



**Professional Assessment Statement**  
Tenure and Promotion to Associate Professor  
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I was hired AY 2016-2017 as the first Master of Public Health (MPH) faculty and founding director of the program. At that time, I was hired as a Visiting Assistant Professor. As the founding director of a new program, I was presented with both unique challenges and opportunities. Two years later my faculty appointment was converted to a tenure-track appointment starting AY 2018-2019. A condition of this conversion was that all experience from the prior two years at Rollins (AY 2016-2017, 2017-2018) is to count toward tenure allowing me to be evaluated in AY 2021-2022.

**Teaching**

Since joining Rollins, I have taught primarily graduate courses for the MPH program; although, I have taught a few undergraduate courses for the Global Health minor. Being the only fulltime MPH program faculty member, I have taught 14 unique courses, all of which were new preps. Additionally, I developed/prepared four other courses for adjunct professors that I did not teach. Being the only full-time faculty/director in the MPH program, I routinely taught overloads in addition to my teaching load.

My general teaching philosophy is to provide an environment through which students will grow intellectually, professionally, and personally. Ultimately, through their own efforts and diligence students will reach their full potential, with me guiding them through the process. Through a combination of in-depth class discussions, lectures, readings and videos, students explore public health concepts and new ways of viewing health, disease and society in general. I then reinforce and apply learned concepts and perspectives through active learning activities, group and individual projects, major and minor writing assignments, and experiential learning. I believe one of the best

ways to foster enthusiasm and cement what is learned is to relate it to ‘real-world’ examples. This helps students to more directly understand the practical implications of what they are learning. In recent semesters, the COVID-19 pandemic has provided seemingly endless examples. Before that, I often related content to examples from my experience working in public health before becoming a professor. Being a professional program, not only is it important for students to master the content, but learn the necessary skills needed to have a successful career in the field. Thus, I incorporate projects and assignments throughout all my courses that allow students to learn, refine and apply the skills they will later use in their careers.

I have found one of the best ways for students to learn is through active learning experiences. Thus, I incorporate experiential learning in most of my courses. For years, in MPH 600: Environmental and Occupational Health we would tour the Seminole county landfill (unfortunately, they no longer host us due to changes in the county’s policies). Before our visits, students would read about waste management in the United States, and we would discuss it in the preceding class. The next class we would all meet at the landfill; whereupon, we were driven around in trucks on the actual landfill and taught about its design and features by the facility director. After the tour, we would reflect upon what we learned in the facility’s ‘conference room’. Because we now are unable to visit the landfill, I have since added a different experiential learning component to this course, in which, students visit Lake Apopka. Lake Apopka was one of the most polluted lakes in the US. However, in recent years, it has undergone extensive environmental remediation and is a great example of both how human activity can have detrimental effects on the environment and how these effects can be reversed through public policy. These topics are discussed in class and students are assigned reading before the visit. Then, on a Saturday of their choosing, they do an 11-mile guided audio tour that discusses the history of the lake and the efforts to improve it. This may be done as individuals or in groups, and the eleven miles may be driven or hiked. Lastly, they write a

reflection essay on their experience linking it to the course readings and class discussions. Both assignments have received positive feedback from students.

Another course I incorporate a fair amount of experiential learning is in MPH 510: Research Methods for the Health Sciences. In this course, students learn how to conduct population-based research. One assignment is for students to form small groups and develop questionnaires. Groups develop a preliminary questionnaire outside of class time and submit it to Canvas for feedback. They then refine it based on my feedback and print out ten copies per student and bring them to class. During that class, they go out around campus and Park Avenue with the questionnaire and pilot-test it by administering it to people and gathering feedback. They then return to class for the last hour of class and refine their questionnaires based on this feedback (graduate classes are three hours long). In this course, students also learn about focus groups by conducting mock focus groups. During the first hour of class, we discuss best practices for conducting focus groups. The remaining two hours, we conduct several mock focus groups. The first one involves the whole class, and I moderate so that students may observe how to do it. Then the class forms two groups and students take turns moderating and participating in several mock focus groups using prewritten questions that I provide. Additionally, we have a table set up in the classroom with drinks, snacks, name tags and consent forms to better simulate the experience. Students seem to particularly like this assignment.

Most students will eventually conduct a community health needs assessment in their future careers. Thus, in MPH 520: Foundations of Public Health, students learn this skill by conducting an actual needs assessment during the latter half of the course. In pairs, students work through this months-long process both in class and outside of class in the community. Two students conducted one that was of such high quality, they were invited to present it at the American Public Health Association's annual conference (this is the flagship conference in our discipline)!

Although experiential learning outside the classroom is ideal in some instances, even when it is not feasible, I try to incorporate as much active learning in the classroom as possible. In MPH 640: Epidemiology, students work in pairs through hypothetical disease scenarios. The typical class involves about an hour of discussion on a given topic. Then the next two hours students work in pairs on a series of hypothetical disease scenarios and essentially act as epidemiologists calculating rates, determining risk factors, and developing disease control interventions. During this time, I walk around the classroom and work with the groups and answer questions. During the last two semesters, I was able to incorporate a lot from the COVID-19 pandemic into this course, and we were able to monitor it and calculate rates in real time. The pandemic also served as a great example of how public health policy is not necessarily logical, but rather political.

I also teach a field study course during summers. The course includes a component in Geneva, Switzerland; whereupon, students are hosted by several global health agencies including the World Health Organization (WHO), United Nations (UN), International Committee of the Red Cross (ICRC), United Nation High Commission for Refugees (UNHCR), and Doctors without Borders/Médecins Sans Frontières (MSF). While at these agencies, we hear from numerous experts on an array of topics. Geneva is home to the headquarters of the aforementioned agencies along with over 200 nongovernmental organizations (NGOs) working on public health projects. I first taught this course Summer 2018 as solely a field study (thus there is no CIE). Students were second year MPH students but had not yet taken MPH 620: Global Public Health, which was offered their last semester. Although the field study was beneficial, they had little context to what was being discussed at the different host agencies. Beginning Summer 2019, students have the option to take MPH 549: Global Public Health-Geneva, in which they have four weeks of coursework on campus and spend the fifth week of the course in Geneva. With this new model, students are more prepared, and it enriches their overall learning experience. In fact, a colleague at the WHO told me that our

students were some of the most well-informed they had ever interacted with. Although temporarily paused because of the pandemic, I plan to teach this course using this new model over future summers. Because of this course, over 40% of MPH students have graduated with an international experience (prior to the pandemic).

I continually refine my courses based on the feedback from students, colleagues, teaching workshops and my own assessment of the course and new materials. Before I was hired, the MPH program had been designed as an executive program where classes met twice a month on Friday evenings and all day the following Saturday (similar to some Crummer programs). I immediately recognized having students attend a three-hour class Friday night and two consecutive classes back-to-back for another six hours the next day was problematic. It was not ideal for student learning as their attention, enthusiasm and engagement waned in the latter part of the day on Saturdays. It was also challenging as a professor to perform at my best with such a schedule. To provide an environment more conducive to learning, transitioning the executive MPH program to an evening program was one of my initial priorities as director. Working closely with the curriculum committee, by the matriculation of the second cohort Fall 2017, the program had been converted. However, to avoid disruption to enrolled students, we continued the executive program for the first cohort of students meeting Friday nights and Saturdays.

My only CIE marks below the Rollins mean were when teaching the first cohort in the executive weekend program. The lower CIE ratings for this cohort likely stem from a combination of the aforementioned problems with the program's structure and improvements I needed to make as a new professor. I found student feedback from my early teaching experience to be very beneficial for making improvements and refining my craft. In general, I identified several areas for improvement. One student felt I was defensive and overly critical of their work. As I never intended this to be the perception, I reflected on this comment, discussed it with colleagues and made

changes accordingly. At the time, I would discuss assignment feedback after class (as students in the executive program typically only came to campus twice a month when they had class). Because of this, some of the interactions may have been rushed and perceived as somewhat dismissive. Since that semester, I have required students to come to my office (or via WebEx during the pandemic) to discuss assignment feedback and exam results. This change has allowed me to dedicate the time needed to provide more in-depth context to feedback and clarify topics and concepts where there may be some confusion. Another area for improvement that has been mentioned in several courses for this cohort was when I would post course material and quizzes to Blackboard. Originally, I would make all the material for each week available the prior weekend as the course progressed. Being that many of the MPH students are full-time working professionals, this did not allow some of them time to plan effectively around their work schedule. Beginning with the second cohort, I now upload all material and quizzes to Blackboard/Canvas for the entire semester which allows professional students the ability to better plan their schoolwork around their work schedules. Students from this cohort also mentioned the benefit of using rubrics. I now use grading rubrics for almost all my assignments and provide them to students beforehand so they may use them when completing their assignments. This better clarifies my expectations and has improved the quality of their submitted work. Lastly, several comments from this cohort suggested more in-depth discussion would be beneficial. Because the structure of the executive program severely limited our time in the classroom, I struggled with finding a balance between fostering in-depth discussion while also ensuring all concepts were covered by the end of the course. The change to an evening program has afforded more time for discussion. Lastly, a couple of students in the first cohort perceived some of the assignments as busy-work. This suggested to me I had not effectively communicated the intention of the assignments. I now discuss the purpose of each assignment and how it relates to their learning and future careers in public health.

As I have evolved as a professor, my CIE ratings have steadily improved and are consistently above the Rollins mean. Since the second cohort, across all courses and years my overall course ratings have ranged from 4.23 to 5 and my overall professor rating ranged from 4.38 to 5. These ratings are well above the Rollins mean and demonstrate a pattern of positive numerical ratings.

### **Scholarship**

The Department of Health Professions (HP) criteria for scholarship for tenure and promotion to associate professor require four scholarly activities within one's profession. The HP criteria specifically outlines what is considered scholarly activities for the purpose of tenure and promotion (see HP criteria for full list). In satisfaction of that requirement, I have a total of 17 scholarly activities as defined by the HP criteria including five peer-reviewed journal articles, two chapters in an edited textbook, one technical public health report, and nine refereed presentations at academic conferences. Additionally, the Department's criteria require at least two of the scholarly activities to be an article published in a refereed journal, a scholarly book/textbook, or a chapter in a scholarly book/textbook. Seven of the 17 scholarly activities fulfill this criterion with five articles published in refereed journals and two published chapters in an edited textbook. Lastly, the HP criteria require the candidate to appear as first author on at least one of the scholarly activities. In satisfaction of this requirement, I am first author on the two chapters in the edited book and a conference presentation.

The HP criteria states "the Department highly values student involvement in faculty scholarship activities" (HP criteria, p. 2). One of the aspects of my scholarship I am most proud of is working with students. Being a professor at Rollins has allowed me to intersect my teaching and scholarship. Ten of my 17 scholarly activities include student authors.

My record of scholarship not only exceeds the HP T&P criteria but has been impactful to students.

### **Service**

As initially being hired as a visiting professor and the founding director of the MPH program, much of my service over my first two years was to the department and dedicated to establishing a quality graduate program. As director, I was tasked to change the curriculum to ensure it met Council on Education in Public Health (CEPH) guidelines. CEPH is the accrediting body for public health programs, and a goal of both the program and Rollins was for it to become accredited. Also, during this time, I worked closely with the curriculum committee to transition the program from an executive weekend program to a more traditional evening program (see teaching section). This transition has greatly improved the quality of the program and made it consistent with other graduate programs at Rollins. Because there was very little marketing for the program at the college level, I had to personally recruit students to come to the new program. Since my initial hire, I have hosted twelve MPH program information sessions at Rollins, ran booths at nine graduate fairs at six different universities, hung program marketing materials at nine universities, participated in two Rollins graduate school open houses, ran a booth at the Rollins Wellness Street Fair for three years, ran a booth at five regional and national conferences, recruited at multiple hospitals, have spoken to countless classes about the program at Rollins and Stetson, and have interviewed 128 applicants. My efforts resulted in us matriculating full classes starting with the second cohort in 2017. I also advise all MPH students. Additionally, I serve as the practicum coordinator for the program and oversee all MPH practicums (a requirement for graduation). Because we are short staffed (I am currently the only full-time MPH faculty), we must rely heavily on adjunct professors. Being such a new program, it is particularly important our students have a positive experience and quality education. To ensure



this was the case, I developed all new courses for new adjuncts. Because of this, we have had great success with our adjuncts and have ensured an integrated 2-year program where all learning objectives have been met despite being the only fulltime faculty. However, this has resulted in me doing a total of 18 new preps my first two years at Rollins. Despite the tremendous challenge and the monumental effort that went into establishing this program as a junior faculty, it has been extremely rewarding to see the program now established and the quality of education our students are receiving. The HP criteria for service for tenure and promotion to associate professor require departmental and/or program-specific service such as serving as department chair, program director, or internship/practicum coordinator; by advising students; by serving on the program admissions committee or other program and departmental committees; by serving as coordinator of departmental workshops; by partaking in student recruitment efforts; or by other departmental service activities approved by the Department Chair. In satisfaction of that requirement, I have served as program director, practicum coordinator, advised students, served on the program admissions committee, and partaken in student recruitment efforts.

Being converted to a tenure-track position AY 2018-2019 allowed me to serve on college-level committees. In 2018, I was elected to serve on the Global Initiatives Committee. As a newly formed standing committee, it was exciting for me to be in the initial phases of the committee defining its role on campus, operationalizing what constitutes global citizenship, and determining how we can best support the college to achieve its mission. We also conducted a survey to identify faculty with similar international interests. Based on the results of this survey, we hosted an event to bring identified faculty together to foster future collaboration. Additionally, we needed to review all study abroad programs which had not been done for over a decade for many programs. For this, we formed the Study Abroad Subcommittee, for which I was a member. Over the course of two semesters, we reviewed all study abroad programs. Additionally, we reviewed applications for field

studies. I have very much enjoyed the opportunity to work with colleagues outside the department. The HP criteria for service for tenure and promotion to associate professor require service to Rollins College by serving on at least one CLA, all-campus, or Holt standing committee, subcommittee or taskforce. In satisfaction of that requirement, I have served on the Global Initiative Committee (standing committee) and served on the Study Abroad Subcommittee.

In addition to service to the College and the Department, the HP criteria for service for tenure and promotion to associate professor require a minimum of two service activities (see HP T&P for list of recognized activities) that serve the discipline and the community. In satisfaction of that requirement, I have served as a reviewer for two different academic journals, engaged in two international field studies and served on two community boards, including Habitat for Humanity.

### **Conclusion**

My portfolio of work since joining Rollins demonstrates I have satisfied or exceeded my teaching, scholarship, and service criteria for tenure and promotion to associate professor. If given the opportunity, I look forward to refining my teaching, continuing my scholarship with students and serving the college, department and community.