

Appendix VIII.A: Full-time and FTE-supported COPH Faculty

Appendix VIII.A Full-Time and FTE-Supported COPH Faculty by Department

Year of App't	Faculty Member	Title (Including any Non COPH Appt.)	Tenure Status	COPH FTE	Earned Degrees	Area of Degrees	Teaching Responsibility	Research Interests	Demographic Data
BIostatistics (BIOS)									
01-02	Paula Roberson	Professor & Chair, (50% COM)	T (COM)	.5	PhD, Univ. Washington BS, Southern Methodist Univ.	Biomathematics Mathematics/statistics	General biostatistical methods; clinical trials; survival analysis; nonparametrics; logistic regression	Study design; clinical trials; robustness of various methods for assumption violations	White; female
02-03	Keith Williams	Associate Professor (50% COM)	T (COM)	.5	PhD, Univ. Oklahoma Health Sciences Center MPH, Univ. Oklahoma Health Sciences Center MS, Oklahoma State Univ. BA, Central State Univ.	Biostatistics Biostatistics Statistics Mathematics/education	Biostatistics I, II, III	Linear models & nonparametrics	White; male
02-03	Zoran Bursac	Assistant Professor	TE	1.0	PhD, Univ. Oklahoma Health Sciences Center MPH, Univ. Oklahoma Health Sciences Center BS, Cameron Univ.	Biostatistics Biostatistics & epidemiology Computer science & mathematics	Application of Microcomputers in Data Management and Analysis and Categorical Data Analysis	Multivariate methods; computing & data analysis; methods in longitudinal data; modeling of covariance structures; dealing with missing data; statistical computing & simulation; survey methods	White; male.
04-05	Reid Landes	Assistant Professor (90% COM)	TE	.1	PhD, Iowa State Univ MS, Univ of Nebraska BSE, Southern Arkansas Univ	Statistics Biometry Mathematics/education	Biostatistics I, Nonparametrics	Bayesian methods in statistical modeling	White; male
06-07	Page Moore	Assistant Professor	TE	1.0	PhD, Baylor U MS, U Arkansas BS, U Ark Little Rock	Statistical Science Statistics Mathematics	Clinical Trials Biostatistics I	Missing data; clinical trials	White; female
06-07	Songthip Ounpraseuth	Assistant Professor	TE	1.0	PhD, Baylor U MS, U of Arkansas BS, U Arkansas Little Rock	Statistics Statistics Mathematics	Biostatistics III Clinical Trials	Data reduction methods; clinical trials	Asian Pacific; male

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<i>ENVIRONMENTAL & OCCUPATIONAL HEALTH (EOH)</i>									
01-02	Jay Gandy	Professor & Chair	T	1.0	PhD, Univ. California, Riverside MS, Univ. California, Davis BS, Univ. Arkansas	Toxicology	Toxicology; environmental health; environmental regulations	Reproductive toxicology; chemistry of lung & immune systems; human health risk assessment	White; male
01-02	Morris Cranmer	Professor	NTE	1.0	PhD, UAMS MS, UAMS PhD, Univ. of Texas BS, Sul Ross State Univ.	Interdisciplinary Toxicology Occupational and Environmental Health Botany Chemistry/Engineering	Toxicology in public health	Environment & Occupational Illness and forensics	White; male
01-02	Tom Rimmer	Assistant Professor & Vice Chair, & Director, Office of Educational Technology	NTE	1.0	ScD, Univ. Massachusetts at Lowell MS, Harvard School of Public Health MS, Univ. Arkansas, Fayetteville BS, Univ. Arkansas, Fayetteville	Industrial hygiene Industrial hygiene Physics Physics	Environmental & occupational health introductory course; advanced courses in environmental monitoring & hazard control	Occupational hearing loss minimization through improvements in hearing protection utilization & efficiency; increasing industrial compliance & understanding of occupational health program implementation	White; male
04-05	Alesia Ferguson	Assistant Professor	TE	1.0	PhD, Stanford U. MS, Stanford U. BS, Florida Intl U.	Environmental Engineering Environmental Engineering Civil Engineering	Exposure assessment, environmental and occupational health	Exposure assessment, environmental and occupational health	Black; female
05-06	Susan Nowell Kadulabar	Assistant Professor	TE	1.0	PhD, UAMS MS, U Central Arkansas BS, U Central Arkansas	Biology			White; female

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<i>EPIDEMIOLOGY (EPI)</i>									
10-06	Fred Kadulabar	Professor & Chair	TE	1.0	PhD, Univ. Of Texas, Austin BA, Univ. of Dallas, Irving	Chemistry (Biochemistry) Chemistry	Molecular epidemiology; cancer epidemiology	Molecular and Biochemical Epidemiology	White, male
01-02	Joe Bates	Professor & Assoc. Dean for Public Health Practice (50% DOH)	NTE	.5	MS, Univ. Arkansas Graduate School MD, Univ. Arkansas College of Medicine BS, Univ. Arkansas	Microbiology Medicine	Health & public policy, health leadership and administration	Infectious disease epidemiology, especially tuberculosis	White; male
01-02	Ellen Fischer	Associate Professor (50% COM)	T COM	.5	PhD, Johns Hopkins Univ. MPA, New York Univ. BA, Douglass College, Rutgers Univ.	Epidemiology Health policy & planning Spanish	Epidemiology methods; research design, implementation, analysis & interpretation	Measurement of outcomes in mental disease; participatory decision-making in mental health; sustaining appropriate long-term involvement in care for individuals with severe mental illness	White; female
04-05	Namvar Zohoori	Associate Professor 80% DOH	NTE	.1	PhD, University of North Carolina MPH, Johns Hopkins University MD, University of the West Indies BSc, University of the West Indies	Nutrition, Epidemiology Epidemiology General Practice Biochemistry, Zoology	Epidemiology	Nutritional Epidemiology and Chronic Diseases Population Survey Methodology Nutrition and Aging	White, male
02-03	Marsha Eigenbrodt	Assistant Professor	TE	1.0	MPH, Univ. Texas Health Science Center MD, Louisiana State University No undergraduate degree, Louisiana Tech Univ.	Community health practice Medicine	Epidemiologic concepts & methods for public health practice & research	Subclinical measures of cardiovascular disease; cardiovascular disease in aging; methodologic issues in epidemiology	White; female

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<i>EPIDEMIOLOGY (EPI) CONT'D</i>									
02-03	Martha Phillips	Assistant Professor (70% DOH)	TE	.3	PhD, Univ. of Alabama at Birmingham MPH, Univ. of Alabama at Birmingham MBA, Univ. of Alabama at Birmingham EdS, Univ of Georgia M.Ed, Univ of Georgia AB, Univ. of Georgia	Epidemiology Public Health Administration Public Health Administration Education Education Psychology	Chronic Disease epidemiology, advanced epidemiology methods, surveillance	Depression and Chronic Disease, Childhood Obesity	White; female
04-05	Jianjun Zhang	Assistant Professor	TE	1.0	PhD, Catholic U of Leuven Belgium MS, Xi'an Medical University China MD, Xi'an Medical University China	Epidemiology Orthopedics Medicine	Cancer epidemiology	Nutritional and molecular epidemiology of cancer, International variations in dietary patterns and cancer risk	Asian; male

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HEALTH BEHAVIOR & HEALTH EDUCATION (HBHE)									
04-05	Carol Cornell	Professor and Interim Chair	TE	1.0	PhD, Yale MPhil, Yale BA/MA, Johns Hopkins	Clinical/Health Psychology Clinical/Health Psychology Psychology	Community Based Program Design and Evaluation Parts 1 and 2	Cardiovascular behavioral medicine; Community-based interventions for chronic disease risk reduction.	White; female
02-03	Jim Raczynski	Professor & Dean	T	1.0	PhD, Pennsylvania State Univ. MS, Pennsylvania State Univ. BA, Williams College	Clinical psychology Clinical psychology Psychology	Behavioral research designs; clinical & community trial intervention methods; grant preparation	Cardiovascular behavioral epidemiology; primary prevention of chronic diseases; health promotion & disease prevention among ethnic minority populations	White; male
05-06	Warren Bickel	Professor (70% COM), & Director, Interdisc. Program on Tobacco	TE	.3	PhD, U Kansas MA, U Kansas BA, SUNY New Paltz	Psychology Psychology Psychology	Tobacco and other addiction disorders	Tobacco and other addiction disorders: nature of addiction, behavioral and pharmacological treatments	White; male
02-03	Mel Fratzke	Professor	NTE	1.0	EdD, Indiana Univ. MS, Indiana Univ. BS, Aurora Univ.	Physical education/health education Physical education Elementary education	Health care administration; strategic planning (mission, vision, values); rural health leadership; assessment of health behaviors	Improving leadership in rural areas; improving academic leadership in the health care professions; faculty evaluation	White; male
03-04	Paul Greene	Professor	TE	1.0	PhD, Univ. of Georgia MA, Univ. of West Florida BA, Univ. of West Florida AA, Pensacola Junior College	Clinical Psychology Psychology Psychology	Grant preparation ; behavioral and biological processes in chronic illness ; cancer control	Adherence to behavioral and medical treatment regimens; smoking cessation, cancer control, behavioral interventions to reduce health risk	White; male
02-03	Delia Smith West	Professor & Director, Interdisc. Program on Obesity	T	1.0	PhD, Rutgers Univ. MS, Rutgers Univ. BA, Brown Univ.	Psychology Psychology Psychology	Obesity & chronic disease; health behavior interventions; theory & practice	Obesity & diabetes; behavioral interventions for health promotion; women's health	White; female
03-04	Alan VanBiervliet	Professor	NTE	1.0	PhD, Univ. of Kansas MA, Univ. of Kansas BS, Western Michigan Univ.	Developmental and Child Psychology Developmental and Child Psychology Psychology	Health informatics; technology in public health practice	Use of technology for persons with disabilities; biomedical computing and health informatics	White; male
02-03	LeaVonne Pulley	Associate Professor	T	1.0	PhD, Univ. Texas-- Austin MEd, Univ. Texas-- Austin BA, Univ. Texas--Austin	Communications & health behavior Health education Anthropology	Health communications; survey research methods	Intervention methods among ethnic minority populations; health communications; survey research methods	White; female

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HEALTH BEHAVIOR & HEALTH EDUCATION (HBHE) CONT'D									
01-02	Jan Richter	Associate Professor & Asst. Dean for Student Affairs	NTE	1.0	EdD, Oklahoma State U. MEd, U Central Okla BA, U. North Carolina at Wilmington	Health Ed/Ed Foundations Secondary Education Professional Teacher Education/Health/ Biology	Program Planning and Evaluation; Theories of Health Behavior and Health Education; Health Promotion in the Worksite; Health Promotion in the School Setting; Advanced Concepts of Human Sexuality	Adolescent Health; Behavioral interventions for health promotion in the school setting; program evaluation for health promotion programs	White; female
02-03	Katharine Stewart	Associate Professor & Assoc. Dean for Academic Affairs	T	1.0	PhD, Univ. Alabama at Birmingham MPH, Univ. Alabama at Birmingham MA, Univ. Alabama at Birmingham BS, Univ. North Carolina-Chapel Hill	Clinical medical psychology Public health policy Clinical medical psychology Psychology	Health behavior theory; developing behavioral interventions; improving outcomes in chronic disease	Improving outcomes in chronic disease; behavioral interventions to improve adherence to medical recommendations	White; female
05-06	Karen Kim	Assistant Professor	TE	1.0	Postdoctoral Fellow, UNC PhD, Cornell U BS, Cornell U	Community-based participatory public health Nutritional Sciences Nutritional Sciences	Health behavior and health education theory and practice	Faith-based interventions, community-based participatory research, health disparities, psychosocial aspects of health	Asian; female
04-05	Christine Sheffer	Assistant Professor	NTE	1.0	PhD, Jackson State U MA, U West Florida BA, U West Florida BA, SUNY Binghamton	Psychology Psychology Psychology Linguistics	Tobacco use & chronic disease; health behavior interventions; theory & practice	Tobacco cessation, systems changes, chronic pain	White; female

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HEALTH POLICY & MANAGEMENT (HPM)									
03-04	Paul Halverson	Professor and Chair	T	1.0	DrPH, U North Carolina MHSA, Arizona State BS, Arizona State	Health Policy and Admin Health Services Admin Communication	Health policy and administration; leadership	Health policy and administration; leadership	White; male
03-04	Glen Mays	Associate Professor & Interim Chair	T	1.0	Postdoc Harvard PhD, U North Carolina MPH, U North Carolina AB, Brown U	Health Economics Health Policy and Admin Health Policy and Admin Political Science	Public health policy, leadership in public health, public health systems	Strategies for organizing and financing public health services, health insurance, and medical care services for underserved populations	White; male
05-06	John Baker	Professor	T	1.0	PhD, Ohio State MBA, U Rhode Island BS, U Rhode Island	Org Behavior Business Administration Business Administration	Health care systems; health systems administration; long term care administration	Health policy, health and long term care administration	White; male
01-02	Tom Bruce	Professor & Senior Advisor to the Dean	ET	1.0	BSM & MD, UAMS DSc (hon.), UAMS	Medicine, internal medicine, cardiovascular disease	Health & public policy; health leadership & administration	Rural health; community-based participatory research; community-based public health	White; male
02-03	Charles Cranford	Professor	NTE	1.0	DDS, Univ. Tennessee MPA, Lyndon B. Johnson School of Public Affairs, Univ. Texas at Austin	General dentistry Public policy development & administration	Health policy & management	Rural access to healthcare; workforce reform; health policy	White; male
05-06	Jean Hine	Professor	NTE	1.0	Post Doc, U Wisconsin PhD, U Wisconsin MS, U Tennessee BS, U Kansas	Neurochemistry Nutritional Sciences Nutrition Liberal Arts	Cancer Education	Influence of nutrition and metabolic risk factors and cancer survivorship	White; female
04-05	Andreas Muller	Professor & Vice Chair	T	1.0	Postdoc Johns Hopkins PhD, SUNY New York MA, SUNY BA, Maximilian U Germany	Health Economics Sociology Sociology Sociology	Health Care Systems, decision analysis, health statistics and informations systems, health care planning and marketing	Behavioral and socioeconomic determinants of health, evaluation research, time series analysis, simulation and risk analysis	White; male
01-02	Richard Nugent	Professor (80% DOH)	NTE	.2	Board Certified, Preventive medicine MPH, Univ. North Carolina MD, Univ. Pennsylvania BA, Amherst College	Specialty training in OB/GYN Maternal child Health Medicine English, premed	15-hour MPH concentration in maternal & child health	Evaluating impact of community organization activities on women, infants, & children	White; male
01-02	John Wayne	Professor	T	1.0	PhD, Univ. Alabama MBA, Univ. Florida BEE, Univ. Florida	Administration-health services Management Electrical engineering	Healthcare Accounting and Finance; Health Information Systems; Advanced Health Systems Finance; Management Skill Development	Health economics: outcomes research; health policy initiatives; health care financing; rural health; health information systems	White; male

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HEALTH POLICY & MANAGEMENT (HPM) CONT'D									
05-06	Tyrone Borders	Associate Professor	TE	1.0	PhD, U of Iowa MS, U of Iowa MA, U of Iowa BA, U of Kansas	Health Mgmt and Policy Epidemiology Hospital and Health Admin Psychology	Managerial epidemiology, health services research methods	Health services epidemiology, consumer assessments of health care, rurality of residence, health care access, and health status	White; male
03-04	Elaine Prewitt	Associate Professor	TE	1.0	DrPH, Univ. North Carolina, Chapel Hill MS, Case Western Reserve University BS, Univ. of Alabama	Nutrition Foods, Nutrition and Institutional Management	Food and Nutrition Policy and Health	Diet and Chronic Disease in Minority and Underserved Populations; Obesity in Minority Populations Community Based Participatory Research	Black; female
02-03	Kate Stewart	Associate Professor & Director, Office of CBPH	T	1.0	MPH, Johns Hopkins Univ. MD, UAMS BS, Abilene Christian Univ.	Public Health Medicine Biology	Role of policy in nonmedical determinants of health	Access & utilization; program evaluation; health in the Delta; nonmedical determinants of health	White; female
01-02	Ruth Eudy	Assistant Professor	NTE	1.0	PhD, Washington U St. Louis MS, Univ. Arkansas at Little Rock BA, Univ. Arkansas at Little Rock	Social Work Sociology	Intro to public health; health statistics, health care systems	Poverty and infant mortality in the Mississippi Delta; public health impact of depression	White; female
01-02	Carole Garner	Assistant Professor	NTE	1.0	MPH, Univ California, Berkeley BSHE, Univ. Arkansas, Fayetteville	Public health nutrition Nutrition & dietetics	Maternal/child health; community nutrition	Environmental barriers/supports related to obesity prevention; nutrition surveillance & interventions	White; female
03-04	Diane Mackey	Assistant Professor & Asst. Dean for Institutional Affairs	NTE	1.0	JD, U Arkansas Little Rock	Law	Health policy and law	Obesity and the law; emergency public health law	White; female
02-03	Creshelle Nash	Assistant Professor	TE	1.0	MPH, Harvard Univ. MD, Univ. Maryland BS, Rhodes College	Public Health Medicine Biology	Clinical teaching of medical residents & students	Racial & ethnic health disparities; minority health; health policy research	Black; female
02-03	Eddie Ochoa	Assistant Professor (50% COM) & Asst. Dean for Minority Affairs	TE	.5	Residency, UAMS MD, Texas Tech Univ. AB, Princeton Univ.	Pediatrics Medicine Religion	Minority health; health disparities	Minority health & health disparities; Latino & children's public health issues	Latino; male

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HEALTH POLICY & MANAGEMENT (HPM) Cont'd.									
02-03	Kevin Ryan	Assistant Professor	TE	1.0	JD, Univ. Arkansas at Little Rock MA, Webster Univ, BS, UAMS AS, Univ. Arkansas at Little Rock	Law Health services management Radiologic technology Registered Nursing	Public health law; health policy; public/private health care system financing; quality of care	Public health law; health policy; interface between law & public health practice; government relations	White; male
01-02	Freeman McKindra	Instructor	NTE	.5	BS, AM&N College (Univ. Arkansas at Pine Bluff)	Biology	Community-based partnership development	Community-based partnership development	Black; male
01-02	Willa Sanders	Instructor & Asst. Dean for Government Relations	NTE	1.0	MA, Univ Arkansas at Little Rock BSE, Univ. Arkansas, Fayetteville	Public administration Education	Policy & management	Understanding policy & management in relation to health/health care	Black; female
04-05	Carla Sparks	Instructor	NTE	1.0	BS, Philander Smith	Mathematics	Community-based partnership development	Community-based partnership development	Black; female
03-04	Elaine Wootten	Instructor	NTE	1.0	MA, Univ Arkansas at Little Rock BA, Arkansas State U.	Interpersonal and organizational communication Health Services Admin.	Communication skills for public health	Health communication, rural health issues	White; female
02-03	Holly Felix	Instructor,	NTE	1.0	PhD, Univ Arkansas at Fayetteville MPA, Univ. Arkansas at Little Rock BA, Univ. Arkansas at Little Rock	Public administration Political science	Health policy and health policy process; long term care policy	Community participation in research; community health workers; long term care; policy process	White; female
COM, College of Medicine; DOH, Arkansas Division of Health; ET, emeritus tenure; NTE, nontenure earning; T, tenured; TE, tenure earning; UAMS, University of Arkansas for Medical Sciences									

Appendix VIII.B
Part-time, Non-FTE Supported Faculty Members by Department

Name	Year of Appt	Degree	Rank	Sex	Ethnicity
<i>BIostatistics</i>					
Brenda M. Booth	01-02	PhD	Professor	F	W
James J. Chen	01-02	PhD	Professor	M	Asian
David W. Gaylor	01-02	PhD	Professor	M	W
Ralph L. Kodel	01-02	PhD	Professor	M	W
Pippa Margaret Simpson	01-02	PhD	Professor	F	W
Mario A. Cleves	01-02	PhD	Associate Professor	M	W
Leanne Whiteside- Mansell	01-02	EdD	Associate Professor	F	W
John W. Senner	01-02	PhD	Assistant Professor	M	W
<i>ENVIRONMENTAL AND OCCUPATIONAL HEALTH</i>					
Jack A. Hinson	01-02	PhD	Professor	M	W
Fred F. Kadlubar	01-02	PhD	Professor	M	W
Nicholas P. Lang	01-02	MD	Professor	M	W
John P. Livoni	01-02	MD, MPH	Associate Professor	M	W
Phillip T. Goad	01-02	PhD	Assistant Professor	M	W
Glenn C. Millner	01-02	PhD	Assistant Professor	M	W
Alan C. Nye	01-02	PhD	Assistant Professor	M	W
Luke D. Ratnasinghe	01-02	PhD, MPH	Assistant Professor	M	Asian
Paul A. Nony	04-05	PhD	Assistant Professor	M	W
Jeffrey Moran	04-05	PhD	Assistant Professor	M	W
Mary Ann Coleman	01-02	MS, CBSP	Instructor	F	W
R. Gail Huss	01-02	RN	Instructor	F	W
Shirley C. Louie	01-02	MS, CIH	Instructor	F	W
Harold R. Seifert	01-02		Instructor	M	W
S. Brett Tarkington	01-02	MS	Instructor	M	W
<i>EPIDEMIOLOGY</i>					
Richard R. Owen, Jr.	01-02	MD	Professor	M	W
Mario A. Cleves	01-02	PhD	Associate Professor	M	W
Geoffrey M. Curran	01-02	PhD	Associate Professor	M	W
Dirk Thomas Haselow	02-03	PhD	Assistant Professor	M	W
Charlotte A. Hobbs	01-02	MD, PhD	Associate Professor	F	W
Appathurai Balamurugan	04-05	MD, PhD	Assistant Professor	M	Indian
Camille Jones	03-04	MD, MPH	Assistant Professor	F	B
Sandra K. Pope	01-02	MD, PhD	Assistant Professor	F	W
Jeffrey M. Pyne	01-02	MD	Associate Professor	M	W
Luke D. Ratnasinghe	01-02	PhD, MPH	Assistant Professor	M	Asian
Purushottam Thapa	01-02	MD, MPH	Assistant Professor	M	Asian
Frank J. Wilson, Jr.	01-02	MD	Assistant Professor	M	W
Leonard Mukasa	04-05	MBBCh, PhD	Assistant Professor		
Catherine G. Hall Tapp	01-02	MPH	Instructor	M	W
Cheryl J. LeDoux	01-02	MPH	Instructor	F	W
Bridget S. Mosley	01-02	MPH	Instructor	F	W
Dana M. Perry	01-02	MA	Instructor	F	W
Rupa Sharma	01-02	MSPH	Instructor	F	Indian
<i>HEALTH BEHAVIOR AND HEALTH EDUCATION</i>					
Emogene L. Fox	01-02	EdD	Professor	F	W
Ronni Chernoff	01-02	PhD	Professor	F	W
Geoffrey Goldsmith	01-02	MD	Professor	M	W
Betty M. Hubbard	01-02	EdD	Professor	F	W
Teresa L. Kramer	05-06	PhD	Assistant Professor	F	W
Jane L. Elphinstone	01-02	EdD	Professor	F	W

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Name	Year of Appt	Degree	Rank	Sex	Ethnicity
Thea S. Spatz	01-02	EdD	Professor	F	W
Michael Young	01-02	PhD	Professor	M	W
Mary E. Aitken	01-02	MD, MPH	Associate Professor	F	W
Chester S. Jones	01-02	PhD	Associate Professor	M	W
Jacquie Rainey	01-02	DrPH	Associate Professor	F	W
Joanna M. Thomas	01-02	MBChB	Associate Professor	F	W
Becky Hall	03-04	EdD	Assistant Professor	F	W
Teresa L. Kramer	01-02	PhD	Associate Professor	F	W
Monte J. Gagliardi	01-02	EdD	Assistant Professor	M	W
Daniel Holland	01-02	PhD, MPH	Assistant Professor	M	W
M. Elizabeth Irwin-Clay	01-02	PhD	Assistant Professor	F	W
Edward M. Mink	01-02	EdD	Assistant Professor	M	W
Bernita Patterson	02-03	PhD	Assistant Professor	F	B
Elias Robles	02-03	PhD	Assistant Professor	M	W
Lori W. Turner	01-02	PhD	Assistant Professor	F	W
Perla Vargas	02-03	PhD	Assistant Professor	F	W
Donald Simpson	04-05	MPH	Assistant Professor	M	W

HEALTH POLICY AND MANAGEMENT

Teresita L. Angtuaco	02-03	MD	Professor	F	Latina
Thomas M. Badger		PhD	Professor	M	W
Cornelia K. Beck	02-03	PhD	Professor	F	W
Leslie M. Beitsch	04-05	MD, JD	Professor	F	W
Kaye Bender	04-05	Phd, RN	Professor	F	W
Steven F. Boedigheimer	04-05	MBA	Assistant Professor	M	W
Angela L. Brenton	01-02	PhD	Professor	F	W
Kathy Cahill	04-05	MPH	Professor	F	W
William E. Golden	01-02	MD	Professor	M	W
Gregory L. Hamilton	01-02	PhD	Professor	M	W
Arnold D. Kaluzny	04-05	PhD	Professor	M	W
Robert B. Leflar	03-04	JD	Professor	M	W
Mary L. Parker	01-02	PhD	Professor	F	W
James A. Rice	04-05	PhD, FACHE	Professor	M	W
John P. Shelnutt	01-02	PhD	Professor	M	W
David W. Sink	02-03	DPA	Professor	M	W
G. Richard Smith, Jr.	01-02	MD	Professor	M	W
Phillip H. Taylor	01-02	PhD	Professor	M	W
Ashvin P. Vibhakar	01-02	PhD	Professor	M	Indian
Jeffrey T. Walker	01-02	PhD	Professor	M	W
Paul J. Wiesner	04-05	MD	Professor	M	W
Charles R. Feild	01-02	MD, MPH	Professor	M	W
Patrick H. Casey	01-02	MD	Professor	M	W
Lee Lee Doyle	02-03	PhD	Professor	M	W
George J. Fuchs, III	02-03	MD	Professor	M	W
Geoffrey Goldsmith	01-02	MD, MPH	Professor	M	W
R. Jean Hine	01-02	PhD	Professor	F	W
Linda C. Hodges	01-02	EdD, RN	Professor	F	W
Betty A. Lowe	02-03	MD	Professor	F	W
Beverly J. McCabe-Sellers	02-03	PhD	Professor	F	W
Lynn Douglas Mouden	01-02	DDS, MPH	Professor	M	W
Hugh Tilson	04-05	MD, DrPH	Professor	M	W
Ronald H. Winters	01-02	PHd	Professor	M	W
Mary E. Aitken	01-02	MD, MPH	Associate Professor	F	W
Claudia J. Beverly	01-02	RN, PhD	Associate Professor	F	W
Norman DeP. Brown	01-02	RN, EdD, FNP	Associate Professor	M	W

Appendix VIII.B
Part-time, Non-FTE Supported Faculty Members by Department

Name	Year of Appt	Degree	Rank	Sex	Ethnicity
Cesar M. Compadre	02-03	PhD	Associate Professor	M	Latino
James W. Fasules	01-02	MD	Associate Professor	M	W
John Fortney	01-02	PhD	Associate Professor	M	W
Lisa C. Hutchison	01-02	PharmD, MPH	Associate Professor	F	W
Ronald F. Kahn	01-02	MD	Associate Professor	M	W
Deborah L. Laufersweiler-Dwyer	01-02	PhD	Associate Professor	F	W
Bradley C. Martin	04-05	Pharm D	Associate Professor	M	W
William H. Miller	01-02	PhD	Associate Professor	M	W
Mylon Winn	03-04	PhD	Associate Professor	M	W
Steven Strode	02-03	MD	Associate Professor	M	W
Greer Sullivan	01-02	MD, MPH	Associate Professor	F	W
J. Mick Tilford	01-02	PhD	Associate Professor	M	W
Joseph Thompson	01-02	MD, MPH	Associate Professor	M	W
Elton R. Cleveland	01-02	DVM, MD	Associate Professor	M	W
Reza Hakkak	02-03	PhD	Associate Professor	M	W
Brian H. Hardin	01-02	MD	Associate Professor	M	W
Curtis L. Lowery, Jr.	03-04	MD	Associate Professor	M	W
Maria G. Portilla	01-02	MD	Associate Professor	F	Latina
Cheryl Klouzal Schmidt	01-02	PhD	Associate Professor	F	W
J. Gary Wheeler	01-02	MD	Associate Professor	M	W
David E. Bourne	01-02	MD, MPH	Assistant Professor	M	W
Ann B. Bynum	01-02	EdD	Assistant Professor	F	W
Martin J. Carey	01-02	MBBCh, MPH, FACEM, FRCS(Ed)	Assistant Professor	N	W
Lee Frazier	01-02	MHA	Assistant Professor	M	B
Jacquelyn D. Gilbert	01-02	MPH	Assistant Professor	F	W
Melony Goodhand	05-06	MBA, CPA	Assistant Professor	F	W
Song Hee Hong	01-02	PhD	Assistant Professor	M	Asian
Catherine A. Irwin	02-03	PhD	Assistant Professor	F	W
Andrew G. Kumpuris	02-03	MD	Assistant Professor	M	W
Donna J. Middaugh	01-02	MSN	Assistant Professor	F	W
Kaleem Sayyed	02-03	MD MPH	Assistant Professor	M	Indian
Ray Scott	01-02	MSW	Assistant Professor	M	W
Susan Ward-Jones	03-04	MD	Assistant Professor	F	B
Donna S. West	01-02	PhD	Assistant Professor	F	W
Jennifer A. Dillaha	02-03	MD	Assistant Professor	F	W
JoAnn E. Kirchner	01-02	MD	Assistant Professor	F	W
Charles W. McGrew	01-02	MPH	Assistant Professor	M	W
Ralph J. Vogel	01-02	PhD	Assistant Professor	M	W
J. Robert West	01-02	MD	Assistant Professor	M	W
Dana Gonzales	01-02	PhD	Assistant Professor	F	W
Nick Paslides	01-02	MD, PhD	Assistant Professor	M	W
Cynthia C. Crone	01-02	MSN	Instructor	F	W
Thomas J. Raney, IV	01-02	PhD	Instructor	M	W
Michelle R. Smith	01-02	MPH	Instructor	F	B
Sarah G. Breshears	01-02	MBA	Instructor	F	W
Curtis B. Craft, Jr.	04-05	MPH	Instructor	M	B
M. Sip Frasier	01-02		Instructor	F	W
Phillip K. Gilmore	02-03	MHA	Instructor	M	W
Gail Gannaway	01-02		Instructor	F	W
Julie Hall-Barrow	01-02	MS	Instructor	F	W
Ray Hanley	01-02		Instructor	M	W
Zenobia Harris	01-02	BSN, MPH	Instructor	F	B
Roger B. Harrod	01-02	JD, MPH	Instructor	M	W
Richard T. Hill	01-02	MSW	Instructor	M	W
Don Hollingsworth	01-02	JD	Instructor	M	W

Appendix VIII.B
Part-time, Non-FTE Supported Faculty Members by Department

Name	Year of Appt	Degree	Rank	Sex	Ethnicity
Kenneth R. Hubbell	04-05		Instructor	M	W
Maria H. Jones	02-03	MA	Instructor	F	B
Nancy B. Kirsch	01-02		Instructor	F	W
Kurt A. Knickrehm	01-02	MBA	Instructor	M	W
C. Lewis Leslie	01-02		Instructor	M	W
Suzanne G. McCarthy	01-02	MSN, MPH	Instructor	F	W
Christine B. Patterson	01-02	MSW (MPH, too??)	Instructor	F	B
Herb A. Sanderson	01-02	MPA	Instructor	M	W
John M. Selig	01-02	MPA	Instructor	M	W
Rosetta Shelby-Calvin	01-02	DMD	Instructor	F	B
Donnie A. Smith	01-02	M.Ed.	Instructor	M	W
James C. Wohlleb	01-02	MDiv, MS	Instructor	M	W

Appendix VIII.C

Course Student Rating Form

Instructions: Please fill in the bubble that best describes your rating using the following scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Unsure
- 4 = Agree
- 5 = Strongly Agree

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
1. Organization: Course was well organized, material was presented in a logical sequence, instructional time was used effectively, important points were emphasized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Clarity: Goals and educational objectives of course were clear, faculty expectations of students were clear, grading policy was clearly explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Content: Course content facilitated student ability to achieve course goals and objectives and was relevant to career preparation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Materials: Syllabi/course outlines was well prepared, relevant to the course and understandable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Fairness: Material on exams was related to material covered either in class or in course assignments; students were treated equitably.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Overall: I would rate the quality of this course as outstanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Revised 6/10/05

Appendix VIII.C
Instructor Evaluation

Instructions: Please fill in the bubble that best describes your rating using the following scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Unsure
- 4 = Agree
- 5 = Strongly Agree

Core Items

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
1. Organization: Instructor presented material in an organized fashion, emphasized important points well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Clarity: Instructor communicated effectively, explained well, presented content clearly, and gave understandable responses to questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Enthusiasm: Instructor was dynamic and energetic, stimulated learner interest, and enjoyed teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Contributions: Instructor discussed recent developments in the field, directed students to current reference materials, and provided additional materials to cover current topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Rapport: Instructor listens attentively, is interested in students' progress, asks/answers questions, corrects students in a positive manner, is accessible to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Professionalism: Instructor demonstrated qualities that are of use to me (Respect for Students, Cultural Awareness, Respect for Health Professions).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Attitude: Instructor is concerned about students learning the material, encourages class participation, is receptive to differing views.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Overall: I would rate this instructor as outstanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix VIII.C

OPTIONAL ITEMS*

I. GLOBAL ITEMS

1. Overall, I would recommend this instructor to others.

II. INSTRUCTOR CHARACTERISTICS

A. Organization and Clarity of Presentation

2. My instructor is well prepared for class meetings.
3. My instructor answers questions carefully and completely.
4. My instructor makes difficult material easily understandable.
5. My instructor illustrates relationships among topics.
6. My instructor uses teaching methods well suited to the course.
7. My instructor uses good examples that help clarify the important concepts in the course.
8. My instructor speaks clearly and is easily understood.
9. My instructor speaks English clearly and is easily understood.
10. My instructor covers material at a pace I can follow.
11. My instructor clears up points of confusion for me and other class members.
12. My instructor summarizes major points in lecture or discussion.
13. My instructor held my attention.

B. Enthusiasm and Intellectual Stimulation

14. My instructor is enthusiastic about teaching this course.
15. My instructor makes the subject interesting.
16. My instructor inspires interest in the content of this course.
17. My instructor emphasizes a conceptual grasp of the material.
18. My instructor stimulates my thinking.
19. My instructor motivates me to do my best work.
20. My instructor asks questions which challenge me to think.
21. The course stimulated me to seek other courses in this field.

C. Knowledgeability

22. My instructor is knowledgeable on course topics.
23. My instructor suggests references for added reading/ research.
24. My instructor incorporates current developments in the field.

D. Rapport and Respect

25. My instructor treats students with respect.
26. My instructor shows genuine interest in students.
27. My instructor developed a good rapport with the class.
28. My instructor is regularly available for consultation.
29. My instructor is fair and impartial when dealing with students.
30. My instructor adapts to student abilities, needs, and interests.
31. My instructor recognizes when students fail to comprehend.
32. My instructor listens attentively to what students have to say.
33. My instructor makes me feel free to ask questions in class.
34. My instructor accepts opinions different from his/her own.

E. Laboratory Instructors

35. My lab instructor clearly explains the procedures to be used.
36. My lab instructor provides sufficient help in the lab.
37. My lab instructor relates lab exercises to lectures and readings.
38. My lab instructor is prepared for lab lectures and discussions.
39. My lab reports are graded fairly.
40. My lab instructor promptly returns reports/assignments.
41. My lab instructor is available during office hours.
42. My lab instructor provides helpful feedback on lab reports.

F. Discussion/Discussion Leaders

43. My instructor manages discussions so that they are helpful to my learning.
44. The discussion sessions are well organized.
45. The discussion clarifies lecture material well.
46. My instructor raises challenging questions for discussion.
47. My instructor is skillful in developing classroom discussion.
48. My instructor encourages me to participate in class discussions.
49. The amount of class time allotted to discussion is adequate.

III. COURSE ELEMENTS

A. Objectives and Content Relevance

50. Announced course objectives agree with what is taught.
51. I know what is expected of me in this course.
52. Progression of the course is logical from beginning to end.
53. Topics covered in the course are well integrated.

B. Reading and Assignments

54. Overall, I would rate the textbook/readings as excellent.
55. I am pleased with the text required for this course.
56. Course assignments help in learning the subject matter.
57. Course assignments are interesting and stimulating.
58. Directions for course assignments are clear and specific.
59. Complexity and length of course assignments are reasonable.
60. The amount of reading/homework is reasonable.
61. The total amount of material covered in the course is reasonable.
62. Developing the term project was a good learning experience.
63. Duplicated handouts are valuable supplements to this course.

C. Instructional Technology

64. The technology used in this course provides high quality instruction.
65. Instructional technology is well coordinated with course materials.
66. The instructor used technology in ways that helped my learning of concepts and principles.
67. My instructor's use of new technology increased my overall learning in this course.
68. More uses of instructional technology would enhance learning in this course.
69. I acquired computer skills in this course that I can apply in other areas.
70. As a result of this course, I feel more positive about using computers.

D. Difficulty

- 71. The level of difficulty of this course is appropriate for me.
- 72. This course is one of the most difficult I've taken.
- 73. The amount of work required for credits earned is appropriate.
- 74. Standards for student achievement are reasonable.

E. Evaluation and Feedback

- 75. The grading procedures for the course are fair.
- 76. The grading system for the course was clearly explained.
- 77. Grades are assigned fairly and impartially.
- 78. My grades are an accurate indicator of how much I have learned.
- 79. My instructor collects enough evidence for valid grading.
- 80. The exams cover the most important aspects of the course.
- 81. Exams in this course are fair.
- 82. Exams require me to do more than recall factual information.
- 83. Exams accurately assess what I have learned in this course.
- 84. Feedback on exams indicated clearly my standing in the course.
- 85. My instructor returns exams promptly enough to benefit me.
- 86. My instructor makes helpful comments on my exams or papers.
- 87. My papers were graded fairly.
- 88. Exams are adequately discussed upon return.
- 89. Exams are reasonable in length and difficulty.

F. Classroom Atmosphere

- 90. The instructor exhibited no attitudes or behavior demeaning to minorities.
- 91. The instructor exhibited no attitudes or behavior demeaning to women.
- 92. The instructor promotes an atmosphere conducive to learning.

G. Other Course Elements

- 93. Guest speakers contribute significantly to this course.
- 94. Student presentations contribute significantly to this course.
- 95. Field trips offer insights that class materials do not.

IV. STUDENT DEVELOPMENT

A. Participation and Effort

- 96. I have been putting a good deal of effort into this course.
- 97. The course requires more time and effort than others at this level.
- 98. I was interested in the content of this course before taking it.
- 99. I keep up with the studying and work for this course.
- 100. I always prepare before coming to class.
- 101. I actively participate in class activities and discussions.
- 102. I feel that I performed up to my potential in this course.

B. Knowledge and Skills

- 103. I learned a lot in this course.
- 104. The course improved my understanding of concepts in this field.
- 105. I developed the ability to solve actual problems in this field.
- 106. I developed skill in critical thinking in this course.
- 107. I learned to communicate more effectively.

C. Personal and Social Growth

- 108. This course increased my interest in the subject matter.

- 109. I enjoyed learning about this subject matter.
- 110. I learned to value new viewpoints in this course.
- 111. This class caused me to reconsider some of my former attitudes.
- 112. I developed more confidence in myself in this course.
- 113. I learned to work with others through this course.
- 114. This course made me more aware of my interests and talents.
- 115. I developed some leadership skills because of this course.
- 116. I developed awareness of societal problems due to this course.
- 117. I was motivated to do more than the minimum requirements in this course.
- 118. I would like to take another course from this instructor.

D. Vocational Development

- 119. I developed skills needed by professionals in my field.
- 120. The course was worthwhile in terms of my career objectives.

V. SPECIAL CLASS ORGANIZATIONS

A. Laboratory

- 121. The labs are important to learning in this course.
- 122. The amount of lab work required in the course is adequate.
- 123. Lab assignments are interesting and stimulating.
- 124. Lab assignments are reasonable in length and complexity.
- 125. Lab sessions are well organized.
- 126. Lab facilities are adequate.
- 127. I had adequate time to complete lab exercises.

B. Team Teaching

- 128. Team teaching provided insights a single instructor could not.
- 129. Instruction is well coordinated among the team teachers.

C. Seminars

- 130. The seminar approach is effectively used in this course.
- 131. This seminar encourages students to learn from one another.
- 132. Challenging questions are raised in this seminar.
- 133. Discussion in this seminar is stimulating.

D. Clinic and Clinic Instructor

- 134. The amount of clinical experience offered is adequate.
- 135. I was exposed to a variety of clinical problems.
- 136. Prior course work prepared me to handle clinical tasks.
- 137. The clinic time is adequate to perform the required procedures.
- 138. I have responsibility for patients commensurate with my abilities.
- 139. There is good rapport between my clinical instructor and me.
- 140. My instructor offers constructive criticism away from patients.
- 141. My instructor demonstrates the clinical techniques I was expected to develop.
- 142. The amount of supervision in the clinic is adequate.
- 143. My instructor identifies specific problems with my clinical technique.

E. Field Experience (Practicum, Internship, Student Teaching)

- 144. The amount of field experience I had was appropriate.
- 145. My field experience was well coordinated with my course work.

- 146. I received adequate supervision at the field site.
- 147. University and field site personnel work well together.

VI. CURRICULUM SPECIFIC

- 148. My instructor helped me to learn more about writing well.
- 149. My instructor helped me to read more perceptively.
- 150. My instructor challenged me to think and write clearly.
- 151. My instructor commented usefully on my written work.
- 152. My instructor returned written work in a reasonable time.
- 153. My reading abilities are stronger as a result of this class.
- 154. My writing abilities are stronger as a result of this class.
- 155. The course helped me to read with greater appreciation and understanding.
- 156. I increased my skill in expressing myself orally.

VII. OPEN-ENDED ITEMS

B. Open-ended Items

- 157. What did you like most about the course and/or the instructor?
- 158. What did you like least about the course and/or the instructor?
- 159. What could the instructor do to improve the course or his/her teaching effectiveness?
- 160. What is the most valuable thing you learned in this class?
- 161. What changes would you make in the lectures?
- 162. What changes would you make in the exams?
- 163. What changes would you make in the discussion sections?
- 164. What aspects of the course were most valuable?
- 165. What aspects of the course were least valuable?
- 166. Describe the strongest aspect of the instructor's teaching.
- 167. Describe the weakest aspect of the instructor's teaching.
- 168. What would you most like to tell the department in order to help improve his course?
- 169. Does this evaluation form allow you an accurate critique of the course?

These items are duplicated and available with permission from Indiana University, Instructional Support Services, Bureau of Evaluative Studies and Testing.

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