

Health and Human Performance (PhD)

2014-15 HHP PhD Program Mission

The University of Florida (UF) promotes teaching, research, and service as it “aspires to advance by strengthening the human condition and improving the quality of life.” UF’s mission is supported by “the university’s commitment to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past.” Such pursuits “span all the university’s academic disciplines”, with the College of Health and Human Performance playing a vital role in the fulfillment of the university’s local, state, national, international objectives.

The overarching mission of the College of Health and Human Performance (HHP) is to “provide recognized programs of excellence in teaching, research and service that focus on assisting individuals, families and communities to promote health and prevent disease while enhancing quality of life across the lifespan.” HHP’s mission therefore directly aligns with UF’s broader mission through explicit focus on fundamental basis science questions dealing with the mechanisms that underlie physical and psychosocial health and well-being, as well as the multiple roles of health education, leisure, and entertainment, in maximizing quality of life. These core emphases are reflected in the respective missions and scholarly activities of the students, faculty, and staff in the three HHP departments. The Ph.D. in HHP is aligned directly with the college mission as a *single college-wide Ph.D. program, with 6 concentrations* that are housed and administered by the three departments, according to the following organizational structure:

Applied Physiology and Kinesiology (APK): Ph.D. students in **APK** study the immediate and lasting effects of exercise and its use in disease prevention and rehabilitation. **APK** Ph.D. concentrations include *Exercise Physiology* and *Biobehavioral Science*, with further specializations in biomechanics, motor control and learning, exercise and performance psychology, and sports medicine / athletic training.

Health Education & Behavior (HEB): Ph.D. students in **HEB** systematically investigate health promotion strategies aimed at modifying behaviors which will improve individual, family, workplace, and community health and well-being. The **HEB** Ph.D. concentration is in *Health Behavior*.

Tourism, Recreation, and Sport Management (TRSM): **TRSM** Ph.D. students studies the impact of tourism, recreation activities, professional and amateur sports, ecotourism, parks and beaches on the personal, social, economic, environmental and resource infrastructures of society. Ph.D. concentrations in TRSM include *Natural Resource Recreation, Sport Management, and Tourism*.

Integration of the college and university missions is reflected in the preamble to the HHP College Constitution: “serving our state, country, globe, and its citizens through teaching, research, creative scholarship, and service for the purpose of helping people protect, maintain, and improve their health, fitness, and quality of life.” In addition to the fine work they do while at UF, our Ph.D. students extend the HHP and UF missions by leaving the university to obtain entry level professorial and post-doctoral positions at research intensive universities and federal agencies, as well as careers in the health, tourism, and management industries.

2014-15 SLO 1: Knowledge

Discuss, explain, and defend subject matter relevant to the discipline – exercise physiology, biobehavioral science, health behavior, recreation, parks and tourism, or sport management.

SLO Area (select one): Knowledge (Grad)

Assessment Method

Successful written and/or oral qualifying exam per department standards and guidelines.

2014-15 SLO 2: Knowledge

Discuss, explain, and defend traditional and current research methods in their discipline - exercise physiology, biobehavioral science, health behavior, recreation, parks and tourism, or sport management.

SLO Area (select one): Knowledge (Grad)

Assessment Method

Successful written dissertation proposal submitted and presented to graduate faculty per department standards and guidelines.

2014-15 SLO 3: Skills

Discuss, explain, and defend the use of appropriate research methods as determined by the discipline and faculty committee.

SLO Area (select one): Skills (Grad)

Assessment Method

Successful completion of dissertation per department standards and guidelines.

2014-15 SLO 4: Skills

Articulate and defend, orally and in writing, the results of their research and scholarship.

SLO Area (select one): Skills (Grad)

Assessment Method

Annual submission of research/scholarship for publication in a peer-reviewed journal.

Annual presentation of research/scholarship at a state, national and/or international professional meeting.

2014-15 SLO 5: Professional Behavior

Ethically conduct research that is suitable for the discipline.

SLO Area (select one): Professional Behavior (Grad)

Assessment Method

Successful completion of dissertation per department standards and guidelines.

PhD HHP AAP Detail

Start: 7/1/2014

End: 6/30/2015

Progress: Ongoing

Providing Department: Health and Human Performance (PhD)

Responsible Roles: Professor (Janelle, Christopher)

Research (Graduate and Professional AAPs only)

Research in the College of Health and Human Performance is advanced by a community of scholars whose work assists individuals, families, and communities to promote health and prevent disease while enhancing quality of life across the lifespan. Our research mission is intentionally integrated with teaching and service in the HHP mission statement, **and our Ph.D. students are critical contributors to the success of our scientific community.** HHPs three broad research goals include: (a) improving human health by advancing knowledge through research, (b) applying new information and communication technologies to health promotion and disease prevention, and (c) examining tourism and hospitality issues. HHP Ph.D. students work in NIH funded basic science laboratories that determine mechanisms responsible for respiratory muscle weakness in patients subjected to prolonged periods of mechanical ventilation, and they investigate cutting edge treatments for people with heart disease and movement disorders such as Parkinson's disease; they collect data on federally funded studies that address public health problems including substance use and abuse, sexual health, diet and nutrition, controlling chronic diseases, and managing disabilities; they study policies relevant to community access to sport and recreation facilities in lower-income communities and communities of color; and they and work with an international community of scholars to customize and develop comprehensive tourism crisis management plans, as well as sport events' impacts on community development. These are but a few examples of the many ways our Ph.D. students help fulfill the HHP and UF research missions.

The excellent Ph.D. students (N=78) in HHP are a reflection of the outstanding scientific reputation of our faculty, and their ability to recruit, retain, train, and graduate excellent students. **Our research faculty is highly productive, as evidenced by their publication rate, the quality of their publications, and grant expenditures.** In the past year (13-14), HHP full-time tenured and tenure track faculty (N=45) published 147 papers in peer reviewed journals, equating to a little over 3 papers per tenured/tenure-track faculty member. Given the centrality of our research mission, **HHP seeks to provide conditions that enhance research initiatives and reward productivity, including ongoing efforts to maintain and enrich the quality of our Ph.D. program concentrations.** As noted in our SLOs, HHP Ph.D. students are expected to present their work at national and / or international meetings and to publish their work in high impact journals. Ph.D. students in HHP fully embrace opportunities to discover new knowledge. They regularly disseminate their research findings to the scientific community by publishing in the highest impact journals in our respective fields, and presenting their work in scientific meetings and professional conferences worldwide. Their willingness and capability to share their findings with the scientific community is perhaps best exemplified by the fact that **more than 50% of the 147 refereed papers published in HHP last year included student co-authors.**

Graduate students are informed of research expectations and standards immediately upon contact with the department's graduate coordinator or staff, and / or through individual contact with potential mentors. The graduate coordinator helps to direct students to potential mentors through discussions concerning specific concentrations, time to degree, opportunities for employment, and job placement data. Once admitted to the program, **research expectations and desired outcomes are reinforced by all college personnel; from fellow students and individual mentors up through and including the Dean of the college.** College wide research accomplishments, expectations and agendas are conveyed top down via four mechanisms: (a) College's Annual Research Report, (b) Dean's Annual College Fall Kick-off presentation, (c) Fall Scholarship Convocation and Award event, and (d) Spring Awards Ceremony. Each of these mechanisms highlights the research culture of the college for the Ph.D. mentors who supervise Ph.D. students in their respective research programs. More directly, all Ph.D. students are required to attend the HHP (and departmental) orientation sessions, where students are provided with a comprehensive overview of the requirements, policies, and procedures that must be fulfilled as they move toward completion of the degree. The orientation session is open to all Ph.D. students, whether they are incoming or already enrolled in the program, and is centered predominantly on the research mission of the respective units.

Expectations for each of the Ph.D. concentrations, however, tend to be largely formalized by the supervisory committee and the mentor, under the guiding principles of the departments that administer the concentrations. Some mentors provide a formal contractual document that specifies expectations while others do so through verbal discourse. Regardless of mentoring approach, students systematically proceed through the program of study for their respective concentrations in a manner that maximizes opportunities for scholarly development and achievement. Curricular, co-curricular, and engagement opportunities are provided to aid our students in their scholarly pursuits. The first two years of the Ph.D. program, regardless of concentration, is commonly focused on satisfying core concentration course requirements as well as extensive coursework in research methods, experimental design, and statistical analyses. Content specific curricular offerings, both in the core and elective areas tend to involve extensive classroom discussion. As the student matriculates through the program of study, coursework tends to be minimized in favor of greater weight given to independent studies and supervised mentored research experiences.

In addition to the curriculum, integration of our research mission is prominent in the many laboratories and centers in the college, which support undergraduate and graduate research activities. Our laboratories, centers, and institutes are some of the finest in the world, providing the students with an **excellent environment for developing the skills needed to remain at the cutting edge of science in their respective disciplines**. Importantly, these settings also provide **mentoring opportunities** for our Ph.D. students. Such opportunities are complemented by co-curricular events such as research seminars and "Lunch and Learn" sessions with visiting scholars who regularly come to UF to share their research findings and interact with students and faculty. Collectively, the research culture in HHP directly and indirectly aids in developing Ph.D. students who are capable of advancing the research mission of the college and university, while being capable of directing independent research programs when they leave UF.

Assessment Timeline (Graduate and Professional AAPs only)

Assessment	Assessment 1	Assessment 2
SLOs		
Knowledge		
#1	Successful written qualifying exam per department standards and guidelines.	Successful oral qualifying exam per department standards and guidelines.
#2	Successful written dissertation proposal submitted and presented to graduate faculty per department standards and guidelines.	
Skills		
#3	Successful completion of dissertation per department standards and guidelines.	
#4	Annual submission of research/scholarship for publication in a peer-reviewed journal.	Annual presentation of research/scholarship at a state, national and/or international professional meeting.
Professional Behavior		
#5	Successful completion of dissertation per department standards and guidelines.	

Curriculum Map (UG AAPs only)**Assessment Cycle (All AAPs)**

Analysis and Interpretation: May to June annually

Program Modifications: Completed by August 31 annually

Dissemination: Completed by September 30 annually

Year	10-11	11-12	12-13	13-14	14-15	15-16
SLOs						
Content Knowledge						
#1	NA*	√		√		
#2	NA*	√		√		
Skills						
#3	NA*	√			√	
#4	NA*	√**	√			√
Professional Behavior						
#5	NA*	√			√	

*Data were not systematically collected until 2011-2012

**Data in 2011-2012 were only reported for the Biobehavioral Science and Exercise Physiology concentrations

Methods and Procedures (UG and Certificate AAPs) & SLO Assessment Matrix (UG AAPs only)**SLO Assessment Rubric (All AAPs)**

Figure 1. Health and Human Performance Graduate Student Annual Performance Review

Q1 Please provide your name - First name, Last name. (Example: John Doe)

Q2 In which department is your academic program?

Q3 In what term and year did you begin your doctoral studies? (Example: fall 2010)

Q4 Are you attending full time (9 credit hours or more)?

Q5 Who is your major professor?

Q6 Are you currently a Graduate Alumni/Graduate Fellowship recipient?

Q7 Have you submitted an application/grant for a non-UF sponsored Fellowship (i.e. American Heart Association)?

Q8 Please specify the year(s) of submission and name(s) of the non-UF sponsored Fellowship.

Q9 Are you currently on a non-UF sponsored Fellowship (i.e., American Heart Association)?

Q10 Please provide the name of the non-UF sponsored Fellowship.

Q11 During the 2013-14 calendar year (i.e., summer 13, fall 13, spring 14) were you a Grinter Award recipient?

Q12 During the 2013-14 calendar year (i.e., summer 13, fall 13, spring 14) were you a Graduate School Fellowship recipient?

Q13 During the 2013-14 calendar year (i.e., summer 13, fall 13, spring 14) did you hold an assistantship?

Q14 Please indicate what type of assistantship you were awarded.

Q15 Please indicate which professor you worked with during your research assistantship. Please note: the professor for whom you are working may not be the same as your major professor (committee chair). Please indicate to whom you are assigned as a research assistant.

Q16 Please indicate what course(s) you taught and in what term/year during your teaching assistantship.

Q17 In what term/year do you anticipate graduating with your doctoral degree? (Example: fall 2015)

Q18 Have you passed your qualifying exams and been admitted to candidacy? Please select all that apply.

q Written yes

Q19 Please indicate the term/year you were admitted to candidacy (Example: fall 2013).

Q20 Have you passed your proposal for dissertation research?

Q21 Please indicate the term/year you passed your proposal (Example: fall 2013).

Q22 Have you formed a supervisory committee?

Q23 Do you have a program of study that has been approved by your major advisor/committee?

Q24 Did you meet with your (full) supervisory committee this year? If so, how often / what dates?

Q25 Please indicate to which (state, national, international) professional organizations you currently belong.

Q26 How many professional conferences did you attend during 2013-14 calendar year (i.e., summer 13, fall 13, spring 14)?

Q27 Please list the name and dates of conferences attended below:

Q28 How many professional oral presentations did you make during the 2013-14 calendar year (i.e., summer 13, fall 13, spring 14)?

Q29 Please list the name and dates of oral presentations below:

Q30 How many professional poster presentations did you present during the 2013-14 calendar year (i.e., summer 13, fall 13, spring 14)?

Q31 Please list the name and dates of poster presentations below.

Q32 How many published articles (in a peer-reviewed state, regional, national or international publication) were you an author or co-author of during the 2013-14 calendar year (i.e., summer 13, fall 13, spring 14)? Do not include articles under review or in press, only those that have been published.

Q33 Please list the article name(s) and publication(s) below:

Q34 How many manuscripts do you currently have that are accepted and/or in press (not published) in a peer-reviewed state, regional, national or international publication?

Q35 Please list the article name(s) and publication(s) below:

Q36 How many manuscripts do you currently have under review in peer-reviewed state, regional, national or international publication?

Q37 Please list the article name(s) and publication(s) below:

Q38 How many grants were involved with as a Principal Investigator 2013-14 calendar year (i.e., summer 13, fall 13, spring 14)?

Q39 Please list the name of the grant and the awarding body below:

Q40 How many grants were involved with as a Co-Principal Investigator 2013-14 calendar year (i.e., summer 13, fall 13, spring 14)?

- m 0
- m 1
- m 2
- m 3
- m 4
- m 5 or more

Q41 Please list the name of the grant and the awarding body below:

Q42 How many grants did you assist in writing, but were not listed as a Principal Investigator or co-Principal Investigator during the 2013-14 calendar year (i.e., summer 13, fall 13, spring 14)?

- m 0
- m 1
- m 2
- m 3
- m 4
- m 5 or more

Q43 Please list the name of the grant and the awarding body below:

Q44 How many academic awards did you receive during the 2013-2014 calendar year (i.e., summer 13, fall 13, spring 14)?

- m 0
- m 1
- m 2
- m 3
- m 4
- m 5 or more

Q45 Please list the title of the award, the organization/institution which sponsored the award, and the award date below:

Q46 Overall, how satisfied or dissatisfied are you with your CHHP degree program?

- m Very Satisfied
- m Satisfied
- m Neither satisfied nor dissatisfied
- m Dissatisfied
- m Very Dissatisfied

Q47 In your experience, what is the primary strength of your program?

Q48 In your experience, what is the primary weakness of your program?



College of Health & Human Performance
Department of Applied Physiology and Kinesiology

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Date

Name and address

Dear -:

Annually, the faculty of the Department of Applied Physiology and Kinesiology evaluate all doctoral students currently enrolled in the department to ensure that adequate progress is being made toward attainment of the PhD degree. The APK graduate faculty recently convened to discuss the progress of each doctoral student in the department. As Graduate Coordinator, I oversee the evaluation process. The purpose of this letter is to provide you with a written record of the faculty's appraisal of your progress.

I regret to inform you that after careful consideration of the verbal report and further discussion of your case, the graduate faculty is concerned that *you are not making satisfactory progress toward your degree*. Despite your commendable efforts in various facets of your doctoral work, concerns center on the speed with which progress is being made toward the degree. Per the approved guidelines, a vote of unsatisfactory progress places you on probation and must be ameliorated within an interim session specified by the chair of your committee.

In consultation with you and your chair, I have recommended the following timeline for achievement of significant milestones that will demonstrate your commitment to achieving your degree in a reasonable period of time:

- 1)
- 2)
- 3)
- 4)

- 5)
- 6)
- 7)
- 8)
- 9)

The graduate faculty will convene early in the fall semester to discuss students who are currently on probation. At that time, the graduate faculty will again vote on your case and if satisfactory progress is still not being made, *you may be dismissed from the program*. Satisfactory progress will be demonstrated through achievement of the stated criteria detailed above, by the stated deadlines.

I realize you will be disappointed by the content of this letter. However, I strongly encourage you to persist in your studies so as to reach those goals that have been established by your chair, in consultation with the graduate faculty. Indeed, the graduate mission, particularly that of preparing our doctoral students for academic careers, is central to the objectives of our department and the University of Florida. You represent a critical component to the success of the department. Moreover, satisfactory progress is critical to adequately prepare you for a career in your field.

I encourage you to make a concerted effort to rectify the current concerns that led to a vote of unsatisfactory progress. If you have any questions concerning the outcome of this review, or the process itself, I am happy to discuss these issues further with you.

Sincerely,

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Graduate Coordinator

Measurement Tools (Graduate and Professional AAPs Only)

The measurement tools used to assess the SLOs in content knowledge and skills include a successful written and oral qualifying examination, a successful written dissertation proposal, and annual productivity indexed by publications and scholarly presentations. The professional behavior SLO is assessed through successful written and oral defense of the dissertation.

Qualifying Examination (written and oral requirements)

Students are eligible to take their qualifying examinations following four semesters of study, upon approval of their supervisory committee. It is highly recommended that the exam be completed prior to the end of the third year of Ph.D. training and preferably after the 2nd year. The purpose of the Ph.D. qualifying exam is to evaluate the student's potential for advanced scholarly work at the Ph.D. level and is a necessary pre-requisite for continuing in the Ph.D. program. The qualifying examination is unique to each graduate concentration, but students in the college generally have two options.

Option 1: A formal written and oral examination covering both major and minor coursework. The members of the supervisory committee meet with the student several months before the examination and both student and faculty agree upon the areas to be covered by each faculty member. The topics may be defined by specific course material, general areas of exercise science, or specific sets of reading material. Prior to the examination, the members of the committee confidentially submit one or more (usually 2-3) written essay questions on their topics to the chair of the supervisory committee or the graduate program administrator. The test is administered in a closed book fashion, generally over a two day period depending on the committee's instructions, and under direct supervision. The exam questions are graded by the committee members as "Pass" or "Fail" and a decision is made as to whether the student (a) is allowed to continue on to the oral component of the exam, (b) fails the exam or (c) is allowed to retake the examination.

Option 2: Conduct two research projects (the Conceptual Paper Option): one being an independent study (original data collection and article prepared for publication) and the other a conceptual (critical review) paper in a suitable research area. These efforts are to act as pilot work in the area of, or closely related to, the area of work proposed for the student's dissertation. The topical area and general outline of the conceptual paper option should be approved by the supervisory committee following a meeting during which the plan of study is clearly articulated and defended.

Each of the two options must be defended orally. The length and content of the exam is determined by the supervisory committee. The purpose of the oral component is (a) to allow the student the chance to clarify any weak components of the written exam or to answer any components of the exam that were not previously addressed, (b) To evaluate the ability of the student to think on his or her feet and carry on an intelligent scientific dialogue with other scientists, and (c) To evaluate whether the student has sufficient breadth of knowledge to move on to a specialized area of research.

Dissertation (written and oral requirements)

Per the Graduate School guidelines, each dissertation candidate must prepare and present a body of work that shows independent investigation and that is acceptable in form and content to the supervisory committee and to the Graduate School. The work must be of publishable quality and must be in a form suitable for publication, using the Graduate School's format requirements. The department is responsible for quality and scholarship.

Dissertation Proposal. The proposal is not a formal University of Florida requirement, but is a requirement of HHP graduate programs. The format of the proposal is determined by the student's supervisory committee but generally takes the form of a presentation of the proposed content of the dissertation and the data collected thus far, at either a private meeting of the committee or more commonly at a formal public presentation. The proposal should be completed following admission to candidacy. A document summarizing the content of the proposed work is submitted to the graduate program administrator along with the appropriate form, approved and signed by the committee members.

Dissertation Examination. Ph.D. students must successfully complete their research project and present the written dissertation to the supervisory committee, meeting the guidelines of the University of Florida Graduate School. The project must demonstrate the ability of the author to conceive, design, conduct, and interpret independent, original, and creative research. It must describe significant original contributions to the advancement of knowledge and must demonstrate the ability to organize, analyze, and interpret data. A dissertation usually includes a statement of purpose, a review of pertinent literature, a presentation of methods and results obtained, and a critical interpretation of conclusions in relation to the findings of others. HHP has also established guidelines for multiple paper variations of the dissertation. Regardless of the option chosen, the examination involves a defense of objectives, design, and analytical procedures. The committee evaluates the dissertation. Once their standards are met, the document is approved. At this time the student may schedule the verbal defense before the supervisory committee in an open public forum.

The supervisory committee relies on a holistic appraisal of the student's performance in both written and oral formats to render a Pass / Fail judgment of dissertation quality. The student must pass the written and oral components of the examination before graduating.

Research / scholarship activity / productivity

A College-wide Ph.D. Student Annual Performance Review (APR) has been routinely conducted by the college and departments to assess skill SLO #4 – scholarly productivity and program progress (Sample attached). The APRs are shared with each of the three graduate coordinators and the graduate faculty. Each department has a unique process by which the graduate faculty determines whether Ph.D. students are making adequate degree progress. Generally, however, any member of the graduate faculty can question whether or not a student is making adequate progress. If need be, a face-to-face meeting is held with the graduate coordinator, faculty mentor, and student to discuss progress (or lack thereof). As an outcome of this meeting, a customized plan is developed detailing criteria that must be met within a specific time period if the student is to remain in the program. The student's progress plan is monitored by the faculty mentor and graduate coordinator.

Assessment Oversight (All AAPs)

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Christopher Janelle	HHP / APK	cjanelle@hhp.ufl.edu	352-294-1718
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Academic Assessment Plan Entry Complete: