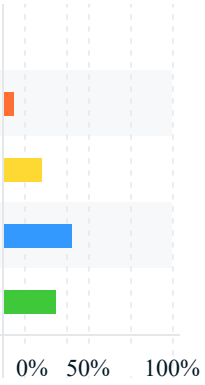
5. The instructor maintained an environment where students felt comfortable seeking assistance.

Strongly disagree	0	0.00%
Disagree	0	0.00%
Neutral	6	11.11%
Agree	26	48.15%
Strongly agree	22	40.74%
Total	**54**	



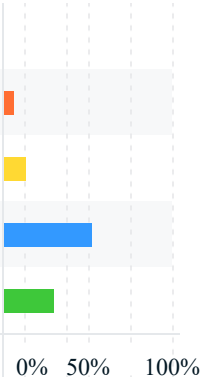
6. The instructor provided helpful feedback.

Strongly disagree	0	0.00%
Disagree	3	5.56%
Neutral	12	22.22%
Agree	22	40.74%
Strongly agree	17	31.48%
Total	**54**	



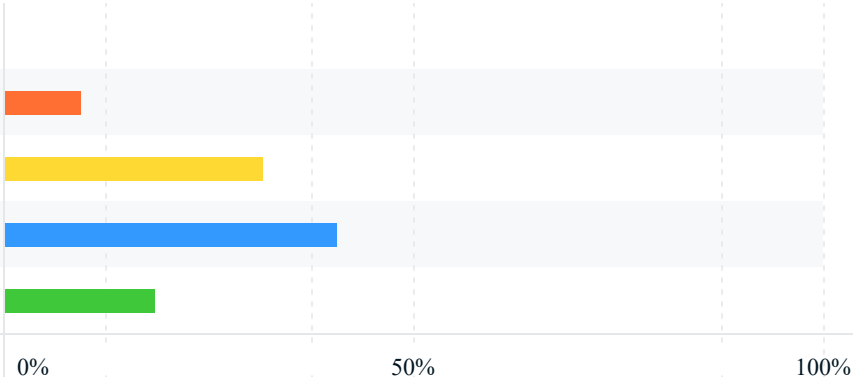
7. Assignments contributed to my understanding of the subject.

Strongly disagree	0	0.00%
Disagree	3	5.56%
Neutral	7	12.96%
Agree	28	51.85%
Strongly agree	16	29.63%
Total	**54**	



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

Ineffective	0	0.00%
Only fair	5	9.26%
Competent	17	31.48%
Very good	22	40.74%
Excellent	10	18.52%
Total	**54**	



Comments

What did the instructor do to help you learn?

Comments
Professor Dosse provided several examples during lectures that applied the concepts we had been learning. During this process, Professor Dosse went into detail on how to approach the problems and allowed room for questions whenever there was a part that was left unclear.
he was acceciable
He always give us helpful advices
Nothing
Was relatable in the class
He'd go over examples every class
Enthusiastic about the content, related to real world, was extremely kind and helpful when you needed help.
Professor Dosse was very easy to talk to and listen to in lecture. He did problems in clear steps and was eager to teach.
Explained examples thoroughly including every step of the process
He did examples in class which really helped apply some of the things we learned in the readings.
I appreciated the examples that he went through on the board during class. I also appreciate his enthusiasm and humor when teaching!
Usually well organized in class and knew what concepts he was teaching before he did it.
In–class examples, held office hours where he explained concepts well
Had a system that was very easy to seek out help.
Doing examples in class.
Dr Dosse would encourage class participation, which I believe always helps people even if they aren't participating. Also, I appreciated that the examples given in class were of real objects instead of completely arbitrary shapes (ie a bolt on a bridge, a construction vehicle, etc).
Gave clear instructions for in class examples while giving adequate time to complete in class assignments. Encouraged participation from students and class had a great vibe.
The instructor taught me the equations necessary for equilibrium within objects.
The instructor was very organized in following the textbook and walking through in class examples
Dr. Dosse was very friendly and was always willing to help outside of class. Extremely nice person
The instructor went over examples in class, which were helpful, but often chose examples that were easier than what was on the homework or on the in–class examples, so it was sometimes difficult to translate those skills to more complex problems.
Had a very good influence over the class, in other words, was always there when you needed help.

Comments
I like how the structure was set up very logically.
He went through examples which help me understand difficult topics
Post review materials
Plenty of office hours from professors and TAs. I liked the extra attempts for homework. I liked doing examples in class, but I thought they could be improved on (see next question). I'm a fan of all the practice problems between the homework and readings and in class worksheets.
He spent time with our group in order to help our bridge project and also spent time in class going over problems while answering any questions.
My instructor taught me how forces affect objects and how I can apply this information to build a bridge and calculate how much weight it can hold.
nothing
Did practice problems in class and provided in class worksheets.
He did examples during class that were similar to the homework and exam questions.
Was very available after class
He solved example problems during lectures and deeply explained the way he did it.
He actively went through application examples every class
Taught clearly
was very approachable and took each problem step by step
not a lot, learned a lot more from lecture when we had David, was unclear in class examples
Very active and tries to encourage people to participate
Went through problems step by step for us to see the process in action so that we can follow along and understand it.
Examples
He made sure at the end of doing an example that everyone understood it and during the bridge project he was very helpful in answering our many questions.
He explained concepts thoroughly.
He explained his thinking well and was always very open to questions.
Lectures very organized and was funny/relatable

What could the instructor do to improve?

Comments

DO NOT MAKE THE EXAMS MULTIPLE CHOICE!!! I understand that it makes grading easier, but in both physics I and physics II, the exams were like regular physics exam problems with multiple parts where you can earn extra credit, and those classes also had a TON of students. Not only is having only multiple choice detrimental to my grade, it makes me think that I don't understand a larger amount of the topics, when in reality I simply made a calculation error or made a smaller mistake that I don't think merits having the entire point off when I get most of the question correct.
Professor Dosse has room to improve in how he can organize the class structure. There can be times when it can take too long to begin lecture which results in little time to work on our assigned worksheets in class or have the in–class examples be too rushed.
N/A exams are hard
He is really good
Use canvas exams be more open
Maybe explain some concepts a little more thoroughly
I think Dr. Dosse could improve by modifying/making his own course. He's clearly extremely knowledgeable and I feel it is a little wasted because he is using someone else's course material, and I think if he designed his own material it could really highlight his expertise.
Professor Dosse could explain difficult steps a bit more later in the semester. He was very easy to follow but sometimes with topics related to machines, it was hard to follow.
I wish the homework assignments and reading were a little more organised, with everything being due on one day of the week instead of having something new due every other day, it was just hard to keep track of what i have submitted and what still needs doing
I don't know
Non–flipped style of teaching.
Go over the material in a general manner before doing the examples.
I can't think of anything!
It felt like we spent a lot of class doing basic calculations and repeating things rather than nailing down the tougher concepts.
Make exams easier, this is definitely more of an ask to Barry, but still, I believe the 17 multiple choice question exams are just not a fair test to asses student's knowledge on, especially on a course that's math heavy.
Nothing.
I would of liked if he posted his own notes instead of dr barry's notes
I believe that there must be something that could be done about exams. Some people are able to do very well while others fail, and there is no curve because someone got a 100%. I believe that applying a bell curve and curving the average to around a 60% would be fair (unless the average was above a 60, in which case no curve would be needed). It would still keep the averages low except it would benefit everyone's grade which would help take some stress off of students.
Could go over key formulas and concepts from readings better. I felt like the in class examples were too specific and did not help much for homework assignments and exams.
Providing more practice content for the exams.
Not sure, I think the course is structured well and gives students all the material they need to be successful

Comments
– Do practice problems in class similar to the worksheets or the FE exams. The extremely long problems did not help me when it came to exams. – Make the exams open ended, I am sure it is much faster to grade multiple choice but not offering partial credit takes such a tool on your grade especially when they are only out of 17. If the exams were open ended, I think people would perform better on the tests and do better overall in the class – The communication about the bridge was unclear, I felt like as a team we were always hearing what to do through another group or after we had worked hours on an idea. – The sample exams last year have been easier and this year they were significantly harder – There are limited practice problems, the ones posted on top hat are the same as the ones from the practice exams
Organization. There would be some days where we'd be sitting there for 10 minutes before we actually started lecture, usually because of Top Hat not working. I understand Top Hat crashes sometimes, but like please download the slides before and/or get to class early to make sure everything is working. It also seemed like sometimes you were reading and solving the problems for the first time, and copying off of Barry's notes. Please solve the problems yourself, and teach them how you would solve them. It made the structure really awkward sometimes when you would admit that you were solving the problem not how you would solve it, then solve it that way anyway. It just seemed like you were copying Barry's notes sometimes, and Barry's notes are not always great. You don't need to copy him. You are a very smart person and I honestly really enjoyed it when you broke out of that and would be honest in how you would solve it. Also, just sometimes practice problems in class would go on for too long. For example, the frames lecture. Solving every frame was kind of insane to sit through. I think its okay to just do a few then just show the solutions for the other parts. Especially the coding lecture for method of sections. You do not need to write out every piece of code with the entire class. You can show how to do it for one joint, and copy and paste everything else in. I know it was your first year teaching, and honestly you've been a great professor and I really enjoyed your class. I just definitely wanted to point these things out, and I'm excited to see you keep teaching year after year.
The instructor could go through exampels faster, and maybe squeak in more of them to get a vareity of different scenarios, and maybe break down the theory a little before just diving in to the examples (Yes I know that's what prelecture readings are for but its just not the same)
I'm not a fan of flipped classroom so changing to a normal schedule would be beneficial to students such as I.
The lectures toward the end of the class weren't really problems that were able to be solved by hand. It felt like you had to put in MATLAB to actually solve the problem.
Do more than one example in class.
Maybe post necessary materials on time, I didn't have review things for Final
The examples in class were helpful, but we never really had enough time to ask decent questions because we were always rushing to get to the in–class worksheet. So, I would be confused in class and then confused on the worksheet, and then class would be over... Also, examples in the book would be very complex or written in MATLAB. Then, we would be required to do a practice problem in the reading that would be very simple, but because the previous problem was so difficult, I wouldn't even know how to solve simple problems. Wish we were given a 3rd practice exam for midterms. 2 practice exams would be helpful if half the extra midterm practice problems weren't just the practice exam problems...
I feel that the instructor does a good job in teaching the course, and nothing different is required. Maybe if the instructor spent 5 minutes at the beginning of the class, sort of going through the book or a couple of slides of notes to explain what is going on in the class, rather than just jumping straight into a problem.
I would've liked if everything was on canvas rather than tophat.
nothing

Comments
Maybe do a more in depth review of the topic before doing a practice problem.
Be more efficient when answering questions.
Switch the course to Canvas.
Be more confident.
I wish that the tophat course could go through another form of revisions and have more optional example exercises posted within the topics. While I understand I could've studied harder, some content in the midterms threw me off and I don't feel like I had enough exposure to different applications
Show more examples of concepts in class
Going over more than one example problem at the beginning. Only going over one is ok, but going over two would be nice
learn how to teach, actually be helpful when answering questions, like showing how to do a problem or attempting to explain in a different way instead of just saying the same thing.
Honestly this is not a critique of Dosse at all but I feel like the class structure just isnt conducive to real learning. Class itself almost feels like a waste of time since all of the content is covered in videos and required readings. Overall, I wish that the class content was taught rather than just reviewed in class (more similar to the structure of fluids)
Offer higher level study materials for the tests that are way harder than in–class problems and homework questions.
More test prep
Using a flipped course, is very helpful. However, I feel like some student won't read and would just go straight to answering the questions.
Nothing.
More practice problems
His hand writing can be a bit rough at times, although not horrible, Ive had professors with much worse. I also would love to hear why he certain things during problems not always just seeing him to it.
n/a

Do you have any other information that you would like your instructor to know?

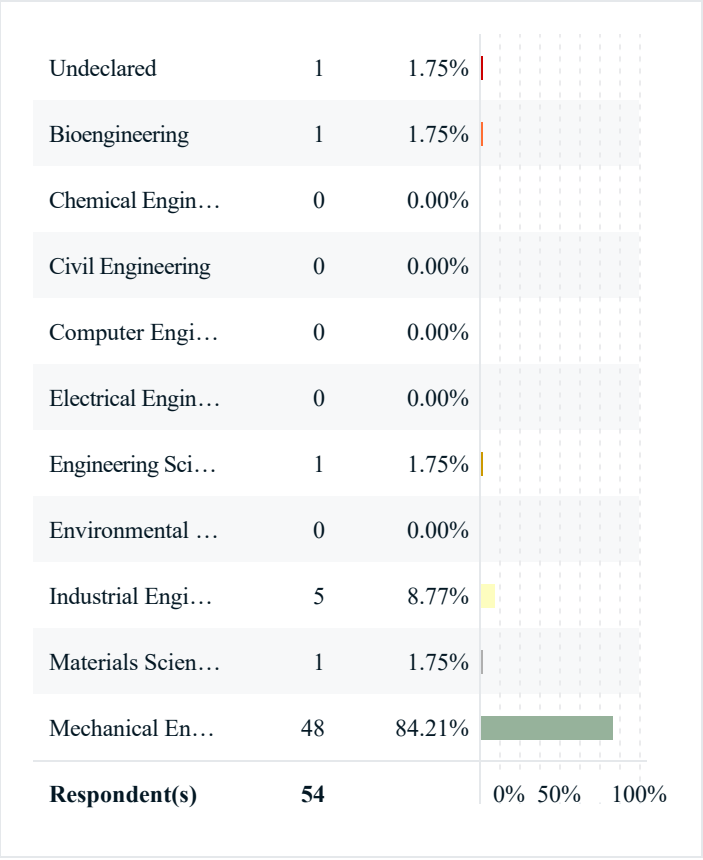
Comments
N/A
N/A
No
No
no
Extremely kind and knowledgeable professor

Comments
no
No
None
using top hat is terrible no reason why we should you use it when every other professor uses canvas it make it more difficult and harder to keep track of assignments when it does't have to. i shouldn't need to pay to see my assignments when you can post them on canvas for free. further more; at the end of the semester you did open up canvas so we can submit our paper. why not just do it on tophat since we did everything else there?
N/A
The classes reinforced things I already knew but struggled to help me with things I didn't know
N/A
n/a
No
I believe that when done correctly, flipped classes can work really well. However, I did not enjoy that this class was flipped. Last semester, I had Dr Nero for physics 2, and I believe that how he did his flipped class was much better. He would post video lectures that you would watch and take a brief quiz on before class, then he would look at the results of the quiz to know what to go over in class. At the start of class, he would use tophat to post questions for the class to solve, then would go over how to do it. Then, at the end of class he usually would go through and do longer example problems and the class would follow along. I would recommend reaching out to him and discussing flipped classes with him because he was very knowledgeable on the subject, and like I said I felt the way that he did it worked better for me.
MVP of statics
i hate top hat, its buggy and slow and makes it harder not easier to manage all my homework for the week
N/A
I like that in class they tried to give us time to work in out teams to complete class assignments and ask questions, but sometimes this rushed the professor going through examples which I think is of more importance than the worksheets (since the worksheets have a week long due date and don't have to be finished right at the end of class)
Very helpful in office hours and during the bridge project
No
n/a
N/A
No
Announcements with TopHat are not done well. Maybe this is me, but a lot of people I know in the class weren't receiving emails when an announcement was made, meaning we would not know about something until it was too late or we were in class. It would be cool if you could do announcements on TopHat and on Canvas, because at least I get an email when something is posted in Canvas.
N/A
no

Comments
I liked Lee because he treated every one of us as actual human beings, not just his students. He cracked jokes and talked about football and things outside of class.
No.
n/a
it would be very nice if exams were not multiple choice. having your work graded helps learn from your mistakes rather than just getting a problem wrong cause you filled in the wrong answer.
lock in
It's slightly unclear whether the videos are actually required for participation. It's also a little absurd that we need to pay for the textbook and then for every single reading we are asked to report any errors we find. Probably should not be charging for a textbook that you're asking us to proofread. Have students email when they find errors and give them extra credit or something, or else don't charge for a textbook that would never actually make it through a publishing office.
NA
No
No.
n/a
n/a

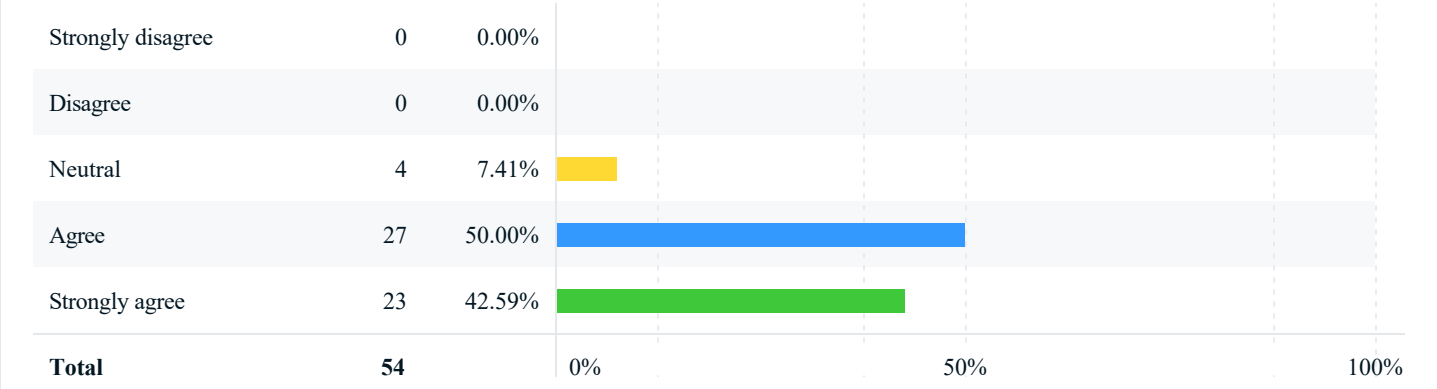
Swanson School of Engineering Questions

Please select the major you are enrolled in. Check at most 2 programs. If you are currently a freshman or an undeclared major, select your anticipated major from the list (or select Undeclared if you are unsure).



The instructor was accessible.

The instructor was accessible.



Please provide advice to future students: What could you have done to improve your learning in this course?

Comments
I would take time to fully understand the fundamentals then build up from there. It can get confusing later on if you don't understand the basics and can build up from there.
Go to everyclass
Try to figure out all of the questions on the homework
Take notes on every reading and do the practice examples
Pay attention and use the TAs
Start the homeworks early so you can ask questions if you need to and start building your bridge as soon as possible to get the bonus points.
Do more practice problems than are required. When studying for midterms, do every practice problem provided and then some. Preferably, find the most difficult problems you can and try to solve them. Also take note of every potential topic that may be on the midterms.
Make sure to work on your bridge before the last minute.
Just make sure to attend every class and pay attention, do the homeworks, and ask questions to the TAs and professor and you will be fine!
Overprepare for the tests based on the practice tests. Also, start the bridge assignment ASAP
You better have good test taking skills. Study hard if you can.
Did more practice problems.
Could have watched the videos posted in top hat on topics that were more difficult
Make sure that you read the textbook. Not reading the textbook and going straight to the tophat questions is not a good idea because you don't actually learn much.
I would say go to office hours often, since the TAs are very good at explaining concepts.
Get ahead on homework and readings early.
The textbook and Tophat material is very organized and provides all the information needed, it is just a matter of consistently keeping up with it to do well. I personally fell behind and this isn't the type of class where you can just cram before an exam. To do well in this course takes good time management skills
Make sure you understand everything, every practice problem
I could have gone to office hours more instead of struggling through homework questions that I didn't understand.
Every topic builds on another, so start getting a good grasp on the subjects early on in the semester.
Make sure to watch all the videos and take good notes on the material.
You should pay attention in class and check assignment due dates often, since the class is run through tophat, not canvas.

Comments
Finish work in an organized manner to prevent overwhelmed time management
Work on bridge early. Go to office hours often. Make sure you know more than just how to solve a problem. Need to know how to apply the process/ideas to problems of varying approaches.
Spend a lot of time with this course per week. It gets bad quick.
Go over the lecture in your own time to fully understand everything.
no
Try to really understand the readings, don't just read them because you have to.
Do more practice questions before exams. The more you practice the better you will be at the concept.
Take your time to go over daily readings; don't rush through them.
read and watch everything intentionally
Do more practice problems
Do not let yourself be fooled by how easy the top hat assignments are; really do them, practice them, and master them.
going to more office hours
Watch the videos.
Put more time into note taking to understand concepts in your perspective
None
I would pay more attention to the readings instead of just jumping to the questions.
Watch the videos on top hat
Taking the homework very seriously as they are great prep for the exam and teach you very well
Just go to class and ask questions

Engineering Undergrad Courses

Please rate the degree to which this course has improved...

Question	Results		
	Response Count	Mean	Standard Deviation
Your ability to identify, formulate, and solve complex engineering problems by applying principles of engineering.	52	3.90	0.75
Your ability to identify, formulate, and solve complex engineering problems by applying principles of science.	51	3.90	0.64
Your ability to identify, formulate, and solve complex engineering problems by applying principles of mathematics.	52	3.92	0.76
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare.	53	3.66	0.88
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of global, cultural, and social factors (i.e., sustainability principles).	53	3.45	0.97
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of environmental and economic factors (i.e., sustainability principles).	51	3.59	0.83
Your ability to effectively communicate verbally with a wide range of audiences.	53	3.49	1.10
Your ability to effectively communicate in writing to a wide range of audiences.	53	3.49	1.07
Your ability to recognize ethical and professional responsibilities in engineering situations.	53	3.57	1.03
Your ability to make informed judgments that consider the impact of engineering solutions in global and societal contexts (i.e., sustainability principles).	53	3.49	1.09
Your ability to make informed judgments that consider the impact of engineering solutions in economic and environmental contexts (i.e., sustainability principles).	52	3.50	1.04
Your ability to function effectively on a team whose members together provide an inclusive environment, collaboration, and leadership.	53	4.04	0.78

Question	Results		
	Response Count	Mean	Standard Deviation
Your ability to function effectively on a team whose members together establish goals, plan tasks, and meet objectives.	53	4.04	0.83
Your ability to develop appropriate experiments.	53	3.79	0.84
Your ability to conduct appropriate experiments.	53	3.75	0.81
Your ability to analyze and interpret data and use engineering judgment to draw conclusions.	53	3.89	0.72
Your ability to embrace new learning strategies to independently acquire and apply new knowledge to solve engineering problems.	53	3.96	0.78

Diversity and Inclusion

Question	Response Count	Response Rate	Mean	Mode	Median	SD
The instructor creates an inclusive learning environment for all students.	53	85.48%	4.49	5	5.00	0.64