

## CRITERION VIII.: FACULTY

The program shall have a clearly defined faculty which, by virtue of its size, multidisciplinary nature, educational preparation, research and teaching competence, and practice experience, is able to fully support the program's mission, goals and objectives.

**VIII.A.1. Identification in table or chart of faculty to support the degree programs offered by the program, indicating at least professorial rank, tenure status, percent time devoted to the program, earned degrees, universities at which degrees were earned, disciplinary area of degree, area of teaching responsibility, area of research interest, and selected demographic data (gender, ethnicity).**

The graduate degree programs are supported by a large and diverse PMB faculty. Other than the Department of Medicine, the Department of Preventive Medicine and Biometrics has the largest number of full-time faculty in the University. Forty- three of the 45 full- time faculty teach in the Public Health Graduate Programs.

As of December 31, 2004, the Department had 166 faculty members who held a rank of either Full, Associate, or Assistant Professor, or Research Associate. Among those, 45 were full-time and had a primary appointment in the Department, 13 had a secondary appointment in the Department, 108 had adjunct, visiting or affiliated appointments, and two were Professors Emeritus.

The distribution of full-time faculty by division, rank and uniformed/civilian status is given in *Table VIII-1*. The department is presently staffed with approximately 40% (18/45) of faculty in uniform and 60% (27/45) civilian faculty.

**Table VIII-1. Distribution of Billeted PMB Faculty by Academic Rank and Military/Civilian Status**

ACADEMIC RANK				
Professor	Associate Professor	Assistant Professor	Research Assistant/Associate Professor	Total
10 (1)	5 (4)	25 (18)	5	45

Note: The number in parentheses denotes the number of faculty in the Uniformed Services.

**Table VIII-2. Distribution of Adjunct Faculty by Division, Rank and Military/Civilian Status**

ACADEMIC RANK				
	Professor	Associate Professor	Assistant Professor	Total
<b>Civilian</b>	12	15	38	65
<b>Uniformed</b>	3	8	32	43
<b>Total</b>	15	23	72	108

An earned doctorate is required for appointment to the tenure-track faculty at the rank of Assistant Professor or above. All but 6 faculty members, who are either research assistant or associate professors or non-tenure track military faculty, have at least one earned doctoral degree (*Table VIII-3*).

**Table VIII-3. Distribution of Earned Graduate Degrees for Billeted PMB Faculty**

DEGREE	NUMBER
Ph.D.	20
DVM	1
MD / MPH	10
MD / MTM&H	1
MD / MBA	1
MD	2
ScD	1
DrPH	1
DVM / PhD	2
MS or MA	6
<b>TOTAL</b>	45

For billeted faculty, earned degrees, disciplinary area of the degree, area of interest, gender, ethnicity, tenure status, and rank are tabulated in *Attachment VIII-1*. The research interests of the faculty are closely related to their area of teaching responsibility. 41% [9/22] of the billeted civilian tenure-track faculty within the Department are tenured. Military faculty members are not eligible for tenure, and faculty at the rank of Research Assistant or Associate Professor or employed full-time on research funds are not on a tenure-track. Universities from which the faculty earned degrees are summarized in *Attachment VIII-2*. The estimated percent of distribution of effort on teaching, research and service is shown in *Table IV-3*.

**VIII.A.2. Description of the manner in which the faculty complement integrates perspectives from the field of practice.**

The experience of our faculty, both current and past, provides one of the most important links between our program and the “real world” of public health practice. Our substantial complement of active duty uniformed officers brings substantial, recent public health experience to the classroom. In addition, four retired senior officers who have each spent more than 20 years in the preventive medicine or medical research communities of the Uniformed Services as well as four senior civilian academicians with substantial experience are involved in various independent and/or collaborative research projects within or outside of the Department of Defense. Finally, there are 13 junior civilian faculty members who are either engaged in research dealing with “real world” public health problems, or developing consulting service or collaborative work in or outside the Department. The faculty members incorporate their expertise and experience from the field of practice into the content of the courses they teach. The MPH students are encouraged to use data from current databases for their research projects.

An important link between the University and the field of practice exists in the General Preventive Medicine Residency, and Occupational and Environmental Medicine Residency which incorporate a series of practicum rotations, into the MPH/MTM&H program; many of the rotations are in the uniformed community where the residents will practice in the future. The continuing contact of the supervising faculty and residents with the community being served, integrates perspectives from the field of practice for the entire graduate program in public health. The residency directors are on major departmental committees, such as the Graduate Affairs Committee, and serve as course directors and lecturers for many of the courses offered by the Department.

The Department has the ability to call upon 108 extremely well-qualified visiting and adjunct faculty. Many of the adjunct and visiting faculty have operational assignments in which their public health and preventive medicine training is utilized in the various medical departments of the Uniformed Services. Some of the military faculty members are associated with research institutions in the region, such as the Walter Reed Army Institute of Research, Naval Medical Research Institute, the Armed Forces Institute of Pathology, the Armed Forces Radiobiology Research Institute, the Army Environmental Hygiene Agency, the U.S. Army Center for Health Promotion and Preventive Medicine, and the Navy Environmental Health Center. Army and Navy overseas medical research laboratories in Egypt, Indonesia, Kenya, Peru and Thailand, and the Navy’s Environmental Preventive Medicine Units in Italy and Hawaii provide faculty to supervise overseas rotations for medical and graduate students with interests in tropical public health and preventive medicine in the field.

Another unique and important source of adjunct and visiting faculty is provided by other Federal agencies in the Washington, DC area, such as the National Institutes of Health, the Food and Drug Administration, National Center for Health Statistics, and the National Aeronautics and Space Administration. Other affiliations exist with state and private universities, local health departments, and international agencies in the Washington, DC area.

The “field of practice” is clearly defined for the Department as the practice of public health and preventive medicine in the Uniformed Services. Three things contribute directly to keeping the Department on the cutting edge with respect to this field of practice.

1. The geographic proximity of USUHS to many Uniformed Services components makes close and productive ties possible. One example of this is the ability to have expert guest lecturers from the DoD, the Department of Health and Human Services, and other nearby agencies regularly participate in the courses taught by the Department.
2. The relatively constant turnover of military faculty insures that the Department is always keenly aware of the current important issues in the Uniformed Services field of practice. For example, a number of our military faculty members have been deployed. Several of our colleagues in uniform helped victims of the tsunami (December 2004) in Indonesia and other areas of Asia. These individuals bring those relevant experiences directly into the classroom.
3. The frequent collaboration of PMB faculty with other Uniformed Services components in the government in teaching, research, and service projects guarantees that important perspectives from practice will always be available to our faculty.

**VIII.A.3. Identification of outcome measures by which the program may judge the qualifications of its faculty complement, along with data regarding the performance of the program against those measures over the last three or more years.**

There are a number of outcome measures by which the qualifications of the faculty may be judged:

#### Peer Evaluation

While no formal process is utilized for the peer evaluation of faculty members, faculty skills are continuously enhanced and assessed within existing evaluation and orientation processes. New faculty orientation introduces faculty to the unique academic and military environment at USUHS. Regularly scheduled faculty development seminars and workshops provide ongoing enhancement of skills.

#### Student Evaluation

Several systems provide direct feedback and support for faculty. Some examples include course and instructor evaluations (an example is provided as *Attachment VIII-3*), and end of course faculty summaries. The emphasis on excellence in teaching by faculty has been consistently identified as a strong point by students in their course evaluations. When students identify weaknesses they are considered and corrections are made if indicated. The improvements are almost always reflected in the improved evaluations of those courses in subsequent years. Surveys of graduates of the public health programs have indicated that

students appreciate the time and effort given by the faculty to insure that students excel in their study of public health and preventive medicine.

### Supervisor Evaluation

Each faculty member meets at least quarterly with their immediate supervisor to review ongoing performance and to set or modify future performance goals. For most faculty, their supervisor is their division or program director. For division and program directors, their supervisor is the Department Chair. The areas discussed at these meetings are teaching (e.g., course responsibilities, student research involvement, and maintenance of subject matter competence), research activities (e.g., progress on ongoing research, preparation of publications and presentations, and grant writing), University service (e.g., committee service and consultative services to other faculty), and outside service (e.g., service with professional organizations, academic institutions, and government agencies). Annually, each faculty member is formally evaluated by the supervisor. For civilian faculty, USUHS Form 1423 (available at [http://www.usuhs.mil/chr/USUHS\\_Form\\_1423.doc](http://www.usuhs.mil/chr/USUHS_Form_1423.doc)) is employed; for military faculty, service specific Officer Evaluation Report (OER) forms are used. An example of an OER form is available in *Appendix VIII*. On the civilian faculty evaluation form, faculty are rated as outstanding, fully satisfactory, or unsatisfactory in the following categories: teaching, research, publications, University service, patient care (if applicable), outside services, and personal advancement. The military faculty evaluation forms are less specific with regards to the particular faculty areas used on the civilian form, but address more global areas of officer performance such as military bearing, teamwork, and initiative. A review of the civilian faculty performance appraisal forms for the past 3 years revealed no unsatisfactory performance on any of the areas of evaluation.

<b>VIII.A.4. Assessment of the extent to which this criterion is met.</b>
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#### **VIII.A.4.a. Strengths**

The PMB faculty members fully support the program's mission, goals, and objectives. The full-time faculty members are able to sustain the curricular requirements for each graduate program offered in the Department. In addition, the faculty conduct research related to public health and have a wealth of professional experience and demonstrated competence in public health practice. Between January 2002 and December 2004, faculty members were awarded approximately \$13.7 Million in new grant funding. The diversity among the faculty provides opportunities for students to learn from individuals who have first-hand knowledge in preventive medicine and public health under field conditions.

As reflected by the student and alumni evaluations, the high quality faculty provides education that is academically sound and relevant to the public health needs of the uniformed communities served by the graduates.

The Department's faculty also devote considerable effort to research in areas related to their fields of interest. Most of the billeted faculty have research grants and others have

collaborative work within or outside of the Department. These efforts are reflected in their numerous publications.

Besides teaching and research, most full-time faculty of the Department have been asked to provide service to a variety of USUHS committees and projects, and to agencies and universities outside USUHS. For example, members of the faculty serve on NIH and DoD study sections, journal editorial boards, and as officers in professional societies. Departmental faculty frequently provide educational course work, consultation and lectures in public health and preventive medicine to communities outside the Department and the University.

#### **VIII.A.4.b. Weaknesses**

There presently exists no formal written evaluation of the Uniformed Services faculty members performance similar to the civilian USUHS Form 1423.

#### **VIII.A.4.c. Recommendations**

Beginning with the next faculty evaluation cycle all Uniformed Services faculty members should complete USUHS Form 1423 as part of their yearly evaluation. Performance of civilian and uniformed faculty should be summarized in aggregate form annually and overall performance goals established.

**This criterion is met.**

**CRITERION VIII.B.: The program shall have well defined policies and procedures to recruit, appoint and promote qualified faculty, to evaluate competence and performance of faculty and to support the professional development and advancement of faculty.**

**VIII.B.1. Inclusion of a faculty handbook or other written document which outlines faculty rules and regulations.**

USUHS Instructions that address policies and procedures for recruiting, appointing, and promoting qualified faculty have been revised since the last CEPH Self-Study. These Instructions are available upon request and most are available on the USU website at: <http://usuhs.mil/handbook/index.html>. University policies for recruiting faculty are established in the University Instruction 1107A: Recruitment and Nomination Procedures for Appointment, Promotion, and Granting Tenure for USUHS Civilian and Military Faculty (*Appendix VIII-2* and available at [http://www.usuhs.mil/usuhs\\_only/asd/1107A.pdf](http://www.usuhs.mil/usuhs_only/asd/1107A.pdf)). This new instruction was last revised in 1999 with special attention to equal opportunity issues. The overall policies for appointing and promoting faculty were also rewritten in 2004 as University Instruction 1100: Appointments, Promotion, and Tenure of Faculty (*Appendix VIII-3* and available at <http://www.usuhs.mil/handbook/1100.htm>). This revision explicitly states requirements for recognition of teaching and service in considering faculty for promotion and tenure.

University policies and procedures to evaluate competence and performance of faculty are established for civilian faculty in the University Instruction 1423: Faculty Performance Management System (*Appendix VIII-1* and available at [http://www.usuhs.mil/chr/USUHS\\_Form\\_1423.doc](http://www.usuhs.mil/chr/USUHS_Form_1423.doc)), and for military faculty in the University Instruction 1305: Officer/Enlisted Evaluation Reports (*Appendix VIII-4* and available at [http://www.usuhs.mil/usuhs\\_only/asd/1305.pdf](http://www.usuhs.mil/usuhs_only/asd/1305.pdf)). Annual review of the performance of every faculty member, military or civilian, tenure or non-tenure track, hard or soft money-supported, is required.

University policies and procedures to support the professional development and advancement of faculty are established in the University Instruction 1401: Employee Development and Training Program (*Appendix VIII-5* and available at [http://www.usuhs.mil/usuhs\\_only/asd/1401.pdf](http://www.usuhs.mil/usuhs_only/asd/1401.pdf)). The Civilian Human Resource Management Directorate (CHR), with the cooperation of the academic departments, develops an annual training plan and budget for faculty based on mission requirements. In addition, CHR approves, processes, and implements evaluations of all training.

The current Faculty Handbook, which outlines faculty rules and regulations, is available on the USU website (<http://usuhs.mil/handbook/index.html>). The collection of University Instructions that address these issues is also listed on the website [http://www.usuhs.mil/usuhs\\_only/asd/instr.html](http://www.usuhs.mil/usuhs_only/asd/instr.html).

**VIII.B.2. Description of provisions for faculty development, including identification of support for faculty categories other than regular full-time appointments.**

Faculty development is supported by departmental travel funds which allow every billeted faculty member to travel to at least one professional meeting or training opportunity annually. Faculty members with grant money support have the opportunity for additional professional development. In addition, numerous in-house training courses are available without cost to faculty. Sabbatical leave is available to tenured faculty after seven years of full-time service. Part-time and adjunct faculty are eligible for some outside training courses if sufficient funds are available, but may attend in-house training courses.

**VIII.B.3. Description of formal procedures for evaluating faculty competence and performance.**

For civilian faculty, the Annual Performance Evaluation (USUHS Form 1423) (*Appendix VIII-1*) is used to annually evaluate competence and performance in teaching, research, publications, administrative duties, patient care, outside services, and personal advancement. For military faculty, an Officer Evaluation Report, unique for each of the four Uniformed Services (*Appendix VIII-1*), functions as the military Annual Performance Evaluation.

The policies and procedures for promotion and tenure closely follow the guidelines established by the American Association of University Professors. Junior faculty are assigned senior faculty mentors to guide and assist in career development planning. There have been two tenured or tenure track faculty promotions since the last CEPH review (Associate Professor to Full Professor and Assistant Professor to Associate Professor with tenure). This Department is unique in the University; it is neither a basic science nor a clinical science department in the strict sense of the definitions. Basic science faculty (such as biochemists or physiologists) who usually have departmental laboratories at their disposal often are able to go before the CAPT with a large number of laboratory research publications. On the other hand, clinical science faculty (such as pediatricians or internists) who have a large patient population are able to perform multiple clinical trials or, at a minimum, stress the clinical service component of their work. In contrast, public health faculty often serve as a member of a research team performing long-term collaborative research that results in fewer publications overall. Moreover, the multiple graduate programs and residencies supported by PMB faculty require a teaching load that far exceeds that of any other department.

The assessment of faculty performance and competence is timely and extensive for both the civilian and military faculty. There are avenues to appeal performance evaluations both formally and informally through the academic or personnel channels.

**VIII.B.4. A description of student course evaluation process and/or evaluation of teaching effectiveness.**

In every course offered by the Department, each student has the opportunity to evaluate the course and the effectiveness of the instruction on a standard evaluation form (*Attachment VIII-3*). After review by the Director of Graduate Programs course evaluations are forwarded to the appropriate Division Directors and Course Directors for actions as required. The completed evaluation forms are filed in the office of the Program Director. At the completion of the academic year, the Director of Graduate Programs meets with the entire graduate student body. Faculty external to the Department debrief the students on the effectiveness of the teaching program. After this session, the Director of Graduate Programs prepares a summary report.

**VIII.B.5. Description of the emphasis given to community service activities in the promotion and tenure process.**

In the University Instruction 1100: Appointments, Promotion and Tenure of Faculty, service and leadership activities are defined in part as “involvement in professional or community organizations at the local, state, national, or international levels”. The instruction stresses the importance of all aspects of a faculty member’s performance - teaching, research, and service - in determining appointment, promotion, and tenure. The CAPT Committee uses service and teaching as well as research accomplishments as part of their deliberations for granting tenure and promotions.

**VIII.B.6. Assessment of the extent to which this criterion is met.**

**VIII.B.6.a. Strengths**

The University has begun to use a more balanced approach in evaluating faculty for promotion and tenure. While research is still an important part of this process, more emphasis is being placed on both the quality of teaching and service to the university and community.

Greater emphasis has been placed on getting military faculty promoted in academic ranks. Some argue that military are not members of the faculty long enough to merit promotion. However, there have been a number of military faculty who have had extended tours (over 5 years) on the faculty, or have returned for additional tours of duty. A senior military faculty member with extensive teaching and research experience ought not to be serving at the assistant professor level and this department is working to improve promotions for the military.

In spite of significant budgetary constraints, there continues to be sufficient financial resources for faculty development and advancement. Virtually every full-time faculty member takes advantage annually of the opportunity for professional meeting travel and training. While it would be advantageous to supply similar benefits to other (non-Federally

employed) faculty, legal and fiscal restraints preclude this. Some in-house training, however, is available to these members of the faculty.

#### **VIII.B.6.b. Weaknesses**

The evaluation by students of teaching in the courses offered by individual faculty is complete and thorough, with timely feedback to the faculty. There is no organized peer evaluation of teaching effectiveness, although it has been suggested in past self-studies.

There is certainly emphasis given to community service activities in the promotion and tenure process, although, in practice, it has not risen to the level of importance of research or teaching.

#### **VIII.B.6.c. Recommendations**

Faculty might benefit from immediate feedback from their peers who observe a teaching session. In addition, the faculty doing the observing might learn about different and more effective teaching methods that they could employ in their own classes.

The Department could do a better job of communicating to the CAPT and the University the importance of community service, especially in a “community” medicine department like the Department of Preventive Medicine and Biometrics.

**This criterion is met.**

**CRITERION VIII.C.: The program shall recruit, retain and promote a diverse faculty, and shall offer equitable opportunities to qualified individuals regardless of age, sex, race, disability, religion or national origin.**

**VIII.C.1. Demographic data on the program's faculty.**

The USUHS Brigade Commander maintains data on the demographic profile of military personnel, including faculty. The data for the entire University are summarized below:

Data for PMB military and civilian faculty are presented below:

**Military Faculty Race/Ethnicity**

Minority	2 (11%)
Caucasian	<u>16</u> (89%)
TOTAL	18

The USUHS Civilian Personnel Office maintains similar data on the civilian faculty, summarized below:

**Military Faculty Gender**

Female	5 (27%)
Male	<u>13</u> (73%)
TOTAL	18

Demographic data on PMB civilian faculty are presented below:

**Civilian Faculty Race/Ethnicity**

Minority	6 (29%)
Caucasian	<u>21</u> (71%)
TOTAL	27

**Civilian Faculty Gender**

Female	7 (26%)
Male	<u>20</u> (74%)
TOTAL	27

**VIII.C.2. Description of policies and procedures regarding the program's commitment to providing equitable opportunities without regard to age, sex, race, disability, religion or national origin.**

The Department has a relatively fixed number of civilian and military faculty billets. The only difference between civilian and military recruiting is that no local or national advertising is performed for military faculty candidates. Potential military candidates are identified by the particular branch of the Uniformed Services in which the faculty billet resides. These candidates are often identified by the Preventive Medicine consultant to the Surgeon General of that particular service or by other relevant military channels.

The University's policy on civilian equal employment opportunity is stated in USUHS Instruction 1106, "Civilian Equal Employment Opportunity Program" (*Appendix VIII-6* and available at [http://www.usuhs.mil/usuhs\\_only/asd/1106.pdf](http://www.usuhs.mil/usuhs_only/asd/1106.pdf) ). The abstract of this instruction reads as follows: "This Instruction implements DoD requirements for a civilian Equal Employment Opportunity (EEO) Program, to include an Affirmative Employment Program (AEP), consistent with guidance from the Equal Employment Opportunity Commission (EEOC) and the DoD Human Goal Charters. To comply with DoD expectations, this Instruction tailors the EEO Program to the needs of the USUHS, and incorporates all key components including the assignment of managerial and supervisory responsibility and accountability." Policy on military equal employment opportunity is stated in DoD Directive 1350.2.

Policy on civilian and military faculty recruitment and promotion is stated in USUHS Instruction 1107A, "Recruitment and Nomination Procedures for Appointment, Promotion and Granting Tenure for USUHS Civilian and Military Faculty". Paragraph C of this instruction pertains to Equal Employment Opportunity and Affirmative Action, which reads as follows: "All recruitment, appointment, promotion and tenure actions taken by the USUHS administration and faculty will be designed to provide for fair and equal employment consideration to all qualified candidates without regard to age, citizenship, national origin, marital status, race, religion, sex or handicapping condition. All vacancies will be advertised and publicized in a manner that will reach a diverse candidate pool."

The University has a Minority Affairs Office (MAO), represented at the Vice President level. Its mission is to increase the participation, retention and advancement of groups at the USUHS who are under represented in medicine and sciences. The Office actively works to implement a comprehensive recruitment plan for under represented students, faculty and staff at the USUHS. In so doing, the MAO will enhance the University's acceptance of its under represented members and educate the USUHS regarding the diverse communities which represent our nation.

**VIII.C.3. Identification of outcome measures by which the program may evaluate its success in achieving a demographically diverse faculty complement, along with data regarding the performance of the program against those measures over the last three years.**

In 2002 we had 19 under represented minority and women faculty (n=53), and now we have 20 (n=45). These faculty members fill key positions in the classroom, as student advisors and as research mentors. The University Strategic Plan has its goal to continue to comply with all federal guidelines and to actively participate in the Navy's Multi-year Affirmative Employment Plan 2003-2007. Their goal of 22% is one that we exceed.

**VIII.C.4. Assessment of the extent to which this criterion is met.**

**VIII.C.4.a. Strengths**

The University has policies in place which comprehensively direct equitable opportunities, both in recruitment and retention of a diverse faculty, including the disabled. These issues are actively represented at the Vice President level, and are being further addressed in specific active strategic planning at the highest levels. Asian Americans, however, are very well represented. Both genders are represented. Female faculty members presently direct two of the six academic divisions. The department has a long history of promoting female faculty to positions of responsibility, to include women directing each of the two residency programs.

For military faculty, the University draws exclusively from the population of military officers, the demographics of which are determined beyond the control of USUHS. However, DoD policies are in place to ensure equal opportunity in this population during recruitment and retention. The military faculty is relatively diverse, with African Americans, Asian Americans and Hispanic Americans all represented. Both genders are well represented. The demographics of the military faculty would seem to support the absence of any systematic discrimination in hiring or retention at USUHS.

**VIII.C.4.b. Weaknesses**

Although we meet the Navy's multi-year Affirmative Employment Plan, 2003-2007, we continue to strive for increased diversity among our faculty. The demographic profile of the faculty does not appear to be the result of systematic discrimination. It reflects an underlying problem experienced in many other academic settings. An improved effort to reach qualified minority faculty candidates is one of the areas being actively addressed by the Minority Affairs Office.

The University does not maintain specific data on disabilities of its civilian or military faculty members. This area cannot be specifically analyzed by an outcome or performance measure. Military medical standards preclude individuals with significant disabilities from entering onto active duty. Significant disabilities which develop during a military career may also preclude continued service.

#### **VIII.C.4.c. Recommendations**

The Department should continue its efforts to broaden the diversity of its faculty in its recruitment efforts.

**This criterion is met.**

**Attachment VIII-1. Distribution of Earned Degrees, Area of the Degree and Interest, Gender, Ethnicity For Full-time Faculty**

<b>FACULTY</b>	<b>EARNED DEGREES</b>	<b>AREA OF DEGREE</b>	<b>AREA OF INTEREST</b>	<b>SEX</b>	<b>RACE</b>	<b>TENURE</b>	<b>RANK</b>
Achee, Nicole	PhD, MS	Med Zoo, Neuroscience	TPH	F	W	N	Res Assist
Andre, Richard G.	PhD, MSc, BSc	Med Entomology	TPH	M	W	Y	Prof
Barbour, Galen L.	MD	Medicine	HSA	M	W	Y	Prof
Bradshaw, Robert	MD, MPH	Prev Med., Public Health	EPI	M	W	N	Assist
Butler, William P.	MD, MTM&H	Med., Trop Med.	AM	M	W	N	Assist
Carney, Patrick	PhD,	Parasitology	TPH	M	W	Y	Prof
Chen, Dechang	PhD, MSc, MSc	Statistics, Applied Math	BIO	M	A	N	Assist
Crawford III, R.	MD, MBA	Business, Medicine	HSA	M	W	N	Assist
Cross, John H.	PhD, MA	Parasitology	TPH	M	W	Y	Prof
Cruess, David F.	PhD	Biostatistics	BIO	M	W	Y	Prof
Farr, Robert W.	MD, MPH	Medicine, public health	TPH	M	W	N	Assist
Gackstetter, Gary D.	DVM, MPH, PhD	Vet Medicine	EPI	M	W	N	Assoc
Girasek, Deborah C.	PhD, MPH	Social and Behavioral Sci	SBS	F	W	Y	Assoc
Gonzalez-Moreno, J.	MD, MPH	Medicine, Infect Diseases	TPH	M	H	N	Assist
Hook, Gary	PhD, MPH	Envir. Health Sci, Occ. Hlth	EOH	M	W	N	Assist
Hooper, Tomoko I.	MD, MPH	Medicine, HSA	HSA	F	A	N	Assist
Johanson, David	PhD, MS	Biomedical Science	AM	M	W	N	Assist
Johnson, Thomas E.	PhD, MS, MBA	EOH	EOH	M	W	N	Assist
Kao, Tzu-Cheg	PhD, MS	Statistics	BIO	M	A	Y	Prof
Keep, Lisa	MD, MPH	Medicine, Quant Methods	EPI	F	W	N	Assist
Kinnamon, Kenneth E.	DVM, PhD, MS	Vet Med, Physiology	TPH	M	W	Y	Prof
LaPuma, Peter	PhD, MS, MBA	Envir Engr.	EOH	M	W	N	Assoc
Lewis, Michael D.	MD, MPH, MBA	Medicine, Intl Pub Health	EPI	M	W	N	Assist
Lipnick, Robert Jay	ScD, MS	Master Strat Studies, Epi	EPI	M	W	N	Assist
Mallon, Timothy M	MD, MPH, MS, MS	Occ & Environmental Med	EOH	M	W	N	Assist
Masuoka, Penny	MS	Geology	GIS	F	W	N	Res Assist
Munson, Mark R.	MS, MS	Education	HSA	M	W	N	Assist
Neal, Thomas A.	MD, MPH	Medicine, Public Health	EOH	M	W	N	Assist
Nemmers, Scott A.	PhD, MS	Physics and Math	EOH	M	W	N	Assist
Olsen, Cara	MS, MPH	Biostatistics	BIO	F	W	N	Res Assist
Palmer, Richard C.	DrPH, MPH	Health Education	SBS	M	B	N	Assist
Quinnan, Gerald V.	MD	Medicine	TPH	M	W	Y	Prof
Roberts, Donald R.	PhD, MS	Med Zoology	TPH	M	W	Y	Prof
Sardelis, Michael R.	PhD, MS	Med Zoology, Envir Biology	TPH	M	W	N	Assist
Scher, Ann I.	PhD, MS	Epidemiology, Computer Sci	EPI	F	W	N	Assist
Schlick, Rebecca	MSN	Nursing	HSA	F	A	N	Assist
Schultz, George W.	Ph.D., MS (3)	Entomology, Education	TPH	M	W	N	Assist
Shepherd, Lillian M.	MS (3)	Beh Sci, Mgmt, H Svc Mgmt	HSA	F	B	N	Assist

<b>FACULTY</b>	<b>EARNED DEGREES</b>	<b>AREA OF DEGREE</b>	<b>AREA OF INTEREST</b>	<b>SEX</b>	<b>RACE</b>	<b>TENURE</b>	<b>RANK</b>
Tang, Douglas B.	PhD, MS	Biostatistics and Math	BIO	M	W	N	Prof
Thomas, Richard J.	MD, MPH	Medicine, Epidemiology	EOH	M	W	N	Assoc
Thompson, Beverly	MHSA, MA	Health Svs admin, Audiology	HSA	F	W	N	Res Assist
Trump, David H.	MD, MPH	Epidemiology	EPI	M	W	N	Assoc
Turner, Martha	PhD, MS, MA	Nursing	HSA	F	W	N	Assist
York, Andrew K.	DMD, MPH	Dentistry and Public Health	EPI	M	W	N	Assist
Zhang, Pengfei	PhD	Microbiology and Immun	TPH	M	A	N	Res Assoc

<b>AREA OF INTEREST</b> AM = Aerospace Medicine BIO = Biostatistics EOH = Environmental and Occupational Health EPI = Epidemiology GIS = Geographic Information Systems HSA = Health Service Administration SBS = Social and Behavior Science TPH = Tropical Public Health	<b>SEX</b> F = Female M = Male  <b>ETHNICITY</b> A = Asian B = Black/African American H = Hispanic W = White	<b>TENURE</b> N = No Y = Yes  <b>RANK</b> Assist = Assistant Professor Assoc = Associate Professor Prof = Professor Res Assoc = Research Associate Professor Res Asst = Research Assistant Professor
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## Attachment VIII-2. Universities From Which Degrees Were Earned by Full-time Faculty

FACULTY	DEGREE AND UNIVERSITY
Achee, Nicole	PhD (USUHS), MS (TX A&M)
Andre, Richard G.	PhD (Iowa State University), MSc (North Carolina State University)
Barbour, Galen L.	MD (University of Arkansas School of Medicine)
Bradshaw, Robert (Dana)	MD (University of Texas, MPH (USUHS)
Butler, William P.	MD (University of Virginia), MTM&H (USUHS)
Carney, Patrick	PhD (University of Montana), MPH (John Hopkins Univ)
Chen, Dechang	PhD (SUNY at Buffalo), MSc (SUNY at Buffalo), MSc (Peking Univ., PRC)
Crawford III, Raymond	MD (University of Arkansas), MBA (Troy State University)
Cross, John H.	PhD (Univ of Texas), MA (Miami Univ., Ohio)
Cruess, David F.	PhD (Johns Hopkins University)
Farr, Robert W.	MD (West Virginia University), MPH (West Virginia U)
Gackstetter, Gary D.	DVM (Iowa State U), MPH (Boston U), PhD (U of Minnesota)
Girasek, Deborah C.	PhD (Johns Hopkins University), MPH (Univ of Mich)
Gonzalez-Moreno, Jesus	MD (Univ Autonoma de Madrid), MPH (Univ Autonoma)
Hook, Gary	PhD (USUHS), MPH (Johns Hopkins Univ)
Hooper, Tomoko I.	MD (Univ of California), MPH (Univ Hawaii, USUHS)
Johanson, David	PhD (Drexel Univ), MS (Drexel Univ)
Johnson, Thomas E.	PhD (Purdue Univ), MS (Northwestern Univ), MBA (Univ of Ill)
Kao, Tzu-Cheg	PhD (Purdue Univ), MS (Natl Tsing Hua Univ, Taiwan)
Keep, Lisa	MD (Univ of Miami), MPH (Harvard)
Kinnamon, Kenneth E.	DVM (Texas A&M), PhD (Univ Tenn), MS (U Rochester)
LaPuma, Peter	PhD (Univ of Florida), MS (AF Inst Tech), MBA Wright State U)
Lewis, Michael D.	MD (Tulane), MPH (Johns Hopkins), MBA (Amer Int U)
Lipnick, Robert Jay	ScD (Harvard), MS (U of Mass), M of Strat Studies (Army)
Mallon, Timothy M	MD (HSC Syracuse, NY), MPH (Johns Hopkins), MS (U of Michigan & Hunter College)
Masuoka, Penny	MS (U of Tennessee)
Munson, Mark R.	MS (Old Dominion U), MS (Naval Post Graduate Sch)
Neal, Thomas A.	MD (USUHS), MPH (Johns Hopkins)
Nemmers, Scott A.	PhD (U of North Dakota), MS (U of North Dakota)
Olsen, Cara	MS (Cornell U), MPH (USUHS)
Palmer, Richard C.	DrPH (U of TX), MPH (San Diego State U)
Quinnan, Gerald V.	MD (St. Louis U)
Roberts, Donald R.	PhD (U of TX), MS (U of Missouri)
Sardelis, Michael R.	PhD (USUHS), MS (Hood College)
Scher, Ann I.	PhD (Johns Hopkins), MS (U Maryland)
Schlick, Rebecca	MSN (Loyola University)

**FACULTY****DEGREE AND UNIVERSITY**

Schultz, George W.	PhD (Washington State U), MS (U. Washington, Wis, & Hawaii)
Shepherd, Lillian M.	MS (Johns Hopkins, Naval Postgrad Sch, Webster U)
Tang, Douglas B.	PhD (U of Minnesota), MS (U of Minn)
Thomas, Richard J.	MD (Georgetown U), MPH (Johns Hopkins)
Thompson, Beverly	MHSA (George Wash U), MA (U of Florida)
Trump, David H.	MD (Jefferson Med College), MPH (Johns Hopkins U)
Turner, Martha	PhD (U of Minn), MS (Loma Linda U), MA (Ball State)
York, Andrew K.	DMD (U of KY), MPH (USUHS)
Zhang, Pengfei	PhD (Natl Vaccine & Serum Inst, China)

**Attachment VIII-3.**

**COURSE EVALUATION FORM  
GRADUATE PROGRAMS  
DEPARTMENT OF PREVENTIVE MEDICINE & BIOMETRICS**

**Date:** May 2005

**Academic Quarter:** Spring 2005

**Course Title:** Doctoral Student Journal Club

**Course Director:** Col Gary Gackstetter

To the student: This form is an important part of our efforts to continuously improve our graduate programs. We encourage your comments and appreciate your input.

*For question 1-14: circle only one number*

**SCALE: 5—Excellent; 4 Good; 3—Adequate; 2—Fair; 1—Inadequate**

1. Overall rating of the course: 5 4 3 2 1

**SCALE: 5—Strongly Agree; 4—Agree; 3—Neutral; 2—Disagree; 1—Strongly Disagree**

2. The course objectives and requirements were clearly presented at the beginning of the course. 5 4 3 2 1

3. The course objectives were met. 5 4 3 2 1

4. Textbook(s) and/or handouts are relevant to the course. 5 4 3 2 1

**The Course Director...**

5. Prepares well for each lecture 5 4 3 2 1

6. Keeps classes within scheduled time periods 5 4 3 2 1

7. Presents the material in a well-organized manner 5 4 3 2 1

8. Answers questions effectively 5 4 3 2 1

9. Explains subject-related concepts clearly 5 4 3 2 1

10. Demonstrates enthusiasm for the subject 5 4 3 2 1

11. Demonstrates in-depth knowledge of the subject 5 4 3 2 1

12. Administers fair and relevant examinations 5 4 3 2 1

13. Assigns fair and relevant homework, papers, etc. 5 4 3 2 1

14. Is accessible/available outside of class for extra instruction or to answer questions 5 4 3 2 1

Please see reverse for additional questions.

What was the worst, or least useful, about this course?

What was the best, or most useful, about this course?

Do you have any other comment(s) or suggestion(s) for improving this course?

If outside speakers presented some part of the course material, was their involvement enhancing or detrimental to the course?

***THANK YOU FOR YOUR THOUGHTFUL INPUT.***