



EDUCATION BOARD ORIENTATION MANUAL

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Education Board Handbook

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Preface

This handbook was developed for members of the Education Board of the American Public Health Association and other interested parties. It serves as a reference for both new and continuing members of the Education Board, as well as a guide to Board functions and operations for APHA members who may be interested in learning more about the Education Board. Approximately one-third of the Education Board membership turns over annually. Orienting new members in a timely manner is critical to enabling their full engagement while also facilitating continuity of Education Board processes. Key objectives of the handbook are to help Education Board members to develop a mutual understanding of their responsibilities and duties while on the Education Board, serve as a reference for Education Board procedures, and provide links to other important APHA documents and resources.

A current version of this handbook will be distributed to all Education Board members before the orientation of new Education Board members and the April Education Board meetings. The Education Board Manual will be reviewed and updated as needed on an annual basis. New members will be given an opportunity to raise questions, seek clarifications, or comment at that time.

Realizing the APHA Mission and Vision

Congratulations on being a member of this critical APHA leadership group, the Education Board. By accepting appointment to this Board, you will work with colleagues who have taken on major responsibility for the management and oversight of the APHA. This responsibility goes beyond your affiliations with a Section, Special Primary Interest Group (SPIG), Affiliate or Caucus. As an Education Board member, you are expected to develop and maintain a perspective that encompasses the whole of APHA.

You have been appointed to serve in this role because you are held in esteem by your colleagues, perceived as knowledgeable, hard working and committed to the APHA mission, values and strategic directions. You will work hard, expend time and energy, and come to appreciate the diversity of skills and experiences that your fellow Board members bring to the deliberations and decisions of the Education Board.

Your commitment and work are deeply appreciated by the membership and the staff of APHA. We recognize that your service takes time away from work, family and home. However, you will find that your fellow Education Board members will become valued colleagues. Public health practitioners, whatever their work domain, are caring, capable and committed individuals. In addition, the staff of APHA stands ready to assist you in achieving the work of the Education Board on behalf of the organization and to further the cause and mission of public health. Following are the APHA mission and vision statements, as a continuing reminder of what we are trying to accomplish. The APHA Strategic Map, included in Appendix 4, will serve as an additional reminder of our specific priorities and pathways for action.

VISION

A Healthy Global Society

MISSION

Improve the health of the public and achieve equity in health status

WHAT WE DO

APHA provides public health leadership and collaborates with partners to:

- Convene constituencies;
- Champion (Focus on, Emphasize) prevention;
- Promote evidence-based policy and practice; and
- Advocate for healthy people and communities.

Education Board Vision and Goals

Charge: There shall be an Education Board whose function shall be to stimulate and coordinate the education activities of the Association; to maintain and enhance professional knowledge, to increase technological proficiencies in facilitating the delivery of education, to enable members to promote and protect environmental and community health, and to educate the public concerning public health issues (Constitution, Article XII).

Vision Statement:

Advise, guide and advocate for policies and programs to advance public health education and practice.

Mission Statement:

The purpose of the Education Board is to assure a better educated public health workforce and an informed public. Appointed from the membership of APHA the Education Board reviews, advises, guides and advocates for policies and programs to advance public health education of the workforce and of the public.

Goals:

- Promote excellence of the public health workforce:
 - Through continuing education
 - Through assessment and evaluation
 - And through training
- Enhance the public's knowledge of public health and related public health issues.

Areas of Strategic Focus:

Over the next three years, the strategic focus of the Education Board will include the following:

- Continuing Education and Workforce Development
 - Approve and provide continuing education for the public health workforce.
 - Offer at least two distance education opportunities, such as webinars.
 - Propose and review activities for the assurance of the quality of APHA educational offerings.
 - Review and implement collaborative relationships with external partnerships such as the CDC and schools of public health to promote utilization of educational technologies in continuing education
 - Enhance the public's knowledge of public health
- Assessment and Evaluation

- Enhance collaboration and communication with APHA section, affiliates, and other relevant entities to determine their educational needs.
- Propose and review methods for ongoing assessment of the educational needs of the APHA membership and the public health workforce.
- Learning Institutes
 - Propose, review, and approve Learning Institutes for the APHA Annual Meetings.
 - Oversee and support the attainment and maintenance of disciplinary accreditation for the provision and approval of continuing education.
- Public Education
 - Enhance the public's knowledge of public health

The Education Board Strategic Plan is in Appendix 5.

Education Board Composition

According to the APHA By-Laws (2010), the voting membership of the Education Board consists of **16 members appointed by the Executive Board** from among nominees recommended by Sections, Affiliated Associations, the Student Assembly and other Association constituents. One member must represent each of the disciplines in which APHA holds accreditation status, physician, nursing, health educator and public health.

Board Terms and Turnover

The members serve **three-year terms** staggered so that five terms expire each year for two consecutive years, and six terms expire every third year, except that initial appointments shall be five each for one year, two years, and three years. Consecutive appointments of members of the Education Board are limited to two consecutive three-year terms except under unusual circumstances. The voting membership also includes one representative from the Student Assembly who serves a one-year term. Terms for newly appointed members begin at the close of the Annual Meeting when appointed until the close of the Annual Meeting when the term expires.

Annually, one member of the Education Board shall be designated its Chair and another its vice-chair by the Executive Board. In addition, the Chair of the Action Board and the Science Board, and the Executive Board shall serve as members ex officio without vote. The Chair of the Education Board shall serve as co-chair of the Joint Policy Committee, and also serves on the Executive Board ex-officio without a vote. Please see Appendix 2 for the current Education Board roster.

Education Board Responsibilities and Authority

The American Public Health Association Education Board is charged with:

- Maintaining and enhancing professional knowledge,

- Increasing technical proficiencies, and
- Enabling members to promote and protect environmental and community health.

The Board also is committed to aiding the APHA's sections and SPIGS to improve learning opportunities associated with Learning Institutes (LI) (formerly: Continuing Education Institutes (CEI) and Scientific Sessions on an annual basis. Please see Appendix 3 for the APHA Leadership map, Appendix 4 for the APHA Strategic Plan, and Appendix 5 for the Education Board Strategic Plan.

WHAT IS THE APHA LEARNING INSTITUTE?

The APHA Learning Institute is held immediately prior to the annual meeting and consists of a limited number of concentrated continuing education courses whose purpose is to promote skills enhancement in public health. These half day or full day educational experiences afford learners the chance to participate in a more intense and interactive experience than is available through the plenary or scientific sessions. The Learning Institute course proposals are submitted in response to a call for proposals, published on the APHA website. Courses submitted are reviewed and selected by the Continuing Education Subcommittee of the APHA Education Board. Continuing education credit for physicians, nurses and health educators is offered for all Learning Institute courses.

HOW DOES THE EDUCATION BOARD DECIDE ABOUT LEARNING INSTITUTE COURSES?

One approach for enhancing the educational offerings for all constituent groups is to continually assess the needs of APHA members to determine the adequacy of an individual's essential skills for their current and future professional position.

The timeliness of such information aids APHA in the appropriate design and tailoring of educational offerings. The Education Board sponsors a survey for the purpose of evaluating the overall approach to planning, implementing and evaluating the educational mission of APHA.

HOW ARE SCIENTIFIC AND EDUCATION SESSIONS OFFERED?

Scientific and Education Sessions are sessions that describe research, best practices, or panel-driven current topic discussions. These sessions may be organized by Sections, Special Primary Interest Groups, Caucuses, the Student Assembly, or the Annual Meeting Planning Committee and may be solicited or submitted. There are generally over 4000 scientific papers offered during the approximately 900 Scientific Sessions held during the Annual meeting. Continuing education credit for physicians, nurses, and health educators is offered for most of the scientific and education sessions.

Education Board Activities

Education Board activities include in-person and telephone meetings of the Board members.

Board Meetings

The Education Board has two **face-to-face** meetings per year. Meetings are usually held in April or May in Washington, DC, and in the fall at the site of the Annual Meeting on the Monday and Wednesday during the Annual Meeting. The Spring meeting is usually held on a Wednesday and Thursday. The Board meets by telephone during the interim between face-to-face meetings. In total, the Board meets three times a year - a Spring Meeting in Washington, DC, a Winter Conference call, and two half-day meetings during the Annual Meeting. In addition, committee work may require participation in at least one other telephone call.

The Board Chairperson chairs all meetings, with assistance from the Vice-Chair(s). All Board members are expected to attend and participate fully in all meetings (both face-to-face and telephone conference call meetings) of the Board. Members who cannot attend a meeting of the Board due to personal or work circumstances should notify the Board Chairperson. Prior to attending the meeting, Board members are expected to have read all meeting-related materials distributed in advance of the meeting. These materials may include committee and workgroup reports, and other background information pertinent to APHA or Board actions. Members are expected to attend the entire Board meeting and are asked to coordinate their travel schedules with the meeting agenda. APHA covers transportation, housing and meal costs for the April meeting. Travel reimbursement policies are contained in Appendix 1.

Draft minutes from the Education Board meetings are initially sent to the Chair for review, and then distributed to all Board members for review and comment. The goal is to post the minutes as soon as possible after the Education Board meeting, so that they are available to all APHA members. It is important for all Board members to review the minutes and promptly respond with any modifications.

Working with APHA Staff

APHA has an outstanding and committed staff who works diligently in support of APHA, its members, affiliates, and mission and are highly valued as team members. While the Executive Board meets and during Board meetings, various APHA Department heads meet with the Board to update Board members on issues, accomplishments, and progress toward goals. There may be occasion to meet with other staff who support subcommittee work and Association outreach. APHA endeavors to pay competitive wages, but there will be times when staff leave for higher level positions, growth opportunities or personal reasons. As new staff come on board to do the work of the APHA, Board members may need to make extra efforts to aid in new staff orientation, and should be patient and supportive.

A key aspect of working with staff is the differentiation of Board roles from staff roles. Conceptually, the distinctions are clear. The Board focuses on vision, strategy and policy; staff exercise leadership in the specification, implementation and management of activities to realize the vision and mission. In other words, the Executive Director and staff are responsible for day-to-day operations of the APHA.

Board Member Participation at the Annual Meeting

There is an Education Board meeting during the annual APHA meeting. In addition to attending and participating in the meeting, Board member responsibilities during the Annual Meeting are:

- Meeting with assigned liaison groups (see liaison discussion below) as needed. Appointments with these groups should be made in advance, e.g., through email or phone contact with the group chair.
- Attending all meetings of the Education Board (scheduled for Monday and Wednesday mornings), having read the provided background material.
- Evaluating the Education Board scientific sessions.

Internal Board Processes

Building the Education Board Meeting Agenda

The Chair of the Education Board, in consultation with the Executive Director and APHA staff, creates the Education Board meeting agenda. Board members wishing to have items placed on the agenda for discussion should call or communicate electronically with the Board Chair. Depending on how much is already on the agenda, and the priorities of agenda items, the topic may be placed on the agenda or deferred to a future conference call or face-to-face meeting. The Board Chair will work with the member proposing the item to determine how much time is needed, and whether the item requires action by the Board. The meeting agenda and support materials are provided to members prior to each meeting so that members can prepare for the meeting. Board work is supported by several APHA staff.

Board Meeting Evaluations

A Board Meeting evaluation form is circulated to members electronically shortly after each face-to-face meeting (Appendix 7). A summary of the results are shared with the chair.

Conflict of Interest

Education Board members sign the Conflict of Interest (COI) form prior to attending the Annual meeting. This COI form is available to Board members at all times. Board members will be reminded to alert the Board Chair to any conflicts or potential conflicts of interest that may arise during any given meeting (face to face or telephone). The Board Chair will determine whether a conflict exists. If so, the Board member(s) will recuse themselves from voting on any relevant issue. See Appendix 7 for the Conflict of Interest Form.

Whistleblower Policy

If a member of the Education Board has a concern about the fiduciary management of the Association such that one suspects unauthorized or illegal actions, then that member should bring this matter to the attention of the Chair of the Executive Board, and/or the Executive Director, and/or the Vice Chair(s) of the Executive Board, and/or the

Treasurer. If all Board leaders are perceived to be involved, the matter should be directed to non-involved Board members, or other managers on staff or leaders in the volunteer membership for their immediate and appropriate action. The matter must be investigated promptly. Any questionable actions likewise must be addressed promptly and appropriately with the appropriate parties.

Operational Principles

The Board functions in a way that displays the core values that are fundamental to the mission of APHA and public health. See Appendix 6.

Transparency

The Education Board strives to be transparent in all of its actions, including its work in support of the Governing Council and the APHA membership at large. Any APHA member is welcome to observe Education Board meetings.

The principle of transparency is also modeled through the internal working of the Education Board. Members do their best to be clear with one another about their intentions, seeking clarification when necessary. Free speech is a core value of well-functioning democratic organizations. Individuals on the Education Board are free to express their point of view about the decisions and recommendations of the Board as a whole by having their name associated with specific items and positions in the minutes of the Education Board meeting if they wish to do so. The Education Board strives to articulate its decisions and recommendations in a manner that represents its deliberations. When presenting a decision or recommendation to the Executive Board, Joint Policy Committee, and/or Governing Council, the Chairperson of the Education Board will summarize both majority and minority points of view.

Education Board Committees

Board members are asked to take on committee or workgroup assignments in addition to their participation in activities of the Board overall. Standing committees of the Education Board include the Continuing Education and Workforce Development Committee, the Assessment and Evaluation Committee, the Learning Institute Committee, and the Public Education Committee. The Board Chair appoints board members to committees. Considerations in making committee assignments include the representation of cohorts (i.e., starting year of Board service); links with other committees and workgroups; expertise and experience of the individual members; and group diversity.

At the first face-to-face meeting each year, the Committees identify their work plans for the coming year and make individual assignments as necessary. It is expected that committee and workgroup deliberations will be conducted outside of Board time by telephone or electronic mail, unless there is specific meeting time scheduled during the Education Board meeting. Normally, the chair of the group will report back to the Board progress or results of the work undertaken and final decisions or recommendations. When such work is done in advance, reports should be submitted to the APHA staff person in time to be included in the Board Briefing Packets. If a committee or workgroup decides to bring forth a motion for the Board to vote on,

the chair of the committee/workgroup should notify the Board Chair so that sufficient time and priority are given to the item. If a recommendation or decision has cost implications for APHA, the report should include an estimate of financial impact. If a recommendation or decision has legal implications for APHA, the report should so advise and provide suggested actions or requests for further advice as appropriate.

See Appendix 9 for the committee assignments for the current year.

Other Board Member Responsibilities and Opportunities

Financial Obligations

APHA covers or reimburses the costs of travel to the mid-year Board meeting, usually held in April. For the meeting attached to the Annual Meeting APHA does not reimburse for lodging and travel. Generally, breakfast and/or lunch are provided during the meetings.

Representing APHA

Board members may be asked to represent APHA in a variety of capacities. Sometimes Board members are invited to sit on other Boards, Federal Task Forces or regulatory bodies. APHA appointees to outside groups are encouraged to check with APHA to determine what history the Association has with the other group or what emphasis the Association may want to take at such meetings. In addition, it is important that such appointees provide feedback to APHA about the activities associated with the appointment. Some such appointments may extend beyond or follow the term of APHA Board service. However, it is still good practice to check with APHA and keep staff apprised of issues raised that might impact APHA or the profession of public health.

Representing the Education Board

When there is a need for representation of the Education Board, generally the Chair of the Education Board serves in this capacity. Other Board members may be asked to do so, if the Chair is unavailable.

The APHA Board Chair and three volunteer members of the Education Board are expected to serve on the APHA's Joint Policy Committee. Responsibilities of those members are outlined in Appendix 11. The Chair also requests at least two Education Board members to volunteer to shadow the volunteers to learn the process before being appointed to serve.

Leadership Appointments Process

The term "**Leadership Appointment**" refers to the process whereby the Executive Board fulfills its constitutional responsibility for appointing selected members to posts of service on specific APHA boards and committees. About 250 of the Association's 600 "leader" positions are filled in this way, most others being filled by Section election. Because most appointments are

for multi-year terms, the Executive Board acts on only 75 to 80 such appointments per year. The following criteria govern such appointments:

Only APHA members are eligible to serve on APHA boards and committees.

1. Members are ordinarily appointed to serve on only one Association board or committee at a time. Any member is expected to successfully complete current service before being considered for any other group membership appointment.
2. Selective reappointment to a successive term is permitted in some groups, but traditionally precluded in others. In a typical year, about one-fourth of available positions are filled with re-appointments.
3. Specific affirmative action/diversity goals and targets have been established for each APHA board and committee. Simply put, the current objective is for the composition of each group to be at least 50 percent female and 17 percent minority.
4. In the aggregate, and within larger groups, board/committee membership reflects national APHA membership in geographic distribution.
5. Especially where Section representation is not the basis for group composition, a concern is maintained for disciplinary balance among board and committee memberships.
6. Chair assignments are on an annual basis. Individuals with continuing eligibility for group membership can be considered for annual reappointment as group chair.
7. Although suggestions for appointment to service on boards and committees are welcomed from any member, special attention is given to recommendations from Sections, Affiliates and other organizational elements of APHA.
8. The APHA president-elect serves as chair of a Leadership Appointment Subcommittee that makes leadership service recommendations to the Executive Board for definitive appointment.

Information on leadership appointments can also be found at

<http://www.apha.org/about/gov/leadership/nominationscommitteeGeneralConsiderations.htm>

Education Board Liaison Assignments

To facilitate the exchange of information and ideas between the APHA Education Board and each of the membership, advisory, and governance units that make up the APHA, members of the Board are assigned specific units to which they serve as liaison for one year beginning at the end of each Annual Meeting. Some sections and committees are very responsive, while some are not. Traditionally, each Education Board Liaison (Liaison) tries to meet in person with his/her assigned units during the Annual Meeting in order to bring information both to and from APHA constituents. The role of the Liaison is to augment, not supplant the umbrella groups such as the Intersectional Council and to increase the visibility and accessibility of the Board. It opens new lines of communication. The Liaison can also emphasize certain opportunities within APHA.

Education Board Liaisons are meant to communicate out to the sections regarding Education Board work. Communication raised by sections to Education Board Liaisons should most often be referred to the Education Board Chairperson.

The liaison appointments are made by the incoming Board Chair, usually during or shortly after the Annual Meeting. Continuity in appointment is important, but not guaranteed. Whenever possible, Board members are assigned to serve as Liaisons to their own Sections, but this is not always possible. The incoming and outgoing chairs usually coordinate past and upcoming appointments. See Appendix 10 for the liaison assignments for the current year, and talking points.

Board members are encouraged to contact their assigned liaison groups early in the year and explain their role and desire for feedback and input. If time allows, Liaisons are encouraged to meet with their constituent groups during the Annual Meeting, as face-to-face contacts improve the relationship. An appointment should be made with the unit's chair at least 4 weeks prior to the Annual Meeting. The Liaison is also encouraged to join their units' listserv and/or participate in conference calls (if this is acceptable to the units' membership). For the Annual Meeting visit, talking points are developed by the Board to assure consistent communication between the Board and the units' constituents. Regular periodic communication throughout the year is the best means of sharing information. In particular, it is important to communicate with constituents about the Board and its actions between Annual Meetings to supplement information received through APHA and unit-specific news media. Often, the Board Chair will put together a list of talking points that can be used as a basis for discussion. In addition, it is important to let constituents know when Board minutes have been posted on the APHA Website. If issues or concerns are raised through Liaisons, the role of the Board member is to identify the unit within the Association that can best follow up. Where appropriate, this agent should be the umbrella group related to that unit, e.g., the ISC, or encourage Liaison units to contact staff for clarification of questions when necessary.

Education Board Liaisons to smaller sections should make a special effort to reach out to these groups, which often feel left out or overlooked. Liaisons need to know what is going on at the level of the sections or caucuses. One way to maintain contact is to ask to be a part of unit conference calls or on a unit's listserv. Inquire of your assigned units what would work best for them. If the Liaison ascertains that there is major section distress, let the Chair know. The APHA constituent units are provided the names of their Liaisons, so they know whom to contact.

Guidelines for Reviewing Educational Programs Requesting APHA Education Board Linkages on the Website

The Education Board of the APHA is committed to assuring a better educated public health workforce and an informed public. Appointed from the membership of APHA the Education Board reviews, advises, guides and advocates for policies and programs to advance public health education of the workforce and of the public.

The Education Board believes that the American public recognizes the role and importance of public health in maintaining the health and viability of the nation and that education is an integral part of public health. A competent public health workforce is supported by lifelong learning that enhances its abilities to act on current needs, to respond to emerging needs, and to work with communities to promote and protect the public's health.

In order to fulfill its mission to identify opportunities for the public health workforce to enhance its education, the APHA Education Board must occasionally consider requests for linking academic/educational public health program information to APHA Education Board information via the website. The Education Board will use the following criteria for reviewing and making recommendation to the Executive Board concerning such requests.

1. The Education Board will only consider those educational programs that provide offerings consistent with the Board's mission and which are congruent with the overall APHA mission and goals.
2. The Education Board does not intend to list all academic/educational programs. It is recognized that programs accredited by the Council on Education in Public Health (CEPH) are already partners with APHA.
3. The Education Board will consider educational programs that offer a wide variety of distance learning modalities to a large segment of the public health workforce.
4. The academic program must have no relationship with tobacco companies, alcohol companies, and manufacturers of firearms and weapons of mass destruction.
5. The educational program must be CEPH accredited.
6. The educational program must not expect product endorsements of any kind.
7. Linkages with the educational program must not adversely affect the CE accreditation status of APHA in any way.
8. APHA must maintain control of the messaging regarding the link to the educational program.
9. The educational program must also maintain a website link to the APHA website.
10. The educational program must provide APHA a written request for the linkage, which will be reviewed by the Education Board. The request should be reviewed and renewed on an annual basis.
11. APHA reserves the right to withdraw its consent for linkage if circumstances that change during the course of the year that create conflict with APHA's mission or goals.

Draft Procedures

- 1) Request received from organization/university/program
- 2) LPDP staff contacts organization to determine feasibility of partnership
- 3) LPDP staff provides request to Executive Director for approval to move forward with full Education Board review and recommendation.
- 4) LPDP staff submit request to Education Board for comment/review/recommendation.
- 5) Recommendation from Education Board given to Executive Director for final approval
- 6) LPDP staff implements approved recommendation (e.g., Letter of Understanding)

7) LPDP conducts annual review of partnership and obtains continuation or termination of LOU direction from Board.

Glossary

Like all professional organizations and subcultures, APHA has its own language. Listed below are some common terms employed in Board discussions.

COMMITTEE – A committee is a standing group that has work to do on a regular basis.

WORKGROUP – A group that has a definite beginning and end to its work. A workgroup often produces a product, such as a report, at the completion of its work.

TRANSPARENCY – Conducting work and ensuring communication in such a way that members know what is happening, including how and why decisions are made.

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Appendix 1. APHA Travel Policy 2016



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Protect, Prevent, Live Well

2016 Travel Policies of the Association (revised January 2013)

The following travel policy and procedures are used to assist APHA staff and volunteers traveling on behalf of the Association in planning their travel and obtaining reimbursement for travel expenses. Please review this document in its entirety prior to traveling on Association business. By booking the travel you are agreeing to both follow these policies and to repay any fees or the cost of the ticket as identified below under “itinerary changes after ticketing” and “cancellation after ticketing.” If you have any questions, contact the APHA staff liaison for your meeting.

Air Travel

Air travel is the most economical mode of transportation for most business travel. All travel arrangements should be made through the APHA Travel Agency. Contact the agent listed below to coordinate your travel plans. Note: date of birth and name as it appears on your driver’s license or government ID, are now required of all travelers before tickets can be booked.

Pam Cheney – Lead Agent
pcheney@macnairtravel.com
(703) 650-5330 or Toll free (877) 239-6346
Office Hours 8:30am-7:00pm (Eastern Time)

BOOK AIR TRAVEL AT LEAST 21 DAYS PRIOR TO TRAVEL!

Travelers should book their travel a **minimum of 21 days** before the scheduled meeting. If the traveler significantly delays in contacting the APHA Travel Agency to book their travel, this can lead to very high fares. If this happens, the traveler may be responsible for paying excess charges over and above what the lowest available fare would have been with 21 days advance purchase. An alternative may be to see if it is possible to teleconference into the meeting rather than incur very costly travel. **No tickets should be booked less than 7 days** in advance of travel without prior approval from the APHA Staff Liaison or the Executive Office.*

Lowest Available Fare

The APHA Travel Agency will always attempt to book the lowest available fare that conforms to the dates and times requested, regardless of airline or airport. This fare is automatically calculated within a 4 hour window (before and after desired time of arrival/departure). However, in order to enable travelers the flexibility to book tickets within specific time frames, or to use preferred airlines or airports, APHA does allow a \$150 cushion over and above the lowest available fare.

Alternate Airports

Consider use of alternate airports as some cities have more than one airport in a metropolitan area and these regional airports can sometimes offer significant savings. When flying to Washington DC, travelers are encouraged to accept flights into BWI or Dulles if the cost of the fare including ground transportation is lower than Reagan National. Detailed ground transportation information is attached to this Travel Policy.

Preferred Airports or Carriers

If travelers prefer to use a particular airport or carrier, the flight can be approved and booked by the APHA travel agent only if the additional cost is no more than \$150 over and above the lowest available fare. If the difference in cost is more than \$150, travel agent must request approval from the APHA staff liaison for group meetings before booking. Alternatively, the individual traveler can choose to pay the difference and the APHA Travel Agency will proceed with split billing. For APHA staff, approval to go above the \$150 can only be made by the Executive Office.*

Federal Grant Funded Travel

Any staff, members or invited guests who are traveling using federal funds are subject to the provisions of both the APHA travel policy **and** the US Government's travel policy. It is a federal requirement that we follow their policy when using their funds.

Extended Stay

If travelers would like to arrive early (or stay late) on personal time and are willing to cover the cost of additional hotel night(s), the travel agent is authorized to book an early (or late) flight as long as the airfare is equal to or less than what the fare would have been for the authorized travel days. The traveler will be personally responsible for booking and paying for additional hotel room nights that are not part of the original meeting dates. APHA will not pay for meals on "extra" days.

Traveling from a Location Other than Home

If you are traveling from a location other than home, please be aware that APHA will cover only the cost of the trip from your home to your destination and back to your home. Any additional costs will be charged to the traveler.

Itinerary Changes after Ticketing

If a staff person or a volunteer chooses to change their itinerary after the ticket has been issued (e.g. return home on an earlier flight), the individual traveler will be responsible for any additional charges incurred as a result of the flight change. APHA will not reimburse for charges associated with change in itinerary after tickets have been issued.

Cancellation after Ticketing

Non-Refundable Tickets:

Airlines generally do not refund non-refundable tickets, even for medical emergencies. Traveler must notify the airlines as well as the APHA staff liaison for the meeting in advance of flight time, and the reason for the cancellation must be provided. If the flight is non-refundable and the cancellation was due to a medical emergency, the traveler should still send a direct request for a refund to customer service for the specific airline along with supporting documentation, as occasionally airlines will consider mitigating circumstances.

For non-refundable tickets the traveler may reuse the cancelled ticket for APHA business within one year of the original travel date. The change fee is generally \$150. This penalty will be charged by the airline when the traveler rebooks the ticket. If he/she rebooks with the APHA Travel Agency there will also be a re-booking fee (\$35 [domestic]; \$50 [international - \$25/leg with max of \$200]). In addition, the traveler will be charged the difference in fare between the original destination and the new destination. All additional charges for rebooking a cancelled ticket will be charged to the traveler. In order to rebook a cancelled ticket, traveler will need his/her original confirmation with ticket number/record locator number.

If the traveler feels that he/she will be unable to reuse the ticket within the year for APHA authorized travel, he/she should refund APHA for the full cost of the original ticket so that it can be rebooked for personal use. APHA staff will invoice the traveler for the full cost of the ticket.

Refundable Tickets:

For cancellations of refundable tickets, APHA will be reimbursed the full cost of the fare but will still be charged the initial \$35 booking fee, as well as the \$35 refund processing fee [void fee]. The traveler will be charged for both fees. Both the APHA staff liaison for the meeting and the airline must be notified of cancellation by the traveler in advance of the first travel date and the reason for the cancellation must be provided.

International Travel

For international travel the APHA travel agent has been instructed to book economy class fares. For flights over 6 hours in duration, economy plus fares (if available) can be approved. Business class fares can only be booked with approval by the *AED, Chief of Staff, Executive Director Page 3 of 6 American Public Health Association • 800 I Street, NW • Washington, DC 20001

Executive Office* or if the traveler chooses to pay the difference, in which case the agent will do split billing. The agent will ticket the lowest available fare that conforms to the dates and times that are requested, regardless of carrier or airport.

Checked Baggage Fee

APHA will reimburse travelers for the cost of one checked bag. A travel voucher with the receipt must be submitted in order for this charge to be reimbursed. For any meeting in excess of 3 days, APHA will reimburse for up to two checked bags, not to exceed 50 lbs each.

Family/Guest Travel

APHA will not reimburse for expenses incurred for family/guest travel.

Transportation to and from the Airport

Travelers are encouraged to use the most cost-effective transportation available (including shuttle and mass transit). Please refer to the “**Guide to Ground Transportation from Washington DC Area Airports**” attached to this travel policy for detailed guidance regarding transportation from Washington DC area airports. No receipt is required for subway or bus usage claimed on a travel voucher. APHA will reimburse for ground transportation to and from the airport. Whenever possible, taxis should be shared to reduce costs.

Please note: For those choosing to drive their personal vehicles to the airport, APHA will reimburse mileage and parking with original receipts. Hourly or Valet parking generally will not be reimbursed without prior approval from the Staff Liaison or Executive Office.*

Train Transportation

Rail transportation may, in some cases, be more convenient than air transportation. All rail transportation must be booked in the lowest available fare class (including Acela). Where distance traveled by rail exceeds 400 miles, advance approval is required as air travel is generally more economical to the Association.

Automobile Use

Personal vehicles may be used in lieu of air or train transportation if such use is to the advantage of the Association, rather than the convenience of the traveler, or it entails no added expenditure. A brief statement detailing the advantages of auto use should be included on the travel voucher. The rate of reimbursement is based on the federal government rate. **Effective January 2013 the rate is \$55.5 cents per mile for business.** Parking charges will be reimbursed, as well as tolls, with original receipts. For travelers who choose to drive to a meeting instead of flying, reimbursement cannot exceed what the lowest available airfare to and from the destination would have been.

Please note that car rental will not be reimbursed unless previously approved. In instances where staff must travel to remote areas where a car is necessary, i.e. a rural lab or meeting facility, approval must be requested in advance and will be limited to mid-size cars or smaller.

Lodging

Travelers should make every effort to obtain reasonable hotel rates when traveling on APHA business. Actual room charges will be reimbursed providing the original receipt. In the case of conferences or meetings when APHA has

arranged for a block of rooms or for individual accommodations at the meeting hotel, rooms charges will be billed to APHA. Generally, APHA does not pay for lodging for participants who live in the same local area where the meeting is being held without approval from the Staff Liaison.

Meals

For each day in travel status, the U.S. General Service Administration FY2013 Meals and Incidental (M&IE) Guidelines will be used for guidance in determining the maximum daily rate for personal meals. For the actual maximum daily reimbursement rate for the city where your meeting is being held go to www.gsa.gov/mie.

Expenses in Connection with the APHA Annual Meeting and Mid-Year Meeting

APHA policy prohibits Association reimbursement to members for expenses (transportation, lodging, meals, registration, etc.) incurred in conjunction with attendance at APHA Annual or Midyear Meetings. This policy applies to all members: including elected officers, program participants, board and committee members. Executive Office* approval is mandatory for infrequent instances when APHA may pay for travel of invited guests to meetings.

Accessibility

For staff and volunteers with mobility disabilities, APHA will reimburse for taxi fares between official APHA Meeting properties. Submit all receipts to APHA (c/o Conventions Dept., 800 I St., NW, Washington, DC 20001) no more than one month after the meeting date.

Location of Meetings of Organizational Elements

All meetings of APHA organizational elements will be held at the APHA Building in Washington DC unless specific approval to hold the meeting elsewhere is obtained in advance from Staff Liaison.

Miscellaneous

APHA will reimburse for long distance telephone charges for necessary phone calls in connection with Association business, that are not made on a personal or business cell phone due to connectivity problems related to cell connections. Long distance calls must be itemized.

The Association does not reimburse for personal service (valet, laundry, movies, personal calls, etc).

Travel Reimbursement

To obtain reimbursement complete the APHA Travel voucher form, attach original receipts and submit to APHA Office within 30 days of travel. In the absence of a receipt, traveler must provide a signed note explaining what happened to the receipt and the amount requested for reimbursement.



APHA Guide to Ground Transportation from Washington DC Area Airports

From BWI Marshall Airport

Baltimore Washington International Thurgood Marshall Airport, commonly known as BWI, is located about 45 miles north of Washington DC and offers approximately 650 domestic and 22 international flights daily.

EXPRESS METROBUS SERVICE - DIRECT TO WASHINGTON METRO SYSTEM

Washington Metro Area Transit Authority (WMATA) now offers BWI Express/B30 Metro bus service which provides a direct connection between BWI and the Greenbelt Metro Station. For fare information go to www.wmata.com.

The trip from airport to Greenbelt Metro Station takes about 40 minutes. From **Greenbelt Metro Station to Gallery Place Metro Station** where APHA is located, takes an additional 17 minutes.

SUPER SHUTTLE

SuperShuttle door-to-door shared ride van service is available. For information on service to/from BWI and Washington, DC, phone 800-258-3826 or visit www.Supershuttle.com to book online. Cost is \$40 one-way (+\$12 for each additional traveler)

MARC AND AMTRAK TRAINS TO UNION STATION, DC

Both MARC and Amtrak trains stop at the BWI Rail

Station which is located one mile from the airport terminal building. Free shuttles serve the airport terminals and generally come by every 10 minutes. Shuttle stops are located on the lower level terminal roadway in between door numbers 1 & 2, 8 & 9, 14 & 15, and 17 & 18. To contact the BWI Marshall Rail Station, call 410-672-6169.

MARC Trains provide service to and from the BWI Marshall Rail Station and Union Station in Washington, DC and cost \$6. MARC trains to BWI are available **weekdays only**, from 5:30 a.m.-9:30 p.m. See MARC schedule to and from BWI and Washington DC (Penn Line) <http://mta.maryland.gov/marc-train>. Trip takes about 40 minutes. For Amtrak schedules and information call 800-872-7245 or go to www.amtrak.com. Fares vary from \$14 to \$44 depending on train, and trip takes from 35 to 45 minutes. Go to Amtrak Passenger Services at Union Station or call 202-906-3260.

From Washington, DC to BWI

Board MARC and AMTRAK Trains at Washington's Union Station located at Massachusetts Ave. and First Street, NE (Red Line Metro Station)

TAXIS

The taxi stand is located just outside of the baggage claim area of the Lower Level of the BWI terminal. To and/from BWI the fare is approximately \$90. For more information call 410-859-1100 or visit www.bwiairporttaxi.com.

From Dulles International

Dulles International Airport is located 26 miles from Washington, DC in Chantilly, Virginia. The airport uses mobile lounges known as “people movers” to shuttle passengers from the terminal to the gates. This process can take extra time, so keep this in mind and be sure to give yourself enough time to get to the gate. A new walkway is available between the terminal and Concourse B, so you now have the choice of walking or taking the mobile lounge to these gates.

WASHINGTON FLYER – EXPRESS BUS TO WASHINGTON METRO SYSTEM

Washington Flyer Coach Service offers comfortable, climate-controlled coaches to and from Washington Dulles International Airport and the West Falls Church Metro Station. This is where you can connect to the highly acclaimed D.C. Metro system and continue on to your final destination quickly and conveniently.

Washington Flyer Coach will take you to Metro's West Falls Church Station for just \$10 one-way or \$18 round-trip. Tickets for the Washington Flyer Coach can be purchased at the ticket counter located inside the vestibule of Door 4 on the Arrival Level of the Main Terminal.

Passengers boarding at Metro's West Falls Church Station can purchase a ticket when the Coach arrives at Washington Dulles International Airport.

For more information call 888-927-4359 or www.washfly.com.

METROBUS – DIRECT BUS TO WASHINGTON DC

MetroBus Route 5A offers an express bus service between Dulles Airport and Washington, DC (L'Enfant Plaza) and costs \$6. At Dulles, the Metrobus stops at the Ground Transportation Curb (arrivals level, down the ramp) at curb location 2E. The Route 5A Bus stops in Herndon, Tysons, Rosslyn and L'Enfant Plaza. For information on Route 5A visit www.wmata.com.

The MetroBus ends at the L'Enfant Plaza Metro Station which services the Green, Yellow, Blue and Orange Lines. No need to transfer—Yellow and Green trains from L'Enfant Plaza service Gallery Place which is one block from APHA. L'Enfant station is also fully accessible via elevators.

SUPER SHUTTLE

SuperShuttle's door-to-door shared ride van service is available to and from Washington Dulles International Airport. The SuperShuttle ticket counters are located on the far ends of the Ground Transportation Level of the Main Terminal. Shuttles operate on an on-demand basis. No reservations are needed for outbound service from the Airport. Cost is \$29 one-way (+\$10 for each additional traveler). For information, call 1-800-258-3826 or www.supershuttle.com.

TAXIS

Washington Flyer Taxicabs serve Dulles International Airport exclusively with 24-hour service to and from the Airport. Taxicabs accept American Express, Diners Club, MasterCard, Discover Card and Visa. One way fares to Washington, DC is around \$60.

From Dulles Airport follow the signs for "Ground Transportation" to the lower level of the Main Terminal, where a taxicab dispatcher is on duty 24 hours a day. Wheelchair-accessible vehicles are also available. Go to <http://www.washfly.com/Taxi.html> for more information.

From Reagan National Airport

Ronald Reagan Washington National Airport, commonly known as National Airport, is located just 4 miles from downtown Washington, DC in Arlington Virginia. National Airport has a short runway that limits the size of the aircraft to a maximum of a Boeing 757.

DC METRO SYSTEM

The Washington DC Metrorail system has an elevated Metrorail station connected to the concourse level of terminals B and C at Reagan National Airport. Metrorail fare cards may be purchased at machines located at all entrances to the Airport Metrorail station. The station is also fully accessible via elevators. Fare from airport to Gallery Place Metro Station (one block from APHA) is \$1.60 non-rush hour \$2.15 during rush hour). No need to transfer. Yellow line train from National Airport services Gallery Place. Travel time is approximately 13 minutes. How to access the Metrorail station from the Terminals (see <http://www.metwashairports.com/>)

Terminal A: Exit the terminal to the streetside curb, and board any "Airport Shuttle" bus. At the stops for Parking Garages B and C (bus shelter #3 and bus shelter #5) you may access an enclosed bridge which connects to the Metrorail station.

Terminal B and C: Use either of two enclosed pedestrian bridges on the concourse level which connect directly to the station.

TAXIS

Taxi fares from National Airport to Washington, DC are currently around \$18-\$27. Whenever possible, taxis should be shared to reduce costs.

Appendix 2. Education Board Roster (2016)

Chair

Term expires Annual Meeting 2018

Center)

U. Tara Hayden, MHSA

Deputy Director
Penn Minority Aging Research for
Community Health Center (Penn MARCH

University of Pennsylvania Health System
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Vice Chair

Term expires Annual Meeting 2019

Harry T. Kwon, PhD, MPH, MCHES

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Term expires Annual Meeting 2018

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Fax: 404-752-1051
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Member

Term expires Annual Meeting 2017

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Medical Director, School-based Vision Clinics
Illinois Eye Institute at Princeton School
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Fax: 312-949-7369
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Term expires Annual Meeting 2018

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Term expires Annual Meeting 2017
Relations

Chris Chanyasulkit, PhD, MPH

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Work Email: cchanyasulkit@brooklinema.gov

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Term expires Annual Meeting 2019

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Member (Student Representative)
Term expires Annual Meeting 2017

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Philadelphia, PA 19149
Email: kusuma.schofield@gmail.com

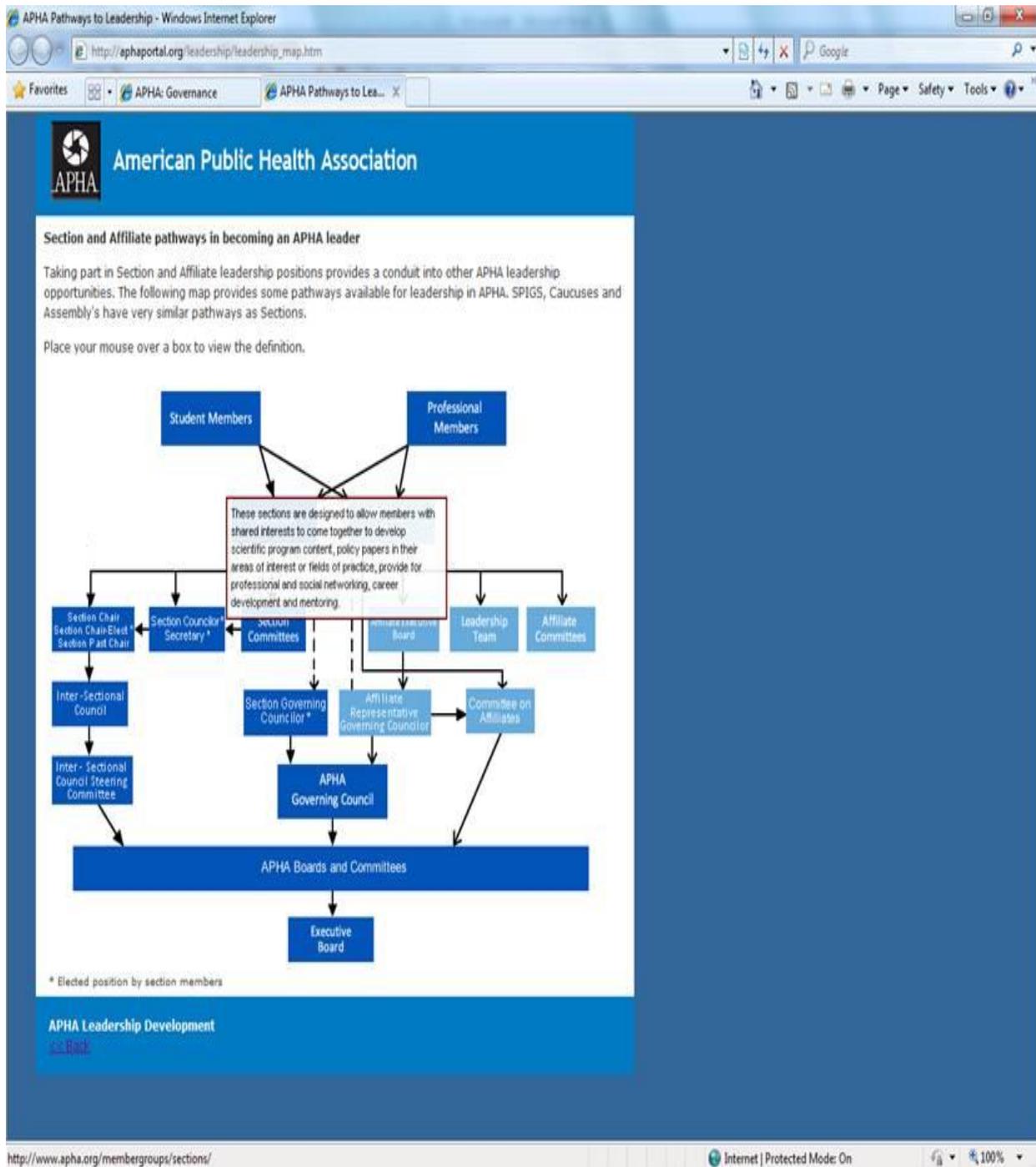
Member
Term expires Annual Meeting 2019

Gale A. Spencer, PhD, RN
Distinguished Teaching Professor
Dr. G. Clifford and Florence B. Decker Chair
in Community Health Nursing
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Endwell, NY 13760-1631
Phone: 607-777-6003
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Member
Term expires Annual Meeting 2017

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Assistant Professor
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Appendix 3. APHA Leadership Map



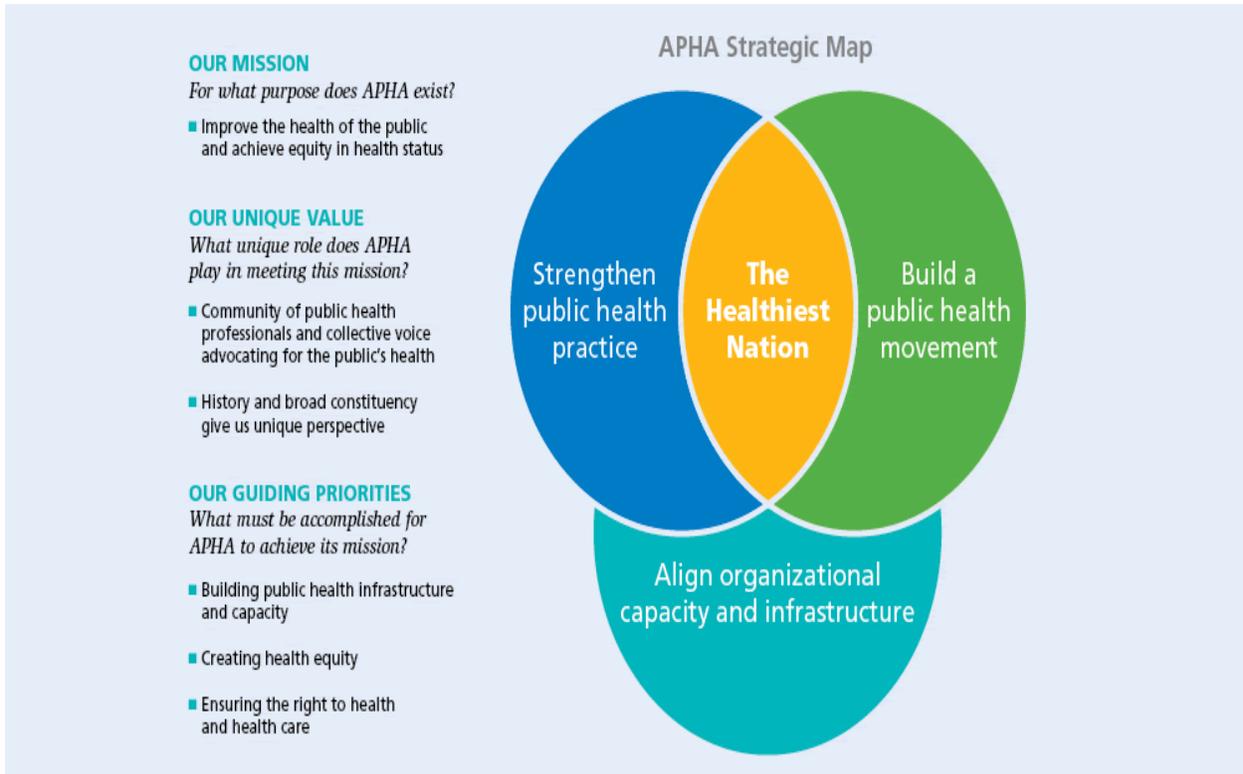
Screen shot of the leadership map taken from

http://aphaportal.org/leadership/leadership_map.htm.

Appendix 4. APHA Strategic Plan

http://www.apha.org/~media/images/governance/apha_strategic_map2014.ashx

Central Challenge: Create the **Healthiest Nation** in **One Generation**



Appendix 5. Education Board Strategic Plan

Charge: There shall be an Education Board whose function shall be to stimulate and coordinate the education activities of the Association; to maintain and enhance professional knowledge, to increase technological proficiencies in facilitating the delivery of education, to enable members to promote and protect environmental and community health, and to educate the public concerning public health issues (Constitution, Article XII).

Vision Statement:

Every consumer has the right to expect a fully informed and adequately trained public health workforce. Public health systems, education, and a fully trained workforce are important to maintaining the health and viability of the nation. Education is an integral part of public health. Education is integral to promoting and maintaining public health for communities, consumers and the development of a competent and effective public health workforce. A competent Public Health workforce is supported by lifelong learning that enhances its abilities to act on current needs, to respond to emerging needs, and to work with communities to promote and improve the health of the public and to assist in achieving health equity.

Mission Statement:

The purpose of the Education Board is to assure a better educated public health workforce and an informed public. Appointed from the membership of APHA the Education Board reviews, advises, guides and advocates for policies and programs to advance public health education of the workforce and of the public.

Goals:

- Improve competency of the public health workforce directly and through collaborations;
- Approve and provide continuing education for the public health workforce;
- Assess the ongoing educational needs and assets of the public health workforce; and,
- Assist the APHA in enhancing the educational needs and assest of the communities being served and serving as members of the public health workforce.
- Enhance the public’s knowledge of public health and related public health issues.

Areas of Strategic Focus:

Over the next three years, the strategic focus of the Education Board will include the following:

- Continuing Education and Workforce Development
 - Approve and provide continuing education for the public health workforce.
 - Offer at least two distance education opportunities, such as webinars.

- Propose and review activities for the assurance of the quality of APHA educational offerings.
- Review and implement collaborative relationships with external partnerships such as the CDC and schools of public health to promote utilization of educational technologies in continuing education
- Enhance the public's knowledge of public health
- Assessment and Evaluation
 - Enhance collaboration and communication with APHA section, affiliates, and other relevant entities to determine their educational needs.
 - Propose and review methods for ongoing assessment of the educational needs of the APHA membership and the public health workforce.
- Learning Institutes
 - Propose, review, and approve Learning Institutes for the APHA Annual Meetings.
 - Oversee and support the attainment and maintenance of disciplinary accreditation for the provision and approval of continuing education.
- Public Education
 - Enhance the public's knowledge of public health

Appendix 6. Operational Principles

The mission of public health is to protect and improve population health. The American Public Health Association (APHA) is a professional and membership organization that provides educational, scientific, and advocacy services to the public health field, policy makers and the public. In its operations, the Education Board (Board) adopts and reflects core values that are integral to the mission of public health and APHA: respect for others, including diversity of social backgrounds and of opinions; a spirit of inquiry; responsibility to carry out commitments; transparency, accountability and responsiveness; a commitment to social justice. These values lead the Education Board to adopt the following operational principles to guide Board facilitators and the Board as a whole, as well as individual members, who will exhibit:

Responsibility to Carry Out Commitments

- Participate actively in committee work, meetings, and functions.
- Recognize the responsibility to identify and cultivate new leadership.

Carry Out Its Duties with Transparency, Accountability and Responsiveness

- As appointed leaders the Board will seek guidance from other membership units, communicate effectively about the Board and the Association with members, and serve as a link among staff, members and the public.

Respect for Others, Including Diversity of Social Backgrounds and of Opinions

- Meeting facilitators will take particular responsibility to guide cooperative participants in full and respectful expressions of opinion and effective communication. Facilitators will aim to balance the value of free and informal discussions with the importance of making orderly progress through an agreed upon decision making process.
- The Board will encourage the professional development and full participation of all members.
- The Board will recognize the important relationships among staff and the Board. The Board recognizes the staff's professional expertise and their experience in the daily operation of the Association, and respect that the work of the staff is directed and supervised by the Executive Director.

A Spirit of Inquiry

- Members will seek the most complete and reliable information regarding issues before the Board and aim to act on the basis of that information.
- Members will examine reports and make such inquiries as necessary to assure they understand the information as well as a reasonable person would.

Recommended Approaches to Improve Effectiveness of APHA Board Meetings

APHA Executive Board's Governance Committee offers the following recommendations for improving APHA Board Governance:

Annual Planning – The literature on board functioning demonstrates that clear goals contribute to the improved functioning of boards. Given that the Board composition changes every year, an annual setting of goals helps facilitate an easier transition. If everyone is clear about the plan of action for the year, Board members are able to “roll up their sleeves” faster and get to work more efficiently. Recognizing that issues are longitudinal in nature and may not lend themselves to be addressed at only one meeting, plans will recommend how the issues can be resolved over the course of the year. The annual plan will offer a roadmap for the major agenda items that will be scheduled for each meeting.

Pre-Meeting Activities – The annual plan will offer a roadmap for the major agenda items that will be scheduled for each meeting. Pre-planning is key. For example, review documents distributed in advance to all Board members can provide sufficient time for review. The documents should be accompanied by clearly stated decisions that the Board will need to make at its upcoming meeting.

Meetings – There are numerous resources in the literature for how to run an effective meeting so we recommend that basic meeting facilitation guidelines be followed (see Board Source publication entitled *Meeting, and Exceeding Expectations: A Guide to Successful Nonprofit Board Meetings, Second Edition*). In addition, we propose the following suggestions that seem particularly relevant to the APHA Education Board:

- The agenda should reflect the annual planning process but of course account for new agenda items that arise in the interim. The agenda should emphasize the decisions that the Board needs to make; updates on progress activities should focus on keeping the Board up-to-speed and offer opportunities for mid-course corrections.
- The agenda should clearly articulate the decision that the Board needs to make. The practice of making clear if the decision requires a vote or solely a set of recommendations to the Executive Director should be continued.
- Subcommittee leads should be asked to prepare their reports with clearly defined decisions to be made. In the absence of decisions, committee reports should be brief since reading materials are presented in advance.
- The Chair should be offered the option of involving other Board members in facilitation of specific agenda items if it seems useful and helpful.
- At the end of the meeting, the Board Chair should review follow-up actions in order to ensure clarity with all Board members about next steps.

Follow-up from Meetings – Timely follow-up is one of the keys to a well-engaged Board. The following activities should be completed shortly after the meeting:

- If committee formation is recommended, the committee composition and charge should be communicated following the meeting.

- If agenda items have been identified for future meetings, the annual planning document should be revised and circulated so that Board members can mentally prepare for the next meeting, and committees can revise their work plans as needed.
- Meeting evaluations should be considered.
- If decisions were made by the Board, communication to the organizational units should be timely distributed.

Member Safety as a Contributor to Board Effectiveness: The Importance of a Free and Open Exchange

A Few Suggestions

Experience has shown that members come to the Education Board with different backgrounds, experience, and purposes. Members also often arrive with great and different passions. The APHA and the Education Board welcome the diversity in views of its members. Freedom to express that diversity is a cornerstone of effective and thorough board functioning. With a safe board environment, Education Board members help both the Board and APHA to become more effective at reacting to issues before it.

Healthy boards are dynamic boards. Not all Board members are expected to, nor is it desirable that they share a singular stance on issues before them. Our differences can be very useful in crafting good decisions. Expressed or handled unwisely, they can also be impediments to good decisions.

APHA Executive Board's Governance Committee provides the following approaches that have been shown to help with challenging conversations:

- All members **arrive on time and intend to stay until the conclusion** of meetings. To the extent that members are able, remaining for a meeting from its start to its conclusion maximizes opportunities to learn about and be respectful of other points of view and reduces the likelihood of missing context and meaning of a topic. Attendance also avoids unintended negative interpretations of a member's absence or departure. The Board understands that there are always circumstances that limit members' ability to be present for an entire meeting.
- In their discussion, members **avoid language that is judgmental**, attacking the colleague's character rather than answering an argument. Discussion is about issues – not people. Discussion occurs without attribution of personal motives. Use "I" statements when experiencing challenges. Board members can encourage open exchange by adopting an attitude of curiosity and asking open-ended questions.
- As a responsible participant, Board members commit to attempting to understand the issues before the Board, to **reading all materials** (agendas, minutes, supplemental materials) as provided, and where appropriate, seeking dissenting viewpoints. Seeing everyone as a potential resource and agent of change helps to engage all stakeholders and enrich Board discussion and decision making.

- **Each Board member contributes** to making the atmosphere conducive to effective deliberation and decision making. Safety in this way does not mean that members stop asking tough questions, or airing different opinions. It does mean that all Board members will be appropriately prepared such that they discern from timely circulation of agendas, minutes, etc. when areas hold potential for generating personal discomfort. **Action-oriented agendas** that identify decisions to be made will enable members to consider areas of potential personal discomfort and to prepare.
- Part of meeting preparation can include **recognizing what triggers you and your colleagues**. Everyone is susceptible to flooding, where we react to some stimulus in a highly personal way and with the potential to feel emotionally overwhelmed. Physiological studies show that both our senses and our cognitive faculties are impaired when we are flooded. Take time to un-flood when a difficult topic arises. It takes approximately 10 seconds to un-flood. The ability to react prudently and mindfully can be impaired when we feel overwhelmed. To override the emotional and fearful parts of ourselves, we all need time to react. The old adage, “Count to ten before responding,” thus has a grounding in science.
- When Board members believe themselves participating in a personally unsafe board environment, they are encouraged to **discuss the matter with the Chair**. Similarly, the Chair is the designated Board member whose role in meeting facilitation requires him/her to ensure that all opinions are welcome and works to anchor discussion in the issues – not the people -- before the Board.
- Board members may have the perception that certain topics are not welcome for discussion. One way of dealing with this situation is to **tag it for the Board**, “Am I the only one concerned with X?” A pause will often surface others who are similarly concerned, and allow the Board to discern the extent of concern and take appropriate steps.

Appendix 7. Conflict of Interest Policy and Form

The preservation of the highest standards of integrity and ethical principles is vital to the success of American Public Health Association (APHA) programs, activities, and goals. APHA requires that all Education Board members conduct themselves with honesty and integrity. The APHA policy for membership on the Education Board is that the individual follow the accepted conflict of interest policies and processes.

APHA intends for a “conflict of interest” to include any financial, professional or personal interest that may affect a member’s objectivity; independence in Board-level deliberations or decision-making; may create an unfair competitive advantage; or may result in personal financial gain to the member, one’s spouse, partner or other closely associated family member. A COI is considered present if any relationship of a financial, professional, or personal nature, including the relationships with a spouse, partner, or closely associated family member, exists that would potentially bias the Education Board member because they may have an impact on the conduct of one’s corporate duties of loyalty and fiscal responsibility.

All Education Board members need to complete a new conflict of interest form each year. The completed COI is part of the accreditation requirements APHA has to meet. Accessible by URL: https://www.apha.org/~media/files/pdf/governance/coi/coi_policy_2016.ashx

AMERICAN PUBLIC HEALTH ASSOCIATION

CONFLICT OF INTEREST ACKNOWLEDGEMENT

The American Public Health Association (the "Association") requires its directors, officers, employees and volunteers to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. The Association depends on the active involvement and voluntary leadership of its members to accomplish its mission and to maintain its credibility as a valued resource. All shall scrupulously avoid any conflict between their own respective personal, professional, or business interests and the interest of the Association, in any and all actions taken by them in their respective capacities on behalf of the Association.

The American Public Health Association's conflict of interest policy and procedures are designed to foster public confidence in the integrity of the Association and to protect the APHA's interest when it is contemplating entering a transaction or contract that might benefit the private interest of an executive board member, governing councilor; key employee; chairs of a section, SPIG, and forum as well as the chair of APHA-wide committees and boards. The Association supports a culture of openness, trust and integrity in all APHA management and business practices.

A conflict of interest may arise when, due to a competing outside interest, an individual has an opportunity to influence the Association activities in a way that could lead to, or appear to lead to one's personal, professional or business gain or advantage.

I hereby acknowledge that I have received a copy of APHA's conflict of interest policy, have read and understood it, and agree to comply with its terms.

Name:

Position in APHA:

Employer:

Is your employer giving support to APHA: Yes No

To your knowledge, do you or a person identified in Article II(3) of the APHA Conflict of Interest Policy receive financial compensation (salary, honoraria, investment income) from an organization that has something to gain for APHA's policy statements?

Yes No

I agree to carry out my responsibilities as a in APHA in an objective and unbiased manner for the best interest of the Association.

Signature:

Date:

AMERICAN PUBLIC HEALTH ASSOCIATION

RECORD OF POTENTIAL OR ACTUAL CONFLICT OF INTEREST

As a member of APHA’s executive board; governing council; chair of a section, SPIG, or forum or a member of an APHA-wide committee or board or key employee, the following is a record of my disclosure of a potential or actual conflict of interest.

As an executive board member, governing councilor; key employee; chair of a section, SPIG, or forum; or the chair of APHA-wide committee or board, the following is a record of my disclosure of a potential or actual conflict of interest.

CONFLICT:

(Name of board, council, component, committee, or position)

(Signature)

(Date)

(Printed Name)

Appendix 8 Committee Assignments (2016)

Continuing Education and Workforce Development

Harry T. Kwon (Chair)

Holly Orozco

Donna Davis

Mildred Hunter

Elaine Archie-Booker

Learning Institutes Committee

Sonda Oppewal (Chair, CNE)

Keiko Sakagami CHES

Amar Kanakar – CPH

Sandy Block

Sandra Brooks

Public Education Committee

Tara Hayden

Kenneth E. Balbi

Mildred Hunter

Elaine Archie-Booker

*A Chair is needed

Assessment and Evaluation Committee

Larry Olsen (Chair)

Koffitse Atchon

Appendix 9. Liaison Assignments

Education Board Member	Section/SPIG/Caucus/Forum/APHA	Term Expires
	<ul style="list-style-type: none"> • Applied Public Health Statistics • Epidemiology • Occupational Health and Safety • Podiatric Health • Latino Caucus • Spirit of 1848 	
	<ul style="list-style-type: none"> • Alternative & Complementary Health Practices • Ethics 	
	<ul style="list-style-type: none"> • Food and Nutrition • Injury Control and Emergency Health Services • Peace Caucus 	
	<ul style="list-style-type: none"> • Alcohol, Tobacco, and Other Drugs • Health Informatics Information Technology • HIV/AIDS • Maternal and Child Health • Lesbian, Gay, Bisexual, and Transgender Caucus of Public Health Professionals • Student Assembly • Breastfeeding 	
	<ul style="list-style-type: none"> • Aging and Public Health • Law • Community-Based Public Health Caucus • Family Violence Prevention Caucus 	
	<ul style="list-style-type: none"> • Community Health Planning and Policy Development • Black Caucus of Health Workers 	
	<ul style="list-style-type: none"> • Vision Care • Academic Public Health Caucus • Men’s Health Caucus 	
	<ul style="list-style-type: none"> • Health Administration 	

	<ul style="list-style-type: none"> • Population, Reproductive, and Sexual Health • Caucus on Public Health and the Faith Community • Health Equity and Public Health Hospital Caucus • Cancer 	
	<ul style="list-style-type: none"> • International Health • Caucus on Homelessness • Socialist Caucus 	
	<ul style="list-style-type: none"> • Laboratory • Veterinary Public Health • Caucus on Refugee and Immigrant Health 	
	<ul style="list-style-type: none"> • Physical Activity • American Indian, Alaska Native, and Native Hawaiian Caucus • Asian Pacific Islander Caucus for Public Health • Labor Caucus 	
	<ul style="list-style-type: none"> • Public Health Social Work • Genomics 	
	<ul style="list-style-type: none"> • Chiropractic Health Care • Community Health Workers • Environment • School Health Education and Services • Trade and Health 	
	<ul style="list-style-type: none"> • Public Health Nursing • Vietnam Caucus • Women’s Caucus 	
	<ul style="list-style-type: none"> • Medical Care • Mental Health 	
	<ul style="list-style-type: none"> • Disability • Oral Health • Public Health Education and Health Promotion 	

Appendix 10. Joint Policy Committee

The Joint Policy Committee (JPC) is charged with overseeing the annual policy development process. Public policy statements adopted through this process provide a record of the Association's stance on a variety of public health issues and reflect the diverse interests of the APHA membership. It is the JPC's task to review and assess all proposed and late-breaking policies and report its final recommendations for adoption to the Governing Council at the Annual Meeting. The JPC also oversees the association's annual policy archiving and review process. In coordination with the Action Board, the JPC facilitates the process in which policies are recommended to the Governing Council for archiving.

The Joint Policy Committee consists of 12 members, including four members from the Science Board, four members from the Education Board and four members from the Action Board. The Chairs of each Board serve as the co-chairs of the JPC and nominate members to the Committee each year.

Term: one year commitment, starting Jan. 1 until completion of APHA Annual Meeting.

Main Responsibilities & Required Meetings:

- Each JPC member will be responsible for serving as a primary and secondary reviewer of several received proposed policy statements (varies by year with number of submissions received); Policy review assignments will be designated in early March, and written reviews of each assigned policy will be due one week prior to the in-person April meeting.
- Mid-April/May: required 1 ½ day in-person meeting at APHA Headquarters in D.C. JPC members will provide oral report to group regarding policy recommendation for each proposed policy statement and help to draft letter to policy author. Primary & secondary reviewers also expected to provide guidance to author if questions arise.
- Late June: required conference call of full JPC Committee; JPC reviewers report back on status of proposed policy statement resubmissions and discuss any potential appeals.
- One week prior to APHA Annual Meeting: Policy latebreaker discussion & deliberations required by the JPC Chairs, in conjunction with APHA staff. Note latebreaker deadline moved up to Saturday prior to Annual Meeting, so to be determined best method of discussion (ie.- conference call, emails, etc.)
- Annual Meeting Obligations include:
 - JPC Public Hearings, Sunday afternoon of Annual Meeting (3:30-6:00 p.m.)- all JPC members required.
 - JPC Executive Business Meeting, Monday of Annual Meeting (10:30-5:30 p.m.) Final policy mark-up session; all JPC members required; consent calendar to be prepared for Tuesday's Governing Council Meeting for JPC Chairs to present .
 - Tuesday Governing Council Meeting: JPC Chairs required to present consent calendar.

Check out the JPC Policy Calendar: updated for every yearly APHA policy cycle

www.apha.org/advocacy/policy/Policycalendar/default.htm

*You should also read the recently updated document entitled "APHA's Policy Statement Development Process," available online at www.apha.org/advocacy/policy/, as well as check out the other important resources and tools for policy authors and reviewers.

To learn more information about the Joint Policy Committee and the APHA Policy Process, visit

<http://www.apha.org/advocacy/policy/> or contact JPC Staff Liaison Amanda Yohn (Amanda.yohn@apha.org; 202-777-2509).

We also recommend speaking with a former JPC member to gain that additional perspective regarding the responsibilities and expected time commitment. You can do this by visiting the [current JPC Roster](#).