Academic Program Review
Self-Study

Ph.D. in Health Services Research
Department of Health Policy and Management
School of Public Health
Texas A&M University

November 2018
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Texas A&M University
Academic Program Review (APR)
Charge to the Peer Review Team
Ph.D. in Health Services Research

The Academic Program Review (APR) process at Texas A&M University provides the occasion for academic units to plan strategically, assess the quality and efficacy of their programs, and determine the best courses of action for ongoing improvement. APR is at the heart of our institutional commitment to excellence, and we sincerely thank you for assisting us. This letter provides you with the charge to the committee and a brief overview of the department.

Peer Review Team Charge

Please examine the department and its programs and make recommendations that will help in planning improvements. Your resources are a self-study report prepared by the department, copies of materials from the program’s last review, information you gain through personal interactions while visiting Texas A&M University, copies of strategic plans and goal-setting documents at the department, college, and/or university level, and any additional information requested by you or by the department. Within the broad charge of recommending ways the department can continue to improve are some specific questions that we would like you to address:

- Based on the data/information provided in the self-study report or gathered by the review team, what are the department’s overall strengths and weaknesses?
- How well do the department’s strategic goals align with those of its college and with those of Texas A&M University?
- How would you compare this department with its peers? Specifically, is the curriculum directly related and appropriate to the mission and goals of the institution?
- What improvements (including student learning and faculty development) has the department made since the previous program review?
- With only current resources or a modest infusion of new ones, what specific recommendations could improve the department’s performance, marginally or significantly?

We look forward to meeting with you during your time on campus. If you have any questions or require additional information prior to your visit, Ms. Bettyann Zito, APR Program Coordinator, at apr@tamu.edu. Thank you.
EXECUTIVE SUMMARY

The Ph.D. Program in Health Services Research (“Ph.D. Degree Program”) is based in the Department of Health Policy & Management (HPM) in the School of Public Health (SPH) at Texas A&M University. From 2002, when the first two students matriculated into the Ph.D. program, through August 2018, a total of 32 students had completed all requirements for the Ph.D. in Health Services Research. Almost all (96.7%) have been placed successfully within 1 year of completing all degree requirements.

The goal of the Ph.D. degree program is to prepare students to conduct high quality research addressing important health services research and policy issues. The program’s 62 credit-hour curriculum includes 20 credit hours of core courses required for all Ph.D. program students, 15 credit hours of prescribed statistics and methods courses, and 9 credit hours in one of two of cognate area (health policy and health economics).

The operation of the Ph.D. degree program is governed by the HPM Committee for the Ph.D. Program in Health Services Research (“Ph.D. Program Committee”). The Ph.D. Program Committee must include no fewer than four members of the HPM faculty, including at least one member representing each of the two cognate areas. The HPM Department Head is a non-voting, ex-officio member of this committee.

The Ph.D. program typically enrolls approximately 8 new students in every-other-year cohorts, an approach intended to assure a sufficient number of students in the program and within cognate areas to facilitate interaction and peer-to-peer learning among students. Most students have completed a Master’s degree or terminal professional degree prior enrolling in the program. In recent years, about two-thirds of program students complete all degree requirements within 4 years or less.

Currently, there are 21 full-time faculty in HPM. The department’s most recent annual budget was about $4 million, and over the past 5 years total external research funding for HPM faculty has been about $2.5 million annually. The core faculty supporting the Ph.D. degree program have published 113 papers in peer-reviewed journals over the past 5 years.

Many specific aspects of the Ph.D. degree program have evolved past 15 years to enhance the quality of the program. However, there has been no prior external academic program review for the Ph.D. in health services research. The program leaderships is extremely grateful for the opportunity to benefit from the insights and recommendations of the review team for continued improvement in the quality of the Ph.D. degree program.
Ph.D. in Health Services Research Program Overview

The Ph.D. Program in Health Services Research (“Ph.D. Degree Program”) is based in the Department of Health Policy & Management (HPM) in the School of Public Health (SPH) at Texas A&M University.

Program History

Dr. Charles Phillips (now Emeritus Regents Professor), in conjunction with other HPM faculty and the SPH Dean’s office, provided the impetus for the creation of a new health services research Ph.D. degree program for SPH. The motivation for the degree program was to fill a need for more highly trained health service researchers, and to satisfy a requirement for accreditation for the then newly opened public health school by Council on Education for Public Health (CEPH). An application for the new Ph.D. program was reviewed by the Texas Higher Education Coordinating Board (THECB) and approved in 2001. At that time, the Texas A&M Health Science Center (TAMHSC) was an organizational entity that was separate from Texas A&M University (TAMU) within the Texas A&M University System, and SPH was a school with TAMHSC. As such, the Ph.D. degree program was not governed by the same policies and procedures that applied to academic doctoral programs within TAMU, until the recently completed merger of TAMHSC into TAMU. As a result, the program has not had a prior academic program review.

The first two students matriculated into the Ph.D. program in 2002. During the ensuing 15 years, a total of 32 students had completed all requirements for the Ph.D. in Health Services Research, as of August 2018 (see Appendix A). Almost all (96.7%) have been placed successfully within 1 year of completing all requirements for the Ph.D. degree.

All students in the Ph.D. degree program must select a cognate area, which is analogous to a “field” in a disciplinary Ph.D. degree program. At its inception, the Ph.D. program included two cognate areas: 1) health policy; and 2) healthcare organizations. These cognate areas reflected the expertise of the senior HPM faculty at that time. A third cognate area (health economics) was added in 2005 after the recruitment of two senior health economists. However, given the relatively small number of Ph.D. students, sustaining three cognate options was not feasible. The healthcare organizations cognate area was discontinued in 2016, both because it was the cognate area least frequently selected by program students, and due to retirements and departures of HPM faculty with expertise in organizations. Thus, at present the Ph.D. degree program maintains two cognate areas: 1) health policy; and 2) health economics.

In the early years of the Ph.D. program, individuals who were employed full-time were able to enroll in the Ph.D. degree program as part-time students. Required core courses were offered in the evening or in the late afternoon in 3 hour blocks in an attempt to accommodate work schedules. Despite these efforts, there was a high rate of attrition among part-time students due to work commitments. As a result, the option to enroll as a part-time student was eliminated.
To avoid numerous small class sizes (one or two students) for required courses, the Ph.D. program only admits new students on an every-other-year basis (odd-numbered years). To be classified as a viable Ph.D. program, THECB requires a Ph.D. program to produce an average of 2.5 graduates annually. Thus, the program strives to enroll between 6 to 10 new students in each new cohort. This approach presents obvious challenges for student recruitment, as in several cases, highly qualified individuals who expressed interest in the Ph.D. degree program had to be directed to apply elsewhere. However, overall this is the approach the program has taken to balance the viability constraint with the relatively small size of the faculty available to support the Ph.D. degree program.

**Mission and Goals**

**Mission**

**Mission Statement for the School of Public Health**

The Texas A&M School of Public Health is committed to transforming health through interdisciplinary inquiry, innovative solutions, and development of leaders through the Aggie tradition of service to engage diverse communities worldwide.

**Mission Statement for HPM**

There is no existing formal mission statement for HPM, and no strategic plan specific to HPM exists. This and other issues will be addressed in an upcoming departmental retreat.

**Mission Statement for the Ph.D. Degree Program**

There is no existing formal mission statement for the Ph.D. degree program, and there is no existing strategic plan. This and other issues will be addressed in an upcoming departmental retreat.

**Goals**

The most recent strategic plan for the SPH (see Appendix B), which was completed in 2014, provides a detailed overview of the goals for SPH at that time. The School recently concluded a site visit for reaccreditation by the Council on Education for Public Health (CEPH). The School’s goal is to update the SPH strategic plan based in part on feedback from the site visit.

As stated in the Ph.D. Handbook (see Appendix C, page 2), the goal of the Ph.D. degree program is “to prepare students to conduct high quality research addressing important health services research and policy issues.”

In terms of enrollment, the goal of the Ph.D. degree program is to matriculate a minimum of six and a maximum of 10 new students in odd-numbered years. This approach is intended to satisfy a program goal to have a sufficient number of students in the program and within cognate areas to facilitate interaction and peer-to-peer learning among students, and to satisfy the THECB’s viability constraint of an average of 2.5 graduates annually.
Traditionally, the program has been able to provide support for Ph.D. students as either a research assistant (“Graduate Assistant Research” or GAR) or a teaching assistant (“Graduate Assistant Teaching” or GAT) for up to 4 years. A goal is to maintain this tradition, which may become easier to attain in future years with the full implementation of departmental budgets, coupled with growth in the number of positions for teaching assistants (GATs) associated with growth in the new undergraduate public health degree program.

The Ph.D. degree program also aspires to 100% placement of program graduates within 1 year of completion into: 1) professional positions for which a Ph.D. degree in health service research is required or preferred; or 2) a position that otherwise meets the graduate’s career goals. As of August 2018, the Ph.D. degree program has met this goal for 97% of program graduates (Appendix A).

Administrative Structure

Leadership Structure

There are four academic departments in the School of Public Health: 1) Epidemiology and Biostatistics; 2) Health Policy and Management; 3) Environmental and Occupational Health; and 4) Health Promotion & Community Health Sciences. Each department has a department head who reports to the SPH Dean (Dr. Jay Maddock). The Department Head for HPM is Dr. Michael Morrisey.

Three HPM faculty members also hold administrative positions in the SPH Dean’s Office: Dr. Amy Fairchild (Associate Dean for Academic Affairs); Dr. Tiffany Radcliff (Associate Dean for Research); and Dr. Jennifer Griffith (Associate Dean for Public Health Practice). Another HPM faculty member (Dr. Jane Bolin) is the Associate Dean for Research in the School of Nursing.

Organizational Structure

The operation of the Ph.D. degree program is governed by the HPM Committee for the Ph.D. Program in Health Services Research (“Ph.D. Program Committee”). The Ph.D. Program Committee is responsible for the following duties:

- Reviewing student applications and making admissions recommendations.
- Conducting an annual performance review of each doctoral student, with input from the student’s academic advisor and assistantship supervisor.
- Proposing and approving program changes, such as changes in curriculum or other program requirements.

Responsibilities for many operational aspects of the Ph.D. Program are delegated to the Chair of the Ph.D. Program Committee (Ph.D. program chair).

The Ph.D. Program Committee must include no fewer than four members of the HPM faculty, including at least one member representing each of the two cognate areas. The HPM Department Head is a non-voting, ex-officio member of this committee.
The current members of the Ph.D. Program Committee are:

- Dr. Robert Ohsfeldt (Committee Chair; Health Economics Cognate)
- Dr. Timothy Callaghan (Health Policy Cognate)
- Dr. Darcy McMaughan (Health Policy Cognate)
- Dr. Hye-Chung Kum (Core course instructor)
- Dr. Lesley Tomaszewski (Core course instructor)
- Dr. Michael Morrisey (ex officio)

More details about the role of the Ph.D. Program Committee in the operation of the Ph.D. degree program are provided in the Ph.D. Program Handbook (Appendix C).

Facilities

The Texas A&M School of Public Health (SPH) is housed primarily in a recently constructed, state-of-the-art three building complex, with a combined space of 99,000 square feet. The complex has a dedicated laboratory, educational/conference and classroom facility, and administrative building. Private offices are provided for each faculty member, many of the professional staff, and a number of research assistants. SPH also has faculty located in South Texas at the McAllen Campus, McAllen, Texas. Further, the Texas A&M Health Science Center campus is located on 200 acres in Bryan two miles from the main Texas A&M University campus. The TAMHSC campus is home to a Health Professions Building, Medical Research and Education Building, and a dedicated clinical building. The campus houses a state-of-the-art Clinical Learning Resource Center to train and educate students on the latest tools and technology in a hospital environment as well as a Simulation Laboratory.

SPH has a dedicated student computer laboratory in the classroom facility. This facility is available to faculty for teaching, instruction and training. In addition, the Department of Epidemiology and Biostatistics supports a GIS laboratory which includes five GIS workstations, a laptop computer, mapping and spatial analysis software, image processing software, a global positioning system unit for ground-truthing spatial data, and software needed to perform geocoding. A master’s level GIS analyst provides analytic support for all on-going GIS-related research. This service is available to SPH researchers.

SPH's home library is the Medical Science Library (MSL) at Texas A&M University in College Station, one of five libraries on the Texas A&M University College Station Campus. The Medical Sciences Library is a member of the Association of Academic Health Sciences Libraries, the Medical Library Association, and the Texas A&M Health Science Center Alliance of Libraries. The MSL occupies over 44,000 square feet containing holdings of more than 129,500 print volumes and over 1,100 print serial titles with collections expenditures over $1.2 million. The library has 43,000 electronic journals, 445,000 electronic books and over 750 databases. Current university wide library holdings also include 4 million volumes, 5.4 million microform units, approximately 206,281 maps, over 21,000 linear feet of archival and manuscript collections. SPH faculty and staff as well as library staff actively use database
management software such as Endnote and ProCite to develop, manage, and maintain project-specific databases.

In terms of facilities for the Ph.D. degree program, space for HPM faculty, staff and students occupies approximately half of the first floor of the SPH administration building. Almost all of the courses Ph.D. students complete within SPH are held in the SPH classroom building (adjacent to the SPH administration building). A few SPH courses are taught in the nearby Reynolds Building or in classrooms in the HSC campus in Bryan. For courses offered by departments outside of SPH, there are frequent shuttles from the SPH building to other parts of campus.

In addition to the computer lab, every first-year student in the Ph.D. degree program is provided with a laptop computer with an encrypted hard drive. These computers are equipped with Microsoft Office, Stata, and other software required for educational and research tasks for Ph.D. program student. All students have access to a secure, HIPAA-compliant server as needed for their research.

**Budget**

The SPH budget model has always been a centralized process at the level of the Dean’s Office. Revenues from sources including tuition, state appropriations, grant and contract salary support, among others, accrue to the Dean’s account. The Dean’s Office then provides salary and benefits support directly to all faculty, support staff, and doctoral students in the Department. As shown in Table 1, in AY 2018-19 these amounts total $3,812,675.68.

In the last two years the School’s budgeting process has begun a transition. Each department has been allocated operating expenses based on a dollar amount per faculty member. This total for HPM is $112,000 in AY2018-19. These resources are used to support travel, computer software, office supplies, and related expenses. In addition, Indirect Cost Returns from grants and contracts are shared with the Department, Centers within the Department, and individual faculty members. These total $59,180.79. However, most of these dollars are controlled by the Centers and the individual faculty members.

<table>
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<tr>
<th>Table 1 HPM Budget AY 2018-19</th>
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<tr>
<td><strong>Departmental Salaries &amp; Benefits</strong></td>
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<tr>
<td>Faculty</td>
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<td>Staff</td>
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<tr>
<td>Graduate Assistants</td>
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<td>Student Workers</td>
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<tr>
<td><strong>Total Salary &amp; Benefits</strong></td>
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<tr>
<td><strong>Departmental Operating &amp; ICRs</strong></td>
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<tr>
<td>Operations</td>
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<tr>
<td>Indirect Cost Returns (2017-18 disbursement)</td>
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<td><strong>TOTAL</strong></td>
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The SPH model is in transition. Beginning in AY2019-2020 revenues and expenses will be allocated to the departments. As such, departments will directly see the financial consequences of their decisions with respect to enrollment, course offerings, grant and contract support, and spending.

**Date of Last External Academic Program Review**

The Ph.D. program in health services research was created when the Texas A&M Health Science Center (TAMHSC) was an organizational entity that was separate from Texas A&M University (TAMU) within the Texas A&M University System. The Ph.D. degree program was not governed by the same policies and procedures that applied to academic doctoral programs within TAMU until the recently completed merger of TAMHSC into TAMU in 2014. As a result, although the program has been in place for 15 years, the program has not had a prior program review.

**Improvements since Prior External Academic Program Review**

As noted, there has been no prior external review of the Ph.D. degree program. However there have been a number of changes in the program over the past 15 years.

- The number of available cognate area options was expanded to three by adding a health economics cognate, and subsequently reduced back to two cognate areas by dropping the healthcare organizations cognate.
- A new course in qualitative research methods was developed and added to the set of core courses required for all students in the Ph.D. degree program.
- Courses related to data science and data issues in secondary data analysis were revamped to update their content and remove redundancy.
- The requirement for students for designate three specific courses to define a formal “substantive area” (relating to a specific subject area in health services research, such as aging) was dropped, in favor of individualized advising to help students identify elective courses that would support their planned dissertation research or a subject area of interest to the student.
- The requirement to designate a “secondary cognate area” was discontinued, along with the secondary cognate area portion of the qualifying exams.
- The written portion of the preliminary exam (dissertation topic defense) was eliminated, and replaced by a requirement for a student to circulate a written proposal (generally following the format of a small grant proposal) to all members of the student’s dissertation research committee at least 10 days prior to the oral topic defense.
- Revised the core Ph.D. program competencies and associated mapping of the program curriculum to program competencies.
Doctoral Program Profile

Program Curriculum

The goal of the curriculum for the Ph.D. Degree Program in Health Services Research is to assure that all of the students completing the program have attained essential competencies for a career as a health services researcher. The current program competencies are:

1. Identify, assemble, evaluate, and critique a large body of existent research addressing a specific research agenda.

2. Develop a theoretically grounded research design that allows for rigorous evaluation of health services research questions that stand up to peer review, including the use of appropriate methods for the research question at hand.

3. Identify, collect, and prepare appropriate data through primary or secondary sources with adequate documentation for replication.

4. Execute quantitative and qualitative analytical techniques to explore and clarify associations between variables and to delineate causal inferences.

5. Effectively communicate the findings and implications of health services research through multiple modalities to technical and lay audiences.

6. Identify policy solutions to public health problems that are based on the best evidence available and that will hold up to scrutiny from others.

7. Demonstrate knowledge of economic principles and their application for research questions in health services research.

8. Exhibit knowledge of the institutions, organizational structures, and management strategies used to enhance effectiveness in health delivery systems.

To assure attainment of these competencies, the Ph.D. program curriculum requires completion of a total of 59 credit-hours of course work (Table 2), which includes 20 credit hours of core courses required for all Ph.D. program students, 15 credit hours of prescribed statistics and methods courses (to be selected from an approved list of courses), and 9 credit hours of cognate area courses.
The core courses (listed below) cover a broad range of analytic and conceptual tools essential to investigate issues in health services research (credit hours and current instructor in parentheses):

**Ph.D. Core Courses:**

- PHPM 671 Introduction into Health Services Research (3 CH) (Callaghan)
- PHPM 661 Introduction to Health Economics (3CH) (Ohsfeldt)
- PHPM 619 Organizational Theory (3CH) (Benzer)
- PHPM 637 Political Foundations for Public Health (3CH) (Callaghan)
- PHPM 668 Applied Health Services Research I (1CH) (Morrisey)
- PHPM 669 Applied Health Services Research II (1CH) (Morrisey)
- PHPM 689 Seminar (1CH) (Morrisey)
- PHPM 689 Seminar (1CH) (Morrisey)
- SOPH 676 Professional Development Seminar in Public Health Teaching (1CH) (Griffith)

Ph.D. students without a prior graduate or undergraduate degree in public health from an accredited U.S. institution are also required to complete PHPM 601 as a CEPH accreditation requirement.

The prescribed statistics and methods courses (listed below) cover issues including the collection and organization of data for analysis, a variety of quantitative analytic approaches, and qualitative research methods (credit hours and current instructor in parentheses):

- PHPM 672 Data Science for Health Services Research (3CH) (Kum)
- PHPM 674 Secondary Analysis of Health Data (3CH) (Ohsfeldt)
- PHPM 678 Qualitative Research in Public Health (3CH) (Tomaszewski)
- SOCI 631 Seminar in Sociological Research: Quantitative Methods (3CH) (Poston); or equivalent
- PHPM 676 Analytical Issues in Health Services Research (3CH) (Ohsfeldt)

Each student is required to designate one of two cognate areas, each of which consists of three required cognate courses (credit hours and current instructor in parentheses):
Health Economics Cognate:

- PSAA 621 Economic Analysis (3CH) (Bush School of Government); or equivalent
- PHPM 663 Cost Effectiveness Analysis and Health Policy (3CH) (Ohsfeldt)
- PHPM 654 Health Insurance and Managed Care (3CH) (Morrisey)

Policy Cognate:

- PHPM 640 Health Policy and Politics (3CH) (McMaughan)
- PHPM 641 Advanced Health Policy (3CH) (McMaughan)
- PHPM 643 Health Policy Analysis (3CH) (Callaghan)

The Ph.D. program continuously revised elective course offerings based in part on the interests of program students. Examples of recently developed elective courses include:

- PHPM 655 (Survey Design for Public Health Research and Practice): Course covers study of how to measure phenomena in public health; discussion of how to design surveys in public health; the identification of limitations of survey research; evaluation of how survey design can be applied to answer public health questions (Callaghan).
- PHPM 668 (Propensity Score & Instrumental Variables for Causal Inference): Course covers fundamental theory for causal inference using propensity score and covariate risk adjustment, and instrumental variables (IV) and condition function approaches (Ohsfeldt/Zhao).
- PHPM 648 (Systematic Review and Meta-Analysis for Population Health Sciences): This course will prepare students to design a systematic review under a typology of multiple review purposes, and then when appropriate, incorporate meta-analytic methods for integrating summary statistics (Ramirez).

Recruiting and Admissions

Recruiting

Historically, the Ph.D. degree program has not mounted an organized effort to recruit Ph.D. students. There have been efforts to make students in Master’s-level degree programs within TAMU and other universities within Texas aware of the Ph.D. degree program, and information about the Ph.D. program is included in general student recruitment activities by SPH.

As noted, the Ph.D. degree program strives to enroll between 6 to 10 new students in each new cohort only in odd-number years. This approach makes student recruitment more difficult, but has been deemed necessary for the efficient operation of the degree program. There was an unexpectedly low yield for the 2007 cohort, when 5 of the 7 students who had committed to enroll in the program did not appear at the orientation for first year students. The program also experimented with recruiting an annual cohort for 2010 and 2011, but returned to the normal recruitment cycle in 2013.
**Admissions**

General requirements and procedures for application to the Ph.D. program are provided on the SPH website ([https://srph.tamhsc.edu/degrees/Ph.D./app-requirements.html](https://srph.tamhsc.edu/degrees/Ph.D./app-requirements.html)). Applications are submitted through the SOPHAS common application system for schools of public health. No specific minimum GPA or GRE score is required to be considered for admission, but most successful applicants have a GPA greater than 3.0 and a GRE-Quantitative Reasoning score above the 50th percentile.

Applicants to the Ph.D. program generally will have completed a Master’s degree in a relevant discipline, or a terminal professional degree (MD, PharmD, JD), prior to matriculation into the PhD program. Applicants who matriculate into the PhD program without a prior graduate or undergraduate degree in public health from an accredited U.S. institution need to successfully complete PHPM 601 to demonstrate knowledge of the core principals of public health and the organization of the U.S. health system before the end of the fourth semester of the program.

Exceptionally well-qualified individuals who have not completed a Master’s degree may be considered for admission to the PhD program. However, in addition to demonstrating knowledge of core public health principles (by completing PHPM 601), such students must complete additional hours of graduate coursework to satisfy the total semester hours requirement for the PhD degree.

**Student Funding Support**

All students currently in the PhD program, except those who are employed elsewhere, receive support in the form either a teaching or research assistantship for up to 4 years. These positions require students to provide 20 hours of work effort per week for a salary of $1,893.16 per month, and fringe benefits that include health insurance with a premium of zero for single coverage. TAMU policy requires that assistantships for doctoral students also provide payment of tuition (but not fees) for credit hours contributing to the completion of degree requirements. These fees generally are about $1,770 per semester.

**Program Performance**

As shown in Appendix A, the PhD program has been successful in placement of program graduates, as 96.7% of program graduates have been placed less than 1 year after completing degree requirements. The most difficult placements are for graduates who are geographically immobile (i.e., those who are only willing to seek employment in the Houston area or in Texas). Fortunately, the Houston market is very large, and most students with such geographic restrictions have been able to be placed.
Assessment of Learning Outcomes

No formal charting of assessment rubrics for the PhD degree program currently exists, but is in development as part of the SPH response to the recently completed CEPH accreditation site visit.

As noted in the PhD Handbook, in addition to assessment occurring within each of the courses in the PhD program curriculum, all students must pass the PhD qualifying exams after the spring semester of their second year in the program. There are two parts of the qualifying exam, which students complete during two full days (with one day between). The first exam covers issues related to research design and methods, data management, and analytics. This exam primarily assesses mastery of content covered in PHPM 671, PHPM 672, PHPM 674; PHPM 678; SOCI 631, and PHPM 676. The second exam is a cognate area exam in health policy or health economics, depending on the student’s cognate area. The cognate exam assesses mastery of content covered in the core course in health policy (PHPM 637) or health economics (PHPM 661) and the three relevant cognate area courses. A second major assessment is the student’s defense of the topic and approach for their planned dissertation research. Of course, for a PhD degree program, the ultimate assessment is focused on the student’s dissertation research.

Profile of Peer Ph.D. Programs

To provide some context for the profile of the Ph.D. degree program in health services research, basic information about degree requirements and faculty resources for similar Ph.D. programs housed within CEPH-accredited schools of public health at peer AAU-member institutions is provided in Table 3.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree</th>
<th>#Faculty*</th>
<th>Total Hrs**</th>
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<tbody>
<tr>
<td>Texas A&amp;M University</td>
<td>Health Services Research</td>
<td>21</td>
<td>59</td>
</tr>
<tr>
<td>UT-Houston</td>
<td>Health Economics/HSR</td>
<td>30</td>
<td>48</td>
</tr>
<tr>
<td>University of Florida</td>
<td>Health Services Research</td>
<td>10</td>
<td>60</td>
</tr>
<tr>
<td>University of Iowa</td>
<td>Health Services &amp; Policy</td>
<td>16</td>
<td>59</td>
</tr>
<tr>
<td>Univ of Pittsburgh</td>
<td>Health Services &amp; Policy</td>
<td>22</td>
<td>54</td>
</tr>
<tr>
<td>Univ of Washington</td>
<td>Health Services/Health Econ</td>
<td>32</td>
<td>56</td>
</tr>
</tbody>
</table>

*Excludes Adjunct and Emeritus faculty. **Assumes students have completed Master’s degree.

Although there are variations in degree names, the required program curricula for all these Ph.D. programs cover similar thematic areas, with some variation in emphasis. Most have some type of cognate area options - health economics is a cognate option in all, with either policy or management/organizations (or both) as additional cognate options. The faculty totals are for all faculty listed for the academic department in which the Ph.D. degree is housed (excluding...
adjunct/part-time and emeritus faculty), and as such does not necessarily indicate the level of active participation in the Ph.D. program among departmental faculty. In terms of total credit hours requirements, the Ph.D. program at Texas A&M is at the high end of the distribution across these peer programs (in all cases, credit hour totals reflect the minimum number of required dissertation hours).

To provide information about the extent of similarities and differences in the educational objectives for these programs, the competency areas for each program are listed in Table 4. While differing in the level of specificity and detail, the general themes are quite similar.

Table 4: Ph.D. Program Competencies: Peer Programs

**UT-Houston**

1. Critically synthesize the literature in health economics and health services research.
2. Apply the concepts and methods for the economic analysis of public health and health care decisions.
3. Use microeconomic theory to thoroughly describe issues associated with the organization, financing and delivery of public health and health care.
4. Describe the theoretical and analytical concepts of medical outcomes and quality of care assessment.
5. Develop skill in quantitative methods for the analysis of complex models containing economic and/or outcomes data.

**University of Florida**

1. Know how to apply alternative theoretical and conceptual models from a range of relevant disciplines to HSR.
2. Apply in-depth disciplinary knowledge and skills relevant to health services research.
3. Use knowledge of the structures, performance, quality, policy, and environmental context of health and health care to formulate solutions for health policy problems.
4. Pose innovative and important research questions, informed by systematic reviews of the literature, stakeholder needs, and relevant theoretical and conceptual models.
5. Select appropriate interventional (experimental and quasi-experimental) or observational (qualitative, quantitative, or mixed methods) study designs to address specific health services research questions.
6. Know how to collect primary health and health care data obtained by survey, qualitative, or mixed methods.
7. Know how to assemble secondary data from existing public and private sources.
8. Use a conceptual model to specify study constructs for a health services research question and develop variables that reliably and validly measure these constructs.
9. Implement research protocols with standardized procedures that ensure reproducibility of the science.
10. Ensure the ethical and responsible conduct of research in the design, implementation, and dissemination of health services research.
12. Use appropriate analytical methods to clarify associations between variables and to delineate causal inferences.
13. Effectively communicate the findings and implications of health services research through multiple modalities to technical and lay audiences.
14. Understand the importance of collaborating with policymakers, organizations, and communities to plan, conduct, and translate health services research into policy and practice.

**University of Iowa**

(not available)
University of Pittsburgh

1. Students will be able to read and effectively analyze published research in health services research at the level necessary to generate research proposals of their own.
2. Students will be able to demonstrate knowledge of the structures, performance, quality, policy and environmental context of health and health care to formulated solutions for health policy problems.
3. Students will be able to summarize and present health services research orally and in writing.
4. Students will be capable of conducting all aspects of a health services research and policy related research project, including generating and testing research hypotheses, analyzing data, and interpreting research results.

University of Washington

1. Display comprehensive understanding of the U.S. health care system, and the determinants, trends & major issues confronting U.S. health care/policy & their effects on individual & population health.
2. Develop in-depth substantive/disciplinary knowledge and method skills in a discipline-based theory and area of emphasis and apply to health services problems.
3. Critically appraise journal articles, evaluate the evidence, synthesize findings, and draw inferences; critically appraise grants, understand the grant writing and review process, and write proposals & manuscripts.
4. Pose important research questions; formulate solutions to health problems, practice and policy.
5. Use or develop conceptual models to specify study constructs for a research question.
6. Recognize the strengths and weaknesses of study designs for answering research questions.
7. Identify and develop variables that are reliable and valid measures of constructs; sample and collect primary health and health care data and/or assemble and manage existing data to answer a research question.
8. Execute and document methods to ensure reproducibility, the responsible use of resources, and the ethical treatment of research subjects.
9. Demonstrate proficiency in the application of appropriate analytic techniques to answer research questions.
10. Work collaboratively in multidisciplinary teams, within disciplines, and/or with stakeholders.
11. Effectively communicate study questions, methods, findings, and implications through multiple modalities to appropriate professional, scientific, policy, and lay audiences.
12. Translation of research findings to policy and/or practice.
13. Gain skills in teaching while in the program for students pursuing teaching careers.
Health Policy and Management Faculty Profile

PhD Program Core Faculty

Dr. Robert Ohsfeldt, Regents Professor & PhD Program Chair, Department of Health Policy and Management, Texas A&M School of Public Health

Dr. Ohsfeldt’s research examines the effects of alternative treatment strategies on costs, clinical or quality-of-life outcomes (effectiveness), and cost effectiveness in usual clinical practice. Much of his research in this area has focused on treatments for chronic diseases or conditions, although he recently has ventured into work related to oncology treatments and more acute conditions. Dr. Ohsfeldt also has examined the role of regulation affecting various form of competition within the health services sector on costs and quality of care. Recently he served as principal investigator for the evaluation of Texas’ Medicaid 1115 Waiver contract with the Texas Health and Human Services Commission. He is an author of over 150 published in a variety of peer-reviewed journals, and has served on several editorial boards, including the Journal of Managed Care and Specialty Pharmacy and Value in Health.

Dr. Michael Morrisey, Department Head and Professor, Department of Health Policy and Management, Texas A&M School of Public Health

Dr. Morrisey is the author of 6 books, over 180 peer-reviewed papers, and some 45 other papers. His research interests have largely focused on employer-sponsored health insurance, the effects of legislation and regulation in health and health care, hospital economics, and outcomes research. Dr. Morrisey was the first recipient of the John Thompson Young Investigator Prize given by the Association of University Programs in Health Administration for outstanding research by a scholar under age 40. A recent study of the published works of 1,800 health economists ranked him in the top 1.3 percent in terms of citation impact (Journal of Health Economics, 2010). The second edition of his graduate textbook, Health Insurance, was published by Health Administration Press in 2014 and a third edition is in process. His empirical work on employer-sponsored health insurance has documented the rise of managed care, the functioning of the small group market, the nature of state regulation in the group market, and the economics underlying employer decisions to self-insure.

Dr. Timothy Callaghan, Assistant Professor, Department of Health Policy and Management, Texas A&M School of Public Health

Dr. Callaghan’s research focuses on how politics, place, and public attitudes influence health in America. In the area of politics, he has published extensively on political decision-making by states after the passage of the Affordable Care Act and has highlighted the importance of factors beyond partisanship to state decisions and subsequent program enrollment. Dr. Callaghan’s current research projects study public attitudes about Medicaid work requirements, the opioid epidemic, antibiotic resistance, and vaccine hesitancy. His research on vaccine attitudes was selected for the Elsevier Atlas Award this year – designated by a panel of NGOs as the research most likely to significantly impact lives around the world. Dr. Callaghan’s current project studying the impact of chronic diseases, medical malpractice laws, telehealth laws, and Community Health Workers on health in rural and urban America is funded by the Federal Office of Rural Health Policy.
Dr. Hye-Chung Kum, Associate Professor, Department of Health Policy and Management, Texas A&M School of Public Health; Joint Associate Professor and Director, Population Informatics Lab, Department of Computer Science and Engineering, Texas A&M University; Joint Associate Professor, Department of Industrial and Systems Engineering, College of Engineering, Texas A&M University; Member, the Center for Remote Health Technologies and Systems (CRHTS), Texas A&M Engineering Experiment Station (TEES)

Dr. Hye-Chung Kum is the founder and director of the Population Informatics Lab, which applies data science, informatics, and computational methods to the increasingly large digital data available about people to advance public health, social sciences, and population research. The Lab brings together interdisciplinary teams of domain experts (social, behavioral, economic, and health sciences) and data scientists (computer scientist, statisticians, health service researchers, and data governance experts) to build efficient and effective human computer hybrid processes and systems to clean, integrate, and extract actionable information from raw chaotic data, and deliver the information in a timely secure manner to decision makers. Dr. Kum specializes in data science, KDD (Knowledge Discovery and Datamining), data integration, sequential pattern mining, information privacy, data governance, decision support systems, health informatics, computational social science, health services research, child welfare, and use of government administrative data.

Dr. Darcy McMaughan, Assistant Professor, Department of Health Policy and Management, Texas A&M School of Public Health; Director, Program on Disability Research & Community Based Care, Texas A&M School of Public Health

Dr. Darcy McMaughan is the director of the Texas A&M School of Public Health Program on Disability Research and Community Based Care. She has participated in the development and evaluation of a variety of instruments for long term supports and services. She is currently working on assessment and evaluation related to Medicaid managed care expansion in Texas, care for adults and children with complex health needs, chronic pain management, and antibiotic stewardship in long term care. Dr. McMaughan has a Master’s degree in Educational Psychology from Texas A&M University and a PhD in Health Services Research from Texas A&M Health Science Center, both in College Station, Texas.

Dr. Tiffany Radcliff, Associate Dean for Research, Texas A&M School of Public Health; Professor, Department of Health Policy and Management, Texas A&M School of Public Health

Dr. Radcliff’s research and teaching areas of expertise are in health economics and health services research, including secondary data analysis, applied mixed methods for program evaluation, and using novel research methods to improve measurement of care processes, access, and outcomes. She has led a number of federally-funded projects to: (1) analyze perioperative care and outcomes for veterans with hip fracture; (2) develop and test primary care recovery and resiliency measures around disasters; and (3) study guideline concordant care for acute myocardial infarction. She is currently leading a study for the Southwest Rural Health Research Center at SPH to identify preparedness and response of rural long-term care providers around recent disaster events. Her research has also included conducting program evaluation and assessing cost-effectiveness and return on investment for various pilot programs, care process improvements, and clinical quality improvement interventions.
Dr. Lesley Tomaszewski, Instructional Assistant Professor, Department of Health Policy and Management and Deputy Director, Masters of Health Administration Program

Dr. Lesley Tomaszewski teaches master level courses in management and human resources and a doctoral level course in qualitative research, which she developed. As the deputy director of the Master of Health Administration, she manages the program's Commission on the Accreditation of Healthcare Management Education re-accreditation efforts, advises master students, and engages with alumni. Dr. Tomaszewski’s research interests include identity development through social learning and gender in the workplace. She is a strong qualitative researcher who has worked on research projects in the United States of American and abroad, and developed the core course on qualitative methods for the PhD program in Health Services Research. Before joining the faculty at the School for Public Health, Dr. Tomaszewski was a Clinical Assistant Professor at Mays Business School where she taught undergraduate courses. She also has been a Senior Lecturer at two universities in the Netherlands.

One of the Ph.D. core courses (PHPM 619) currently is taught by Dr. Justin Benzer, an adjunct Research Associate Professor in HMP (https://srph.tamhsc.edu/hpm/faculty/benzer.html). Unfortunately, Dr. Benzer has indicated he may not be able to continue to teach this course in the future. HMP has an open search to find a full-time faculty member who could teach this core course.

HPM Faculty Contributing to Ph.D Degree Program

In addition to the Ph.D. degree program core faculty, the program is supported by many faculty members in HPM through teaching required or elective courses, or by serving on student dissertation research committees, as shown in Table 5.

Table 5: HPH Faculty Contributions to Ph.D. Degree Program (past 5 years)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Required/ Elective Courses</th>
<th>Dissertation Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Bolin, BSN, JD, PhD (Professor):</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Murray J. Côté, PhD (Associate Professor):</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Alva O. Ferdinand, DrPH, JD (Assistant Professor)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Jeffrey J. Hatala, PhD (Instructional Assistant Professor):</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Bita A. Kash, PhD, MBA, FACHE (Professor)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Barbara J. Quiram, PhD (Professor)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Gilbert Ramirez, DrPH (Professor)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>David J. Washburn, ScD, SM (Assistant Professor)</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

More detailed information about all HPM faculty members is available on the HPM faculty webpage (https://srph.tamhsc.edu/hpm/faculty/index.html).
Other Contributing Faculty

Many faculty members in other departments within SPH and other academic units within TAMU contribute to the PhD degree program by teaching required or elective courses, or by serving on student dissertation research committees. These contributing faculty include, but are not limited to, the following:

- Hongwei Zhao, ScD (Professor, Biostatistics)
- Qi Zheng, PhD (Professor, Biostatistics)
- Dennis Gorman, PhD (Professor, Epidemiology)
- Daikwon Han, PhD (Associate Professor, Epidemiology)
- Justin Bullock, PhD (Assistant Professor, Bush School)
- Laura Dague, PhD (Associate Professor, Bush School)
- Joanna Lahey, PhD (Associate Professor, Bush School)

HPM Faculty Metrics

Publications (last 5 years)

<table>
<thead>
<tr>
<th>Table 6: Core PhD Program Faculty Research Dissemination (last 5 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer-reviewed Journals</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>Ohsfeldt</td>
</tr>
<tr>
<td>Morrisey</td>
</tr>
<tr>
<td>Callaghan</td>
</tr>
<tr>
<td>Kum</td>
</tr>
<tr>
<td>McMaughan</td>
</tr>
<tr>
<td>Radcliff</td>
</tr>
<tr>
<td>Tomaszewski</td>
</tr>
</tbody>
</table>

External Grants (last 5 years)

<table>
<thead>
<tr>
<th>Table 7: Summary of External Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>2018</td>
</tr>
<tr>
<td>2017</td>
</tr>
<tr>
<td>2016</td>
</tr>
<tr>
<td>2015</td>
</tr>
<tr>
<td>2014</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
**Teaching Loads**

All tenure-track and tenured HPM faculty with at least 30% salary coverage from external grants and contracts are expected to teach two courses per academic year. All HPM faculty must teach at least one course per academic year. Faculty with less than 30% salary support generally are expected to take on additional teaching responsibilities, up to four graduate-level courses per academic year. However, new faculty (especially new junior faculty) often receive reduced teaching loads during their first year at SPH, without regard to their level of salary support. Instructional faculty, who are not expected to generate external research funding, generally teach 3 to 4 courses per semester, depending on class size and course level (undergraduate or graduate).

At present, all tenure-track and tenured HPM faculty only teach graduate-level courses. This arrangement is a carry-over from the implementation of the SPH undergraduate degree program, which relied on a new, separate department (Public Health Studies, PHS) with predominantly instructional faculty to teach all courses in the undergraduate program. Subsequently, the PHS department was eliminated and their faculty allocated to other departments in SPH. As the undergraduate program continues to grow, it is likely that more HPM faculty will be expected to teach undergraduate courses.

**Dissertation Advising Loads**

The distribution of faculty serving as the chair or co-chair of a student’s dissertation research committee is shown in Table 8. Students in the 2017 cohort will not formally designate a dissertation committee chair until after they pass the qualifying exams next Summer.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>In Progress</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chair</td>
<td>Co-chair</td>
</tr>
<tr>
<td>Ohsfeldt</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Phillips*</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Morrisey</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>McMaughan</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Radcliff*</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Gamm*</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hawes*</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bolin</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Cote</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Kum</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Blakely*</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Not current HPM faculty*
The size of the HMP faculty has fluctuated over time due to retirements and faculty departures, which has had a particularly significant impact on the number of senior faculty within the department over the past 5 years. During AY 2014-15, Dr. Larry Gamm (Regents Professor) and Dr. Ciro Sumaya (Cox Endowed Chair and former SPH Dean) retired, and Dr. Rebecca Wells (Professor), Dr. Monica Wendel (Associate Professor), and Sean Gregory (Assistant Professor) departed for positions at other institutions. This followed the retirement of two Regents Professors (Drs. Hawes and Phillips) two years earlier. Although the HPM faculty size has since grown to a total of 21 in AY 2018-19, for a portion of time during the last 5 years, Ph.D. students had limited options when selecting senior faculty to serve as chair of their dissertation research committee chair.

Detailed information about faculty who currently serve (or previously served) as dissertation committee chair for each student is shown in Appendix A. Most of the core PhD program faculty also have served as members of numerous dissertation research committees.

**Demographics and Diversity**

There are 21 full-time faculty in HPM, including the department head and four faculty with appointments as an Associate Dean. The gender and race/ethnicity distribution for HPM faculty is shown in Table 9:

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Black</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>

In terms of rank, among the tenured/tenure-track faculty, HPM has 8 professors, 2 associate professors, and 4 assistant professors. Among the instructional faculty, there are 2 professors, 1 associate professor, and 3 assistant professors. The department also has one research assistant professor.
PhD Degree Program Student Profile

Enrollment

As shown in Appendix A, eight (8) students matriculated in each of the most recent three cohorts (2013, 2015, and 2017).

As of August 2018, there were a total of 16 students active in the PhD degree program, including all 8 of the students who matriculated in the 2017 program cohort, 6 of the 8 students who matriculated in the 2015 program cohort, and 2 students from earlier cohorts who accepted full-time employment before completing their dissertations but have not yet exhausted the 10-year limit for program completion (see Appendix A).

Demographics and Diversity

The composition of the current pool of PhD degree program students is summarized in Table 10:

<table>
<thead>
<tr>
<th>Table 10: Composition of Current PhD Program Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Gender</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Cognate</td>
</tr>
<tr>
<td>Economics</td>
</tr>
<tr>
<td>Policy</td>
</tr>
<tr>
<td>International</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

Additional details relating to the composition of current and past PhD program students are provided in Appendix D.

Degrees Awarded

As shown in Table 11, from 2006 through August of 2018, 32 PhD degrees were awarded (2.67 per year), and over the most recent complete 5-year period (2013-2017), 21 PhD degrees were awarded (4.2 per year).

| Table 11: PhD Degrees Awarded Since 2006, by Calendar Year |
|---|---|---|---|---|---|---|---|---|---|
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 0 | 1 | 3 | 1 | 5 | 3 | 5 | 6 | 2 | 3 |
Graduation Rates

A list of every student who matriculated into the PhD degree program since 2002, and the outcome for each student, is shown in Appendix A. Since the option to complete the program on a part-time basis was eliminated, the rate of student attrition from the program has been relatively low. Since 2013, two students have been dismissed from the program when they did not attain a grade of pass on their second attempt for one or both parts of the qualifying exam, and one student who did not pass one part of the qualifying exam transferred to another doctoral program without attempting a retake.

Time to Degree

In recent years, most program students have completed their comprehensive exam (i.e., final oral dissertation defense) during the last semester of their fourth year, or during the following summer. The relatively few students who have enrolled in the program with a Bachelor’s degree usually take an additional year to complete all degree requirements. The final degree requirement is the submission of an appropriately formatted version of the written version of their dissertation.

For the 19 students who completed the Ph.D. degree within the past 5 years (Figure 1), a few students completed all degree requirements within 3 years or less, and a few have taken more than 5 years, especially students who began working full-time before completing their final oral dissertation defense.

Figure 1: Time to Ph.D. Degree Completion (past 5 years)

*Includes one student without a prior Master’s degree

During the early years of the Ph.D. degree program, among the students who entered the program as part-time students but still managed to complete the program, time to completion ranged from 6 to 8 years.
Concluding Remarks

The PhD Program in Health Services Research has a short 15-year history. There are several strengths:

- The size of the program has expanded. The initial class consisted of two students, but the last several cohorts consist of 6 to 10 students each.
- The attrition rate of the Program has been remarkably low; no more than one student has withdrawn/been denied advancement in each cohort.
- Students have completed their degrees in a timely manner and been readily employed. The vast majority of the students have completed their degrees in less than 5 years and 97 percent of all graduates were employed in a health services research related academic or professional position within one year.
- The academic focus of the Program has evolved with the interest of the students and the composition of the faculty. Cognates in health policy and health care organizations have evolved to health policy and health economics.
- The number of Departmental faculty has expanded from 13 in AY 2015-16 to 21 in AY 2018-19, and searchers are underway for a net addition of 2 faculty members. Faculty recruitments in health economics and political science have strengthened both cognates.
- The number of Departmental faculty members serving has dissertation committee chairs is broad and robust.

The Program faces some challenges moving forward:

- The alternative-year admissions policy allows the Program to have meaningful cohorts of doctoral students able to interact with each other and to efficiently use available faculty resources. However, this approach presents the challenge of sporadic recruitment and the potential of limited recognition by degree seekers.
- Limited schoolwide resources have made it difficult to assure students of GAT and GAR support. This challenges the Program’s ability to recruit strong students. It is anticipated that this challenge will be mitigated by the development of the new BSPH degree and the potential for doctoral students to serve as GATs and as instructors.
- The impending retirement of Dr. Morrisey, coupled with increased administrative duties for Drs. Bolin and Radcliff, poses a risk that the Ph.D. program will again become overly dependent on Dr. Ohsfeldt’s efforts. Ideally, the current faculty searches will provide additional faculty support to avoid this outcome.
### Appendix A: Ph.D. Degree Student Completion and Placement, Since 2002

<table>
<thead>
<tr>
<th></th>
<th>Completion Date</th>
<th>Dissertation Chair</th>
<th>Initial Placement</th>
<th>Current Position</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2017 Cohort</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beverly, Judith</td>
<td>2017</td>
<td>In progress</td>
<td>Kesler Brock</td>
<td>In progress</td>
</tr>
<tr>
<td>Kesler Brock</td>
<td>2017</td>
<td>In progress</td>
<td>Theodoros Giannouchos</td>
<td>In progress</td>
</tr>
<tr>
<td>Nima Khodakarami</td>
<td>2017</td>
<td>In progress</td>
<td>Mohammad Karim</td>
<td>In progress</td>
</tr>
<tr>
<td>Anas Nabil</td>
<td>2017</td>
<td>In progress</td>
<td>Enioloa Olatunji</td>
<td>In progress</td>
</tr>
<tr>
<td>Nikita Sandeep Wagle</td>
<td>2017</td>
<td>In progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2015 Cohort</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ammar Aftab</td>
<td>2015</td>
<td>In progress</td>
<td>Morrisey</td>
<td>Transferred to DrPH program.</td>
</tr>
<tr>
<td>Ju Ha Baek</td>
<td>2015</td>
<td>Exited program</td>
<td>n/a</td>
<td>Vice President of Skilled Therapies, Community &amp; State Division, UnitedHealth Care, Houston, TX.</td>
</tr>
<tr>
<td>Shannon Butkus</td>
<td>2015</td>
<td>2018</td>
<td>Morrisey</td>
<td>Vice President of Skilled Therapies, Community &amp; State Division, UnitedHealth Care, Houston, TX.</td>
</tr>
<tr>
<td>Emily Naiser Jasek</td>
<td>2015</td>
<td>In progress</td>
<td>McMaughan</td>
<td></td>
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<tr>
<td>Marvellous Akinlotan</td>
<td>2015</td>
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<td>Morrisey</td>
<td></td>
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<td>Ju Sung Lee</td>
<td>2015</td>
<td>In progress</td>
<td>Bolin</td>
<td></td>
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<tr>
<td>Yao Tian</td>
<td>2015</td>
<td>In progress</td>
<td>Radcliff</td>
<td></td>
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<tr>
<td>Hao Zhang</td>
<td>2015</td>
<td>In progress</td>
<td>Ohsfeldt</td>
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<tr>
<td><strong>2013 Cohort</strong></td>
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<tr>
<td>Jaehyun Ahn</td>
<td>2013</td>
<td>Dismissed</td>
<td>n/a</td>
<td>Failed qualifying exam; transferred to PhD program in Agricultural Leadership, Education, and Communications (ALEC)</td>
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24
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<th>Name</th>
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<th>Program</th>
<th>Position/Institution</th>
<th>Current Position/Institution</th>
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<tr>
<td>Debra (Tan) Choi</td>
<td>2018</td>
<td>Kum/Ohsfeldt</td>
<td>Postdoctoral Fellow, Center for Innovations in Quality, Effectiveness and Safety, DeBakey VA Medical Center, Houston, Texas.</td>
<td>Same</td>
</tr>
<tr>
<td>Yuxian Du</td>
<td>2018</td>
<td>Morrisey/Ohsfeldt</td>
<td>Bayer Postdoctoral Fellow, Fred Hutchinson Cancer Research Center, University of Washington, Seattle.</td>
<td>Same</td>
</tr>
<tr>
<td>Affan Ghaaffari</td>
<td>2017</td>
<td>Kum/Ohsfeldt</td>
<td>Research Scientist, Columbia University School of Nursing, New York City.</td>
<td>Same</td>
</tr>
<tr>
<td>Sara Imanpour</td>
<td>2016</td>
<td>McMaughan</td>
<td>None (search restricted to Houston area)</td>
<td>Seeking employment</td>
</tr>
<tr>
<td>Kayla M. Cline</td>
<td>2017</td>
<td>Radcliff</td>
<td>Lecturer, Mays College of Business, Texas A&amp;M University, College Station, TX.</td>
<td>Same</td>
</tr>
<tr>
<td>Chinedum Ojinnaka</td>
<td>2016</td>
<td>Bolin</td>
<td>Postdoctoral Fellow, School of Public Health, University of Missouri.</td>
<td>Assistant Professor, College of Health Solutions, Arizona State University.</td>
</tr>
<tr>
<td>Todd Leroux</td>
<td>2015</td>
<td>Cote</td>
<td>Assistant Professor, Preventative Medicine and Biostatistics, Uniformed Services University of the Health Sciences, Bethesda, MD.</td>
<td>Same</td>
</tr>
<tr>
<td>Loida Tamayo</td>
<td>In Progress</td>
<td>Radcliff</td>
<td>Rural Health Data Lead, Office of Minority Health, Centers for Medicare &amp; Medicaid Services, Baltimore, Maryland.</td>
<td>Same</td>
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<tr>
<td><strong>2011 Cohort</strong></td>
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<tr>
<td>Liza Creel</td>
<td>2015</td>
<td>Ohsfeldt</td>
<td>Assistant Professor, School of Public Health, University of Louisville, Kentucky.</td>
<td>Same</td>
</tr>
<tr>
<td>James Fish</td>
<td>2016</td>
<td>Radcliff</td>
<td>Associate Director, Medical Services, Texas A&amp;M University.</td>
<td>Same</td>
</tr>
<tr>
<td>Terri Menser</td>
<td>2016</td>
<td>Ohsfeldt</td>
<td>Postdoctoral Fellow, Department of Family Medicine, Ohio State University, Columbus, Ohio.</td>
<td>Scientist, Center for Outcomes Research, Houston Methodist.</td>
</tr>
<tr>
<td>Obioma Nwaiwu</td>
<td>2015</td>
<td>Ohsfeldt</td>
<td>Postdoctoral Fellow, School of Public Health, Texas A&amp;M University.</td>
<td>Medical Resident, Family Practice, University of Arkansas Medical School, Little Rock, Arkansas.</td>
</tr>
<tr>
<td>Name</td>
<td>Cohort</td>
<td>Graduation Year</td>
<td>Advisor</td>
<td>Position / Role</td>
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<tr>
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<tr>
<td>Olayiwola Olotula</td>
<td>Dismissed</td>
<td>n/a</td>
<td></td>
<td>Failed qualifying exams</td>
</tr>
<tr>
<td>Peter Walsh</td>
<td>Exited Program</td>
<td>n/a</td>
<td></td>
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<td><strong>2010 Cohort</strong></td>
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<tr>
<td>Justin Dickerson</td>
<td>2010</td>
<td>2012</td>
<td>Ohsfeldt</td>
<td>Senior Biostatistician, Intermountain Healthcare, Salt Lake City, Utah.</td>
</tr>
<tr>
<td>Rachel Edwards</td>
<td>2010</td>
<td>2016</td>
<td>McMaughan</td>
<td>Aging Program Specialist, Harris County Long-term Care Ombudsman Program, UHealth, Houston, TX.</td>
</tr>
<tr>
<td>Nicholas Edwardson</td>
<td>2010</td>
<td>2014</td>
<td>Gamm</td>
<td>Assistant Professor, School of Public Administration, University of New Mexico, Albuquerque, NM</td>
</tr>
<tr>
<td>Nancy Kinkler</td>
<td>Exited Program</td>
<td>n/a</td>
<td></td>
<td>Conflicts with work schedule</td>
</tr>
<tr>
<td>Jungyeon Kim</td>
<td>2010</td>
<td>2015</td>
<td>Ohsfeldt</td>
<td>Head of Policy Development, World Innovation Summit for Health (WISH), Doha, Qatar.</td>
</tr>
<tr>
<td>Sherry Lin</td>
<td>2010</td>
<td>2015</td>
<td>McMaughan</td>
<td>Instructional Assistant Professor, School of Public Health, Texas A&amp;M University.</td>
</tr>
<tr>
<td>Yichen Zhang</td>
<td>ABD 2010</td>
<td>2015</td>
<td>Ohsfeldt</td>
<td>Senior Health Economist, Dana Farber Cancer Institute, Harvard University, Boston, MA.</td>
</tr>
<tr>
<td><strong>2009 Cohort</strong></td>
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<tr>
<td>Benny Holland</td>
<td>2010</td>
<td>2016</td>
<td>Cote</td>
<td>Director, Clinical Learning Resource Center (CLRC), Texas A&amp;M Health Science Center, College Station, TX.</td>
</tr>
<tr>
<td>Omolola Adepoju</td>
<td>2010</td>
<td>2013</td>
<td>Ohsfeldt</td>
<td>Transformation Consultant, Accountable Care and Health Homes, UnitedHealth Group, Houston.</td>
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<tr>
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<td>Exited/Exited Program</td>
<td>Date</td>
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<tr>
<td>Sebastian Calvo</td>
<td>Exited Program</td>
<td>n/a</td>
<td>Hawes</td>
<td>Advanced Fellow in Aging, Geriatric Research, Education, and Clinical Center (GRECC), Atlanta VA Medical Center. Assistant Professor, Woodruff Health Sciences Center, Emory University, Atlanta, GA.</td>
</tr>
<tr>
<td>Jeananne Elkins</td>
<td>2013</td>
<td>Hawes</td>
<td>Advanced Fellow in Aging, Geriatric Research, Education, and Clinical Center (GRECC), Atlanta VA Medical Center. Assistant Professor, Woodruff Health Sciences Center, Emory University, Atlanta, GA.</td>
<td></td>
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<tr>
<td>Joshua Johnson</td>
<td>Exited Program</td>
<td>n/a</td>
<td>Hawes</td>
<td>Left to train full-time for Women’s Olympic Hockey team</td>
</tr>
<tr>
<td>Leah Kasper</td>
<td>Exited Program</td>
<td>n/a</td>
<td>Hawes</td>
<td>Left to train full-time for Women’s Olympic Hockey team</td>
</tr>
<tr>
<td>Wei-Chen Lee</td>
<td>2013</td>
<td>Ohsfeldt</td>
<td>Health Disparities Analyst, Center to Eliminate Health Disparities, University of Texas Medical Branch, Galveston, Texas. Same</td>
<td></td>
</tr>
<tr>
<td>Andrea Lorden</td>
<td>2014</td>
<td>Ohsfeldt</td>
<td>Assistant Professor, Department of Health Administration and Policy, University of Oklahoma Health Sciences Center, Oklahoma City, OK. Independent consultant, Albany, NY.</td>
<td></td>
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<tr>
<td><strong>2007 Cohort</strong></td>
<td></td>
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<tr>
<td>Aaron Spaulding</td>
<td></td>
<td>2011</td>
<td>Gamm</td>
<td>Postdoctoral Fellow, Center for Health Organization Transformation (CHOT), Texas A&amp;M University. Associate Consultant I, Mayo Clinic, Jacksonville, Florida.</td>
</tr>
<tr>
<td>Manisha Gupta</td>
<td>Exited Program</td>
<td>n/a</td>
<td></td>
<td>Conflicts with work schedule</td>
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<tr>
<td><strong>2005 Cohort</strong></td>
<td></td>
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<tr>
<td>Sang-Nam Ahn</td>
<td></td>
<td>2009</td>
<td>Blakely</td>
<td>Postdoctoral Fellow, School of Public Health, Texas A&amp;M University. Associate Professor, School of Public Health, University of Memphis.</td>
</tr>
<tr>
<td>Jongwha Chang</td>
<td>Dismissed</td>
<td>n/a</td>
<td></td>
<td>Completed MSPH degree in 2007 after failing qualifying exams; completed PhD at University of Michigan 2012. Assistant Professor, Department of Pharmacy Practice, UT School of Pharmacy, El Paso, TX</td>
</tr>
<tr>
<td>Darcy McMaughan</td>
<td></td>
<td>2010</td>
<td>Phillips</td>
<td>Research Associate, School of Public Health, Texas A&amp;M University. Assistant Professor, School of Public Health, Texas A&amp;M University.</td>
</tr>
<tr>
<td>Josh Vest</td>
<td></td>
<td>2010</td>
<td>Gamm</td>
<td>Assistant Professor, Weill Cornell Medical College, New York, NY. Associate Professor, School of Public Health, Indiana University</td>
</tr>
<tr>
<td>Laura Wills</td>
<td></td>
<td>2014</td>
<td>Phillips</td>
<td>Clinic Manager, Austin Regional Clinic, Austin, TX. Chief Operations Officer, Austin Regional Clinic, Austin, TX.</td>
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**2003 Cohort**

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<tr>
<th>Name</th>
<th>Year</th>
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<tr>
<td>Patricia Moore</td>
<td>2013</td>
<td>Hawes</td>
<td>Director, Health Promotion and Chronic Disease Prevention, Texas Department of State Health Services, Austin, TX.</td>
</tr>
<tr>
<td>Jay Jezierski</td>
<td>ABD</td>
<td>Blakely</td>
<td>Unable to complete dissertation within time limit due to work conflicts</td>
</tr>
<tr>
<td>Bita Kash</td>
<td>2006</td>
<td>Phillips</td>
<td>Research Associate, School of Public Health, Texas A&amp;M University.</td>
</tr>
<tr>
<td>Margaret Kriegel</td>
<td>2010</td>
<td>Bolin</td>
<td>Staff Development Educator, Baptist Health System, San Antonio, TX.</td>
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**2002 Cohort**

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<tr>
<td>Sue Fenton</td>
<td>2007</td>
<td>Phillips</td>
<td>Director of Research, Foundation of Research and Education, American Health Information Management Association, Chicago, IL.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Strategic Information Chief, Centers for Disease Control and Prevention, Maseru, Lesotho</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Associate Dean for Academic Affairs, UTHealth School of Biomedical Informatics, Houston TX.</td>
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Vision and Mission

Established in 1998 as part of Texas A&M University, the state’s land-grant university, to address the public health needs of Texas, particularly rural and underserved populations, the Texas A&M School of Public Health\(^1\) has attained national and international distinction and recognition.

Our **vision**, the future we intend to help create, is a region, nation and world in which the health of the public is enhanced to the extent possible. In that future TAMSPH is widely recognized as a major contributor to that process.

Our **mission**, how we are to achieve that vision, is to create, translate and apply knowledge in educating public health leaders, engage in public health service and research, and transfer what we have learned into public health practices and policies to improve population health.

Our **fundamental strategy** in carrying out that mission is the creative integration of education, research, practice and policy change to maximize our impact on population health status.

Our vision and mission were revised as part of this strategic planning initiative. That revised vision and mission statement also includes our core values:

- A *shared commitment to improve health for all by seeking to directly influence the conditions under which the population can be healthy.*
- A corollary value is *capacity building in and among those with whom we work.* To accomplish this we also recognize that solving health problems, locally, nationally and internationally requires more resources than those directly allocated to public health efforts. By meaningfully engaging partners in all sectors of the community, we can leverage resources far beyond formal public health budgets and programmatic constraints.
- *We are dedicated to excellence in all aspects of our work,* recognizing that improving the health of the public rests on our commitment to push the frontiers of research and practice to generate and apply the best evidence to real world problems.
- *We believe that we cannot be successful as a discipline if we do not directly engage in actions that influence a broad array of public policies.*

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\(^1\) In the fall of 2012, faculty of the school voted to change the name of the school from School of Rural Public Health to School of Public Health. This change was precipitated by student and faculty concerns that “rural” in the name limited perceptions of potential employers and funders of our students’ abilities and faculty interests to “rural only,” which is neither accurate nor desirable. Consensus of the faculty was that the “Texas A&M” component of the name carries with it the land grant and “rural” element without the constraint of rural in the formal name of the school. The Board of Regents approved that name change on January 30, 2014 for implementation April 1, 2014. That name and the abbreviation TAMSPH are used in this document.
• Our contributions to improving the public’s health rest on the significant role each public health discipline plays. Our interdisciplinary approach is essential to addressing health challenges in a global society.

• We believe that accountability - for resources and for our actions (or inaction) - is also a core value of this institution. As a recipient of private, state and federal funds, we endorse the best stewardship of those funds and other resources over which we exert control. We also believe this accountability extends to our students and partners.

• Social justice is also a core value of public health. We are committed to fairness and diversity in the broadest sense, pledging to create an inclusive and respectful environment that welcomes everyone and promoting a society that both values and understands human rights and the dignity of every human being.

• To create the best possible learning environment for our students, we are dedicated to our continuous development as educators, using a variety of pedagogical approaches, and staying on the cutting edge of new teaching technologies.

• Finally, we affirm our commitment to the Principles of the Ethical Practice of Public Health. We adhere to the highest ethical standards in the teaching, research and service components of our mission. We acknowledge that improving health for all requires that public health professionals secure and maintain the trust of our communities. We believe that the ethical standards of tomorrow’s leaders must be at the core of our students’ character.

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2 These value statements were largely adapted from the strategic plan of the Graduate School of Public Health, University of Pittsburgh, 2012.
Strategic Plan Summary

As we move into the School of Rural Public Health’s second decade, there is much to celebrate in our accomplishments including: growing a school from the ground up; recruiting students who are being recognized nationally for their accomplishments; developing a substantial research portfolio; and developing national award winning community outreach and service activities. Our rank in the top 25 schools of public health by *U.S. News and World Report* is one indicator of that success. Even more exciting than that, however, are our goals for the next few years.

While the University and School are operating in an increasingly complex environment, (e.g., the TAMU/HSC merger, changes in leadership and name of the school, larger political, social and economic environmental issues), good stewardship requires an appropriate planning process that incorporates historical data on the school’s growth with the establishment of long range plans, objectives, and activities.

Academic Growth

Students. If we project the trend line for graduate student enrollment based on our history (2002-2013) and project future growth of the school from 2014 through 2018, we arrive at an annual enrollment of approximately 600 graduate students (from our current fall 2014 number of 415). This reflects the national growth rate among schools of public health of slightly more than 50% for the past decade.

In addition to graduate students, however, we are offering an undergraduate curriculum in College Station (enrollment in fall of 2014 with public health courses in 2016), and McAllen (enrollment and courses in fall of 2016), which will push our enrollment to more than 1,000 students by 2018 (by adding
450 undergrads). To put this in context, in May of 2013, our twelfth graduating class, we graduated our 1,000th student. Again, the projected undergraduate growth is similar to the experience of schools of public health across the nation. Undergraduate public health is among the fastest growing majors.

Faculty. Growth of that magnitude requires additional resources and growth including faculty, staff, and facilities. By 2018 we anticipate increasing the total number of graduate faculty from the current 50 to approximately 65 individuals distributed at various sites. This number was derived based on the Council for Public Health Education’s requirement to keep our faculty/student ratio around 1:9). We anticipate this grown with be roughly equivalent in each of the School’s academic departments. Additionally our undergraduate program will require up to 18 additional faculty positions by 2018 (to maintain the recommended 1:25 faculty/student ratio). All of the undergraduate faculty will be in the newly created Department of Public Health Studies.

Such rapid faculty growth must also address the concentration of our faculty approaching retirement. In anticipation, we are developing a coordinated process to proactively recruit senior faculty with active research portfolios in areas of School research strengths balanced with junior faculty. Vehicles such as the CPRIT faculty recruitment grants will be examined as sources for faculty growth support.

Last year four members of our faculty retired. A fifth is scheduled to retire in December 2014 and while not scheduled, 3-4 other retirements are anticipated over the next two years with an additional 3-5 over the next 5-7 years.

These are not only valued colleagues and teachers, but also among the most productive researchers on our faculty. The four recent retirees generated a total of $966,000, $1.2 million and $775,000 in research expenditures in the last three years (2011-13), respectively. While not all of those retiring generate funding at this level, as a group the others approaching retirement generate substantial funding.

To address this anticipated shortfall we are implementing two related strategies. The first is to recruit faculty with either established research funding experience, or those with the highest potential among applicant pools. We are also recruiting more senior faculty who while their time at SPH might be of shorter duration than new faculty, we have high expectations for research fund generation. For example, among new faculty hired this year, $645,000 in research funding either transferred here with those faculty or have been funded since their arrival. An additional $800,000 in research funding requests has been submitted for funding by various agencies from among this group thus far this year.

While few of the recently retired faculty were in leadership positions at the time of their departure, they nonetheless represent a significant loss in terms of informal leadership, mentoring ability and institutional wisdom. We have taken steps to identify mentors for new and mid-career faculty to
provide them with leadership experience and/or training and are looking at how this might be incorporated into faculty annual reviews.

**Funding.** Funding for faculty growth is always challenging as the subvention dollars from the state to support education always lag by two years (one biennium). Traditionally we have managed this budgetary challenge through either support from the HSC or Legislative Appropriation Requests. The undergraduate programs in College Station and McAllen where planned on the basis of a LAR submitted to the last legislature. Although that request was not funded, we anticipate that the next legislature will fund a LAR to the HSC supporting the South Texas programs (including the BSPH in College Station and McAllen). Continuation of those programs will be dependent upon funding external to the school for the first biennial cycle.

All new academic program growth is being reviewed on the basis of both the social benefit (needs being met) as well as a business case – what is the cost and return on investment of resources allocated to specific new programs. The Executive MHA to be launched in Houston, for example, has been designed to generate net positive revenue beginning it’s fourth year of operations. That will require an investment from the HSC of approximately $390,000 to pay for costs during the development years. A similar such investment is required for the BSPH program. (The HSC has already committed $700,000 for year 1 and $1.6 million for year two of an estimated $2.6 million need to support the BSPH program). We estimate that this initial investment to support the BSPH program will be adequate for the programs both in College Station and McAllen. The program is projected to generate positive net annual revenue beginning in 2018.

The E-MHA and BSPH both meet specific documented needs of the health care community for professionals in terms of specific understaffed disciplines as well as serving students geographically diverse locations.

**Facilities.** By 2018 we need to be well into the planning of expanded physical facilities for TAMSPH in College Station and McAllen. We are assuming that new programs offered at sites other than College Station and McAllen will be absorbed into the capacities of existing facilities. Program growth in College Station and McAllen, however, need to be discussed with HSC Finance and Administration to develop strategies for acquiring new or expanding existing facilities. The merger with TAMU has already added additional demands for use of our existing classroom space in College Station from programs on main campus. The McAllen campus has the capacity to support about 100 total students. We will have reached that capacity by 2018.

**Academic Programs.** Growth is projected not only in the realms of total number of students, faculty, staff, and space but also programmatic growth. As has been mentioned, TAMSPH has joined the ranks of the leading schools of public health that offer undergraduate programs. Starting in the fall of 2014 in
College Station and in McAllen in 2016 we will be offering the Bachelor of Science in Public Health (BSPH) degree. Additionally we are developing two additional master’s degrees - an Executive Master’s in Health Administration to be offered in Houston and a new MPH in Occupational Health and Safety will be offered in College Station in 2014 and in Round Rock in 2016. Finally, under exploration are: a joint MPH/MPA to be offered with Texas A&M International University in Laredo and a joint PhD in biostatistics with the Statistics Department at TAMU. Finally, spring of 2014 has seen the first iteration of a global health capstone program offered jointly with the Bush School. Our desire is to expand on that interdisciplinary capstone not only with the Bush School but the College of Architecture, College of Engineering and other TAMU components. During the next five years each of our existing academic programs will undergo a thorough review as well to identify workforce-driven needs and opportunities.

Underlying all these academic program changes are efforts to maximize our utilization of appropriate educational media/methods. For example in 2012 we began distributing iPads to each of our incoming students. In fall of 2014 we switched to distributing Surface tablets. An evaluation of this initiative is planned for spring 2015. Although SPH has an excellent staff providing assistance for faculty with online courses, web-facilitated courses, offering courses at multiple simultaneous sites, and other approaches, anticipated increasing adoption of innovative teaching methods would likely require additional staff and additional training for faculty.

**Academic Growth Summary.** Over the next five years SPH plans to significantly grow it’s student body and proportionally it’s faculty. New academic programs will facilitate that growth but significant funding from the HSC or other sources are necessary to bring those programs to the point of economic stability within five years. By 2018, if planned growth has occurred, we will be at the point where additional classroom space will be essential even if anticipated technology-facilitated instruction is aggressively implemented.

**Research, Service, Outreach and Commercialization Foci**

The next five years of our experience at TAMSPH must involve more than growth, however. There is also a need to focus the efforts and attention of the School. One of the challenges of public health is that the answer to the question “what is public health?” is rapidly evolving and ever changing (e.g., HIV/AIDS was virtually unknown 25 years ago, technology-facilitated health only really began to be discussed in the last 7 years). This requires that the School constantly adapt to changing needs and issues and good management practices call for strategic and focused development.

In our short history, TAMSPH has established itself as a nationally recognized institution in several domains. Since 2002 TAMSPH has generated more than $75 million in research expenditures through initiatives such as: The **Center for Community Health Development** (CCHD) which has acquired more than $47 million in grants and contracts in its 12 year history; The Office of Special Programs, home of the **USA Center for Rural Public Health Preparedness** (USA Center) and our continuing education efforts...
is another example of economic and programmatic success for TAMSPH ($5 million since 2009); CHOT – the Center for Health Organization Transformation (CHOT) is continuing to expand its partner organizations leveraging the National Science Foundation core funding ($1.8 million since 2009); The Southwest Rural Health Research Center (SWRHRC) ($2.9 million since 2009) and our Ergonomics Center ($1 million since 2011) are rapidly gaining recognition as well, the latter particularly in terms of commercialization activities.

One of our priorities for the next five years is to maintain the strength of these centers. This may require bridge funding, pilot/seed funds as well as period re-evaluation of the continuing utility of each center. Calling for particular attention is the impact of faculty retirements on the leadership of these centers.

Specific concerns are: CCHD’s Prevention Research Center funding was not granted for the next five year cycle; the directors of CHOT and CCHD are leaving TAMSPH; and the preparedness funding of the USA Center has been significantly reduced by CDC over the past several years. Further complicating the support for these centers is the proposed restructuring of IDC’s substantially reducing funds to the School used to support research development.

Essential in our strategic plan is to identify and implement mechanisms that recover these lost funds and distribute them in a way that addresses our strategic priorities, bolsters the existing centers, and broadly supports our research enterprise.

We also have nine programs that focus on specific audiences or issues: the Active for Life National Program Office, the Program on Healthy Aging, the Program on Aging and Long-term Care Policy, the Program on GIS and Spatial Statistics, the Program for Public Health and Water Research, the Program on Reproductive and Child Health, the Program for Research in Nutrition and Health Disparities, the Program for Health Workforce Analysis and Policy, and the Program for Health Policy Research. At the present time no additional funding is requested for these programs. Their evolution to “center” status is largely contingent upon success in acquiring external funding. If they are not successful in that regard, we will re-evaluate the ongoing need for each program.

Priority Initiatives
The SPH strategic planning process identified several potential initiatives for consideration as our strategic priorities. These include:

• Pain management/prevention (and palliative care as strategies for enhancing population health).
• Health Technology (remote health assessment and intervention – e.g., tele-mental health, smartphone apps), patient empowerment, and health care transformation.
• Vaccine-related public health development and public health preparedness capacity – e.g., overcoming population resistance, social/behavioral and policy issues.
• A Center of Excellence for Translation of Evidence-Based Health Promotion Research into Practice (focusing on healthy aging research topics such as falls prevention, chronic disease management, cancer prevention and control, and building healthy environments).

• Cancer prevention as an expanded organizational focal point for the HSC and related TAMU elements based at TAMSPH.

• Increasing our capacity to examine public health issues from a “systems” approach including network analysis and related techniques, agent-based modeling, systems dynamics, and advanced epidemiological techniques.

• Expanding global health activities, particularly student and faculty exchange/joint research and educational opportunities, with institutions outside the United States. Current projects include student/faculty exchanges with Nanjing Medical University in China, Tata Institute of Social Sciences in India, and a contract with Kano State, in Nigeria to train 20 masters and doctoral students. Following a strategy based on establishing those relationships where TAMU already has such arrangements will facilitate the development of those programs.

• Expanding on our developing expertise and technical capacity in environmental and occupational health to further develop linkages with the private sector to fund research and training (e.g., Mobil/Exxon, Chevron, Eagle Ford Shale Oil play and gulf oil spill projects). These activities will be closely coordinated with the NIH National Center for Translational Environmental Health at IBT.

Many of these strategic initiatives are being built on increased collaboration resulting from the merger of the Health Science Center and Texas A&M University. Several of the TAMU “Grand Challenge Initiatives” are reflected in the TAMSPH program development agenda including: One Health, Strengthening Democracy, Economic Development, Educating Leaders, and the Natural and Building Environments initiatives.

Among these issues, three have been singled out for priority development – “Pain,” “Technology,” and “Vaccine-related” opportunities.

To facilitate the “Pain” initiative, a faculty member has been appointed as the point person leading this effort. With a doctoral and a master’s graduate assistants supported by the school, she is organizing a collaborative group of faculty and community leaders to plan pain research and demonstration project efforts. We anticipate that this initiative will eventually require two-three new faculty hires that will be distributed among the departments as either retirement replacements or new positions. These will be coordinated with the needs for faculty expertise in particular research and instructional areas. Over the next five years our goals are: to position TAMSPH as the national focal point for pain issues among the schools of public health, and to secure funding to support the additional faculty hires and needed support staff.
The “Health Technology” initiative will draw largely on existing faculty resources. Research efforts coordinated with main campus priorities (Grand Challenge, etc.) will be pursued to acquire funding that will support and allow for expansion of this initiative to include at least two new faculty hires.

The focus of “vaccine-related efforts” of the HSC is naturally complimented by potential collaboration from among faculty at SPH. Social, political and behavioral aspects of vaccine distribution, utilization and ultimately effectiveness are critical elements of any vaccine program. By adding two new faculty hires over the next five years with expertise in these areas, SPH will be able to enhance the HSC’s overall position in global vaccine-related efforts.

**TAMSPH Infrastructure**

In order to successfully address both our academic and research foci, the Offices of Research and Academic Affairs provide robust infrastructure. In terms of research the goals of the Research office are to:

- Provide support to TAMSPH research enterprise by facilitating pre-award/post-award activities, develop policies and procedures, manage virtual database for research data storage, maintain research database, and facilitate TAMSPH Research Committee meetings.
- Sustain growth of research and research expenditures through monitoring and disseminating research funding opportunities to faculty, facilitating at least 100 grant submissions per year, and encouraging a 5% annual increase in research expenditures.
- Increase grantsmanship through mentorship in research among junior faculty by hosting at least two research interest/training meetings annually, and identifying materials and a set up system for faculty grant writing training.
- Support and maintain research centers and programs.
- Expand research enterprise with respect to collaborations, research areas, numbers of centers, and funding streams.
- Encourage student participation in research.
- Provide leadership and oversight of research compliance activities.

For the next five-year period, the plans for research at TAMSPH translate into research expenditures growing from $6.5 million to $8 million annually. The ten-year goal is $10 million.

This assumes a 5% annual growth rate. Numerous factors potentially impact the accuracy of this projection. Among those already discussed are faculty retirements and recruitment. Additionally changes in the national funding environment may have significant impact on these projections.
In terms of school infrastructure, over the next five years we will recruit a new dean, new department heads for Health Promotion and Community Health Sciences and Public Health Studies (our new undergraduate program) in addition to faculty growth and anticipated retirements.

**Strategic Planning Background and Overview**

The School has periodically conducted strategic planning activities, typically every three-four years with mid-term revisions. The most recent period began in 2010 largely as the result of two elements: (1) The Dean’s (Blakely) commitment to the faculty at the outset of his tenure to seek input to and provide leadership for the development of TAMSPH as a top twenty ranked school of public health, and (2) the changing demands of the larger economic environment.

Discussion of how to organize this process began in October 2010, with formal activities commencing in early 2011. Four work groups were created with membership appointed by the Dean. Each group received a similar assignment, to address a series of questions from a particular perspective. Those perspectives (and members of the committees) were: Communication (Colwell, Congleton, Foster, Gabriel, McElroy, Mitchell, Zamora), Instructional Programs (Gamm, Gorman, Johnson, McDonald, Nathan), Education/Research/Service Integration (Burdine, Lillibridge, McLeroy, Quiram) and Research Initiatives (Brender, Bolin, Clark [doctoral student], Hutchison, Lorden [doctoral student], Ory, Wendel, Zhao).

A list of questions and issue areas for the task groups was distributed in early March with a five-week timeline to review:
While the strategic planning committees were working on these assignments, each academic department, the administrative offices and research centers were all asked to draft a list of strategic issues/concerns/opportunities that could be considered for inclusion in the overall TAMSPH strategic plan. Meetings of the strategic planning committees continued into June, 2012.

To provide overall guidance for this process, a strategic planning steering group was established, composed of the chairs of the planning task groups plus representation from administration (members were: Blakely, Brender, Buckley, Burdine, Colwell, Gamm, and Rene). Dick Cummins, Director of the Leadership Program of the Corps of Cadets at TAMU was identified and selected as a consultant to provide an outsider’s perspective and to advise our strategic planning process.

Over the summer and into the fall, the products of the four strategic planning committees plus input from the departments, offices and centers were consolidated by the workgroup into an array of issues, concerns and opportunities. A number of different conceptual frameworks were used to explore relationships between various sets of ideas. Ultimately the strategy of developing a logic model, Figure 1, for TAMSPH was agreed upon as the guiding approach to developing our strategic plan.

In light of the requirements of the logic model (inputs, activities, outputs, outcomes and impacts) a proposed revision of the mission/vision statement was developed and appears at the beginning of this document. Nearly half of the faculty were involved in the strategic planning process. To solicit additional input a draft of the plan was distributed to all faculty in early January 2012. That input was incorporated into the final plan that was posted on the TAMSPH website in the spring of 2012. This document is an update of that plan reviewed and revised by the SPH Executive Committee and Faculty Council.

**Plan Elements, Strategies and Activities/Objectives**

Specific details for the implementation of this plan are contained in the following Gantt chart, Chart 3. Additionally Table 1 displays the planned distribution of educational programs by degree, site and year.
Figure 1. TAMSPH Logic Model

Logic Model for the TAMHSC School of Rural Public Health

INPUTS

ACTIVITIES

OUTCOMES (Objectives)

IMPACT

Mission Elements

Fundamental Strategy: creative integration of education, service and research

State Funding

Research/Demonstration Project Funding

SRPH Resources and Capacities
- Faculty Expertise
- Staff Expertise
- Student Experience
- Administrative Capacity and Infrastructure
- Existing Relationships Between Faculty, Public Health Workforce and Community/Industry Partners

TAMHSC Research Support

Contextual factors: (e.g., cultural diversity and demographic changes, larger economic forces)

Educational Activities
- Research/Demonstration Project Activities
- Service Activities
- Human Capital Development
- SRPH Marketing/Visibility Activities
- Resource Development Activities
- Business/Administrative Infrastructure Operation

Public Health Graduates
- Better Trained PH Workers
- Peer Reviewed Publications
- Increase Number and Productivity of Partnerships
- Enhanced Institutional Exposure
- Increased Research/Demonstration/Service Funding
- Increased Administrative Efficiency

Improved Translation from Research to Practice
- Widespread Use of Evidence-based Programs/Policies
- Enhanced Capacity of PH Workforce to Plan, Implement & Evaluate Population Health Improvement Interventions
- Increased Recognition of SRPH as Resource
- Increased Attractiveness of SRPH to Potential Students, Faculty & Staff

Enhanced health of the public regionally, nationally and globally

CORE VALUES: Shared commitment to improve health for all ● Capacity building in and among those with whom we work ● Excellence in all aspects of our work ● Directly engage in actions that influence a broad array of public policies ● Interdisciplinary approach ● Accountability for resources and for our actions ● Social justice ● Best possible learning environment ● Highest ethical standards in the teaching, research and service components of our mission
**Texas A&M Health Science Center School of Public Health Strategic Plan 2014-2018**

<table>
<thead>
<tr>
<th>Goals</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
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<th>2018</th>
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<tr>
<td>Inputs</td>
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<tr>
<td>Overall Strategy - maximize inputs to system, identify and reduce impediments to effective utilization of inputs</td>
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<tr>
<td>State funding: Goal - Maintain small school multiplier for subvention funding for DE cohorts and South Texas established in the 2013 legislative cycle.</td>
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<tr>
<td>Research/Demonstration Project Funding: Strategy - Identify and implement strategies to increase research/demonstration project funding to/for TAMSPH faculty Goal - Annually the TAMSPH Executive Committee, with input from the school Research Committee, will develop a priority list for research/demonstration project funding for TAMSPH. Proposals aligned with list may be eligible for additional resources (e.g., possible matching funding, school supported graduate research assistants and/or reduced IDC rates). Priority consideration should be given to priorities included in the SPH strategic plan.</td>
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<tr>
<td>TAMSPH Resources and Capacities - Faculty Expertise: Strategy - Develop and implement faculty recruitment/replacement strategy Goals - Each department head will continue to identify gaps in faculty expertise (both current and those resulting from anticipated faculty retirements) and refine faculty recruitment/replacement plans. The school executive committee should discuss those plans annually particularly examining faculty growth resulting from increased enrollment.</td>
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<tr>
<td>Strategy - Plan and implement faculty development program Goals - By May of each year the Office of Special Programs, in collaboration with department heads, will submit a draft agenda and budget to the school executive committee for faculty development programs to be offered the following year. The Office of Research will continue to offer at least two research-oriented sessions annually to faculty and staff to enhance their research expertise.</td>
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<td>Staff Expertise: Strategy - Plan and implement staff development program Goal - By February of each year the Business Office will develop and implement a staff development program.</td>
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<tr>
<td>Student Expertise: Strategy - Develop and implement student recruitment strategy Goal - By September each year, TAMSPH departments and Office of Student Affairs jointly develop and implement a multi-year student recruitment plan.</td>
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<tr>
<td>Strategy - Review curriculum from perspective of employability of new graduates Goal - By January 2015 and every two years thereafter, an overall curriculum review process will have been completed, include input from employers about needed skills of new graduates through a survey of a sample of Texas public health employers conducted by Office Academic Affairs and Office of Public Health Practice.</td>
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<tr>
<td>Administrative Capacity/Efficiency: Strategy - Examine administrative infrastructure, identify and adopt best practices for efficiency and effectiveness Goals - By each September, the Office of Research and Business Office jointly will assess the administrative infrastructure to identify best practices for subsequent implementation. The following September the Executive Committee will review the extent to which at least one best practice was adopted/implemented.</td>
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<tr>
<td>Existing relationships between faculty, public health workforce and community/industry partners: Strategy - Identify key existing relationships and development strategies to enhance those relationships Goals - Each spring semester the Office of Public Health Practice will identify key relationships with external entities by polling faculty. Each fall the TAMSPH Executive Committee will develop a plan for managing those relationships.</td>
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<tr>
<td>Strategy - Identify partners for potential relationship development Goal - Each July the Office of Public Health Practice, through a faculty survey, will identify organizations targeted for developing future relationships.</td>
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14
## Texas A&M Health Science Center School of Public Health Strategic Plan 2014-2018

<table>
<thead>
<tr>
<th>Strategy - Implement strategies for relationship development with selected identified potential partners</th>
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<tbody>
<tr>
<td><strong>Goal</strong> - Each September the TAMSPH Executive Committee will review strategies developed by the Office of Public Health Practice for developing new partnerships between faculty, the public health workforce and community/industry partners.</td>
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<tr>
<th>TAMHSC Research Support:</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategy - Identify strategies for enhancing support from TAMHSC research infrastructure</strong></td>
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<tr>
<td><strong>Goals</strong> - Annually through the Research Committee, the Associate Dean for Research will survey faculty/research staff to identify needs for research support. Each January the Associate Dean for Research will identify how those needs would best be provided, either internally through increased infrastructure or externally to TAMSPH (e.g., from TAMHSC research infrastructure or TAMUS research infrastructure) and communicate those needs to the TAMSPH Executive Committee and the Dean for action or referral to the TAMHSC and TAMUS research offices.</td>
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<tr>
<th>Contextual Factors:</th>
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<tr>
<td><strong>Strategy - Incorporate cultural diversity and demographic changes in student body into TAMSPH academic and programmatic planning.</strong></td>
</tr>
<tr>
<td><strong>Goals</strong> - Each September, the Offices of Academic Affairs and Student Affairs will report to TAMSPH Executive Committee the students matriculating in the Fall (age, gender, ethnicity, international status, average GPA, average GRE, etc.). By the following December, each department will present admission goals for the next year to the TAMSPH Executive Committee informed by changes in cultural diversity and demographic changes.</td>
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### Activities

#### Educational Activities:

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<tr>
<th><strong>Strategy - Expand scope of delivery site locations (domestic and international), and media (face-to-face, web-based, tele-video, etc.)</strong></th>
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<tbody>
<tr>
<td>See Table 1 Academic Programs by Site by Year for timeline and distribution</td>
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<tr>
<th><strong>Strategy - Review and revise existing curricula</strong></th>
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<tr>
<td><strong>Goal</strong> - In addition to ongoing curricular enhancement by faculty and development of new curricula, Departments will use accreditations as catalysts for bi-annual curricular review and renewal.</td>
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<tr>
<th><strong>Strategy - Increase practice-oriented teaching</strong></th>
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<tr>
<td><strong>Goals</strong> - As part of the bi-annual curriculum review each department will review how practice-oriented teaching might be increased or improved within its courses. As appropriate, departments may recruit DSHS and other public health practitioners as adjunct faculty. Each January the Office of Business Affairs will review and revise a compensation plan for adjunct faculty. Bi-annually, the Office of Special Programs will develop a faculty development plan for the adjunct practitioner faculty.</td>
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<tr>
<th><strong>Strategy - Develop global health elements of TAMSPH</strong></th>
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<tr>
<td><strong>Goals</strong> - By each September the TAMSPH Executive Committee will review plans for potential academic relationships outside the U.S. (joint degree programs, TAMUS degrees offered locally in international sites, etc.). Continue to participate in the Conflict and Development Center at TAMU to incorporate public health issues into the center’s activities including joint courses, internships/practica and relationships with educational institutions outside the U.S.</td>
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<tr>
<th><strong>Strategy - Continuously examine advances in teaching technology for application at TAMSPH</strong></th>
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<tr>
<td><strong>Goal</strong> - By September 2014, the value of distributing iPads to all incoming graduate students will have been evaluated and a recommendation send from the Associate Dean for Academic Affairs to the SPRH Executive Committee.</td>
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<td>Q4</td>
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<td>Q4</td>
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<td><strong>Strategy - Implement strategies for relationship development with selected identified potential partners</strong></td>
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### Texas A&M Health Science Center School of Public Health Strategic Plan 2014-2018

<table>
<thead>
<tr>
<th>Strategy Name</th>
<th>Goal 1</th>
<th>Goal 2</th>
<th>Goal 3</th>
<th>Goal 4</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategy - Develop undergraduate major</strong></td>
<td>Goals - By September 2014 implement an undergraduate curriculum in College Station. By September 2016 implement an undergraduate curriculum in McAllen. By January 2014, create a new Department of Public Health Studies. By September 2014, recruit a department head, assistant department head and needed faculty to implement the undergraduate programs in College Station and McAllen (for implementation in 2016).</td>
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<td><strong>Strategy - Explore variable credit hours</strong></td>
<td>Goal - By January 2015, as part of the curriculum review process the Office of Academic Affairs and the department heads will explore the value of offering variable core, elective and concentration credit hours (courses with 1, 2 or 3 credit hours versus the current 3 hour standard).</td>
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<tr>
<td><strong>Research/Demonstration Project Activities:</strong></td>
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<tr>
<td><strong>Strategy - Establish Pain Prevention and Management Research Program</strong></td>
<td>Goals - by September 2014, identify a faculty lead and other faculty participants (SPH, HSC and TAMU), establish goals, objectives and a work plan for developing a funded program. By September 2015, obtain basic operating funding for program. FY17 and FY18, obtain at minimum of $250,000 in pain-related annual grant funding.</td>
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<tr>
<td><strong>Strategy - Establish Health Technology Program</strong></td>
<td>Goal - by September 2014, identify a faculty lead and other faculty participants (SPH, HSC and TAMU), establish goals, objectives and a work plan for developing a funded program. By September 2015, obtain basic operating funding for program. FY17 and FY18 each, obtain at minimum of $250,000 in health technology-related annual grant funding.</td>
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<tr>
<td><strong>Strategy - Establish Vaccine-Related Public Health Program</strong></td>
<td>Goal - by September 2014, identify a faculty lead and other faculty participants (SPH, HSC and TAMU), establish goals, objectives and a work plan for developing a funded program. By September 2015, obtain basic operating funding for program. FY17 and FY18 each, obtain at minimum of $250,000 in vaccine-related annual grant funding.</td>
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<tr>
<td><strong>Strategy - Explore feasibility of developing a Center for Excellence in Translation of Evidence-based Health Promotion Research into Practice</strong></td>
<td>Goal - by September 2014, identify a faculty lead and other faculty participants (SPH, HSC and TAMU), establish goals, objectives and a work plan for developing a funded center. By September 2015, obtain basic operating funding for program. FY17, obtain at minimum of $250,000 in translation-related annual grant funding and $500,000 annually by FY18.</td>
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<tr>
<td><strong>Strategy - Expand capacity and organization focus on cancer prevention</strong></td>
<td>Goal - each May review SPH cancer prevention-related faculty research activities to identify current and potential cancer prevention research opportunities.</td>
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<tr>
<td><strong>Strategy - Expand capacity and organization focus on Systems approaches to public health</strong></td>
<td>Goal - each May review SPH cancer prevention-related faculty research activities to identify current and potential systems research opportunities.</td>
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<tr>
<td><strong>Strategy - Expand capacity and organization focus on cancer prevention</strong></td>
<td>Goal - each May review SPH cancer prevention-related faculty research activities to identify current and potential cancer prevention research opportunities.</td>
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<tr>
<td><strong>Strategy - Expand expertise and technical capacity in environmental and occupation health</strong></td>
<td>Goal - Further develop linkages with private sector organisation to fund research and training: $250,000 annually in FY15, $300,000 in FY16, $400,000 in FY17 and $500,000 in FY18</td>
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<tr>
<td><strong>Strategy - Encourage integration of current faculty research in instruction</strong></td>
<td>Goal - Include discussion of integration of research into classroom instruction in faculty development seminars being conducted by the Office of Special Programs.</td>
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<tr>
<td><strong>Strategy - Expand research in practice (translational and other research)</strong></td>
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</tbody>
</table>
Goals - The Office of Research will promote participation in CStar and other translational projects, to encourage faculty to conduct research in practice. The Office of Research will encourage the adoption of practice-research in overall TAMSPH research priorities (see Research/Demonstration Project Funding under Input enhancement).

**Strategy - Develop recommendations for research from Research Committee, endorsed by TAMSPH Executive Committee.**

Goal - By May 2015, the TAMSPH Executive Committee will have considered recommendations for research to include: research stipends for students, increased research training grants, expand the research enterprise, increase faculty participation in compliance activities, increase mentorship, develop faculty incentives for research, reduce barriers to research, incentives for research on instruction.

**Service Activities:**

- **Strategy - Increase the number and quality of relationships between TAMSPH and key individuals, communities and health-related institutions**

  Goal - By September each year, develop at least one new relationship between the school (faculty, centers, programs, and/or departments) and a regional health care organization.

- **Strategy - Develop high visibility practice**

  Goal - By January 2015, the Offices of Public Health Practice (departmental practicum coordinators) and Communications will develop a plan to promote practicum experiences through the website, annual reports and/or other communication vehicles. The plan will be reviewed annually.

- **Strategy - Develop faculty recruitment plan**

  Goal - By each January each department will identify projected needs for specific faculty skills and develop a replacement schedule for faculty nearing retirement.

- **Strategy - Implement staff development program**

  By each May the Business Office in collaboration with the departments and research centers will develop a staff development needs agenda and begin to implement programs to address those needs.

- **Strategy - Increase TAMSPH skills and expertise in grantsmanship and authorship of peer-reviewed publications**

  Goal - On an ongoing and annual basis, the Office of Research will identify workshops and training materials that TAMSPH might invest resources to increase grantsmanship and authorship of faculty, staff and students.

- **Strategy - Conduct peer teaching evaluations of faculty**

  Goal - By June 2015 the Faculty Council will explore development of a peer teaching evaluation program for faculty.

- **Develop leadership capacity within TAMSPH**

  Goal - By June 2015 the Office of the Dean will develop plans for an TAMSPH faculty leadership development program.

- **Strategy - Increase knowledge of Council on Education for Public Health accreditation criteria**

  Goal - all academic administrators will participate in the CEPH sponsored trainings on accreditation.

**TAMSPH Marketing/Visibility/Communications:**

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### Texas A&M Health Science Center School of Public Health Strategic Plan 2014-2018

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<tr>
<td><strong>Strategy - Grow TAMSPH reputation for leadership</strong></td>
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<td>Goal - By September 2015, the Office of Academic Affairs will develop a program to recognize faculty participation in leadership roles both within HSC as well as external professional and community organizations.</td>
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<td><strong>Strategy - Enhance relationships with alumni</strong></td>
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<td>Goal - Quarterly, the Office of Communications will provide support to the TAMSPH alumni organization coordinating communication, meetings, elections of officers (annually) and for alumni events.</td>
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<tr>
<td><strong>Strategy - Enhance national visibility of TAMSPH and TAMSPH faculty</strong></td>
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<tr>
<td>Goals - Annually the Office of Communications will identify two new ways to promote the school and its faculty through social media platforms and/or other new communications media. Quarterly the director of the Office of Communications will attend department faculty meetings to educate and emphasize to faculty the importance of alerting the Communications Office concerning their research articles prior to publication.</td>
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<td><strong>Strategy - Improve Internal Communications</strong></td>
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<tr>
<td>Goal - The Office of Communications will prepare and send TAMSPH in the News updates highlighting recent accomplishments of faculty, staff and students at a minimum of every 3 months throughout the calendar year.</td>
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<td><strong>Strategy - Enhance communications for recruiting</strong></td>
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<td>Goal - At least annually the Office of Communications will develop recruitment videos for each of our four departments.</td>
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<td><strong>Resource Development Activities:</strong></td>
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<tr>
<td><strong>Strategy - Increase access to funding resources from foundations, industry, state and local government and federal agencies</strong></td>
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<tr>
<td>Goals - By April 2015, through the offices of Communication and Research identify strategies for enhancing knowledge and positive perceptions of TAMSPH among major funders. By June 2015 and annually thereafter, develop and implement activities to enhance knowledge and positive perceptions of SPRH among major funders.</td>
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<td><strong>Strategy - Enhance relationships between faculty and TAMSPH External Advisory Board and TAMSPH Development Council</strong></td>
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<td>Goal - at each External Advisory Board and Development Committee meeting include introductions and brief presentations by various faculty members.</td>
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<td><strong>Strategy - Enhance opportunities for hiring, internships/practicums, scholarships, in-kind contributions, and research</strong></td>
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<tr>
<td>Goal - Annually, the Office of External Initiatives will develop at least two opportunities for hiring, internships/practicums, scholarships, in-kind contributions, and research that did not exist the previous year.</td>
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<tr>
<td><strong>Strategy - Develop opportunities for non-U.S. entities (individuals, foundations, and governments) to partner with TAMSPH</strong></td>
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<tr>
<td>Goals - Annually the offices of External Initiatives, Global Health, and Academic Affairs will identify at least one foreign citizen abroad and/or foreign ex-patriot in the U.S. to champion TAMSPH programs in their homeland.</td>
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<tr>
<td><strong>Strategy - Enhance opportunities for funding from U.S. based entities</strong></td>
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<td>Goals - By September 2014 the offices of Special Programs &amp; Global Health, along with Academic Affairs will approach USAID for financial support of our international collaborative efforts.</td>
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<td><strong>Business/Administrative Infrastructure Operation:</strong></td>
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<td>Identify opportunities to increase administrative efficiency</td>
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<td>Goal - Business and Research offices continuously monitor opportunities for increased efficiency.</td>
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<tr>
<td><strong>Outputs</strong></td>
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<td>Public Health Graduates:</td>
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<td>Goal - Increase the number of TAMSPH graduates to approximately 360 annually by 2018.</td>
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<td>Peer Reviewed Publications:</td>
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<tr>
<td>Goal - Increase number of peer-reviewed publications to three per FTE faculty annually by 2018.</td>
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<td>Better Trained Public Health Workforce:</td>
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**Texas A&M Health Science Center School of Public Health Strategic Plan 2014-2018**

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<th>Goal</th>
<th>2014</th>
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<tr>
<td><strong>Increased Number and Productivity or Partnerships:</strong></td>
<td>Monitor</td>
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<td>Goal - annually establish at least one regional community health partnership in each geographic region served by TAMSPH (Brazos Valley, Central Texas, South Texas) and one major new business/industry relationship.</td>
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<td><strong>Enhanced Institutional Exposure:</strong></td>
<td>Monitor</td>
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<td><strong>Increased Research Funding:</strong></td>
<td>Monitor</td>
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<td>Goal - Reduce total research expenditures by 5% annually.</td>
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<td><strong>Increased Administrative Efficiency:</strong></td>
<td>Monitor</td>
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<td>Goal - Reduce administrative overhead of TAMSPH to no more than 10% of total operating budget.</td>
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**Outcomes**

**Widespread Use of Evidence-based Programs/Policies:**
Increase the use of evidence-based practices in programs and policies identified and addressed by/through TAMSPH programs and activities

**Enhanced Capacity of Public Health Workforce to Plan, Implement and Evaluate Population Health Improvement Interventions:**
Increase the skills of public health workforce members to plan, implement and evaluate health improvement interventions

Through participation in the Texas Public Health Training Center, monitor changes in skills of public health workforce.

**Improved Translation from Research to Practice:**
Increase the number of faculty participating in translational research to practice activities.

Recognize participation in translation research/practice activities in annual faculty evaluations.

**Increased Recognition of TAMSPH as a Resource:**
Increase requests to TAMSPH for technical assistance and advice from local, state and federal agencies and entities

By June 2015 the offices of Business and Research will develop a system to monitor requests.

**Increased Attractiveness of TAMSPH to Potential Students, Faculty and staff:**
Increase applications from highly qualified potential students, faculty and staff

Annually plan and implement a comprehensive communication strategy to promote TAMSPH.

**Enhanced Health of the Public, Regionally, Nationally and Globally:**
Increase functional health status/quality of life measures among populations served by TAMSPH students, faculty and staff

Although direct measurement of this outcome is difficult, measure of level of activities presumed to impact health can be measured through an annual summary of such activities counties where significant TAMSPH programs are being conducted.
<table>
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<tr>
<th>Degree Program</th>
<th>College Station</th>
<th>McAllen</th>
<th>Austin</th>
<th>Temple</th>
<th>San Antonio (Fort Sam Houston*)</th>
<th>Round Rock**</th>
<th>Online</th>
<th>Houston</th>
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<td>MPH-Biostatistics</td>
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<td>MPH-Epidemiology</td>
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<td>MPH-Environmental</td>
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<td>MPH-Health Promotion and Community Health Sciences (HPCHS)</td>
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<td>MPH-HPCHS - (Border Health Concentration)</td>
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<td>MPH-Health Policy and Management</td>
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<td>MPH-Epidemiology (online)</td>
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<td>MPH-Occupational Health and Safety</td>
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<td>MSPH-Biostatistics</td>
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<td>MSPH-Epidemiology</td>
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<td>MSPH-Environmental Health</td>
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<td>MSPH-Occupational Health</td>
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<td>MSPH-Social and Behavioral</td>
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<td>MSPH-Health Policy and Management - (Hlth. Svcs. Resch)</td>
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<td>Undergraduate Public Health Major</td>
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<td>MHA</td>
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<td>Executive MHA</td>
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<td>PhD in Health Services Research</td>
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<td>DrPH in Health Promotion and Community Health Sciences</td>
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<tr>
<td>DrPH in Epidemiology and Environmental (Con. in Env)</td>
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<tr>
<td>DrPH in Epidemiology and Environmental - (Con. in Epi)</td>
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C = Continuing
T = Terminating
N = New
*Courses taught at Fort Sam Houston are drawn from several programs
Appendix C: PhD Program Handbook

PhD in
Health Services Research
Program Guide

[updated April 2018]

Department of Health Policy & Management

Notice
Every effort has been made to verify the accuracy of information in this publication. Nevertheless, the SPH reserves the right to change without prior notice: admission and degree requirements, curriculum, courses, teaching personnel, rules, regulations, tuition, fees, and any other matter described in this handbook. This handbook does not constitute a contract, expressed or implied, between any student or faculty member and the SPH.

The SPH at all times retains the right to dismiss any student who does not attain and maintain adequate academic performance or who does not exhibit the personal and professional qualifications prerequisite to the practice of public health.
I. Introduction

The PhD Program in Health Services Research (“PhD Degree Program”) is based in the Department of Health Policy & Management (HPM) in the School of Public Health (SPH) at Texas A&M University. This doctoral degree program is designed to prepare students to conduct high quality research addressing important health services research and policy issues.

The Program draws on HPM faculty with substantial and diverse research experience, supplemented by faculty in other departments in the School of Public Health, other academic units within the Texas A&M University System, as well as adjunct faculty from health care organizations and public health units. The PhD program receives research support from Texas A&M University, the School of Public Health (SPH), and centers in SPH such as the Southwest Rural Health Research Center and the National Science Foundation-funded Center for Health and Organizational Transformation (CHOT), and from individual grants and contracts awarded to SPH faculty members.

The variety of research resources available to PhD students provides a rich environment for learning and research, and to otherwise advance knowledge in the field of health services. Students in the PhD program are offered opportunities to learn and sharpen their research skills through roles in research projects.

The SPH also offers teaching opportunities for doctoral students interested in academic teaching and research careers. Master’s degree-prepared doctoral students may be qualified to assist in teaching, or to teach autonomously, one or more courses in degree programs for the Bachelor of Science in Public Health (BSPH), Master of Public Health (MPH), and the Master of Health Administration (MHA) program.

II. Prerequisites for Admission

General requirements and procedures for application to the PhD program are provided on the SPH website. Applications are submitted through the SOPHAS common application system for schools of public health. No specific minimum GPA or GRE score is required to be considered for admission, but most successful applicants have a GPA greater than 3.0 and a GRE-Quantitative Reasoning score above the 50th percentile.

To attain a cohort of PhD students sufficient to assure adequate interaction among students (e.g., for group projects and other peer-to-peer educational activities), applications are accepted for matriculation in the Fall semester of odd-numbered years only (e.g., Fall 2019).

Applicants to the PhD program generally will have completed a Master’s degree in a relevant discipline, or a terminal professional degree (MD, PharmD, JD), prior to matriculation into the PhD program. Applicants who matriculate into the PhD program without a prior graduate or undergraduate degree in public health from an accredited U.S. institution will need to successfully complete course work to demonstrate knowledge of the core principals of public health and the organization of the U.S. health system before the end of the fourth semester of the program. The PhD Program Committee (see Section V) will be responsible for noting
deficiencies upon admission and documenting success in removing deficiencies after matriculation.

Exceptionally well-qualified individuals who have not completed a Master’s degree may be considered for admission to the PhD program. However, in addition to demonstrating knowledge of core public health principles (noted above), such students will need to complete additional hours of graduate coursework to satisfy the total semester hours requirement for the PhD degree.

III. PhD Degree Program

The PhD degree program includes 20 credit hours of core courses required for all PhD students. These core courses cover a broad range of analytic and conceptual tools with which to investigate issues in health services research. The program also includes 15 credit hours of prescribed statistics and methods courses to be selected from an approved list of courses. Other methods courses may be selected with the approval of the student’s advisor and the PhD program chair.

Cognate Areas

Each student must select one of two cognate areas: (1) health politics and policy; or (2) health economics. These cognate areas provide students with a core of knowledge relating to a specific conceptual approach for health services research. Students typically designate their cognate area at or before matriculation, but must designate a cognate area no later than the end of their first semester.

Each cognate area consists of three specific courses:

- **Health Policy:**
  - PHPM 640: Health Politics and Policy
  - PHPM 641: Advanced Health Policy
  - PHPM 643: Health Policy Analysis

- **Health Economics:**
  - PHPM 654: Health Insurance and Managed Care
  - PHPM 663: Cost-Effectiveness Analysis
  - PSAA 621: Economic Analysis (or equivalent)

The student's advisor, with approval of the PhD program chair, may substitute another course for a cognate course if the content of the substitute course is very similar to the cognate course.

The program also includes 9 credit hours of free electives, and concludes with 9 (or more) credit hours for doctoral capstone (dissertation research). Examples of course sequencing for the two cognate areas are provided on the PhD program website.

Academic Probation for Doctoral Students

If a student’s cumulative GPA falls below a 3.0 the student will automatically be placed on probation. The student will be required to raise their overall GPA to at least 3.0 within one semester, unless the PhD Program Committee and the SPH Associate Dean for Academic Affairs approve an alternative plan. A student who is unable to raise his or her GPA to at least 3.0 within the specified time will be dismissed from the program.

Following the annual review of all PhD students, any student placed (or remaining) on academic probation, or who is experiencing other difficulties in the program, must receive a statement
from PhD Program Committee regarding the nature of the problematic condition(s) and actions required of the students to rectify the difficulties. A copy of this statement must be forwarded to the chair of the PhD Program Committee and to the Associate Dean for Academic Affairs.

Student Annual Review Procedure

The PhD in Health Services Research Program Committee (Section IV) is responsible for conducting an annual performance review for each doctoral student. Students in the Program must submit an annual progress report to the PhD Committee by May 20, with Committee feedback on their progress before the start of the Fall semester.

Student Annual Progress Packet: Because the annual review is intended to offer students the opportunity for helpful feedback on their progress and plans, standard information regarding the completion of various program milestones is collected. These milestones include: identifying an advisor, filing a degree plan, completing course work with an acceptable cumulative grade point average, passing the written qualifying exams, identifying a dissertation committee, submitting a dissertation proposal and/or passing the preliminary exam, a final degree plan audit (and other steps required by OGAPS), scheduling and/or passing the final exam, and submitting a completed dissertation to the thesis office.

- **Students who have not yet completed the qualifying examinations** will submit a packet to the program that includes their current degree plan, cumulative grade point average, and a brief statement that describes their plans for the next academic year, including planned employment, courses, and emerging research interests that may inform their eventual dissertation topic.

- **Students who have completed the qualifying examinations** will submit a packet to the program that includes their current degree plan, cumulative grade point average, and a brief statement summarizing coursework and progress towards a preliminary topic defense since the prior annual review, including identification of a topic, advisor and/or potential dissertation committee members.

- **Student who have completed their preliminary examination** will provide their current degree plan and cumulative grade point average, note their dissertation progress to date, any planned or completed papers or presentations related to their work, estimated completion timeframe, and career plans (if known). At this stage in the Program, students have the option to submit a current vita, writing sample, or other materials they for which they desire Program Committee feedback (e.g., constructive feedback on materials the student is using for job applications).

Review by the PhD Program Committee, Advisors, Mentors, and other Faculty: Students must submit their annual progress packet to the Program Committee and, once identified, their advisor. In some cases, other HPM faculty who are most familiar with their work during the academic year may also be asked to review a student’s annual review packet. Examples may include faculty supervisors for an assistantship or faculty that have been collaborators for research papers, etc. Students should list both their advisor’s name and other HPM faculty reviewers (e.g., their supervisor) as part of the cover sheet for the annual review packet. Annual evaluation by the Program Committee is based on the following information:

1. The materials submitted by the student in the annual progress packet.
2. Committee assessment of academic progress, including course grades, qualifying examinations, preliminary exam, etc.
3. Evaluations submitted by the student’s advisor (if the student has an advisor) and other faculty familiar with the student’s work.
4. Committee discussion. The PhD Program Committee will review each student’s packet and progress to assess the student’s performance relative to Program expectations.

Committee Feedback to the Student: The Program Committee will assign each student a rating of their progress (Satisfactory, Needs Improvement, or Unsatisfactory) based on their review. Students who receive a rating of “Needs Improvement” or “Unsatisfactory” will meet individually with the Program Director and formulate an improvement plan that both the student and Program are expected to follow. A student with an “Unsatisfactory” rating will forfeit departmental support until all tasks specified in the improvement plan have been successfully completed. Further, students with an “Unsatisfactory” rating will be required to submit an interim review packet to the Committee by the end of the first full semester following the initial “Unsatisfactory” rating (e.g., end of the Fall semester if the student received an “Unsatisfactory” rating following the Spring semester). Two consecutive “Unsatisfactory” ratings constitute unsatisfactory progress toward the PhD degree and will result in dismissal from the program.

IV. Program Completion

Most PhD students can complete all degree requirements within 4 years of matriculation, except for those entering the program without a prior Master’s or terminal professional degree. However, in most cases students will not receive assistantship support after 4 years. Further, all requirements for the PhD degree in Health Services Research must be completed within a period of ten consecutive calendar years from the year of matriculation for the degree to be granted.

V. PhD Program Committee

The Health Policy & Management (HPM) Committee for the PhD Program in Health Services Research (“PhD Program Committee”) must include no fewer than four members of the HPM faculty, including at least one member representing both of the two cognate areas. The HPM Department Head is a non-voting, ex-officio member of this committee.

The PhD Program Committee is responsible for the following duties:

- Reviewing student applications and making admissions recommendations.
- Conducting an annual performance review of each doctoral student, with input from the student’s advisor.
- Proposing and approving program changes, such as changes in curriculum or other program requirements.

Responsibilities for many operational aspects of the PhD Program are delegated to the Chair of the PhD Program Committee (PhD program chair).
VI. Student Advising

Each student will have a primary advisor initially appointed by the PhD program chair. Students may request a change in their advisor from among the HPM primary faculty at any time, with the approval of the PhD program chair. Responsibilities of the advisor include the following:

- Initial advising and direction of the student and selection of initial coursework.
- Facilitating the completion of the student’s initial plan of study by providing advice about elective course selections.
- After a student has completed the second Spring semester of the program, reviewing student progress and forwarding this assessment of student progress to the PhD Program Committee prior to each student’s annual review.

VII. Doctoral Student Qualifying Examination

All PhD students must pass a qualifying exam, to be administered after satisfactory completion of all core course requirements and cognate course requirements (health policy or health economics) for the Ph.D. program. The exam is administered no later than the last week of June (after the end of the second Spring semester of the program).

The purpose of the qualifying examination is to assess the student’s knowledge, proficiency, and mastery in applying information and skills from core courses and cognate courses to various research tasks pertaining to health services research.

The qualifying exam is a two day written exam, consisting of two parts. One part of the exam is devoted to research design and analytic methodology (methods exam). The second part is devoted to questions relating to the content covered in the courses in the student’s selected cognate area (cognate exam). One full business day (8 hours) is allotted to complete each part of the exam, with at least one non-exam day between the two parts. Both parts of the qualifying exam are open-book/note, but students are NOT allowed to confer with each other or any other person when completing the qualifying exam. Any such collaboration will be referred to the Texas A&M University Aggie Honor System Office (Aggie Honor Council) for appropriate disciplinary action, which may include expulsion from the University.

The qualifying exam questions are developed by qualifying exam committees: a methods exam committee and two cognate area exam committees. Each committee consists of no less than 3 members of the HPM faculty, appointed by the Ph.D. program chair, and typically includes faculty teaching the core or cognate courses covered by the methods exam and the cognate area exams. All members of the exam committees review students’ written responses to exam questions, and meet as a group, usually within 2 weeks of the exam date, to develop a consensus grade for each student’s exam: “Pass,” “Fail,” or “Pass with distinction.” If the exam committee concludes a student’s exam responses overall are near but below the “Pass” threshold (“marginal”), the committee will meet with the student to provide the student with an opportunity to respond to committee questions about the student’s written answers. Such meetings usually occur within 2-3 weeks of the exam committee’s consensus meeting. The exam committee will make final grade determination after the conclusion of this meeting.
Students who fail either the methods or cognate area part of the qualifying examination will be required to retake the part of the qualifying exam they failed. A student who fails any part of the qualifying exam will be provided with: 1) a written report noting the rationale for the committee’s consensus grade; and 2) a list of recommended remediation actions for the student to complete prior to retaking the qualifying exam. The Ph.D. program chair, or an exam committee designee, will meet with the student to review these documents and answer any questions the student has regarding the documents.

A retake exam will be scheduled allowing adequate time for the student to follow recommended remediation tasks, typically within 6 months, but no more than 9 months, after the date of the first qualifying exam. Students who failed both parts of the qualifying exam will be allowed at least one non-exam day between each part. The format and process for the retake exam (or exams) is similar to the initial examination. Failure in the second qualifying exam will result in dismissal of the student from the program, effective no later than one year after the first qualifying exam date (typically the end of the third Spring semester).

VIII. Dissertation Committee Membership & Charge

After passing the written qualifying exam, students are expected to start the process of selecting members of their Dissertation Committee. The members and the chair of the Dissertation Committee are selected by the student (with the consent of the faculty who are selected), subject to approval by the HPM department head and the Ph.D. Program Chair. The student’s Dissertation Committee must include a minimum of four voting members. The chair of the student’s Dissertation Committee must be a tenured or tenure-track member of the HPM faculty, and must have written a doctoral thesis (i.e., HPM faculty with terminal non-thesis professional degrees are not eligible to be the committee chair, but may be a committee member). At least one additional member of the Dissertation Committee must be an HPM faculty member, and one member must not be a member of the HPM faculty (external member). Most often, the external member is a faculty member from another SPH department, but the external member could be from another academic unit at Texas A&M, or another academic institution (subject to approval).

The responsibilities of the Dissertation Committee include providing guidance to aid the development of the student’s dissertation research proposal, administering the preliminary exam (the student’s written dissertation research proposal and oral defense), and administering the final dissertation defense.

IX. Preliminary Examination (Dissertation Research Proposal)

After the membership of the student’s Dissertation Committee is determined, the student should begin to develop a dissertation research proposal, in consultation with the chair and other members of the Dissertation Committee. There are no specific formatting requirements for the written proposal, but it should include the elements of a typical research grant proposal (study aims, significance, background, conceptual model, and methods/data. The dissertation proposal should specify whether the dissertation will be in the traditional ‘book’ format or in the form of three professional papers of publishable quality (see below).

For the Ph.D. program in health services research, the preliminary examination is an evaluation of the student’s dissertation research proposal, which is based on a detailed written research plan
and an oral proposal defense. Students are referred to the Office of Graduate and Professional Studies (OGAPS) website for specific requirements for the preliminary examination, including a checklist of conditions that must be satisfied before the student is eligible for an oral dissertation research proposal defense.

The student’s dissertation research proposal is developed in consultation with the student’s Dissertation Committee, typically within 6 to 9 months after passing the qualifying exam and after satisfactory completion of all required doctoral program coursework. The Dissertation Committee’s evaluation of the student’s dissertation research proposal considers the scientific significance of the proposed research topic, adequacy of the proposed methodology, and the feasibility of timely completion of the proposed research.

After the student’s oral proposal defense, the Dissertation Committee, by majority vote, will assign a grade for the preliminary exam: “Pass,” “Pass with required revisions,” or “Fail.” For students earning a grade of “Pass with required revisions,” the Dissertation Committee will specify the mechanism for determining if required revisions have been completed satisfactorily.

Ideally, during the development of the student’s dissertation research proposal, the chair and other members of Dissertation Committee will alert the student to substantive concerns about the proposal, and recommended revisions to address those concerns. For students who follow these recommendations, a grade of “Fail” on the preliminary exam should be rare. However, if a student fails an oral proposal defense, the student must repeat the oral proposal defense after revising the written dissertation research proposal to address deficiencies identified by the Dissertation Committee. The Dissertation Committee also may require the student to complete additional coursework or complete other remediation actions prior to the student repeating the oral proposal defense. Failure of the preliminary exam a second time may result in the dismissal of the student from the program.

**Admission to Candidacy**

To be admitted to candidacy for a doctoral degree, a student must have: (1) completed all formal core and cognate coursework on the degree plan; (2) a 3.0 Graduate GPA and a Degree Plan GPA of at least 3.0 with no grade lower than a C in any course on the degree plan; and (3) passed the preliminary examination. The final examination (oral dissertation defense) will not be authorized for any doctoral student who has not been admitted to candidacy. In addition, candidates must meet all requirements specified by OGAPS.

**X. Dissertation**

The candidate’s ability to perform independent research must be demonstrated by the dissertation, which must be the original work of the candidate. Whereas acceptance of the dissertation is based primarily on its scholarly merit, it must also exhibit creditable literary workmanship.

All dissertation research conducted by students must comply with all relevant policies and procedures to assure safety and the protection of human subjects. Specific requirements are provided on the web site of the Office of Research Compliance and Biosafety.
Specific formatting and style requirements for the final dissertation document are provided on the OGAPS website (OGAPS Dissertation). Deviations from these requirements are not permitted.

**Dissertation Options**

The Ph.D. Program in Health Services Research allows both a traditional “book” dissertation format and a “three paper” format:

‘*Book* Format Option:’ This refers to a traditional dissertation format, which provides an in-depth analysis of a particular research issue, often including detailed subgroup analysis or using different methodological approaches. Typically, a traditional dissertation follows this structure:

**Chapter 1:** Introduction, including a comprehensive review of the pertinent literature for the project (to establish the significance of the dissertation topic and to summarize current knowledge about the topic)

**Chapter 2:** Methods (a detailed description of all methodologies, including theory/conceptual model, analytic strategy, and processes used to generate the data to be analyzed)

**Chapters 3-n:** Results (a detailed report of results from data analysis, with discussion and limitations)

**Chapter n + 1:** Final chapter with an overall summary of conclusions and interpretation of the data, with integration of new findings into the existing body of knowledge, and implications for future research.

**References:** A single reference section consisting of all references cited in all chapters.

*Three Publishable Papers Option:* An acceptable alternative dissertation format consists of the preparation of three manuscripts of publishable quality related to different issues within a common theme (such as a health condition, a specific population, or public program). Generally each of the three manuscripts addresses a specific research question, but one of the manuscripts may consist of a comprehensive (e.g., systematic) literature review, a contribution to the theoretical literature, or a related scholarly effort. All three manuscripts must be considered to be of publishable quality in a peer-reviewed journal by the student’s Dissertation Committee. A typical three paper dissertation follows this structure:

**Chapter 1:** Introduction (a review of the pertinent context and background literature for the major common theme of the dissertation)

**Chapter 2-4:** Results presented in manuscript form (i.e., each chapter has the typical manuscript format of sections for overview/background, data, methods, results, discussion, and summary). An exception is that the references for each paper must be reported in single reference section for the entire dissertation.

**Chapter 5:** Conclusions: (overall summary of conclusions and interpretation of the data with integration of new findings into the existing body of knowledge)
XI. Final Examination (Dissertation Defense)

The final examination for the Ph.D. program is the final dissertation research defense. No student may defend his or her dissertation unless his/her current official cumulative and degree plan GPA’s are 3.0 or better and he/she has been admitted to candidacy. No un-absolved grades of D, F, or U for any course can be listed on the degree plan. To absolve a deficient grade, a student must repeat the course and achieve a grade of C or better. Any changes to the degree plan must be approved by the OGAPS prior to approval of the final examination. A student must be registered in the University in the semester or summer term in which the final examination is taken.

The student’s Dissertation Committee will conduct the final examination. **The final examination will not be administered if the student’s written dissertation was not made available in substantially final form to all members the student’s Doctoral Committee with sufficient time to review the document prior to the scheduled defense date (typically at least 10 business days).**

The preliminary examination results must have been submitted to OGAPS 14 weeks prior to the date of the defense, and the request to hold and announce the final examination must be submitted to OGAPS a minimum of 10 working days in advance of the scheduled date. Additionally, all English language proficiency requirements must be satisfied prior to scheduling the examination.

Care should be exercised when scheduling an oral defense date to avoid cancellation. **OGAPS must be notified in writing of any such cancellations. Any oral defense that is not completed and reported as satisfactory to OGAPS within 10 working days of the scheduled examination/defense date will be classified by OGAPS as a FAIL.**

The final dissertation defense consists of a public oral presentation by the student summarizing the content of the written dissertation. Anyone present during the public presentation may ask the student questions about his or her dissertation research. However, following the public presentation, the Dissertation Committee will conduct private oral examination by asking the student to respond to committee questions about the student’s dissertation. After temporarily dismissing the student, the Dissertation Committee will, by majority vote, assign a grade for the final exam: “Pass,” “Pass with required revisions,” or “Fail.” For students earning a grade of “Pass with required revisions,” the Dissertation Committee will specify the mechanism for determining if required revisions have been completed satisfactorily. The doctoral committee will submit its grade to OGAPS using the Approval of Written Dissertation form.
For candidates who were responsive to feedback from members of their Dissertation Committee during the process of revising early drafts during completion of their written dissertation research, a grade of “fail” for the final examination should be a rare event. If a candidate fails this examination, he/she will be provided with written recommendations by the Dissertation Committee for necessary preparations prior to scheduling a second oral dissertation defense. A failure of the second oral defense can result in dismissal from the program.

**XII. Submission of the Final Dissertation**

After a successful oral defense and approval by the student’s Dissertation Committee and the HPM department head, a student must submit his/her dissertation to OGAPS no more than 10 business days after the defense date. Submission deadlines to be eligible for graduation in each semester including summer are available on the OGAPS Calendar. The student is referred to the OGAPS website for specific dissertation submission requirements, including style and formatting standards.
Appendix D: Ph.D. Degree Program Student Profile

Student Enrollment Summary for Fall 2017, Fall 2016, Fall 2015, Fall 2014 by Semester by Demographics

Student Major: HRSA

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Provided by Data and Research Services, Texas A&M University
Apr 10, 2018
# Student Enrollment for Fall 2017, Fall 2016, Fall 2015, Fall 2014 by Classification Level by Demographics

## Student Major: HRSA

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**Student Major: HRSA**

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**Student Major: HRSA**

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### Student College

| Public Health | 3 | 21 | 24 | 24 |

### Sex

| Female | 11 | 11 | 11 |
| Male   | 3  | 10 | 13 | 13 |

#### Female

- Asian Only: 1
- Hispanic or Latino of any Race: 1
- International: 5
- White Only: 4

#### Male

- Asian Only: 1
- International: 3
- White Only: 4

### Ethnic Origin

| Asian Only | 2 | 2 | 2 |
| Hispanic or Latino of any Race | 1 | 1 | 1 |
| International | 3 | 10 | 13 | 13 |
| White Only | 8 | 8 | 8 |

### Top 10 Percent Flag

| Top 10 | 1 | 1 | 1 |
| Not Top 10 | 3 | 20 | 23 | 23 |

### First Generation Student

| Unknown | 3 | 18 | 21 | 21 |
| Not First Generation | 3 | 3 | 3 |

### Entry Status

| First-Time Graduate | 2 | 4 | 6 | 6 |
| Continuing | 1 | 17 | 18 | 18 |

### Age Group

| 22 - 25 | 2 | 1 | 3 | 3 |
| 26 - 30 | 8 | 8 | 8 |
| 31 - 39 | 1 | 9 | 10 | 10 |
| 40+ | 3 | 3 | 3 |

### Blinn TEAM Flag

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### Student Enrollment for Fall 2017, Fall 2016, Fall 2015, Fall 2014 by Classification Level by Demographics

**Student Major:** HRSA

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### Five Year Degree Profile
**Program Summary**

**Major(s):** HRSA

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oap.tamu.edu/lmecognos
Apr 10, 2018

18
## Five Year Degree Profile

**Program Summary**

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**Major(s):** HRSA

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Apr 10, 2018
### Five Year Degree Profile
**Program Summary**
**Ethnicity:** Asian Only
**Major(s):** HRSA

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#### Degree College
- Rural Public Health

#### Degree Level
- Doctoral
- PhD

#### First Generation Student
- Unknown

#### Age Group
- 18-24
- 25-30

#### Honors at Graduation
- Not Honors

#### Entry Type
- Graduate

#### Degree Semester
- Spring
- Summer

---

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Texas A&M University

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oap.tamu.edu/hrso_gpus
Apr 10, 2018
## Five Year Degree Profile

**Program Summary**

**Ethnicity:** International  
**Major(s):** HRSA

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### Five Year Degree Profile

**Program Summary**

**Ethnicity:** Unknown or Not Reported  
**Major(s):** HRSA

![Pie chart showing degree distribution](chart.png)

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**Rural Public Health**

**Program Summary**

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Texas A&M University

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oisp.tamu.edu/ilmcognos

Apr 10, 2018

24
### Five Year Degree Profile

**Rural Public Health**

**Degree Level:** Doctoral  
**Major(s):** HRSA

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- **International**: 1 1 1 1 1 1 1 1 1 1 1 1 1
- **Unknown or Not Reported**: 1 1 1 1 1 1 1 1 1 1 1 1 1
- **White Only**: 2 2 2 2 2 2 2 2 2 2 2 2 2

#### First Generation Student

- **Unknown**: 3 3 3 1 1 4 4 4 3 7 7 2 2
- **Not First Generation**: 3 3 3 1 1 4 4 4 3 7 7 2 2

#### Age Group

- **20-29**: 1 3 3 1 1 2 2 2 1 1 1 1
- **30-39**: 2 2 2 2 2 2 2 2 2 2 2 2 2
- **40+**: 2 2 2 2 2 2 2 2 2 2 2 2 2

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- **Honors**: 3 3 3 2 1 4 4 4 3 7 7 3 3

#### Entry Type

- **Graduate**: 3 3 3 2 1 4 4 4 3 7 7 3 3

#### Degree Semester

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- **Spring**: 3 3 3 2 1 2 2 2 4 4 4 2 2
- **Summer**: 3 3 3 2 1 2 2 2 4 4 4 2 2

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Apr 10, 2018

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Appendix E: Courses Completed by Ph.D. Degree Program Students

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Courses Taken by Major by Level  
Fall 2016  
Campus: College Station

Student College: Public Health  
Student Department: PHPM (By Student Level)

Sorted by Total Enrollment of Majors in Course

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Prepared by: Data and Research Services  
Texas A&M University

Uikp.tamu.edu/ogmws8i
Apr 10, 2018
### Courses Taken by Major by Level

**Fall 2015**

Campus: College Station

---

#### Student College: Public Health

#### Student Department: PHPM (By Student Level)

**Sorted By Total Enrollment of Majors in Course**

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Prepared by: Data and Research Services

Texas A&M University

April 10, 2018
Courses Taken by Major by Level

Fall 2014

Student College: Public Health
Student Department: PHPM (By Student Level)

Sorted by Total Enrollment of Majors in Course

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Appendix F: CV’s for Core Ph.D. Program Faculty

Ohsfeldt, Robert – Pages 78-103

Morrisey, Michael – Page 104-138

Callaghan, Timothy – Pages 139-153

Kum, Hye-Chung – Pages 154-169

McMaughan, Darcy – Pages 170-177

Radcliff, Tiffany – Pages 178-193

Tomaszewksi, Lesley – Pages 194-203
CURRICULUM VITAE
Robert L. Ohsfeldt, Ph.D.

BUSINESS ADDRESS:
School of Public Health
Texas A&M University (TAMU 1266)
College Station, TX 77843
(979) 436-9430
E-mail: rohsfeldt@tamu.edu

EDUCATION:
University of Houston, Houston, Texas  B.S. - 1977 (Economics)
University of Houston, Houston, Texas  M.A. - 1979 (Economics)
University of Houston, Houston, Texas  Ph.D. - 1983 (Economics)

POSITIONS HELD:
2016 – Regents Professor, Department of Health Policy and Management, School of Public Health, Texas A&M University, College Station, Texas.
2005 – 2016 Professor, Department of Health Policy and Management, School of Public Health, Texas A&M University, College Station, Texas.
2001 – 2005 Professor, Department of Health Management and Policy, College of Public Health, University of Iowa, Iowa City.
1997 – 2001 Adjunct Professor: Butler University (Pharmacy) and Indiana University (School of Public & Environmental Affairs), Indianapolis.
1989 – 1997 Professor/Associate Professor, Department of Health Care Organization and Policy, School of Public Health, University of Alabama at Birmingham (primary).
1986 – 1989 Assistant Professor, School of Health Administration and Policy, College of Business, Arizona State University, Tempe, Arizona.
1982 – 1986 Assistant Professor of Economics, College of Business, Ball State University, Muncie, Indiana.

1981 – 1982 Visiting Assistant Professor of Economics, College of Business, Louisiana Tech University, Ruston, Louisiana.

1979 – 1980 Research Associate, Southwest Center for Urban Research, Houston, Texas.

HONORS AND AWARDS:

Regents Award, Texas A&M Board of Regents, 2016.

President’s Award, Lilly Research Laboratories, Eli Lilly and Company, 2001.

Faculty Research Development Award, Arizona State University, 1989.

Robert Wood Johnson Foundation Faculty Fellowship in Health Care Finance, Johns Hopkins University, 1987-88.

EDITORIAL/PEER-REVIEW BOARDS:

Editorial Board, Value in Health [2017-present]
Editorial Board, Health Services Insights [2016-present]
Editorial Advisory Board, Journal of Managed Care and Specialty Pharmacy [2005-2016]
Member (ad hoc), Grant Review Committee, Tobacco Control Policy Research, California Tobacco-Related Disease Research Program [2018]
Member (ad hoc), Health Care Research Training (HCRT) Study Section, Agency for Healthcare Research and Quality [2015, 2016]
Member (ad hoc), NIH Director's Early Independence Awards Review, Center for Scientific Review, National Institutes of Health [2015]
Member (ad hoc), Special Emphasis Review Panel, Cancer Management and Health Behavior, National Cancer Institute [2014, 2015]
Member, PCORI Study Section 10, Patient Centered Outcomes Research Institute [2012-13]
Member (ad hoc), Special Emphasis Review Panel, Tobacco Centers of Regulatory Science, Center for Scientific Review, National Institutes of Health [2013]
Member (ad hoc), Special Emphasis Panel: Medicaid Expansion and Reproductive Health Care for Women, Centers for Disease Control [2013]
Member (ad hoc), Special Emphasis Review Panel, Economics of Prevention, Center for Scientific Review, National Institutes of Health [2011, 2012]
Member (ad hoc), Special Emphasis Review Panel, Sustainable Community-Linked Infrastructure Panel 2, Center for Scientific Review, National Institutes of Health [2010]
Member (ad hoc), Special Emphasis Review Panel, Smokeless Tobacco Use Cessation, National Cancer Institute [2009]
Member (ad hoc), Community Influences on Health Behavior (CIHB) Study Section (formerly Community-Level Health Promotion/SNEM-1), Center for Scientific Review, National Institutes of Health [2003-2009]
Member (ad hoc), Special Emphasis Review Panel, Center for Scientific Review, National Institutes of Health [2004]
Member, Small Grant Program Science Review Committee, Health Services Research and Development Service, U.S. Department of Veterans Affairs [1992-96]
Member, Science Review Committee, Health Services Research and Development Service, U.S. Department of Veterans Affairs [1996-97]
Member, Ad Hoc Review Committee, Dissertation Research Grant Program, Agency for Health Care Policy and Research [1993]

MEMBER:

American Society of Health Economists
International Health Economics Association
International Society for Pharmacoeconomics and Outcomes Research

PUBLICATIONS (Peer Reviewed):


Dickerson, J.B., McNeal, C., Tsai, G., Rivera, C., Smith, M., Ohsfeldt, R.L., and Ory, M., “Can an Internet-Based Health Risk Assessment Highlight Problems of Heart Disease Risk Factor Awareness?” *Journal of Medical Internet Research* 16 [April 18, 2014]: e106


Fox, K.M., Gandhi, S.K., Ohsfeldt, R.L., Blasetto, J.W., and Davidson, M.H., “Titration Patterns with Rosuvastatin as Compared to Other Statins in Clinical Practice: Retrospective Cohort Study Using an Electronic Medical Record Database,” *Clinical Therapeutics* 29 [November 2007]: 2385-2394.


Robert L. Ohsfeldt (Nov 2018, p. 11)


Ohsfeldt, R.L., Morrisey, M.A., Johnson, V. and Treat, R., “Simplifying the Assessment of Rural EMS Trauma Transport,” Medical Care, 34 [November 1996]: 1085-1092. Also published (inadvertently) in Medical Care, 34 [December 1996]: 1180-1187.


Robert L. Ohsfeldt (Nov 2018, p. 14)


PUBLIC FINANCE/PUBLIC CHOICE


URBAN/REGIONAL ECONOMICS


Books:


Monographs and Published Reports (not peer-reviewed):


Commentary/Editorials/Letters:


**Book Reviews:**


**CONFERENCE AND WORKSHOP PRESENTATIONS (Selected, since 2001):**

“A Propensity Score-Matched (PSM) Analysis Of Organ Damage in Patients With Systemic Lupus Erythematosus (SLE) from the Pooled Bliss Long-Term Extension (LTE) Trials Versus The Toronto Lupus Cohort (TLC),” Annual European Congress of Rheumatology (EULAR), Amsterdam [June 2018].

“Hepatocellular Carcinoma Screening is Underused in At-Risk Patients,” American Society for Gastrointestinal Endoscopy, San Diego, California [May 2018].

“Regional Disease Incidence in Pricing Private Health Insurance Premiums: A Study of the Florida Health Insurance Marketplace under the Affordable Care Act,” American Public Health Association, Atlanta, GA [November 2017].
“The Role of Care Coordination in Meeting Quality Performance Measures in Ambulatory Care Settings,” Academy of Management Annual Meeting, Chicago, Illinois [August 2017].

“Application of Propensity Score-Matching Methods to Compare Data from Long-Term Extension Trials with Data from an Existing Lupus Registry,” Annual European Congress of Rheumatology (EULAR), Madrid [June 2017].


“Application of Propensity Score-Matching Methods to Compare Data from Long-Term Extension Trials with Data from an Existing Lupus Registry,” Annual European Congress of Rheumatology (EULAR), Madrid [June 2017].

“Comparison of Data to Decision Models For A Data Consortia,” International Society for Pharmacoeconomics and Outcomes Research, Washington, DC [May 2016].


“Hospital Characteristics Associated with EHR Vendor Selection,” AcademyHealth Annual Research Meeting, Minneapolis, Minnesota [June 2015].

“The Incremental Cost of Healthcare Associated Infections for Individuals Admitted with Potentially Preventable Hospitalizations” AcademyHealth Annual Research Meeting, Minneapolis, Minnesota [June 2015]


“Diabetes and Work-Productivity Losses: An Assessment of Diabetes Related Productivity Losses from an Employer’s Perspective.” AcademyHealth Annual Research Meeting, Baltimore, Maryland [June 2013].

“Effects of Diabetes Self-Management Programs on Time-to-hospitalization among Patients with Type 2 Diabetes: A Survival Analysis Model.” AcademyHealth Annual Research Meeting, Baltimore, Maryland [June 2013].

“Squeezing the Balloon: Propensity Scores and Unmeasured Covariate Balance,” Invited Presentation, College of Pharmacy, University of Kentucky [September 2012]. Also presented at the Houston Center for Quality of Care and Utilization Studies (HCQCUS), Michael E. DeBakey VA Medical Center, Houston, Texas [October 2011].
“Economic Impact of Potential Drug-Drug Interactions Among Patients Taking Opioid Analgesics,” International Society for Pharmacoeconomics and Outcomes Research, Baltimore, Maryland [May 2011].

“Payer-Rated Value of Pain Improvement in Castration-Resistant Prostate Cancer: Tradeoffs Between Survival, Pain and Analgesic Use,” International Society for Pharmacoeconomics and Outcomes Research, Baltimore, Maryland [May 2011].

“Use of Secondary Data Sources to Estimate Inpatient Costs and Payments for Acute Coronary Syndrome,” International Society for Pharmacoeconomics and Outcomes Research, Baltimore, Maryland [May 2011].

“Cost-effectiveness of Rosuvastatin 20 mg in Reducing Cardiovascular Morbidity and Mortality in Patients at Higher Risk of Cardiovascular Events,” American Heart Association Conference on Quality of Care and Outcomes Research in Cardiovascular Disease and Stroke, Washington, D.C. [May 2010].

“Medical and Economic Burden of Atherosclerosis among Older Patients,” American Heart Association Conference on Quality of Care and Outcomes Research in Cardiovascular Disease and Stroke, Washington, D.C. [May 2009]

“Diagnoses and Medical Management Patterns of Patients Prior to the Incidence of a Cardiovascular Event,” American Heart Association Joint Conference, Cardiovascular Disease Epidemiology and Prevention & Nutrition, Physical Activity and Metabolism, Palm Harbor, FL [March 2009]

“Cardiovascular Events among Patients Diagnosed with Atherosclerosis,” American Heart Association Joint Conference, Cardiovascular Disease Epidemiology and Prevention & Nutrition, Physical Activity and Metabolism, Palm Harbor, FL [March 2009]


“Differences in Resource Utilization among COPD Patients Treated with Albuterol MDI or Pirbuterol BAI,” International Society for Pharmacoeconomics and Outcomes Research/European Congress, Athens, Greece [November 2008].


“Low-density Lipoprotein Levels and Dyslipidemia Treatment in Patients Diagnosed With Atherosclerosis,” American Heart Association/Quality of Care and Outcomes Research, Baltimore, Maryland [April 2008].
“Prenatal Care Utilization and Its Effects on Infant Health in Samples of Normal versus Abnormal Births from Argentina,” International Health Economics Association, Copenhagen, Denmark [July 2007].

“Spatial Competition in the U.S. Hospital Industry and the Economic Effects of Specialty Hospital Entry,” International Health Economics Association, Copenhagen, Denmark [July 2007].


"Comparison of Titration Rates Among Statins in Routine Clinical Practice," American Heart Association, Quality of Care Conference, Washington, DC [May 2007].

“Increased Risk of Cardiovascular Events Among Type 2 Diabetes Patients with Dyslipidemia,” American Heart Association, Conference on Cardiovascular Disease Epidemiology and Prevention, Orlando, Florida [March 2007].

“Annual Rates and Costs of Fragility Fractures by Gender in Managed Care Populations,” World Congress on Osteoporosis, Toronto, Canada [June 2006].


“Effectiveness of Rosuvastatin Compared to Atorvastatin and Simvastatin in High-risk Patients in Routine Clinical Practice,” Society of General Internal Medicine, Los Angeles, California [April 2006].

“Cost-Effectiveness of Pharmacological Treatment for Osteopenia in Postmenopausal Women,” Society for Medical Decision Making, San Francisco, California [October 2005].

“Treatment Innovation and the Costs of Treatment for Acute Coronary Syndrome,” American College of Clinical Pharmacy, San Francisco, California [October 2005].

“Cost-Effectiveness of a Diabetes Education Program for Medicaid Patients,” American Diabetes Association, San Diego, California [June 2005].


“Fracture-Related Medical Costs in the First Year Following a Non-Vertebral Fracture in a Managed Care Setting,” Academy of Managed Care Pharmacy, San Francisco, California [April 2004].
“Cost Effectiveness of Prenatal Genetic and Ultrasound Screening for Van der Woude Syndrome,” American Society of Human Genetics, Los Angeles, California [November 2003].

"Patterns of Osteoporosis Therapy Use: Disease Severity, Patient Knowledge and Socioeconomic Factors," American Society for Bone and Mineral Research, Minneapolis, Minnesota [September 2003].


“Developing Useful Economic Models for Managed Care,” Progressive Strategies for Improved Formulary Decisions, Academy of Managed Care Pharmacy, Dallas, Texas [October 2001].

“The Effects of Certificate-of-Need Repeal on Medicaid Long-Term Care Expenditures,” Academy for Health Services Research and Health Policy, Atlanta, Georgia [June 2001].


“‘If I Was Buying a QALY, Maybe I’d Care How Much One Costs – But I’m Not So I Don’t’: Barriers to Use of Cost-Effectiveness Information for Resource Allocation Decisions in Health Care,” Workshop, Institute of Government and Public Affairs, University of Illinois at Chicago [March 2001].

FUNDED RESEARCH (since 2001):


Principal Investigator, Image-Guided Radiation Therapy (IGRT) versus Standard RT for Poor-Performing Patients with Lung Cancer, [Cost-effectiveness sub-study], Cancer Prevention Research Institute of Texas [2011-2018].

Investigator, Comparative Value of Transoral Surgery and Radiation for Oropharynx Cancer, Radiation Oncology Institute [2015-2016].

Co-Principal Investigator, Analysis of Site of Care and Payment Rates for Pediatric Outpatient Therapy for Texas Medicaid and other Payers in Texas (Rider 51), Texas Health and Human Services Commission [2013-2014].

Project Consultant, Identifying Determinants of Birth Outcomes in South America, Fogarty International Center, R03-TW008110 [2010-2012].
Investigator, *Functional Outcomes in OEF/OIF Veterans with PTSD and Alcohol Misuse*, Health Services Research & Development, Department of Veterans Affairs [2010-2013].


Investigator, *Center for Health Organization Transformation*, National Science Foundation University/Industry Cooperative Research Center [2008-2013].


Investigator, *Do Clinical Practice Guidelines Improve Economic Efficiency Within the VA System?* Health Services Research and Development, Department of Veterans Affairs [2003-06].

Principal Investigator, *Development of a Model to Evaluate the Cost-Effectiveness of Tamsulosin in the Treatment of Benign Prostatic Hyperplasia*, Boerhinger Ingelheim Pharmaceuticals, Inc. [2002].

Co-Principal Investigator, *Impact of Payment Methods and Regulatory Structures on Patient Safety and Quality of Health Care*, Iowa Department of Public Health/Centers for Disease Control [2002-03].

**TEACHING ACTIVITIES:**

*Student Supervision* (since 2001):

**Current Doctoral Students**

Chair, Thesis Committee for Hao Zhang, Ph.D. Candidate, Health Services Research [2017- ].

Member, Thesis Committee for Ammar Aftab, Ph.D. Candidate, Health Services Research [2017- ].

**Past Doctoral Students** (with current position; *dissertation committee chair/co-chair)

*Yuxian Du, Ph.D. (2018): Postdoctoral Fellow, Fred Hutchinson Cancer Research Center, University of Washington, Seattle.*
Shannon Butkus, Ph.D. (2018): Vice President, Skilled Therapy Services, UnitedHealth Group's Community & State Plans, Houston, Texas.


James Fish, Ph.D. (2016): Associate Director, Medical Services, Texas A&M University.


Szu-hsuan Lin, Ph.D. (2015): Instructional Assistant Professor, Department of Public Health Studies, School of Public Health, Texas A&M University.

*Yichen Zhang, ABD (2015): Senior Health Economist, Dana Farber Cancer Institute, Harvard Medical School, Boston, MA.

*Jungyeon Kim, PhD (2015): Postdoctoral Fellow, School of Public Health, Harvard University, Boston, MA.

*Liza Creel, PhD (2015): Assistant Professor, School of Public Health and Information Sciences, University of Louisville, Kentucky.

*Andrea Lorden, PhD (2014): Assistant Professor, Department of Health Administration and Policy, University of Oklahoma Health Sciences Center, Oklahoma City.

*Wei-Chen Lee, PhD (2013): Health Disparities Analyst, Center to Eliminate Health Disparities, University of Texas Medical Branch, Galveston, Texas.

Omolola Adepoju, PhD (2013): Assistant Professor, School of Health Administration, Texas State University, San Marcos, Texas.

Patricia Moore, PhD (2013): Senior Director, Cancer Prevention and Research Institute of Texas (CPRIT), Austin, Texas.

*Justin Dickerson, PhD (2012): Biostatistician/Clinical Researcher, Intermountain Medical Center & Adjunct Associate Professor of Pharmacotherapy Outcomes Research, University of Utah, Salt Lake City, Utah.

Aaron Spaulding, PhD (2011): Assistant Professor of Health Services Research, Division of Health Care Policy and Research, Mayo Clinic, Jacksonville, Florida.
Darcy McMaughan, PhD (2010): Assistant Professor, Department of Health Policy and Management, School of Public Health, Texas A&M University.

Joshua Vest, PhD (2010): Associate Professor, School of Public Health, Indiana University, Indianapolis, Indiana.

Adaeze Akamigbo, PhD (2007): Vice President, McDermott Consulting, and Adjunct Associate Professor, George Washington University, Washington, DC.


*George Wehby, PhD (2006): Professor, Department of Health Management and Policy, University of Iowa, Iowa City, Iowa. {Winner, 2012 John Thompson Prize for Outstanding Young Investigator, Health Services Research}.

*Gerd Clabaugh, ABD (2005): Director, Iowa Department of Public Health, Des Moines, Iowa.

Lori Dolan, PhD (2004): Research Scientist, Department of Orthopaedics and Rehabilitation, University of Iowa Carver College of Medicine, Iowa City, Iowa.

Mirou Jaana, PhD (2003): Associate Professor, Telfer School of Management, University of Ottawa, Canada.

Risto Rautiainen, PhD (2002): Professor, Department of Environmental, Agricultural & Occupational Health, University of Nebraska Medical Center.

Past Masters Thesis Students (with current position; *thesis committee chair)


*Jongwha Chang, MSPH – Health Services Research (2007): Assistant Professor, School of Pharmacy, University of Texas – El Paso.

Gang Fang, MS – Pharmacoeconomics (2004): Assistant Professor, University of North Carolina School of Pharmacy, Chapel Hill, NC.
Graduate Courses Taught (Texas A&M School of Public Health):

- Introduction to Health Economics
- Advanced Health Economics
- Health Insurance and Managed Care
- Cost-effectiveness Analysis
- Introduction to Health Services Research Methods
- Managerial Statistics
- Analytic Issues in Health Services Research
- PS & IV Models (co-taught with Biostatistics faculty)

SERVICE ACTIVITIES (since 2001):

Service to University Community:

Texas A&M University

- Health Science Center, Appointments, Promotion and Tenure Committee [2007-11, 2013-15].
- Health Science Center, Technology Commercialization Advisory Committee [2006-2009].
- Health Science Center, Committee on Academic Salary History [2006-2007].
- School of Public Health, Search Committee for Department Chair – Epidemiology [2007-2008].
- School of Public Health, Nominations Committee [2006-2010].
- School of Public Health, Research Committee [2006-2009, 2015-].
- School of Public Health, Doctoral Degree Program Committee [2007-2012; Chair, 2007-2009].
- Department of Epidemiology and Biostatistics, Faculty Search Committee [2011-12; 2014-15; 2016].
- Department of Health Policy and Management, Promotion & Tenure Committee [Member, 2005-; Chair 2006-].
- Department of Health Policy and Management, PhD Program Committee [2006-; Chair, 2007-08, 2014-].
- Department of Health Policy and Management, Faculty Search Committee [2007-08; 2008-09; 2012-2013; 2013-14; 2014-15; 2018-19].

University of Iowa

- College of Public Health, Faculty Council [2004-2005].
- College of Public Health, Promotion and Tenure Committee [2004-2005].
- College of Public Health, Faculty Productivity Measurement Workgroup [2003-2005].
- College of Public Health, Internal Departmental Review Committee, Department of Occupational and Environmental Health [2003-2004].
- College of Public Health, Internal Departmental Review Committee, Department of Epidemiology [Chair, 2002-2003].
- College of Public Health, Biostatistics Department Head Search Committee [2001-2002].
- Department of Health Management and Policy, Clinical-Track Faculty Review Advisory Committee [2002-2005; Chair, 2002].
- Department of Health Management and Policy, Promotion and Tenure Advisory Committee [2002-2005; Chair, 2002 & 2004].
Service to Scholarly Community:

Article Referee (ad hoc)

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<tr>
<td>American Economic Review</td>
<td>Health Economics Review</td>
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<td>American Journal of Economics &amp; Sociology</td>
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<td>American Journal of Health Economics</td>
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<td>American Journal of Health-System Pharmacy</td>
<td>Hospital &amp; Health Services Administration</td>
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<td>American Journal of Managed Care</td>
<td>Industrial and Labor Relations Review</td>
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<td>American Journal of Political Science</td>
<td>International Journal for Equity in Health</td>
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<td>American Journal of Preventive Medicine</td>
<td>International Journal for Quality in Health Care</td>
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<td>Journal of the American Medical Association</td>
<td>International J Healthcare Finance &amp; Economics</td>
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<td>JAMA – Internal Medicine</td>
<td>International Journal of Obesity</td>
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<td>Annals of General Psychiatry</td>
<td>Journal of Human Resources</td>
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<td>Annals of Internal Medicine</td>
<td>Land Economics</td>
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<td>Applied Health Economics and Health Policy</td>
<td>Journal of Law and Economics</td>
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<td>AREUEA Journal</td>
<td>Journal of Macroeconomics</td>
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<tr>
<td>British Medical Journal</td>
<td>Managed Care Interface</td>
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<tr>
<td>BMC Cardiovascular Disorders</td>
<td>Journal of Managed Care &amp; Specialty Pharmacy</td>
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<td>BMC Endocrine Disorders</td>
<td>Medical Care</td>
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<td>BMC Health Services Research</td>
<td>Journal of Medical Economics</td>
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<td>BMC Women’s Health</td>
<td>Pharmacoeconomics</td>
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<td>BMJ Open</td>
<td>Pharmacoepidemiology and Drug Safety</td>
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<td>Cardiovascular Diabetology</td>
<td>Policy Studies Journal</td>
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<td>Cost-effectiveness and Resource Allocation</td>
<td>Policy Studies Review</td>
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<tr>
<td>Clinical Drug Investigation</td>
<td>Preventative Medicine</td>
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<tr>
<td>Clinical Interventions in Aging</td>
<td>Public Finance Quarterly</td>
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<td>Clinical Therapeutics</td>
<td>Quarterly Review of Economics &amp; Finance</td>
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<td>Economic Inquiry</td>
<td>Review of Economics and Statistics</td>
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<tr>
<td>Family Planning Perspectives</td>
<td>Journal of Rural Health</td>
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<tr>
<td>Journal of Diabetes and Its Complications</td>
<td>Social Science and Medicine</td>
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<tr>
<td>Journal of General Internal Medicine</td>
<td>Social Science Quarterly</td>
</tr>
<tr>
<td>Growth and Change</td>
<td>Southern Economic Journal</td>
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<tr>
<td>Health Affairs</td>
<td>Topics in Geriatric Rehabilitation</td>
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<tr>
<td>Health Care Financing Review</td>
<td>Value in Health</td>
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<tr>
<td>Journal of Health Politics, Policy &amp; Law</td>
<td>Vascular Health and Risk Management</td>
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<tr>
<td>Journal of Health Economics</td>
<td>Journal of Women’s Health</td>
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<td>Health Economics</td>
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Miscellaneous Peer Review Activities (ad hoc):

Book Manuscript Reviewer:
Addison-Wesley Publishing Company; American Enterprise Institute; Houghton Mifflin Publishing Company; Wadsworth Publishing Company
Research Organization Service:
   Member, Selection Committee, Award for Excellence in Research Methodology, International Society for Pharmacoeconomics and Outcomes Research [2004, 2007]
   Member, Selection Committee, “Article of the Year” Award, Journal of Managed Care and Specialty Pharmacy, Academy of Managed Care Pharmacy [2004, 2008, 2012, 2014]
MICHAEL A. MORRISEY, PH.D.

CURRICULUM VITAE – August 2018

Department of Health Policy & Management
School of Public Health
Texas A&M University
212 Adriance Lab Road – Suite 135
College Station, TX  77843-1266

(979) 436-9433 – Voice
morrisey@tamu.edu

CITIZENSHIP:  USA

EDUCATION:

B.A.  Northern State University, Aberdeen, South Dakota  Economics  1974
M.A.  University of Washington, Seattle, Washington  Economics  1975
Ph.D. University of Washington, Seattle, Washington  Economics  1979

EMPLOYMENT:

2014 – Present  Texas A&M University, College Station, TX
School of Public Health
Department of Health Policy & Management
Professor (tenured), September 2014-present

Department Head, February 2015-present
Director, Program in Health Policy Research, September 2015-present

Secondary Texas A&M Faculty Appointments:
Adjunct Professor, 2015-present
  Department of Public Service and Administration
  Bush School of Government and Public Service

Texas A&M Scientist/Scholar/Fellow/Researcher Appointments:
Senior Research Fellow, 2014-present
  Institute for Science, Technology and Public Policy,
  Bush School of Government and Public Service
Researcher, 2016-present
  Southwestern Rural Health Research Center
  School of Public Health

1985 - 2014  University of Alabama at Birmingham (UAB), Birmingham, AL
School of Public Health
Department of Health Care Organization and Policy
Associate Professor (tenured), 1985-1988
Professor, 1988-2014
Professor Emeritus of Economics, 2014-Present

UAB Lister Hill Center for Health Policy
Interim Director, 1990-1993
Director, 1994-2014

UAB Center for Outcomes and Effectiveness Research & Education (COERE)
Co-Director, 2009-2014

Secondary UAB Faculty Appointments:
Professor, Department of Marketing, Industrial Distribution, and Economics,
Collat School of Business
Professor, Department of Health Services Administration,
School of Health Professions
Professor, Department of Sociology,
College of Arts and Sciences

UAB Scientist/Scholar/Fellow Appointments:
Senior Scholar, Lister Hill Center for Health Policy
Senior Scientist, Comprehensive Center for Healthy Aging
Senior Scientist, Injury Control Research Center
Senior Scientist, Center for Outcomes and Effectiveness Research & Education
Senior Scholar, Center for the Study of Community Health
Senior Scientist, Comprehensive Arthritis, Musculoskeletal and Autoimmunity Center

1980 - 1981  Northwestern University, Evanston, IL, J.L. Kellogg Graduate School of Management, Program in Hospital and Health Services Management, Lecturer.

1979 - 1985  American Hospital Association, Chicago, IL. Hospital Research Center, Senior Economist, 1979-1983
Hospital Research and Educational Trust (an AHA affiliate), Senior Economist and Assistant Director, 1983-1985.

1977 - 1979  Battelle Human Affairs Research Centers, Seattle, WA.
Health and Population Study Center, Research Assistant III, 1977-1979,

1974 - 1979  University of Washington, Seattle, WA. Department of Economics,
Michael A. Morrisey, Ph.D.
Page 3

HONORS AND OTHER SPECIAL COMMENTS:

Recipient, Outstanding Faculty Service Award, UAB School of Public Health, 2013-2014.
Visiting Scholar, Atlanta Federal Reserve Bank, Atlanta, GA, 2013.
Faculty Inductee – Upsilon Chapter, Delta Omega, National Public Health Honor Society, 2011.
Adjunct Scholar, American Enterprise Institute, Washington, DC, 2002-2006, 2009-present.
Fellow, Employee Benefit Research Institute, Washington, DC, 1992-present.
Recipient, President’s Excellence in Teaching Award, UAB School of Public Health, 2001-2002.
Recipient, Distinguished Faculty Investigator Award, UAB School of Public Health, 2000-2001.
Who’s Who in America, 1999-present.
Recipient, John D. Thompson Young Investigator Award for Outstanding Health Services Research, Association of University Programs in Health Administration, Washington, DC, 1991.
National Center for Health Services Research dissertation grant, University of Washington, 1978-79.
Graduated Magna Cum Laude, Northern State College, 1974.
Administrative Student Intern, Office of the State Health Officer, Department of Health, State of South Dakota, 1973.

MAJOR GRANT AND CONTRACT ACTIVITY:

Co-Principal Investigator: “Lister Hill Center for Health Policy Analysis of Special Projects for the Alabama All Kids Program,” Alabama Department of Public Health, 2009-present (PI: Menachemi then Becker).
Co-Principal Investigator: “Survey and Analysis of Mississippians on Health Insurance Matters,” Center for Mississippi Health Policy, Jackson, MS, 2013-2014 (PI: Rucks).
Principal Investigator: Managed Care and Hospital-Physician Integration. Agency for Health Care Policy and Research, 1995-1997
Co-Principal Investigator: A study to examine post retirement health benefits provided by employers. Health Care Financing Administration, 1988-1989 (PI: Jensen).
Principal Investigator and Project Director: A contract to provide data and analysis in support of the hospital cost and utilization project. National Center for Health Services Research, 1984-1985.
Principal Investigator: A study to examine medical staff organization and composition in investor-owned multihospital systems. Institute of Medicine, 1984.
Co-Principal Investigator: A study to examine the effects of rate review and certificate of need on hospital operations and organization. National Center for Health Services Research, 1981-1984 (PI: Conrad).


Principal Investigator: A study to explore the economics of nursing homes. Intramural grant. University of Washington, Department of Health Services, 1978.


TEACHING ACTIVITIES:

Texas A&M University
  Health Insurance and Managed Care (masters and doctoral)
  Applied Health Services Research I & II (doctoral)
  Health Economics and Insurance (executive masters)

University of Alabama at Birmingham:
  Health Economics (masters and doctoral)
  Health Insurance and Managed Care (masters and doctoral)
  Managed Care (executive masters)
  Health Economics and Insurance (executive doctoral)

Northwestern University:
  Health Care Financing (masters)

University of Washington:
  Introductory Economics (undergraduate)
  Introduction to Microeconomic Theory (undergraduate)
  Public Finance (undergraduate, upper division)
  Health Economics (undergraduate, upper division)

EDITORIAL BOARDS AND EDITORSHIPS:

2005 - 2008 Editorial Board, Health Administration Press.
2000 - 2008 Editorial Board, Medical Care Research and Review
1998 - Present Editorial Board, Health Services and Outcomes Research Methodology.
1987 - 1996 Deputy Editor, Medical Care.

GRANT REVIEW ACTIVITIES:

2006   Member, Ad hoc Technical Review Panel, Agency for Health Care Research and Quality, Rockville, MD.
2003 Member, Special Emphasis Panel, National Institute on Aging, Bethesda, MD.
1999 Chair, Special Emphasis Review Panel, Agency for Health Care Policy and Research, Rockville, MD.
1996 - Present Ad hoc Reviewer, Robert Wood Johnson Foundation, Princeton, NJ.
1996 - 1997 Ad hoc Reviewer, Agency for Health Care Policy and Research, Rockville, MD.
1992 - 1996 Member, Health Services Developmental Grants Review Sub-Committee, Agency for Health Care Policy and Research, Rockville, MD.
1989 - 1991 Member, Ad hoc study sections: Health Services Research Training Advisory Committee, (AHCPR), Economics of Alcoholism (NIAAA), Small Grant Applications (VA), Service Delivery Improvement Research Review Group (NIH), Hospital Payment Study Section (HCFA), Family Planning Services Delivery Research Review Group (NIH).

PROFESSIONAL ORGANIZATIONS:

International Health Economics Association, Philadelphia, PA
   Member, 1994-present
   Founding Treasurer (1994-1999)
   Secretary/Treasurer (2000-2004)
   Member, Board Audit Committee (2001-2006, Chair 2001-2004)
   Member, Board Finance Committee (2004-2014)
   Member, Arrow Prize Selection Committee (1994-2002)

American Society of Health Economists, Chicago, IL
   Member, 2005-present
   Treasurer (2008-2018)
   Member, Board Committee on administrative services (2016-17)
   Member, Board Committee on creation of ASHEcon Journal (2013)
   Member, Advisory Committee (2004-2008)

Southeastern Health Economics Study Group, Athens, GA
   Member, Steering Committee, 2003-present
   Organizer, 2008 SHESG meeting hosted by UAB

Annual Health Economics Conference, Boston, MA
   Member, National Steering Committee, 2006-present
   Organizer, 2004 AHEC meeting hosted by UAB
   Organizer, 2018 AHEC meeting to be hosted by Texas A&M

AcademyHealth, Washington, DC
   Member, 1981-2003, 2015-present; Organizational Member, 2000-2014.
   Member, Article of the Year Selection Committee (1993)
   Member, Program Planning Committee (1994)
   Member, Young Investigator Selection Committee (1996)
   Member, Distinguished Investigator Selection Committee (1997)
   Chair, Outstanding Dissertation Committee (2000)
   Member, Public Policy Panels Program Selection Committee (2003)

American Economic Association, Nashville, TN
   Member, 1978-present

American Public Health Association, Washington, DC
   Member, 1979-2003
   Member, Medical Care Section, Program Committee (1983-95)
   Chair, Medical Care Section, Program Committee, Solicited Papers (1987-88)
Member, Health Economics Committee (1987-2003)
Founding Chair, Health Economics Committee (1987-89)
Association of University Programs in Health Administration, Arlington, VA
William B. Graham Prize Board of Counselors, 1998-present
John Thompson Award Committee (1993-1996)
Alabama Economics Club, Birmingham, AL
Member, 2011-2014
Member, Program Committee

NATIONAL AND STATE ADVISORY PANELS:

2012 – Present  Member, Board of Academic Advisors, Center for Health & Economy, Washington, DC.
2011 – 2014  Member, Board of Directors, Atlanta Census Research Data Center (ACRDC), Atlanta, GA.
2011 – 2012  Member, Health Care Cost Control Study Group, Office of the Alabama State Senate Pro Tempore, Montgomery, AL.
2010  Member, Selection Committee, Kaafee Billah Award for Economics Research, Centers for Disease Control and Prevention, Atlanta, GA.
2004 – 2006  Special Consultant and Commissioner, Emergency Response Commission on the Health Care Crisis in Alabama, Huntsville, AL.
1999 - 2001  Member, Managed Care and Postmenopausal Health Advisory Board, Eli Lilly and Co., Indianapolis, IN.
1999 - 2001  Member, Steering Committee, Association of Academic Health Centers - Association for Health Services Research Health Policy Center Directors Forum, Washington, DC.
1999  Member, Annual Survey Revision Advisory Panel, American Hospital Association, Chicago, IL.
1999  Member, Advisory Panel on Provider Based Health Care Surveys, National Center for Health Statistics, Hyattsville, MD.
1998 - 2001  Member, Risk Mitigation Panel, The Role of Technology in Reducing Health Costs, Alton Ochsner Medical Foundation, New Orleans, LA.
1996 - 2001  Member, National Advisory Committee, QSPAN: Achievable Benchmarks of Care Project, UAB, Birmingham, AL.
1989  Member, Task Force on Rural Health Care Crisis, State of Alabama, Montgomery, AL.
1982 - 1985  Secretary, Council on Research and Development, American Hospital Association, Chicago, IL.
SELECTED TEXAS A&M COMMITTEES:

2017-present Member, Interprofessional Faculty Practice Plan, Health Science Center
2017-present Member, Department Head Steering Committee, Texas A&M University.
2017 Chair, Search Committee for Department of Epidemiology Head.
2017 Member, Departmental Merger Committee, School of Public Health.
2015-present Member, Executive Committee, School of Public Health.
2015 Chair, Schoolwide Promotion and Tenure Bylaws Revision Committee.
2014 Vice Chair, Ph.D. Committee, Department of Health Policy & Mgt.

SELECTED UAB COMMITTEES:

2012 – 2014 Member, Internal Advisory Committee, Translational Nutrition and Aging Research Academic Career Award, School of Medicine.
2011 – 2014 Chair, Departmental Promotion & Tenure Committee, HCOP.
2011 – 2014 Member, Executive Committee, Deep South Musculoskeletal Center for Education and Research on Therapeutics (CERTs), UAB Department of Medicine (member of Internal Advisory Committee, 1998-2010)
2009 - 2014 Member, Executive Committee, UAB Health Services Research/Comparative Effectiveness Research Training Program.
2002 - 2014 Member, UAB Benefits Committee.
2002 - 2014 Member, Institutional Advisory Committee, UAB Center for The Study of Community Health (formerly, UAB Center for Health Promotion).
1994 - 2014 Member, Steering Committee, UAB Comprehensive Center for Healthy Aging.
1998 - 2009 Member, Internal Advisory Committee, UAB Center for Outcomes Effectiveness and Research and Education (COERE).

PUBLICATIONS:

Citation Links:
- Google Scholar: https://scholar.google.com/citations?hl=en&user=WJcPQAAAAJ

Books:

   - Reviewed by M. Platt in *Journal of Health Administration Education* 26(3):251-253 (Summer 2009).


**Peer Reviewed Papers & Book Chapters:**


- Handbook received the 2015 Kulp-Wright Award from the American Risk and Insurance Association.


- Editorial: Milgrom, P.M. and Cunha-Cruz, J. http://jamanetwork.com/journals/jamapediatrics/fullarticle/2604747


**Working Papers:**


**Encyclopedia Contributions:**


Michael A. Morrisey, Ph.D.

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Commentaries & Book Reviews:


Professional & Non-Peer Reviewed Publications:


   - Reprint in: Trustee 37 (12): 24-28, (December 1983)
   - Reprinted in: Hospital Medical Staff 13(1): 2-8, (December 1983).

Michael A. Morrisey, Ph.D.
Page 26

- Reprinted in: Hospital Medical Staff 13(1)2-8, (January 1984).


Technical Reports & Other Material:


3. Morrisey, M.A. and Charles, E.D., Analysis of Pharmacy Staffing, Services and Expenditures in Major Teaching Hospitals, final report to the University of Alabama Hospital, Birmingham, Alabama (March 4, 1987).


9. Morrisey, M.A., Demand Based Modeling of Nursing Manpower, final report to the Division of Nursing, Bureau of Health Professions, Rockville, Maryland (October 5, 1989).


17. Morrisey, M.A., Exclusive Contracts Still Popular, Report to the American Hospital Association, Chicago, IL (June 1, 1993).


20. Morrisey, M.A., Market Analysis of Telepathology, final report to the UAB Center for Telecommunications, Birmingham, AL (October 7, 1996).


49. Becker, D.J. and Morrisey, M.A., An Economic Analysis of the State and Local Impact of Medicaid Expansion in Mississippi, Report to the Mississippi Health Advocacy Program, Jackson, MS (November 4, 2013).

50. Blackburn, J., Ginter, P.M., Morrisey, M.A. and Rucks, A.C., Health Insurance Knowledge, Attitudes and Behaviors of Mississippi Residents, Final Report to the Center for Mississippi Health Policy, Jackson, MS (December 16, 2013).


EDITORIALS:
Michael A. Morrisey, Ph.D.


TESTIMONY PRESENTED:


Morrisey, M.A., “Price Sensitivity in Health Care,” testimony presented on behalf of the National Federation of Independent Business to the Committee on Health Access and Affordability,” Ohio House of Representatives, Columbus, OH, April 5, 2007.

Morrisey, M.A., Hearings on the Elimination of Certificate of Need, written statement submitted at the request of Governor Crist’s Office to the Florida State Senate Committee on Health and Human Services, Tallahassee, FL, March 25, 2008.

Morrisey, M.A. “Most Favored Nation Clauses,” testimony presented at the request of the Ohio Department of Insurance to the Ohio Joint Legislative Study Commission on Most Favored Nation Clauses in Healthcare Contracts, Columbus, OH, November 11, 2009.

SELECTED PRESENTATIONS (Since 2005):


Morrisey, M.A., “The Affordable Care Act: Mandates, Exchanges, Medicaid…and All That,” keynote address, Alabama Department of Public Health Sixth Annual Women’s Health Update, Birmingham, AL, August 9, 2013.


Morrisey, M.A. “Turmoil in the Exchanges: Five-State Study of ACA Marketplace Competition,” Invited Seminar, Department of Agricultural Economics, Texas A&M University, College Station, TX (October 6, 2017).

Morrisey, M.A., Comments on Silver and Hyman Overcharged,” Bookfest, Invited presentation, University of Texas School of Law, Austin, TX (March 23, 2018).
**Timothy H. Callaghan**  
Department of Health Policy and Management  
Texas A&M University  
212 Adriance Lab Rd.  
1266 TAMU  
College Station, Texas 77843  
callaghan@tamu.edu

**Current Positions**

**Texas A&M University, College Station, TX**  
Assistant Professor, August 2016 – Present

**Southwest Rural Health Research Center, College Station, TX**  
Director of Evaluation, August 2018-Present

**Education**

**University of Minnesota, Twin Cities, Minneapolis, MN**  
Ph.D. in Political Science, 2016  
- Major Fields: American Politics and Political Methodology  
- Minor Field: Political Psychology  
M.A. in Political Science, 2014

**University of Connecticut, Storrs, CT**  
B.S., Biological Sciences, 2011  
B.A., Political Science, 2011  
- Minor: Molecular and Cellular Biology

**Peer Reviewed Publications**

- Winner of the Elsevier Atlas Award – given to the single article across all Elsevier journals determined most likely to significantly alter lives around the world  
- 5th highest altmetric score in the history of SSM’s 7,000-plus published articles


   - Top 5 most read article published in JHPPL in 2017


**Policy Briefs and Government Reports**


**Other Publications**


- Over 100,000 reads and republished in PsyPost, Big Think, Houston Chronicle, San Antonio Express-News, Heavy, St. Louis Post-Dispatch, and many other outlets


- Over 93,000 reads and republished in CBS News, Business Insider, Salon, Houston Chronicle, San Francisco Chronicle, and Connecticut Post (along with more than 12 other outlets).


- Over 100,000 reads and republished in Business Insider, Salon, Univision, Houston Chronicle, and San Francisco Chronicle, and many other outlets


• Over 155,000 reads and republished in the Houston Chronicle, the San Francisco Chronicle, the Raw Story, Salon, and US News & World Report, and many other outlets


Papers under Review or in Preparation for Submission


Callaghan, Timothy and Lawrence Jacobs “Policy Cascades: Enrollment in the Affordable Care Act.” (Under Review).


Alva Ferdinand, Marvellous Akinlotan, Timothy Callaghan, Samuel Towne, and Jane Bolin. “Diabetes-Related Emergency Department Visits as a Proxy for Outpatient Care Across the Urban-Rural Continuum in the United States.” (Under Review)


Callaghan, Timothy, Adam Olson, and Andrew Karch “Contesting Constitutionality: The Enactment of Nullification Legislation in the American States.” (In Preparation for Submission).


**Grants, Contracts, and Funded Research**

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Investigator Status</th>
<th>Funding Source</th>
<th>Project Dates</th>
<th>Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Health Worker Roles, Regulation, and Growth in Rural America</td>
<td>PI</td>
<td>HRSA Federal Office of Rural Health Policy</td>
<td>9/1/18-8/31/19</td>
<td>$112,954</td>
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<tr>
<td>Midterm Examination of Healthy People 2020: Comparisons Across the Urban-Rural Continuum in Meeting National Mortality Objectives</td>
<td>Co-Investigator</td>
<td>HRSA Federal Office of Rural Health Policy</td>
<td>9/1/18-8/31/19</td>
<td>$121,718 (Includes HRSA Supplement)</td>
</tr>
<tr>
<td>Identifying Strategies to Correct Misinformation about the Vaccine-Autism Link in the American Public</td>
<td>Co-Investigator</td>
<td>Presidential Fellowship for Faculty – Utah Valley University</td>
<td>6/1/18-5/31/19</td>
<td>$8,000</td>
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<tr>
<td>Malpractice Claims Among Rural and Urban Providers: Do State Telehealth Laws Make a Difference?</td>
<td>Co-Investigator</td>
<td>HRSA Federal Office of Rural Health Policy</td>
<td>9/1/17-8/31/18</td>
<td>$100,523</td>
</tr>
<tr>
<td>Rural/Urban Differences in Chronic Diseases and Delay of Needed Care</td>
<td>Co-Investigator</td>
<td>HRSA Federal Office of Rural Health Policy</td>
<td>9/1/17-8/31/18</td>
<td>122,004</td>
</tr>
</tbody>
</table>
Project Title: Community Health Worker Experiences with Hispanic/Latino Health Access
Investigator Status: PI
Funding Source: Texas A&M Research Enhancement and Development Initiative (REDI)
Project Dates: 6/1/17-5/31/18
Total Funding: $25,000

Project Title: Examining the Legal Landscape in Rural America: Implications for the Healthcare Workforce, Access to Care, and Population Health
Investigator Status: Co-Investigator
PI: Dr. Alva Ferdinand
Funding Source: HRSA Federal Office of Rural Health Policy
Project Dates: 4/1/17-3/31/18
Total Funding: $130,897

Project Title: The Burden of Diabetes in Rural America
Investigator Status: Co-Investigator
PI: Dr. Jane Bolin.
Funding Source: HRSA Federal Office of Rural Health Policy
Project Dates: 9/1/16-8/31/20
Total Funding: $122,377

Project Title: Unearthing the Hidden Welfare State: Race, Political Attitudes, and Unforeseen Consequences?
Investigator Status: PI
Funding Source: University of Minnesota Center for the Study of Political Psychology
Project Dates: 3/3/14 – 12/31/16

Project Title: The Danger of Death Panels: An Affirmation Based Approach to Correcting Health Reform Misperceptions.
Investigator Status: PI
Funding Source: University of Minnesota Center for the Study of Political Psychology
Project Dates: 3/20/13 – 12/31/13

Other Funding
Department of Political Science, University of Minnesota, Twin Cities
• David and Janis Larson Graduate Research Fellowship in Political Economy: $15,062, AY 2014-2015
• Department of Political Science Summer Research Fellowships: $31,000, 2012-2015
• Department of Political Science Travel Grant: $2,000, June 2012

Center for the Study of Political Psychology, University of Minnesota, Twin Cities
• Center for the Study of Political Psychology Travel Grant: $838, April 2015
Awards and Fellowships
Elsevier Atlas Award Winner - 2018
- Awarded to 2018 paper “Knowing Less but Presuming More: Dunning-Kruger Effects and the Endorsement of Anti-Vaccine Policy Attitudes”
- Selected as the single article published across Elsevier’s 3,800 journals by an external advisory board of NGOs as the research most likely to significantly impact people’s lives around the world.

Reiter Senior Award for Graduate Study in Political Science - 2011
- Awarded annually to the most promising graduate student planning to pursue a graduate education in political science from the University of Connecticut.

Presidential Fellow - Center for the Study of the Presidency and Congress
- Presidential Fellow, AY 2010-2011 - Nominated and selected to represent the University of Connecticut as one of the top students studying American Politics from across the country.

Conference Presentations


**Callaghan, Timothy H.** and Alva O. Ferdinand. “Convincing the ‘Young Invincibles’: Understanding State Variation in Young Adult Participation in the Affordable Care Act.” Paper presented at the annual meeting of the Midwest Political Science Association, Chicago IL, April 2017.


Callaghan, Timothy H., Adam Olson, and Andrew Karch “Professional Associations, Policy Diffusion, and Program Content in the American States” Paper presented at the annual meeting of the American Political Science Association, San Francisco CA, August 2015.


Teaching

Courses Taught

- Course Instructor, PHPM 655: Survey Design for Public Health Research and Practice – Fall 2019
- Course Instructor, PHPM 637: Political Foundations of Public Health – Fall 2017; Spring 2019
- Course Instructor, PHPM 671: Introduction to Health Services Research (PhD level Statistics and Regression) – Fall 2017; Fall 2019
- Course Instructor, PHPM 643: Health Policy Analysis – Spring 2017; Spring 2019
- Course Instructor, PHPM 685: Survey Design in Public Health – Summer 2018
- Course Instructor, Pol. 3085: Quantitative Analysis in Political Science – Summer 2015
- Lab Instructor, Pol. 3085: Quantitative Analysis in Political Science – Fall 2013

Guest Lectures

- “Health Politics in America.” Professor Jennifer Griffith’s undergraduate course “Orientation to Public Health” at TAMU, November 8, 2017.
- “Research in Health Policy and Politics.” Professor Michael Morrisey’s PhD course “PHPM 668 Applied Health Services Research.” At TAMU, October 23, 2017.
- “American Health Policy in the 2016 Election and Beyond.” Professor Jennifer Griffith’s undergraduate course “Orientation to Public Health” at TAMU, November 8, 2016.
- “The Psychology of Polarization.” Professor Phil Chen’s undergraduate course “Polarization in America” at Macalester College, December 9, 2015.
- Guest Judge
Policy brief presentation assignment: PHPM 640 Health Policy and Politics. Professor Darcy McMaughan. 2018.

Training
- Texas A&M Center for Teaching Excellence – Teaching Methods and Approaches to Engage Students Workshop, Fall 2016
- Preparing Future Faculty – Teaching in Higher Education, Fall 2014
- Teaching with Writing Workshop, Fall 2013

Teaching Assistantships
- Spring 2016 – Issues in American Public Policy
- Fall 2015 – American Democracy in a Changing World (Intro. to American Politics)

Service

Service to the Department and University
- Texas A&M Committee to Establish the Center for the Study of Health Law and Policy, August 2018-Present
- Hiring Committee, Texas A&M Department of Health Policy and Management search for a new health economy professor, September 2018-Present
- Faculty Council, Texas A&M School of Public Health, August 2017-Present
- Texas A&M Committee to Establish a Joint MPSA – PhD Program Between the Bush School of Government and Public Service and the Dept. of Health Policy and Management, March 2017-Present
- Health Services Research PhD Program Committee, Texas A&M Dept. of Health Policy and Management, March 2017-Present
- Undergraduate Program Committee, Texas A&M Dept. of Health Policy and Management, February 2018-Present
- MPH Committee Member, Texas A&M Dept. of Health Policy and Management, August 2016-September 2017
- Minnesota Political Methodology Colloquium Co-Chair, May 2015-July 2016
- Graduate Student Life Committee Mentoring Chair, October 2012-October 2013

Service to the Discipline and Profession
- Manuscripts reviewed for:
  - The American Journal of Public Health
  - American Political Science Review
  - The Journal of Health Politics, Policy and Law
  - British Journal of Political Science
  - Political Research Quarterly
  - State Politics & Policy Quarterly
  - PLOS ONE
  - BMC Health Services Research
  - Political Science Research and Methods
  - Publius: The Journal of Federalism
Callaghan CV 13

- State and Local Government Review
- Public Health
- The Journal of Health Economics, Policy and Law
- Politics and the Life Sciences

- Midwest Political Science Association Conference Panel Discussant – the Affordable Care Act, April 2018.
- Political Consultant - CBS Minnesota, 2012 Presidential Election

Media Appearances and Discussion of Research (Past Two Years)


• The Matt Townsend Show on BYUradio (Sirius XM channel 143; DISH Network channel 980) – 1/18/17.

• Top of Mind with Julie Rose on BYUradio (Sirius XM channel 143; DISH Network channel 980) – 11/30/16.
Hye-Chung Kum
Associate Professor
Department of Health Policy and Management, School of Public Health
Texas A&M Health Science Center, Texas A&M University
Email: kum@tamu.edu Telephone: 979-436-9439
Website: http://pinformatics.org/

EDUCATION
[Dr. Kum is a first generation data scientist cross-trained both in computer science and policy & management.]

B.S. Yonsei University, Seoul, Korea Computer Science 1991-1995
M.S. University of North Carolina at Chapel Hill, NC Computer Science 1995-1997
M.S.W. University of North Carolina at Chapel Hill, NC Social Work 1997-1998
Macro (Policy & Management) Concentration Certificate in Nonprofit Leadership and Management
Ph.D. University of North Carolina at Chapel Hill, NC Computer Science 1995-2004
Advisor: Wei Wang (Computer Science) & Dean F. Duncan (Social Work)
Thesis: Approximate Mining of Consensus Sequential Patterns
Available on Google books. Royalty received for 8 copies sold.
The UNC-CH Graduate School’s Dean’s Award (2003)

LANGUAGE  English and Korean (Bilingual)

EMPLOYMENT

Texas A&M University, College Station, TX (Supervisor: Michael Morrisey)
 August 2013 – current: Associate Professor, Department of Health Policy and Management, Health Science Center, School of Public Health

 Sep 2015 – current: Joint Associate Professor, Department of Industrial and Systems Engineering, College of Engineering

 Sep 2015 – current: Joint Associate Professor, Department of Computer Science and Engineering, College of Engineering

 June 2015 – current: Member, Center for Remote Health Technologies & Systems (CRHTS) Texas A&M Engineering Experiment Station (TEES)


The University of North Carolina at Chapel Hill, NC (Supervisor: Dean Duncan)
 July 2012 – Aug 2016: Adjunct Associate Professor, Department of Computer Science
 July 2004 – June 2012: Adjunct Assistant Professor, Department of Computer Science

 July 2012 – 2013: Research Associate Professor, School of Social Work
 July 2004 – June 2012: Research Assistant Professor, School of Social Work


December 2016 H.-C. Kum 1/16
PUBLICATIONS
https://scholar.google.com/citations?user=Q1QxnqoAAAAJ&hl=en

Peer Reviewed Full Articles in Journals (* indicates Student)


**Peer Reviewed Full Articles in Proceedings**

*[In Computer Science, these are the premier venues. See Page, A. (1999). Best Practices Memo Evaluating Computer Scientists and Engineers For Promotion and Tenure. Computing.]*


Peer Reviewed Conference Presentations, Tutorials, Abstracts and Posters


16. Bauer R., **Kum H.-C.**, and Reiter M. Protecting Personal Information with Secure Execution Technology, Am Med Inform Assoc (AMIA) 2013 Annual Symposium


Invited Papers and Presentations


Other Work (Letters, Policy Briefs, White Papers)


Submitted and Working Papers


HONORS

The UNC-CH Graduate School’s Dean’s Award (2003)
Nominated for Best Paper Award, 2013 AMIA Joint Summits on Translation Science, Clinical Research Informatics
Nominated for Best Paper Award at ASE/IEEE International conference on BigData 2013

GRANTS
[The Kum portion is an estimate based on role on project]

Currently Funded

Patient-Centered Outcomes Research Institute (PCORI), 2/01/2017-3/31/2020; H.-C. Kum (PI); A. Ferdinand (co-PI). Privacy Preserving Interactive Record Linkage (PPIRL) via Information Suppression.

The National Institute for Occupational Safety and Health (NIOSH) & Texas Transportation Institute, 09/30/2016 - 09/29/2019; E. Shipp (PI). H.-C. Kum (site-PI); Centers for Agricultural Safety and Health (US4).

TAMU SPH & Bush (Texas A&M School of Public Health and The Bush School of Government and Public Service), 8/01/2016-7/31/2017; H.-C. Kum (PI) Laura Dague (PI) Michael Morrisey (co-I); Justin Bullock (co-I); Hospital Mergers and Hospital Performance.
T EES (Texas A&M Engineering Experiment Station Strategic Areas Interdisciplinary Research Seed Grant), 8/01/2016-7/31/2017; F. Sasangohar (PI), H.-C. Kum (co-PI), J. Benzer (co-PI);


USDA [2014-08397], 2/01/2015-1/31/2020; Joseph Sharkey (PI); H.-C. Kum (Co-Investigator);
Salud Para Usted y Su Familia [Health for You and Your Family]; Family-Focused Childhood Obesity Prevention. The long-term goal of Salud Para Usted y Su Familia [Health for You and Your Family (SPUSF)]

TX-HHSC, Texas Health and Human Services Commission; 2/01/2013 – 4/30/2017; Robert Ohsfeldt (PI); H.-C. Kum (Co-PI); Texas Healthcare Transformation & Quality Improvement Program Demonstration Waiver.

Jointly funded by CMS and Meadows Foundation; 09/01/2014 – 4/30/2017; Rebecca Wells (PI); H.C. Kum (Co-PI); Integration of primary care into services for people with serious mental illness (SMI).

Completed

TEES & TAMHSC (Texas A&M Engineering Experiment Station & Health Science Center Seed Grants for Interdisciplinary Research in Big Data), 2/01/2016-1/31/2017; H.-C. Kum (PI);

Michael Morrisey (co-PI); Dilma Da Silva (co-PI); Mark Fossett (co-PI) Virtual Social Genome Data Library: A Secure Data Infrastructure for Population Informatics.

PCORI; 05/01/15-01/31/16; Mark Lawley (PI); H.C. Kum (Co-PI); Diabetes Education and Wellness through Faith-Based Organizations in Texas.

TX-DSHS, Texas Department of State Health Services; 6/01/2014 – 8/31/2015; Tiffany Radcliff (PI); H.C. Kum (Co-Investigator); Analysis of Medicaid Fee-for-Service Data for Clostridium Difficile Patients in Texas, 2011-2013 Program.

NSF Office of Cyberinfrastructure OCI-1247652 NSF-NIH Joint Big Data Initiative; 11/01/2012 – 10/31/2015; A. Rajasekar (PI); H.-C. Kum (Co-PI) DataBridge: A Sociometric System for Science and Engineering Datasets and Collections; Collaborative proposal with Harvard University, North Carolina A&T State University, and Odim Institute and RENCI at UNC.

NC-DHHS, NC Division of Social Services; 07/01/2007-06/30/2014; Dean Duncan (PI); H.-C. Kum (Co-PI); Creating Indicators and Improving Outcomes: Analytic Assistance for Child Welfare, Work First, Food and Nutrition Services, and Employment and Training and Career Start in NC; Annually renewed since 2000. Dr. Kum has been the technical lead and information system architect since 2000.

Robert Wood Johnson Foundation Public Health Practice Based Research Network (RWJF Public Health PBRN); 02/01/2011-08/31/2012; Rebecca Wells (PI); H.-C. Kum (Co-Investigator); Reimbursement policy changes and its effect on local public health service outcomes;
UNC Food Research Program. Carolina Population Center; 05/01/2012-04/30/2013; **H.-C. Kum (PI);** Pilot Project on Computational Nutrition with Barry Popkin. nuTRUtion: Getting towards the truth about our food environments.

US-DHHS ASPE subcontract with Urban Institute; 01/01/2005-12/31/2008; Rick Barth (PI); **H.-C. Kum (Co-Investigator);** Extended Employment Outcomes for Youth Aging Out of Foster Care;

NC-DHHS, NC Division of Social Services; 07/01/2004-06/30/2007; Dean Duncan (PI); **H.-C. Kum (Co-PI);** Assessing Performance in Work First;

NC-DHHS, NC Division of Social Services; 04/15/2005-06/30/2007; Dean Duncan (PI); **H.-C. Kum (Co-Investigator);** Assistance in Assessing Child Welfare Outcomes;

NC-DHHS, NC Division of Social Services; 04/01/2004-06/30/2007; Dean Duncan (PI); **H.-C. Kum (Co-Investigator);** Evaluation of the NC Food Stamp Employment and Training Initiative;

NC-DHHS, NC Division of Medical Assistance; 07/01/2000-10/31/2001; Dean Duncan (PI); **H.-C. Kum (GRA);** Tracking Transitions from Work First to Medicaid; Lead and completed most of the work in the project mentored by the PI.
OTHER RESEARCH PRODUCTS

Timely Open Data Web Portal since 2000


- URL: http://ssw.unc.edu/ma/
- The web portal was one of the first of its kind when it was released in 2000.
- Currently is has an average of 500 visits weekly
- The web portal has become the authoritative source of information of welfare related data for North Carolina in numerous federal, state, and independent reports such as (1) KIDS COUNT (The Annie E. Casey Foundation and Action for Children North Carolina), (2) Numerous NC Budget & Tax Center (BTC) Briefs on Work First, Food and Nutrition Services (formerly known as food stamps), (3) North Carolina Child Health Report Card (Action for Children NC)
- As the main developer of the web portal, designed and implemented SIML, a template language for an extensible data driven decision support system to support policy making. Using SIML, we publish a comprehensive set of up to date summary statistics that Child Welfare, Work First, and Food & Nutrition Services in North Carolina at the county level over time on a dynamic website.

Open Source Code Release: ApproxMAP (Sequential Pattern Mining)

- At the continued request of researchers who wanted to use the software after reading the published paper, I released the software in 2010, 6 years after the work was completed
- Over 200 downloads internationally between Aug 2010 to Jun 2015
- In total, there are over 100 citations of this work worldwide. To date, it is the only method for finding trends in sequences of sets such as detecting common patterns in sets of symptoms over time.
- https://github.com/hckum/approxmap

HPM Open Data Initiative

- Release and maintain updated open data sources for Health Services Research along with code and documentation that make it easy to use the data properly
- Currently experimental for use only within the department
- Data Sets
  - American Hospital Association Annual survey of hospitals
  - Texas Inpatient Public Use Data Files
  - Area Resource Files
  - Planned: Medicare hospital cost report data
TEACHING AND MENTORSHIP

[As an interdisciplinary data scientist, Dr. Kum’s main job in teaching and supervising public health and social work students is to teach them about the basics of data and programming, how it can be converted to useful information for policy, evaluation, and research, and how to collaborate successfully with computer scientists. Her main job in teaching and supervising computer science students is to teach them health and human services context, and help them understand what part of the project can be converted to a nice computer science project, and what questions they have to ask their collaborators to get clarification on their roles]

Classes

Texas A&M University, College Station, TX
- Health Information Management Systems. Health Policy & Management, MHA. New course development
- Data Science for Health Services Research. Health Policy & Management, Doctoral. New course development
- Data Science in Public Health. Health Policy & Management, MPH. New course development
- MS Thesis Research, Computer Science & Engineering, MS.
- Undergraduate Independent Research Course. Computer Science & Engineering, BS.

The University of North Carolina at Chapel Hill, NC
- Introduction to scientific programming (Matlab). Computer Science, Undergraduate. An introduction to programming to non-CS majors. Co-teach with Stanley Ahalt
- Seminar on data science and population informatics. Computer Science, Graduate and Undergraduate. Weekly research seminar for 1 credit hour
- Honor’s Thesis in Computer Science. Computer Science, Undergraduate.
- Software Engineering Practicum. Computer Science, Undergraduate.
- Master’s Research. Computer Science, MS.
- Reading and Research. Computer Science, PhD.

Other Non-credit courses
- http://www.unc.edu/~kum/ma/pub/sas

Advising and Mentoring

PHD COMMITTEE
Debra Tan (PhD May 2017; Texas A&M Health Policy and Management)
Tentative Title: Outcomes research on liver cancer (Chair)

Loida Tamayo (PhD May 2017; Texas A&M Health Policy and Management)
Tentative Title: Patient Experience in the ED (Co-Chair)

December 2016

H.-C. Kum 13/16
Affan Ghaffari (PhD May 2017; Texas A&M Health Policy and Management)  
Tentative Title: Relational Coordination (Co-Chair)

**Member**  
Todd Leroux (PhD Dec 2015; Texas A&M Health Policy and Management)  
Title: Evaluating Aspects of Health Care Delivery in the U.S. Military: Medical Separations, Mental Health Utilization, and Primary Care Appointment Availability

Amber Elkins (PhD Dec 2015; Texas A&M Health Promotion and Community Health Sciences)  
Title: Systems Approaches to Understanding Type II Diabetes

Joy Stewart (PhD May 2016; UNC-CH School of Social Work)  
Title: Employment Outcomes for Children in the Child Welfare System

Mónica Pérez Jolles (PhD May 2014; UNC-CH, Health Policy and Management)  
Title: Citizen Participation in Child Protective Service Agency and Impact on Agency Performance and Services Outcome

*External Ph.D. dissertation examiner*  
Brian P. Ballsun-Stanton (PhD May 2012; University of New South Wales, Australia)  
Title: Asking About Data

**MS COMMITTEE**  
**Member**  
Richa Surbhi (MS May 2017; TAMU, Computer Science & Engineering)  
Maria Correa (MS May 2017; TAMU, Industrial & Systems Engineering)  
Abhishek Vinod Kumar Joshi (MS May 2017; TAMU, Computer Science & Engineering)

Jaideep Ray (MS May 2016; TAMU, Computer Science & Engineering)  
Title: Sketch-Seeker

Deepika Mahalingam (MS May 2011; UNC-CH, Computer Science)  
Title: From Temporal Expressions To Symptom Onset Date Identification In Emergency Department Notes – A Temporal Information Extraction Process.

**UNDERGRADUATE HONORS THESIS ADVISOR**  
Gautam Sanka (BS May 2013; UNC-CH, Computer Science)  
Title: Implementing Mobile health records in low-resource settings

Dennis Given (BS May 2012; UNC-CH, Computer Science)  
Title: NuTRUtion Nation – A comparison study of the impact of different OCR software, preprocessing, and postprocessing on nutrition fact panel images.

Ren Bauer (BS Dec 2011; UNC-CH, Computer Science)  
Title: SIML - A template language for an extensible data driven decision support system to support policy making.
HIGHLIGHTS OF RECENT SERVICE

TAMU Committee
- TAMU Data Science Workgroup
- School of Public Health, HPM Department IT & Facilities committee chair
- School of Public Health, HPM Department PhD committee
- School of Public Health, HPM Department search committee
- School of Public Health, HPM Department MPH committee
- School of Public Health Research Committee (alternate member)
- School of Public Health Data Science Workgroup

External Workgroup
- Texas State IRB Board at Texas Department of State Health Services
- Data Linkage Repository (dlrep) workgroup. 2016-current; Chair.
- Invited to participate in the NSF Big Data Regional Innovation Hubs National Meeting (Nov 2015).
- Improving Methods for Linking Secondary Data Sources for CER/PCOR. PCORI funded project Advisory Committee, 2014-current;
- Public Health Activities and Services (PHAST) Advisory Committee, 2014-2016: PHAST is a multidisciplinary, practice-based, national research collaborative working to develop and support systems that collect a uniform set of public health services data and to provide a comprehensive, accessible database for answering practice-based research questions to support evidence based policies in public health.
- Establishing a national consortium for data science, 2012. RENCI UNC-CH: This workgroup worked together to launch the National Consortium For Data Science (NCDS). NCDS is a collaboration of leaders in academia, industry and government formed to address the data challenges of the 21st century. http://data2discovery.org/

Conference Officer/Program Committee Member
- Reviewer for AMIA Annual Symposium
- Reviewer for AMIA Joint Summits on Translational Science

Grant Reviewer:
- NIH ad hoc Review Panel for Big Data to Knowledge (BD2K) Development of Software Tools and Methods for Biomedical Big Data in Targeted Areas of High Need (U01);
- UK MRC (Medical Research Council) on behalf of the 10 largest UK funders of health research - a multimillion pound UK initiative to advance health through informatics research and data linkage by creating E-health centers

Ad hoc paper reviewer:
- Ad hoc reviewer for the following journals:
  o Journal of American Medical Informatics Association (JAMIA)
  o PLoS One
  o Journal of Medical Internet Research (JMIR)
  o Computer Methods and Programs in Biomedicine
Record Linkage Consultant, Urban Institute: As an expert on record linkage, I consulted on integrating child welfare administrative data from the Texas DFPS (Dept. of Family and Protective Services) and vital statistics data from the Texas DSHS (Department of State Health Services). The project investigated Latino children of immigrants in the Texas child welfare system.
Darcy (Moudouni) McMaughan, PhD

Assistant Professor
Director, Program on Disability Research and Community Based Care
Department of Health Policy and Management
Office: (979) 458-0831
School of Public Health
FAX: (979) 458-0656
Texas A&M Health Science Center
Cell: (979) 204-3983
TAMU 1266 Room 317
McMaughan@sph.tamhsc.edu
College Station, TX 77843-1266

EDUCATION
Texas A&M University System Health Science Center May 2010
School of Rural Public Health, Dept. Health Policy and Management
Ph.D. in Health Services Research

Texas A&M University, August 2005
College of Education, Dept. Education Psychology
M.S.Ed

Texas A&M University, August 2002
College of Liberal Arts, Dept. Psychology
B.A. Psychology
Summa cum laude

University of Amsterdam, May 1999
College of Liberal Arts, Dept. Psychology
Propedeuse Psychology
With honors
Darcy McMaughan

ACADEMIC APPOINTMENTS
Assistant Professor (tenure track) April 2013-present
Department of Health Policy and Management
School of Rural Public Health, Texas A&M University System Health Sciences Center

Adjunct Assistant Professor / Assistant Research Scientist Oct 2010 – April 2013
Department of Health Policy and Management
School of Rural Public Health, Texas A&M University System Health Sciences Center

OTHER PROFESSIONAL EXPERIENCES
Program Assistant May 2010-Oct 2010
Department of Health Policy and Management
Texas A&M University System Health Sciences Center
Southwest Rural Health Research Center

Graduate Research Assistant August 2005 – May 2010
Department of Health Policy and Management
Texas A&M University System Health Sciences Center

RESEARCH SUPPORT
Texas State Health and Human Services Commission (HHSC)
Develop and test an assessment form (STARKids Core) for use with children (under 21) receiving Medicaid home care nursing services, community-based personal care services, and private duty nursing services in Texas.
Amount: $2 million
Role: Principle Investigator

Agency for Healthcare Quality and Research (AHRQ)
Joined with AIR and the Texas QIO (TMF) to design and implement an intervention aimed at reducing antibiotic use in nursing homes. This project was funded for two and one-half years through AHRQ’s ACTION Task Order Contract with AIR.
Amount: SRPH subcontract $206,000
Role: Primary Investigator for SRPH

Texas State Health and Human Services Commission
Role: Co-investigator

Agency for Healthcare Quality and Research (AHRQ)
Developing and evaluating a communication tool that includes information on health care associated infections and will be used as frail elderly are transferred from care setting to care setting. It also includes the development of practice guidelines for the management of C. Difficile outbreaks in nursing homes.
Amount: $1,378,000
Role: Co-investigator
Developing a Nursing Care Assessment Form for Children in the Medicaid EPSDT Program in Texas (2010-2012). Phillips (PI).
Texas Health and Human Services Commission (HHSC)
Develop and test a Nursing Care Assessment Form (NCAF) for use with children (under 21) receiving Medicaid home care nursing services in Texas.
Amount: $776,000
Role: Co-investigator

Texas Health and Human Services Commission (HHSC)
Developed and tested a Personal Care Assessment Tool (PCAF) for use with children (under 21) receiving Medicaid home care services in Texas. The PCAF has been implemented for assessing all children with special health care needs applying for Medicaid Personal Care Services. The research team is developing a model for allocating care resources among the recipients of these services and will evaluate their Medicaid usage.
Amount: $1,375,000
Role: Co-investigator

Agency for Healthcare Quality and Research (AHRQ)
Joined with AIR and the Texas QIO (TMF) to design and implement an intervention aimed at reducing antibiotic use in nursing homes. This project was funded for two and one-half years through AHRQ’s ACTION Task Order Contract with AIR.
Amount: SRPH subcontract $386,000
Role: Co-investigator

National Institute on Aging (NIH)
This exploratory project will test different ways of gathering information on elder abuse in nursing homes and assisted living facilities.
Amount: $320,000
Role: Co-investigator

Texas A&M University System Health Science Center, Research and Development Enhancement Program
The purpose of this study was to compare organizational and work characteristics between two groups of nursing homes: high performers versus and low performers. Nursing home performance was measured at four levels related to people, processes, quality, service and finance using publicly available secondary data sets. Once relevant organizational and work characteristics of high performing nursing homes were identified, we proposed evidence-based management practices and changes to current nursing home regulations that will have a positive impact on performance.
Amount: $15,000
Role: Graduate Research Assistant
Darcy McMaughan

Hawes (PI).
Texas Department of Aging and Disability Services (TDADS)
Assisted in or led the production of 8 systematic reviews of the literature and offered recommendations for best practices in each of these eight areas. The project deliverables are posted on the web for the use of nursing home staff.
Amount: $90,000
Role: Graduate Research Assistant

PUBLICATIONS
Peer Reviewed Journal Publications and Papers in Progress:


**Published Book Chapters:**


**Published Reports:**


POSTERS AND PRESENTATIONS


4. Omolola Adepoju, PhD, MPH, Robert Ohsfeldt, PhD, Charles D. Phillips, PhD, MPH, Hongwei Zhao, ScD, **Darcy K. McMaughan, PhD,** Janet W. Helduser, MA, Samuel N. Forjuoh, MD, DrPH, Jane N Bolin, RN, JD, PhD. Diabetes and Work Force Productivity: An Assessment of Diabetes-Related Productivity Losses among Type II Diabetes Mellitus Patients. AcademyHealth Annual Research Meeting June 22-25, 2013

5. Lin SH, Adepoju OE, **Moudouni, DK.** Relationship between major depressive episodes and the use of cigarettes and illegal substances. 18th Annual TAMHSC – College of Medicine Student Research Symposium. April 2013


10. Forjuoh S, Bolin J, Ory M, Huber JC, **Moudouni D,** Gupta M, Helduser J. P20 Project 2 Update: Implementing and evaluating chronic disease self-management models to reduce health disparities in central Texas. 5th Annual School of Rural Public Health Research Week, College Station, TX, Apr 5-9, 2010.


14. **Moudouni, D.K.M.** “Correlates of Fall Related Mortality in US Elderly”. Poster presentation at TAMHSC SRPH Public Health Week Research Symposium in College Station, TX in April 2008 and the American Public Health Association annual meeting in San Diego, CA in October 2008. Selected as one of 17 posters from across the country to take place in the Delta Omega National Honorary
Darcy McMaughan

Society in Public Health portion of the research poster presentations at the American Public Health Association annual meeting.


INSTRUCTIONAL ACTIVITIES

Courses
• Introduction to Health Policy (PHPM 640) MPH required course
• Health Policy and Politics (PHPM 641) PhD required course
• Application of Learning Theory (CAEN 101)

Mentoring and Advising
• 2012- Master’s in Public Health (MPH) Program
• 2013- PhD in Health Services Research Program

Thesis Committees
• Graduated: Szu-hsuan Lin: “Community-dwelling older adults: Services, supports and changes” (Chair)
• In progress: Rachel Edwards: “Special care units in residential care and assisted living facilities” (Chair)
  Benny Holland “Simulation Technology Utilized to Measure Personal Protective Equipment Competency Levels of Certified Nursing Assistants in Nursing Homes” (Member)
  Jim Fish “An Examination of Frequent Emergency Department Use And Emergency Department Reliance among OIF/OEF Veterans” (Member)

Graduate Research Assistants
• 2013- Sara Imanpour
• 2014- Sherry Lin

AWARDS
• American Public Health Association New Investigator Award (Disability Section) (2015)
• Delta Omega Honor Society Induction (2011)
• Delta Omega 2008 Student Poster Session (2008)
• First Place Poster, TAMHSC SRPH Public Health Week Research Symposium (2008)
• Texas A&M Diversity Award (2006)
• AUF Education Scholarship (2005)
• Aggie Spirit Collegiate LP Scholarship (2003)
• Graduated Summa cum Laude, B.A. Psychology, Texas A&M University (2002)
• Graduate with Honors, Propedeuse Psychology, University of Amsterdam (1999)

PROFESSIONAL ACTIVITIES & SERVICE

Journal Reviews:
• The Gerontologist (Manuscript Reviewer)
• The Journal of Applied Gerontology (Manuscript Reviewer)
• The Archives of Gerontology (Manuscript Reviewer)
Darcy McMaughan

- International Journal of Injury Control and Safety Promotion (Manuscript Reviewer)
- American Journal of Public Health (Manuscript Reviewer)
- The Lancet (Clinical External Reviewer)
- Health and Social Care in the Community (Manuscript Reviewer)

Institutional and Community Service:
- TAMU Graduate Curriculum Committee 2014-current (member, SPH representative)
- SPH Curriculum Committee 2014-current (member)
- HSC Diversity Committee 2014-current (member, SPH representative)
- SPH Diversity Committee 2014-current (co-chair)
- SPH HSR PhD committee 2012-current (member)
- SPH MPH committee 2011-2014 (member)
- Brazos Valley Council of Governments (BVCOG) Area Agency on Aging (AAA) Volunteer Ombudsman Program 2011 (volunteer)
- SRPH Fun Run Committee for Public Health Week 2012 (co-chair) 2008 (member)
- Presidential Student Advisory Board 2007 (student member)
- TAMU Plagiarism Committee 2003 (member)
- Volunteer Program at the Women’s Federal Prison Camp in Bryan 2003-2006 (volunteer)
- Volunteer Program at the SPDS-Oost Psychiatric Center in Amsterdam, the Netherlands 1998-2000 (volunteer)
RADCLIFF, TIFFANY A.
Texas A&M University School of Public Health
133 SPH Administration Building
College Station, TX 77843-1266 | 979.436.9437 | radcliff@tamhsc.edu

EDUCATION
University of Minnesota, School of Public Health, Minneapolis, MN
Ph.D. in Health Services Research, Policy, & Administration. 2000
Supporting Program: Economics
Dissertation: Assessing the Relationship between Market Structure and Quality of Care for Medicare AMI
Committee: Roger Feldman, Ira Moscovice, Marshall McBean, Gautam Gowrisankaran, & David Gilbertson

Texas A&M University, College Station, TX
B.S. (Magna Cum Laude) in Economics 1993
Minor: Political Science

ACADEMIC APPOINTMENTS
Texas A&M University, School of Public Health, College Station, TX
Associate Dean for Research (effective 9/2/2018) 2018 –
Professor, Department of Health Policy & Management (effective 9/1/2018) 2018 –
Associate Professor, Department of Health Policy & Management (tenured 2014) 2010 – 2018
Associate Department Head, Department of Health Policy & Management 2015 – 2018
Fellow, Program in Health Policy Research 2016 –

University of Colorado Denver, School of Medicine, Aurora, CO
Visiting Clinical Associate Professor, Department of Family Medicine 2012 –
Investigator, Colorado Health Outcomes Program (COHO, now ACCORDS) 2011 – 2014
Associate Professor, Departments of Medicine and Family Medicine 2010 – 2012
Assistant Professor, Department of Medicine 2003 – 2009

University of Florida, College of Public Health & Health Professions, Gainesville, FL
Assistant Professor, Department of Health Services Administration 2000 – 2003

OTHER PROFESSIONAL EXPERIENCE
U.S. Department of Veterans Affairs
Affiliated Investigator – HSR&D Triple Aim QUERI (TAQ) 2015 –
Affiliated Investigator – HRS&D VA Denver-Seattle Center of Innovation (COIN) 2014 –
Affiliated Investigator – VA Emergency Management Evaluation Center (VEMEC) 2012 –
Assistant Director – HSR&D Colorado REAP to Improve Care Coordination 2006 – 2009
Affiliated Investigator – HSR&D/RR&D VA Research Outcomes Research Center (RORC) 2001 – 2002

University of Minnesota, School of Public Health, Minneapolis, MN
Graduate Research Assistant – Minnesota Rural Health Research Center 1997 – 2000
Graduate Research Assistant – Division of Health Services Policy & Management 1995 – 1996

Minnesota Department of Health, St. Paul, MN

U.S. Department of Labor, Bureau of Labor Statistics
HONORS & AWARDS

Recognition: Faculty most helpful to a Veteran student, Veteran Resource & Support Center, Texas A&M University 2016
Recognition: Exceptional Reviewer, *Journal of Rural Health* 2015
Howard Guterman Best Poster Award, American Medical Directors Association 2008
Dissertation Fellowship Grant, Healthcare Financing Administration (now CMS) 1999 – 2000
Graduate Tuition Scholarship, University of Minnesota 1995 – 1996
Research Traineeship, Agency for Health Care Policy & Research (now AHRQ) 1994 – 1995

TEACHING EXPERIENCE

Texas A&M University, School of Public Health, College Station, TX

- **PHPM 674**: Analysis of Secondary Data (PhD Seminar) 2015 –
- **PHPM 661**: Introduction to Health Economics (MHA/MPH/PhD Course) 2010 –
- **PHPM 669**: Qualitative Methods for Health Services Research (PhD Seminar, 1 module) 2014
- **PHPM 669**: Foundations of Health Services Research (PhD Seminar, 2 modules) 2010

University of Colorado Denver, Denver, CO

- **PHSC 7622**: Applied Analysis of Secondary Data (PhD Seminar, Co-Instructor) 2008 – 2009
- **HLTH 6040**: Healthcare Financial Management (MHA Course, Co-Instructor) 2006
- **NURS 6836**: Applied Analysis of Large Secondary Datasets (PhD Seminar, Co-Instructor) 2005

University of Florida, Gainesville, FL

- **HSA 7702**: Health Services Research Methods II (PhD Seminar) 2002 – 2003
- **HSA 7325**: Cost and Financing of Health Services (PhD Seminar) 2001 – 2002
- **HSA 6436**: Economic Aspects of Healthcare (Executive MHA Course) 2002 – 2003
- **HSA 6432**: Introduction to Health Economics (On-campus MHA Course) 2002 – 2003

AcademyHealth Annual Research Meeting:
- ResDAC: Using the MCBS Cost and Use Files (Pre-Conference mini-course, Co-Instructor) 2001

MENTORING AND ADVISING

Doctoral Thesis Committee Chair:
- Yao Tian (TAMU/HSR): TBD in progress
- Loida Tamayo (TAMU/HSR): TBD in progress
- Kayla Cline (TAMU/HSR): Hospital Surgical Volume, Surgical Case Mix, and Profitability 2017
- Jim Fish (TAMU/HSR): Frequent Emergency Department Use & ED Reliance among OEF/OIF Veterans 2016

Doctoral Thesis Committee Member:
- Yichen Zhang (TAMU/HSR): Opioid Use for Chronic Non-Cancer Pain in progress
- Tabina K. Choudhury (TAMU/Psychology): TBD in progress
- Shannon Butkus (TAMU/HSR): Communication & Swallowing Disorders ...State Medicaid Agencies 2018
- D. Benny Holland (TAMU/HSR): Simulation Technology Utilized to Measure PPE... 2016
- Jungyeon Kim (TAMU/HSR): Health Information Technology in U.S. Hospitals: Analysis of Current... 2015
- Andrea Lorden (TAMU/HSR): Prevalence & Incremental Costs of HAI... 2014
- Cari Levy (UCD/HSR): Predicting Hospice Eligibility in Veterans Affairs Community Living Centers 2010
- Troy Carlton (UCD/Nursing): The Effect of Magnet Organizational Characteristics on Patient Outcomes 2009
- Sharon Pappas (UCD/Nursing): The Effect of Nurse Staffing on Organizational Outcomes 2007
- Hsou-Mei Hu (UF/HSR): The effect of HMO coverage on the choice of Outpatient or Inpatient Surgery 2003

Master’s Degree Thesis Committee:
- Tabina K. Choudhury (Psychology): Longitudinal Impacts of Caregiver Distress...on Alzheimers Severity 2018
- Ryan Hollingsworth (Biostatistics): Comparing Methods for Propensity Score Matching for CDI 2012
RESEARCH INTERESTS

RESEARCH PROFILE LINKS:
- Google Scholar: https://scholar.google.com/citations?user=me4Q9y4AAAAJ&hl=en
- iCite (NIH portfolio analysis): https://icite.od.nih.gov/analysis
- Scholars@TAMU (beta version): http://scholars.library.tamu.edu/vivo/display/n657927d1
- ORCID ID: orcid.org/0000-0003-4482-8056

PUBLICATIONS, REPORTS, AND PRESENTATIONS
Refereed Publications (most recent listed first, underlined name denotes the corresponding author, asterisks (*) denote papers co-authored with graduate students and/or fellows).


Manuscripts Forthcoming, Under Review, or Submitted


2. *Kim, Jungyeon; Robert Ohsfeldt, Tiffany A. Radcliff, and Luohua Jiang, “Electronic Health Records (EHR) Vendor Selection in Rural and Urban Hospitals” (under review)

Reports to Federal Agencies


Reports to State Agencies


Minnesota Rural Health Research Center Working Paper Series


Other Reports, Papers and Book Chapters


Peer-Reviewed Research Presentations (* denotes work with graduate students or fellows, ^ denotes posters)


6. Horney, Jennifer, Nathaniel Rosenheim, **Tiffany Radcliff,** and Hongwei Zhao. “Utilizing Secondary Data to Assess the Health and Health System Impacts of Natural and Technological Disasters in the Gulf.” 2016 Annual FSRDC Research Conference, Texas A&M University, College Station, TX, September 2016.

Health Education Symposium, National Center for Disaster Medicine and Public Health, Uniformed Services University, Bethesda, MD, September 2016.


Invited Research Presentations, Seminars, and Keynote Addresses (since 2008):


10. Tiffany A. Radcliff, Murray Côté, Yichen Zhang, Terry Menser, Kristin Schuller, and Jim Fish. “Rerouting Non-Emergency Patients from the Emergency Department (ED) to Appropriate Care Settings.” CHOT Industry Advisory Board Meeting for the Center for Health Organization Transformation (CHOT), Boston, MA, October 2013.


Invited Conference Panelist, Moderator, or Discussant (since 2008):

1. Radcliff, Tiffany A. Breakout Session Moderator and Closing Remarks. 8th Annual VEMEC Advancing and Redefining Communities Conference (ARC)/National Healthcare Coalition Preparedness Conference (MESH), San Diego, CA, November 2017.


Community Presentations:


Press and Interviews:


3. Interview with KAGS (NBC affiliate in Bryan, Texas) September 20, 2012 regarding rural obesity research and cost-effectiveness of lifestyle maintenance programs.

### Funded research

**Research Grants and Contracts as Principal or Co-Principal Investigator**

<table>
<thead>
<tr>
<th>Title</th>
<th>Dates</th>
<th>Sponsor</th>
<th>Award</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disaster Planning, Preparedness, &amp; Response for Rural Long-Term Care Providers</td>
<td>10/1/2018-9/30/2019</td>
<td>Health Resources Services Administration (HRSA), Federal Office of Rural Health Policy</td>
<td>$99,972</td>
<td>Principal Investigator (SHRHRc Year 3 Project)</td>
</tr>
<tr>
<td>Urban Poverty, Health, and Sanitation</td>
<td>8/1/2016-7/31/2017</td>
<td>Joint Seed Grant Funding from the TAMU Bush School and School of Public Health</td>
<td>$20,000</td>
<td>Co-PI (with YuJung (Julia) Lee, Post-doctoral Fellow at the Bush School)</td>
</tr>
<tr>
<td>Utilizing Secondary Data to Assess the Health &amp; Health System Impacts of Disasters in the Gulf</td>
<td>01/2016-12/2017</td>
<td>National Academies of Sciences Gulf Research Program</td>
<td>$181,206</td>
<td>Co-PI (PI: Jennifer Horney)</td>
</tr>
<tr>
<td>Reducing the impact of <em>C. Difficile</em> for the Texas Medicaid Population</td>
<td>6/2014-8/2015</td>
<td>Texas Department of State Health Services</td>
<td>$8,000</td>
<td>Principal Investigator</td>
</tr>
<tr>
<td>Rerouting Non-Emergency Patients from the Emergency Department (ED) to a Rural Health Clinic (RHC) within ETMC</td>
<td>8/2012-7/2013</td>
<td>National Science Foundation/ East Texas Medical Center Contract</td>
<td>$100,000</td>
<td>Principal Investigator</td>
</tr>
<tr>
<td>Impact of <em>C-Difficile</em> on Hospitalized Patients in Texas, 2000-2009</td>
<td>06/2011-12/2011</td>
<td>Texas Department of State Health Services (DSHS)</td>
<td>$30,000</td>
<td>Co-Principal Investigator (Project PI: Tom Miller)</td>
</tr>
<tr>
<td>Hip Fracture Repair &amp; Outcomes: A National Cohort Study of Veterans &amp; Medicare Beneficiaries</td>
<td>01/2007-12/2011</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sponsor: Department of Veterans Affairs, Health Services Research & Development
Award: $478,182
Role: Principal Investigator (transferred to Evelyn Hutt, MD in 2010)
Title: Colorado Research (REAP) for Improving Care Coordination
Dates 10/2006-09/2010
Sponsor: Department of Veterans Affairs, Health Services Research & Development
Award: $250,000 per year
Role: Assistant Director (PI/Director: Evelyn Hutt)
Title: Evaluation of the Background Check Pilot Program
Sponsor: Centers for Medicare and Medicaid Services
Award: $828,423
Role: Principal Investigator for UCD (Project PI: Alan White, Abt Associates)
Title: A Decision Analysis of Rehabilitation Placement
Dates 09/2005-08/2006
Sponsor: University of Colorado at Denver, Department of Medicine
Award: $25,000
Role: Principal Investigator
Title: Early Identification of High Cost Patients
Dates 06/2002-11/2002
Sponsor: Shands Jacksonville (RWJ Grant subcontract)
Award: $42,500
Role: Co-Principal Investigator (PI: R. Paul Duncan)
Title: Classifying Stroke Outcomes using FIM and QALY scores
Sponsor: U.S. Dept. of Veterans Affairs, Gainesville VAMC
Award: $12,500
Role: Project Principal Investigator (Center PI: Pamela Duncan)
Title: Assessing the Relationship between Market Structure and Quality of Care for Medicare AMI
Dates 12/1999-01/2001
Sponsor: Centers for Medicare & Medicaid Services (Dissertation Grant Program)
Award: $21,596
Role: Principal Investigator

Research Grants and Contracts as Co-Investigator
Title: Triple Aim Queri (TAQ)
Dates: 10/2015-09/2018 (renewable)
Sponsor: U.S. Department of Veterans Affairs
Award: $1,050,000 (Total) $4,315,257
Role: Health Economics lead/implementation core investigator (PIs: P. Michael Ho, Cathy Battaglia)
Title: Rural LEAP
Dates: 8/2013-5/2018
Sponsor: NHLBI/UF
Award: $3,450,000 (Total), $73,253 (TAMU Contract)
Role: Investigator/Health Economist (PI: Mike Perri)
Title: Pilot Evaluation of the Chronic Disease Self-Management Program
Sponsor: Centers for Medicare & Medicaid Services/National Council on Aging
Award: $376,133 (TAMHSC subcontract)
Role: Investigator (PI: Nancy Whitelaw, NCOA; Marcia Ory, TAMHSC)

Title: Preventing/Managing C. Diff for NH Residents, Admissions, & Discharges
Dates: 9/2010-7/2013
Sponsor: AHRQ, ACTION II Master Contract
Award: $1,336,104
Role: Investigator/health economist (PI: Charles D. Phillips)

Title: Rural Lifestyle Intervention Treatment Effectiveness Trial (Rural LITE)
Sponsor: National Heart, Lung, and Blood Institute, R18 HL 087800
Award: $3,614,359
Role: Health Economist/Investigator (PI: Mike Perri)

Title: Medication Adherence Intervention for Preventing Secondary ACS Events
Dates: 7/2010-10/2012
Sponsor: VA HSR&D
Award: $867,800
Role: Investigator/health economist (PI: Mike Ho)

Title: QHN initiative for Health Information Exchange in Mesa County, Colorado
Dates: 5/2010-11/2012
Sponsor: AHRQ
Award: $300,000
Role: Co-Investigator (PI: Steve Ross)

Title: Improving Efficiency in Primary Care Practices
Dates: 7/2009-12/2010
Sponsor: AHRQ, DECIDE Master Contract, Task Order #14
Award: $300,000
Role: Investigator/health economist (PI: David West)

Title: Evaluation of the Medicare Rural Hospice Program
Dates: 10/2005-12/2010
Sponsor: Centers for Medicare and Medicaid Services
Award: $1,066,178
Role: Investigator/Health Economist (Co-PIs: Jean Kutner and Cari Levy)

Title: Cost of Quality Improvement in Primary Care Practices
Sponsor: AHRQ, DECIDE Master Contract, Task Order #3
Award: $299,986
Role: Investigator/health economist (PI: Perry Dickinson)

Title: Improving Care for Nursing Home-Acquired Pneumonia in Veterans' Homes
Dates: 07/2004-06/2005
Sponsor: U.S. Department of Veterans Affairs, Health Services Research & Development
Award: $150,904
Role: Investigator (PI: Evelyn Hutt)
Title: Implementing Evidence-Based Guidelines for Treating Nursing Home Acquired Pneumonia  
Dates: 05/2004-10/2008  
Sponsor: Agency for Healthcare Research and Quality (AHRQ)  
Award: $1,974,623  
Role: Investigator/Health Economist (PI: Evelyn Hutt)

Title: Demonstration Design: National and State Criminal Background Checks  
Dates: 01/2004-12/2005  
Sponsor: Centers for Medicare & Medicaid Services  
Award: $117,736  
Role: Investigator (Co-PIs: David West and Andrew Kramer)

Title: Targeted Research Enhancement Program (TREP)  
Sponsor: Department of Veterans Affairs, Health Services Research & Development  
Award: $153,000 per year  
Role: Investigator (PI: Evelyn Hutt)

Title: Treating Obesity in Underserved Rural Settings (TOURS)  
Dates: 07/2003-06/2008  
Sponsor: National Heart, Lung, and Blood Institute  
Award: $2,604,956  
Role: Investigator (PI: Mike Perri)

Title: Evaluation of the Florida Medicaid PSN Demonstration Project  
Dates: 01/2001-06/2003  
Sponsor: State of Florida, Agency for Health Care Administration  
Award: $550,000  
Role: Investigator (PI: R. Paul Duncan)

PROFESSIONAL SERVICE & MEMBERSHIPS

Institutional Service
Texas A&M University, College Station, TX

Chair, School of Public Health Promotion & Tenure Committee 2018 –
University Research Council, Texas A&M University 2018 –
SPH Executive Committee, School of Public Health 2018 –
CEPH Accreditation Departmental Liaison (HPM), School of Public Health 2017 –
Elected Faculty Representative, Aggie Honor Council, Texas A&M University 2016 –
Chair, Faculty Search Committee, Health Policy & Management, School of Public Health 2016 – 2017
Member, Faculty Search Committee, Sr. Assoc. Dean for Academic Affairs, School of Public Health 2015 – 2016
Departmental Representative, SPH Appointment, Promotion, & Tenure Committee (APT now T&P) 2015 – 2016
Curriculum Review Committee, Ph.D. program in Health Services Research, School of Public Health 2015 – 2016
Faculty Advisor, MHA Case Competition Team, Department of Health Policy & Management 2014 –
Committee Member, Ph.D. program in Health Services Research, School of Public Health 2014 –
Member, Faculty Search Committee, Epidemiology and Biostatistics, School of Public Health 2014 – 2015
Member, Faculty Search Committee, Health Policy and Management, School of Public Health 2013 – 2014
Judge, Public Health Week Student Poster Competition, School of Public Health 2012 – 2014
Committee Member, MHA degree, Department of Health Policy and Management 2012 –
Member, Research Committee, School of Public Health 2011 – 2014

University of Colorado Denver, Aurora, CO

Member, Staff Promotion Committee, Division of Health Care Policy and Research 2006 – 2007
Member, Medicine and Society Thread (Health Economics), Medical School Undergraduate Curriculum Redesign Task Force 2005

U.S. Department of Veterans Affairs
Participant, Triple Aim QuERI (TAQ) National Strategic Advisory Group meetings, Aurora, CO 2016 –
Member, VA Office of Emergency Management (OEM) National Consensus Metrics Committee 2014 –
Invited Participant/Facilitator, VA OEM Consensus Metrics Conference Meeting, Frederick, MD 2014
Member, Denver VA Market Structure and Rural Health Workgroup, Denver, CO 2008 – 2009

University of Florida, Gainesville, FL
Member, Statistics Curriculum Committee, College of Health Professions 2001 – 2002
Mentor, Minority Mentoring Program, University of Florida 2001 – 2003
Member, PhD Program Committee, Health Services Research, Health Services Administration 2001 – 2003
Representative, Dean’s Task Force on Research Space Allocation, College of Health Professions 2001 – 2003

Other Professional Service and Consulting
Wake Forest University/RWJ, Texas Individual Market Stability Assessment 2018
Faculty Host/Mentor, SEC Faculty Travel Grantee Program (Dr. McMillan, Auburn School of Nursing) 2016
Team Rubicon "support squad" (online member survey) 2016
Invited Textbook Reviewer for Health Economics (Phelps) 2016
Brookings Institution, Texas ACA Exchange Evaluation 2016
Wake Forest University/RWJ HCFO Grant, Texas Insurance Markets Assessment 2016
University of Colorado/Denver VA Health Economics Consultant 2012 –
Research Advisory Board, Utah Tobacco Prevention Program 2006 – 2010
Navigy (Part of Blue Cross Blue Shield of Florida) 2002
Invited Textbook Reviewer for Health Economics & Policy (Henderson) 2002

External Reviewer/ Conference Organizer /Editorial Roles
Ad Hoc Proposal Reviewer, HSR5, Scientific Merit Review Board, VA HSR&D 2018 –
Co-Guest Editor, Journal of Primary Care and Community Health (special collection) 2018 – 2019
Organizing Committee, American Health Economics Conference (AHEC, October 2018) 2018
Abstract Reviewer, VA HSRD/QuERI National Conference 2017
Grant Proposal Reviewer, Health Resources & Services Administration (HRSA) 2014 –
Grant Proposal Reviewer, Patient-Centered Outcomes Research Institute (PCORI) 2014 –
Appointed Member, Scientific Merit Review Board, VA HSR&D (5-year term) 2009 – 2013
Abstract Submission Reviewer, Gerontological Society of America, SRPP Section 2008
Faculty Dossier Reviewer, Various Academic Institutions 2008 –
Special Programs Proposal Reviewer, VA HSR&D 2007

Manuscript Reviewer (ongoing) for journals including:
• Journal of the American Medical Association (JAMA)
• Medical Care
• Health Services Research
• Milbank Quarterly
• Annals of Internal Medicine
• Journal of the American Geriatrics Society
• Journal of Rural Health
• Journal of Health Care for the Poor and Underserved
• European Economic Review
• Journal of Hospital Medicine
• Journal of General Internal Medicine
• *Archives of Physical Medicine and Rehabilitation*
• *Journal of the American Board of Family Medicine*
• *Journal of the Operations Research Society*
• *PLOS One*
• *Translational Behavioral Medicine*

**Professional Society Memberships and Affiliations** (various years)
• AcademyHealth
• American Public Health Association (APHA)
• Gerontological Society of America (GSA)
• American Society of Health Economists (ASHE)
• International Health Economics Association (iHEA)
• Association of University Programs in Health Administration (AUPHA)
• American Economic Association (AEA)
CURRICULUM VITAE
Lesley Eleanor Tomaszewski, PhD
tomaszewski@sph.tamhsc.edu

EDUCATION
2003  Ph.D., Educational Human Resource Development, Texas A&M University
      College Station, Texas, U.S.A.
1999  M.S., Educational Human Resource Development, Texas A&M University
      College Station, Texas, U.S.A.
1995  B.A., Anthropology, Texas A&M University
      College Station, Texas, U.S.A.

PROFESSIONAL EXPERIENCE

Assistant Professor (non-tenure) & Deputy Director
School of Public Health, Texas A&M University ...........................................2017-present
• Teach management related courses to Mater of Health Administration (MHA) and Master of
  Public Health (MPH) students.
  o Courses taught:
    ▪ SOPH 680: Capstone
    ▪ Executive PHPM 616: Management of Human Resource – Executive Track
    ▪ PHPM 616: Management of Human Resources
    ▪ PHPM 606: Health Systems Management
• Serve as Deputy Director of the MHA Program. Responsibilities include spearheading the
  program’s CAHME accreditation efforts, advising students, and engaging with alumni.
• Publish in peer-review journals and present at regional conferences.

Managing Director
NSF Center for Health Organization Transformation, Texas A&M University .............2014-2017
• Lead center operations including multi-project management, budgeting ($1.5 million), event
  planning, center administration, and HR management.

Adjunct Faculty
School of Public Health, Texas A&M University ...........................................2016
• Taught courses for the Health & Policy Management department and the Executive MHA
  track
  o Courses taught:
    ▪ Executive PHPM 616: Management of Human Resource – Executive Track
    ▪ PHPM 616: Management of Human Resources

Program Manager
NSF ADVANCE Center, Texas A&M University ...........................................2014-2014
• Developed and facilitated the Texas A&M Dual Career Program for partners of faculty
  members looking for non-faculty positions
**Senior Lecturer**  
Windesheim Honours College, Windesheim University of Applied Sciences ..2012-2014  
The Netherlands  
- Taught and developed curriculum for a variety of undergraduate courses including advanced research, advanced project management, critical thinking, business writing, and applied research  
  - Courses taught  
    - Senior Capstone  
    - Advanced Research  
    - Advanced Project Management  
    - Project Management 1  
    - Critical Thinking and Business Writing  
    - Applied Research 1  
- Chaired Windesheim Honours College project team with the main task of redesigning the College’s entire four year curriculum, both at the programmatic level and at the level of individual courses.  
- Chaired the Windesheim Honours College Assessment Committee which reviews and evaluates course learning objectives and assessments (written assignments and exams).  
- Participated in research for the Family Business research group dealing with social learning within copreneurial relationships

**Adjunct Faculty**  
Rotterdam School of Management, Erasmus University ..2013  
The Netherlands  
- Co-taught a Marketing graduate course  
  - Course taught  
    - RSM03MM: Personal Development and Skills Training

**Lecturer**  
Hospitality Business School, Saxion University of Applied Sciences ..2011-2012  
The Netherlands  
- Taught a variety of undergraduate courses for the International Program including professional communication, qualitative research, introduction to research, and business English  
  - Courses taught  
    - HB-IE Communication (developed curriculum and course content)  
    - HB-IE Qualitative Research  
    - Future Scenario Critical Literature Review  
    - IP- Introduction to Research  
    - IP- Business English 2  
    - IP- Business English 1  
    - English 2
• Co-authored a book chapter on leadership within the hospitality industry
• Developed English language curriculum for Academic Hospitality Program (a fast track bachelors and master’s degree program)
• Served as a primary thesis supervisor and secondary thesis reader for bachelor theses

**Assistant Professor (non-tenure)**
Mays Business School, Texas A&M University
• Taught team development, ethics, program evaluation, and peer-mentoring undergraduate courses in the Transitions Program.
  o Courses taught
    ▪ BUSN 205: Integrated Worklife Competencies
    ▪ BUSN 302: Applied Business Competencies
    ▪ BUSN 485: Directed Studies
• Developed and coordinated third year of an undergraduate elective, competency-based program (Transitions Program)
• Served on the Executive Committee Member for the Wakonse South Teaching and Learning Conference (annual teaching and learning conference focused on faculty development)

**Adjunct Faculty**
Women’s and Gender Studies, Texas A&M University
• Taught Women and Gender Studies graduate course
  o Courses taught
    ▪ WMST 308/650: Gender and International Education

**Assistant Research Scientist**
Texas Center for the Advancement of Literacy and Learning
• Designed and implemented research projects dealing with adult literacy and English as a second language programs throughout Texas.
• Supervised research assistants and graduate student workers

**Post-doctoral Research Associate**
Texas Center for the Advancement of Literacy and Learning
• Led center operations including multi-project management, budgeting, event planning, center administration, and HR management.
• Co-taught graduate level course EHRD 605: Principles and Practices of Leadership in HRD with Dr. Jamie Callahan (Fall 2005)

**Graduate Assistant**
Educational Human Resource Development department, Texas A&M University
• Co-organized two national conferences
• Created and maintained a student database
Study Abroad Program Liaison
Study Abroad Programs Office, Texas A&M University
1996-1999
• Organized three Summer Study Abroad Programs to Italy, carrying full responsibility for all logistics, including budgets

SCHOLARSHIP of RESEARCH

Refereed Journal Articles

Book Chapters

Book Reviews

**Refereed Conference Papers**


5. **Tomaszewski, L.** (2006). We don’t need no education: Adult learners’ and adult literacy practitioners’ perceptions at odds. Adult Education Special Interest Group, American Educational Research Association (AERA), San Francisco, California, April.


**Published Technical Reports**


7. Chlup, D. & **Tomaszewski, L.** (2007). *The process guide: How Texas developed its state’s content standards and benchmarks*. College Station, TX: Texas Center for the Advancement of Literacy and Learning, Texas A&M University.


**Non-refereed Publication**


**Refereed Conference Presentations - No proceedings**


3. Hatala, J. & **Tomaszewski, L.** (2018). *Successes with Project-Based Teaching: An Examination of Various Styles and Techniques to Ensure Student Achievement Based on*
Student-Centered Innovation. Texas A&M Transformational Teaching and Learning Conference, College Station, TX April.


**Invited Contributions**

2014 **Editorial Board member**, GLOCALITY (International Undergraduate Academic Journal)

2010 **Guest Judge** for Texas A&M University MBA Consulting Strategic Projects

Peer reviewed a manuscript for the journal *Qualitative Studies in Education*.

2009 **Guest Judge** for Texas A&M University MBA Consulting Strategic Projects

Peer reviewed a manuscript for the journal *Qualitative Studies in Education*.

2008 **Invited panel member** for the Teachers of English to Speakers of Other Language (TESOL) Conference, New York City, New York.

2007 **Reviewer** of proposal submissions for the Social Context of Education Division; the Research on Women and Education Special Interest Group; the Mixed Methods Research Special Interest Group; and the Adult Literacy and Adult Education Special Interest Group, 2008 American Educational Research Association (AERA) conference.
Guest Panelist on the National Institute for literacy (NIFL) Adult English Language Learners Online Discussion Listserv.
Invited panel presentation for the Texas A&M College of Education and Human Development’s Educational Research Exchange conference, College Station, Texas.


Reviewer of proposal submissions, 2006 Commission on Adult Basic Education (COABE) conference.

SCHOLARSHIP of TEACHING and ADVISING
Teaching – courses I developed the curriculum and course content, and I taught

Fall 2016-2018 Texas A&M University, School of Public Health
- Executive Graduate level course PHPM 616: Management of Human Resource
- Graduate level course PHPM 606: Health Systems Management

Fall 2012-2014, Windesheim University of Applied Sciences, Windesheim Honours College The Netherlands
- Senior Capstone
- Advanced Research
- Advanced Project Management
- Project Management 1
- Critical Thinking and Business Writing
- Applied Research 1

Fall 2013, Erasmus University, Rotterdam School of Management The Netherlands
- Graduate level course: RSM03MM Personal Development and Skills Training

Spring 2008-2011, Texas A&M University, Mays Business School
- BUSN 289/205: Integrated Worklife Competencies
- BUSN 302: Applied Business Competencies
- BUSN 485: Directed Studies

Spring 2010, Texas A&M University, Women’s and Gender Studies Department
- Graduate level course WMST 308/650: Gender and International Education
Invited Guest Lectures

1. *Project Management: The Fundamentals.* Lecture to Dr. Jeffery Hatala’s graduate Management course, School of Public Health, Texas A&M University, November 14, 2017
2. *Interviewing and Performance Management.* Lecture to Dr. Jeffery Hatala’s graduate Management course, School of Public Health, Texas A&M University, November 07, 2017
3. *Job Analysis & Design and Workforce Diversity.* Lecture to Dr. Jeffery Hatala’s graduate Management course, School of Public Health, Texas A&M University, October 31, 2017
4. *Effective Presentations.* Lecture to Ms. Tineke Kingma’s Honors Program class, Windesheim University of Applied Sciences, April 15, 2013
5. *Stakeholder Analysis and Survey Creation.* Lecture to Ms. Tineke Kingma’s Honors Program class, Windesheim University of Applied Sciences, April 9, 2013
6. *Teams Development.* Lecture to Dr. Marieke Pillen’s Teaching Methods class, Windesheim University of Applied Sciences, March 5, 2013
8. *Introduction to Qualitative Research.* Lecture to Executive MBA class 2013, Rotterdam School of Management, Erasmus University, January 25, 2013
11. *The difference between feminists and female chauvinist pigs: An overview of the consistently changing waves of feminism.* Lecture to Dr. Vicente Lechuga’s graduate course, EDAD 618, Education Administration in a Cross-Cultural Environment, Texas A&M University, March 18, 2008.
12. *1st, 2nd, and 3rd waves of feminism.* Lecture to Dr. Vicente Lechuga’s graduate course, EDAD 618, Education Administration in a Cross-Cultural Environment, Texas A&M University, March 20, 2007.
13. *Feminism: Which wave are you on?* Lecture to Dr. Dianne Kraft’s undergraduate course, PSYC 3310, Psychology of Women, University of Houston Downtown, February 27, 2007.
14. *Writing a Dissertation Literature Review.* Lecture to Dr. Jennifer Sandlin’s graduate course, EHRD 689, Special Topics, Texas A&M University, September 23, 2006.
15. *Riding the Waves of Feminism.* Lecture to Dr. Dianne Kraft’s undergraduate course, PSYC 3310, Psychology of Women, University of Houston Downtown, January 26, 2006.
16. *How to Write a Review of Literature.* Lecture to Dr. Jennifer Sandlin’s graduate course, EHRD 689, Special Topics, Texas A&M University, November 07, 2005.

Advising - Undergraduate Student Organizations and Programs

Wreckin’ Raas Texas A&M University Recognized Student Organization (2010-2011)
Open Sail Texas A&M University Recognized Student Organization (2009-2010)
The National Society for Leadership and Success Texas A&M University Chapter (2009-2010)
The National Security Education Program (1997-1999)
Fulbright Program for Undergraduate Students (1997-1999)
PROFESSIONAL AFFILIATIONS AND CERTIFICATIONS

• Six Sigma – Green Belt (2016-present)
• Certified StrengthsQuest Trainer (2008-present)
• Society for Human Resource Management – Brazos Valley Chapter (2014-present)
• American College of Healthcare Executive Faculty Member (2018-present)
• Academy of Human Resource Development Member (2001-2003; 2008-2011)
• American Educational Research Association Member (2005-2008)
• Texas Association for Literacy and Adult Education Member (2004-2008)
• Commission on Adult Basic Education Member (2004-2008)

LANGUAGES

• English- Native Speaker
• Spanish- Novice to intermediate speaking, reading, and writing
• Dutch- Novice speaking and reading
March 15, 2018

TO: External Program Reviewers and Program Accreditors

FROM: Michael T. Stephenson
Vice Provost for Academic Affairs and Strategic Initiatives

RE: Information required for USDOE Accrediting Bodies

Texas A&M University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's, and doctoral degrees. Consistent with comprehensive standard 3.13.1, the following provides the institution’s official position on its purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies and is published in official university documents as noted.

**Purpose**

 Classified by the Carnegie Foundation as a Research Doctoral University (Highest Research Activity), Texas A&M embraces its mission of the advancement of knowledge and human achievement in all its dimensions. The research mission is a key to advancing economic development in both public and private sectors. Integration of research with teaching prepares students to compete in a knowledge-based society and to continue developing their own creativity, learning, and skills beyond graduation.

The institution’s official mission statement, published both on the institution’s web page as well as in its annual university catalog, is:

> Texas A&M University (Texas A&M) is dedicated to the discovery, development, communication and application of knowledge in a wide range of academic and professional fields. Its mission of providing the highest quality undergraduate and graduate programs is inseparable from its mission of developing new understandings through research and creativity. It prepares students to assume roles in leadership, responsibility and service to society. Texas A&M assumes as its historic trust the maintenance of freedom of inquiry and an intellectual environment nurturing the human mind and spirit. It welcomes and seeks to serve persons of all racial, ethnic and geographic groups, women and men alike, as it addresses the needs of an increasingly diverse population and a global economy. In the twenty-first century, Texas A&M University seeks to assume a place of preeminence among public universities while respecting its history and traditions.

**Governance**

The governance of the institution was described in the 2012 certification of compliance submitted to SACSCOC.
Texas A&M University at College Station, the flagship institution of the Texas A&M University System, has branch campuses located in Galveston, Texas and Doha, Qatar. A ten-member Board of Regents, appointed by the Governor, directs the Texas A&M System. The appointment of each Regent follows Texas Education Code (TEC, Chapter 85, Section 21).

TEC outlines the duties and responsibilities of the Board of Regents. These responsibilities are also defined in System Policy 02.01 Board of Regents and TEC 51.352. The Board elects two officers: Chair and Vice Chair. There are four standing committees: Audit, Academic & Student Affairs, Finance, and Buildings & Physical Plant. Special committees may be appointed by the Chair with Board approval.

At Texas A&M University the President is the chief executive officer; the President is not the presiding officer of the Board of Regents. The President reports to the state-appointed Board of Regents through the Chancellor of the Texas A&M University System. System Policy 2.05 Presidents of System Member Universities defines the duties of the President. The appointment of the President follows conditions set forth in System Policy 01.03 Appointing Power and Terms and Conditions of Employment, section 2.2.

**Personnel**

The institution is led by the President and members of his cabinet:

- **Michael K. Young,** President
- Carol A. Fierke, Provost and Executive Vice President, Chief Academic Officer
- Jerry R. Strawser, Executive Vice President for Finance and Operations and Chief Financial Officer
- Michael Benedik, Vice Provost and Chief International Officer
- M. Dee Childs, Vice President for Information Technology and CIO
- Michael G. O’Quinn, Vice President for Government Relations
- Col Michael E. Fossum, Vice President and COO, TAMU-Galveston
- Barbara A. Abercrombie, Vice President for HR & Organizational Effectiveness
- Robin Means Coleman, Vice President and Associate Provost for Diversity
- Mark Barteau, Vice President for Research
- Carrie L. Byington, Senior Vice President TAMU Health Science Center, Dean of the College of Medicine, and Vice Chancellor for Health Services
- Daniel J. Pugh, Sr., Vice President for Student Affairs
- Joseph P. Pettibon, II, Vice President of Enrollment and Academic Services
- Gen Joe E. Ramirez, Jr. Commandant, Corps of Cadets
- Amy B. Smith, Senior Vice President and Chief Marketing and Communications Officer
- Scott Woodward, Director of Athletics
- R. C. Slocum, Special Advisor to the President
- David Batson, Sr. Associate Athletic Director, Athletic Compliance
- Shane Hinkley, Vice President of Brand Development
- Andrew P. Morris, VP of Entrepreneurship & Economic Development, Dean of the I-School

**Programs, Degrees, Diplomas, and Certificates**

See the Institutional Summary submitted to SACSCOC

**Finances**

See the Financial Profile 2017 submitted to SACSCOC
GENERAL INFORMATION

Name of Institution  Texas A&M University

Name, Title, Phone number, and email address of Accreditation Liaison
Michael T. Stephenson
Vice Provost for Academic Affairs and Strategic Initiatives
979.845.4016
mstephenson@tamu.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification
Alicia M. Dorsey
Assistant Provost for Institutional Effectiveness
979.862.2918
amdorsey@tamu.edu

IMPORTANT:

Accreditation Activity (check one):

☒ Submitted at the time of Reaffirmation Orientation
☐ Submitted with Compliance Certification for Reaffirmation
☐ Submitted with Materials for an On-Site Reaffirmation Review
☐ Submitted with Compliance Certification for Fifth-Year Interim Report
☐ Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
☐ Submitted with Merger/Consolidations/Acquisitions
☐ Submitted with Application for Level Change

Submission date of this completed document:  September 29, 2015
EDUCATIONAL PROGRAMS

1. Level of offerings (Check all that apply)
   - Diploma or certificate program(s) requiring less than one year beyond Grade 12
   - Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
   - Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
   - Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
   - Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
   - Professional degree program(s)
   - Master's degree program(s)
   - Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
   - Doctoral degree program(s)
   - Other (Specify) _____

2. Types of Undergraduate Programs (Check all that apply)
   - Occupational certificate or diploma program(s)
   - Occupational degree program(s)
   - Two-year programs designed for transfer to a baccalaureate institution
   - Liberal Arts and General
   - Teacher Preparatory
   - Professional
   - Other (Specify) _____

GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

- Private (check one)
  - Independent, not-for-profit
    - Name of corporation OR
    - Name of religious affiliation and control: _____
  - Independent, for-profit *
    - If publicly traded, name of parent company: _____
Public state * (check one)

☐ Not part of a state system, institution has own independent board
☒ Part of a state system, system board serves as governing board
☐ Part of a state system, system board is super governing board, local governing board has delegated authority
☐ Part of a state system, institution has own independent board

* If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy “Reaffirmation of Accreditation and Subsequent Reports” for additional direction.

INSTITUTIONAL INFORMATION FOR REVIEWERS

Directions:
Please address the following and attach the information to this form.

1. History and Characteristics
Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

2. List of Degrees
List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

3. Off-Campus Instructional Locations and Branch Campuses
List all locations where 50% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission’s definitions and the directions as specified below.

Off-campus instructional sites—a site located geographically apart from the main campus at which the institution offers 50% or more of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. The list should include only those sites reported and approved by SACSCOC. Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.
<table>
<thead>
<tr>
<th>Name of Site</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date Approved by SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site</th>
<th>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
</tr>
</thead>
</table>

**Institutions with off-campus instructional sites** at which the institution offers **25-49%** credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment—are required to notify SACSCOC in advance of initiating the site. For each site, provide the information below.

<table>
<thead>
<tr>
<th>Name of Site (Indicate if site is currently active or inactive. If inactive, date of last course offerings and date of projected reopening)</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date Notified SACSCOC by SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site</th>
<th>Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
</tr>
</thead>
</table>

**Branch campus**—an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, and (4) has its own budgetary and hiring authority. The list should include only those branch campuses reported and approved by SACSCOC. Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campuses should be submitted immediately to SACSCOC.

<table>
<thead>
<tr>
<th>Name of Branch Campus</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date Approved by SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs (specific degrees, certificates, diplomas) with 50% or more credits hours offered at the branch campus</th>
<th>Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
</tr>
</thead>
</table>

4. Distance and Correspondence Education
Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

5. Accreditation

(1) List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.

(2) If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.

(3) List any USDOE recognized agency (national and programmatic) that has terminated the institution’s accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).

(4) Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.

6. Relationship to the U.S. Department of Education

Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

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Document History
Adopted: September 2004
Revised: March 2011
Revised: January 2014
1. History and Characteristics

Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

**History.** Texas A&M University was established in 1871 as the state’s first public institution of higher education and opened for classes in 1876. We are now one of a select few institutions in the nation to hold land grant, sea grant (1971) and space grant (1989) designations. We are also one of few universities to host a presidential library; the George Bush Presidential Library and Museum opened in 1997. A mandatory military component was a part of the land grant designation until 1965 and today we are one of only three institutions with a full-time corps of cadets, leading to commissions in all branches of service. We have two branch campuses, one in Galveston, Texas, (established in 1962, officially merged with Texas A&M in 1991) and one in Doha, Qatar (established in 2003). In 2001 we were admitted to the Association of American Universities (AAU) and in 2004 to Phi Beta Kappa. We are classified by the Carnegie Foundation as a Research University (very high research activity).

**Mission.** Texas A&M University is dedicated to the discovery, development, communication, and application of knowledge in a wide range of academic and professional fields. Its mission of providing the highest quality undergraduate and graduate programs is inseparable from its mission of developing new understandings through research and creativity. It prepares students to assume roles in leadership, responsibility and service to society. Texas A&M assumes as its historic trust the maintenance of freedom of inquiry and an intellectual environment nurturing the human mind and spirit. It welcomes and seeks to serve persons of all racial, ethnic and geographic groups as it addresses the needs of an increasingly diverse population and a global economy. In the 21st century, Texas A&M University seeks to assume a place of preeminence among public universities while respecting its history and traditions.

**Enrollment Profile.**
77.42% Undergraduate, 18.41% Graduate, 4.02% Professional, and 0.14% Post-Doc Certificate

*Undergraduate Students:*
93.58% Texas Residents, 3.96% non-Texas Residents, 2.46% non-Texas, non-US Residents; 62.41% White, 3.11% Black, 22.33% Hispanic, 6.21% Asian

*Graduate Students:*
45.09% Texas Residents, 16.57% non-Texas Residents, 38.34% non-Texas, non-US Residents Admissions Process. Selective. Automatic admission for Texas resident applicants in the top 10% of their high school graduating class; automatic admission for applicants who rank in the top 25% of their high school graduating class and achieve a combined (old) SAT math and SAT critical reading score of at least 1300 with a test score of at least 600 in each component, or combined (newly redesigned) SAT math and SAT evidence based reading and writing (EBRW) score of at least 1360 with a test score of at least 620 in Math and 660 in EBRW, or 30 composite on the ACT with a 27 in the math and English components; review of all other applicants based on academic potential, distinguishing characteristics, exceptional circumstances and personal achievements.

**Peer Institutions.** Georgia Institute of Technology, Ohio State University, Pennsylvania State University, Purdue University, University of California- Berkeley, Davis, Los Angeles, San Diego, University of Florida, University of Illinois – Champaign/Urbana, University of Michigan, University of Minnesota, University of North Carolina – Chapel Hill, University of Texas – Austin, and University of Wisconsin – Madison.

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### 2. List of Degrees

List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

<table>
<thead>
<tr>
<th>College</th>
<th>Degree Program</th>
<th>Number of Graduates</th>
<th>Degree</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Summer 2016</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>AGRICULTURAL COMMUNICATION &amp; JOURNALISM</td>
<td></td>
<td>BS</td>
<td>35</td>
<td>45</td>
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<td>AGRICULTURE AND LIFE SCIENCES</td>
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<td></td>
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<td></td>
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<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
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3. Off-Campus Instructional Locations and Branch Campuses

List all locations where 50% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission’s definitions and the directions as specified below.

**Off-campus instructional sites**—a site located geographically apart from the main campus at which the institution offers 50% or more of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. The list should include only those sites reported and approved by SACSCOC. Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

**Off-Campus Instructional Locations – 50% or more.**

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<th>Date Implemented by the institution</th>
<th>Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credit hours offered at each site</th>
<th>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
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<td>Date Approved by SACSCOC</td>
<td>Date Implemented by the institution</td>
<td>Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site</td>
<td>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Institute of Biosciences and Technology</td>
<td>2121 W. Holcombe Blvd. Houston, TX 77030</td>
<td>2000</td>
<td>2000</td>
<td>HEALTH ADMINISTRATION MHA Yes</td>
<td>MEDICINE MD</td>
</tr>
<tr>
<td>Rangel College of Pharmacy</td>
<td>1010 W. Avenue B. Kingsville, TX 78363</td>
<td>2011</td>
<td>2006</td>
<td>PHARMACY PHMD Yes</td>
<td></td>
</tr>
<tr>
<td>College of Medicine - Temple</td>
<td>2401 S. 31st Street Temple, TX 76508</td>
<td>2000</td>
<td>2000</td>
<td>MEDICINE MD Yes</td>
<td>MEDICAL SCIENCES PHD</td>
</tr>
<tr>
<td>Clinical Learning Resource Center</td>
<td>Health Professions Building 3950 North A. W. Grimes Blvd. Round Rock, TX 78665</td>
<td>2011</td>
<td>2010</td>
<td>MEDICINE MD Yes</td>
<td>NURSING BSN</td>
</tr>
<tr>
<td>Rural Public Health - McAllen Teaching Site</td>
<td>2101 South McColl Road McAllen, TX 78503</td>
<td>2011</td>
<td>2010</td>
<td>HEALTH POLICY AND MANAGEMENT MPH Yes</td>
<td>HEALTH PROMOTION AND COMMUNITY HEALTH SCIENCES MPH NURSING BSN</td>
</tr>
<tr>
<td>Texas A&amp;M University School of Law</td>
<td>1515 Commerce St Fort Worth, TX 76102</td>
<td>2013</td>
<td>2013</td>
<td>HEALTH CARE LAW JM Yes</td>
<td>INTELLECTUAL PROPERTY ML JURISPRUDENCE MJ LAW JD LAWS ML</td>
</tr>
<tr>
<td>Houston Methodist Hospital</td>
<td>6670 Bertner Avenue, R2-216 Houston, TX 77030</td>
<td>2015</td>
<td>2015</td>
<td>MEDICINE MD Yes</td>
<td></td>
</tr>
<tr>
<td>Baylor University Medical Center</td>
<td>3500 Gaston Avenue Dallas, TX 75246</td>
<td>2012</td>
<td>2011</td>
<td>MEDICINE MD Yes</td>
<td></td>
</tr>
</tbody>
</table>
### Off-Campus Instructional Locations – 25%-49%.

<table>
<thead>
<tr>
<th>Name of Site</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date Notified SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site</th>
<th>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of State Health Services</td>
<td>1100 West 49th Austin, TX. 78756</td>
<td>2011</td>
<td>2004</td>
<td>HEALTH POLICY &amp; MANAGEMENT – MPH</td>
<td></td>
</tr>
</tbody>
</table>

### Branch Campuses

<table>
<thead>
<tr>
<th>Name of Branch Campus</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date Approved by SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs (specific degrees, certificates, diplomas) with 50% or more credit hours offered at the branch campus</th>
<th>Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas A&amp;M University at Galveston</td>
<td>200 Seawolf Pkwy. Galveston, TX 77553</td>
<td>1992</td>
<td>1991</td>
<td>MARINE BIOLOGY BS</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### 4. Distance and Correspondence Education

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

**Initial Approval in February 2000**

<table>
<thead>
<tr>
<th>Credit Bearing Degree Programs</th>
<th>Site</th>
<th>Synchronous/Asynchronous/Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEROSPACE ENGINEERING</td>
<td>MENG R</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>AGRICULTURAL DEVELOPMENT</td>
<td>MAGR</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>AGRICULTURAL EDUCATION</td>
<td>EDD</td>
<td>Synchronous course offered worldwide via PC or LMS</td>
</tr>
<tr>
<td>AGRICULTURAL SYSTEMS MANAGEMENT</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>ANALYTICS</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>BILINGUAL EDUCATION</td>
<td>MED</td>
<td>Asynchronous</td>
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<tr>
<td>BILINGUAL EDUCATION</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>BIOLOGICAL AND AGRICANAL ENGINEERING</td>
<td>MENG R</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>COMPUTER ENGINEERING</td>
<td>MENG R</td>
<td>Synchronous course offered worldwide via PC or LMS</td>
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<tr>
<td>CURRICULUM &amp; INSTRUCTION</td>
<td>EDD</td>
<td>Asynchronous</td>
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<tr>
<td>CURRICULUM &amp; INSTRUCTION</td>
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<td>Asynchronous</td>
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<tr>
<td>Program</td>
<td>Degree</td>
<td>Specialization</td>
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<tr>
<td>----------------------------------------------</td>
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<tr>
<td>EDUC HUMAN RESOURCE DEVELOPMENT</td>
<td>MS</td>
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<tr>
<td>EDUCATION FOR HEALTH CARE PROFESSIONALS</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>EDUCATIONAL ADMINISTRATION</td>
<td>MED</td>
<td></td>
</tr>
<tr>
<td>EDUCATIONAL PSYCHOLOGY</td>
<td>MED</td>
<td>Synchronous course offered worldwide via PC or LMS</td>
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<tr>
<td>EDUCATIONAL PSYCHOLOGY</td>
<td>MS</td>
<td></td>
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<tr>
<td>EDUCATIONAL TECHNOLOGY</td>
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<tr>
<td>ELECTRICAL ENGINEERING</td>
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<td></td>
</tr>
<tr>
<td>ENERGY</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>MENG</td>
<td></td>
</tr>
<tr>
<td>ENGINEERING SYSTEMS MANAGEMENT</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>EPIDEMIOLOGY</td>
<td>MPH</td>
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<tr>
<td>FAMILY NURSE PRACTITIONER</td>
<td>MSN</td>
<td>Bryan, TX</td>
</tr>
<tr>
<td>HEALTH EDUCATION</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>INDUSTRIAL DISTRIBUTION</td>
<td>MID</td>
<td>College Station, TX</td>
</tr>
<tr>
<td>INDUSTRIAL ENGINEERING</td>
<td>MENG</td>
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<tr>
<td>LAWS</td>
<td>LLM</td>
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<tr>
<td>JURISPRUDENCE</td>
<td>MJ</td>
<td></td>
</tr>
<tr>
<td>MARITIME ADMINISTRATION &amp; LOGISTICS</td>
<td>MMAL</td>
<td></td>
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<tr>
<td>MATHEMATICS</td>
<td>MS</td>
<td></td>
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<tr>
<td>MECHANICAL ENGINEERING</td>
<td>MENG</td>
<td></td>
</tr>
<tr>
<td>NATURAL RESOURCES DEVELOPMENT</td>
<td>MNRD</td>
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</tr>
<tr>
<td>NURSING</td>
<td>BSN</td>
<td></td>
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<tr>
<td>NURSING EDUCATION</td>
<td>MSN</td>
<td>Bryan, TX</td>
</tr>
<tr>
<td>PETROLEUM ENGINEERING</td>
<td>MENG</td>
<td></td>
</tr>
<tr>
<td>PLANT BREEDING</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>PLANT BREEDING</td>
<td>PHD</td>
<td></td>
</tr>
<tr>
<td>POULTRY SCIENCE</td>
<td>MAGR</td>
<td></td>
</tr>
<tr>
<td>PUBLIC SERVICE AND ADMINISTRATION</td>
<td>MPSA</td>
<td>College Station, TX</td>
</tr>
<tr>
<td>Program</td>
<td>Degree</td>
<td>Offered By</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>--------</td>
<td>------------</td>
</tr>
<tr>
<td>RECREATION &amp; RESOURCES DEVELOPMENT</td>
<td>MRRD</td>
<td>College Station, TX</td>
</tr>
<tr>
<td>SAFETY ENGINEERING</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>SPECIAL EDUCATION</td>
<td>MED</td>
<td>Synchronous course offered worldwide via PC or LMS</td>
</tr>
<tr>
<td>SPECIAL EDUCATION</td>
<td>MS</td>
<td>Synchronous course offered worldwide via PC or LMS</td>
</tr>
<tr>
<td>SPORTS MANAGEMENT</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>STATISTICS</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>WILDLIFE SCIENCE</td>
<td>MWSC</td>
<td></td>
</tr>
<tr>
<td>MILITARY LAND SUSTAINABILITY</td>
<td>CERT</td>
<td></td>
</tr>
<tr>
<td>ADVANCED INTERNATIONAL AFFAIRS</td>
<td>CERT</td>
<td>College Station, TX; Houston, TX</td>
</tr>
<tr>
<td>AGRICULTURE E-LEARNING DEVELOPMENT</td>
<td>CERT</td>
<td></td>
</tr>
<tr>
<td>APPLIED BEHAVIOR ANALYSIS</td>
<td>CERT</td>
<td></td>
</tr>
<tr>
<td>EDUCATION FOR HEALTHCARE PROFESSIONALS</td>
<td>CERT</td>
<td></td>
</tr>
<tr>
<td>ENERGY</td>
<td>CERT</td>
<td></td>
</tr>
<tr>
<td>ENERGY SUSTAINABILITY ENGINEERING</td>
<td>CERT</td>
<td></td>
</tr>
<tr>
<td>FORENSIC HEALTH CARE</td>
<td>CERT</td>
<td></td>
</tr>
<tr>
<td>HOMELAND SECURITY</td>
<td>CERT</td>
<td></td>
</tr>
<tr>
<td>INDUSTRIAL DATA ANALYTICS</td>
<td>CERT</td>
<td></td>
</tr>
<tr>
<td>NATIONAL SECURITY AFFAIRS</td>
<td>CERT</td>
<td>College Station, TX; Livermore, CA; Sandia, NM</td>
</tr>
<tr>
<td>NONPROFIT MANAGEMENT</td>
<td>CERT</td>
<td>College Station, TX; Houston, TX</td>
</tr>
<tr>
<td>PUBLIC HEALTH</td>
<td>CERT</td>
<td>McAllen, TX</td>
</tr>
<tr>
<td>REGULATORY SCIENCE IN FOOD SYSTEMS</td>
<td>CERT</td>
<td></td>
</tr>
<tr>
<td>SAFETY ENGINEERING</td>
<td>CERT</td>
<td></td>
</tr>
<tr>
<td>APPLIED STATISTICS</td>
<td>CERT</td>
<td></td>
</tr>
</tbody>
</table>

5. Accreditation

<table>
<thead>
<tr>
<th>Accreditation Council for</th>
<th>The pharmacy professional degree program</th>
<th>Last Review: April 2014</th>
</tr>
</thead>
</table>

30
<table>
<thead>
<tr>
<th>Organization</th>
<th>Programs Offered</th>
<th>Last Review Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmacy Education</td>
<td>The B.S. and M.S. curriculum in construction science</td>
<td>2011 (B.S.) and 2012 (M.S.)</td>
</tr>
<tr>
<td>American Psychological Association</td>
<td>The clinical psychology program in the Department of Psychology and the counseling psychology and school psychology program in the Department of Educational Psychology</td>
<td>April/May 2015</td>
</tr>
<tr>
<td>American Veterinary Medical Association Council on Education</td>
<td>The veterinary medicine degree program</td>
<td>2013</td>
</tr>
<tr>
<td>Association to Advance Collegiate Schools of Business (AACSB)</td>
<td>The business baccalaureate, master’s, and doctoral programs in Mays Business School</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>Commission on Accreditation for Dietetics Education</td>
<td>The dietetic track in the nutritional sciences curriculum and the dietetic internship program</td>
<td>January 2015</td>
</tr>
<tr>
<td>Commission on Accreditation of Athletic Training Education (caATe)</td>
<td>Athletic Training (College of Education)</td>
<td>2013</td>
</tr>
<tr>
<td>Commission on Accreditation of Healthcare Management Education</td>
<td>The Master of Health Administration</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>Commission on Collegiate Nursing Education and the Texas Board of Nursing</td>
<td>The nursing degree programs</td>
<td>July 2013</td>
</tr>
<tr>
<td>Commission on Dental Accreditation (CODA)</td>
<td>The degree programs in dentistry and dental hygiene and the certificate programs in the ten advanced dental graduate education programs</td>
<td>August 2013</td>
</tr>
<tr>
<td>Commission on English Language Program Accreditation (CEA)</td>
<td>The English Language Institute</td>
<td>2013</td>
</tr>
<tr>
<td>Computing Accreditation Commission of ABET</td>
<td>The computer science program</td>
<td>2010</td>
</tr>
<tr>
<td>Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association</td>
<td>Texas A&amp;M University School of Law</td>
<td>2010</td>
</tr>
<tr>
<td>Council on Education for Public Health</td>
<td>The School of Public Health degree programs</td>
<td>April 2011</td>
</tr>
<tr>
<td>Engineering Accreditation Commission of ABET</td>
<td>Undergraduate programs in aerospace, biological and agricultural, biomedical, chemical, civil, computer, electrical, industrial, mechanical, nuclear,</td>
<td>2010-2011 (College Station) and 2015 (Qatar)</td>
</tr>
<tr>
<td>Accrediting Body</td>
<td>Program(s) Accredited</td>
<td>Most Recent Accreditation Details</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Engineering Accreditation Commission of ABET</td>
<td>The electronic systems engineering technology program, the manufacturing and mechanical engineering technology program,</td>
<td>Last Review: 2013-2014 (College Station) and 2015 (Qatar)</td>
</tr>
<tr>
<td>Engineering Technology Accreditation Commission of ABET</td>
<td>Marine engineering technology – TAMU Galveston</td>
<td>Last Review: 2013-14</td>
</tr>
<tr>
<td>Forensic Science Education Programs Accreditation Commission (FEPAC)</td>
<td>The forensics and investigative sciences program</td>
<td>Last Site Visit: October 2011 Accreditation dates: 1/2012-1/2017</td>
</tr>
<tr>
<td>Institute of Food Technologists</td>
<td>The food science and technology curriculum</td>
<td>Last Review: December 2011</td>
</tr>
<tr>
<td>Landscape Architectural Accreditation Board</td>
<td>The curriculum in landscape architecture</td>
<td>Last Review: July 2015</td>
</tr>
<tr>
<td>Liaison Committee on Medical Education</td>
<td>The medical education degree program</td>
<td>Last Review: August 2012</td>
</tr>
<tr>
<td>National Architectural Accrediting Board</td>
<td>The curriculum in architecture</td>
<td>Last Review: March 2013</td>
</tr>
<tr>
<td>Network of Schools of Public Policy, Affairs, and Administration</td>
<td>The Master of Public Service and Administration degree in the Bush School of Government and Public Service</td>
<td>Last review: April 2014</td>
</tr>
<tr>
<td>National Recreation and Park Association</td>
<td>The curriculum in recreation, park and tourism sciences</td>
<td>Last Review: June 2010</td>
</tr>
<tr>
<td>Planning Accreditation Board</td>
<td>The Master of Urban Planning curriculum</td>
<td>Last Review: 2013</td>
</tr>
<tr>
<td>Society for Range Management</td>
<td>The curriculum in rangeland ecology and management</td>
<td>Last Review: 2006</td>
</tr>
<tr>
<td>Society of American Foresters</td>
<td>The curriculum in forestry</td>
<td>Last Review: 2013</td>
</tr>
<tr>
<td>State Board of Educator Certification Texas Education Agency</td>
<td>Programs in professional education and degrees conferred by Texas A&amp;M University</td>
<td>Last review 2011</td>
</tr>
</tbody>
</table>

(2) If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.

Not applicable.

(3) List any USDOE recognized agency (national and programmatic) that has terminated the institution’s accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).
None.

(4) Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.

None.

6. Relationship to the U.S. Department of Education.

Texas A&M University does not have any limitations or suspensions, nor have we been terminated by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. We are not on reimbursement nor do we have any other exceptional status in regard to federal or state financial aid.
Texas A&M University, College Station, TX

Financial Profile 2017

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total All Revenues &amp; Other Additions (IPEDS Part B, line 25)</td>
<td>$3,448,016,331</td>
</tr>
<tr>
<td>Instruction (IPEDS Part C line 01, Column 1)</td>
<td>$869,772,172</td>
</tr>
<tr>
<td>Research (IPEDS Part C line 02, Column 1)</td>
<td>$745,169,263</td>
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<tr>
<td>Public Service (IPEDS Part C line 03, Column 1)</td>
<td>$251,228,181</td>
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<tr>
<td>Academic Support (IPEDS Part C line 05, Column 1)</td>
<td>$301,091,516</td>
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<tr>
<td>Student Services (IPEDS Part C line 06, Column 1)</td>
<td>$99,426,748</td>
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<tr>
<td>Institutional Support (IPEDS Part C line 07, Column 1)</td>
<td>$114,397,808</td>
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<tr>
<td>Scholarships &amp; Fellowships, excluding discounts &amp; allowances</td>
<td>$95,452,110</td>
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<tr>
<td>Auxiliary Enterprises (IPEDS Part C line 11, Column 1)</td>
<td>$226,444,634</td>
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<tr>
<td>Hospital Services (IPEDS Part C line 12, Column 1)</td>
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<tr>
<td>Independent Operations (IPEDS Part C line 13, Column 1)</td>
<td>$0</td>
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<tr>
<td>Other Expenses &amp; Deductions (IPEDS Part C line 14, Column 1)</td>
<td>$333,851,618</td>
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Financial Indicators (From Audited FY 2016 Financial Statements)

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Total Assets</td>
<td>$5,868,331,289</td>
</tr>
<tr>
<td>Total Liabilities</td>
<td>$676,361,109</td>
</tr>
<tr>
<td>Total Unrestricted Net Assets</td>
<td>$4,023,541,614</td>
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<tr>
<td>Expendable/Temporarily Restricted Net Assets</td>
<td>$189,683,286</td>
</tr>
<tr>
<td>Nonexpendable/Permanently Restricted Net Assets</td>
<td>$978,745,280</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>$2,135,725,112</td>
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<tr>
<td>Tuition and Fees, Net</td>
<td>$563,324,692</td>
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<tr>
<td>Current Debt</td>
<td>$84,318,326</td>
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<tr>
<td>Long-term Debt</td>
<td>$1,355,011,877</td>
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</tbody>
</table>

Signatures of Verification

We certify that the information provided in the Financial Profile and Indicators is correct.

[Signatures]

Chief Executive Officer

Chief Financial Officer

Respondent (if other than CEO or CFO)

Please Mail Signed Profile Form To:
SACSCOC
Attn: Profiles
1886 Southern Lane
Decatur, GA 30033

Texas A&M University, College Station, TX 72801
MEMORANDUM

TO: Vice Presidents
Directors Reporting to the President

SUBJECT: Delegation of Authority

July 25, 2018

To ensure that operations are unaffected when I am out of the office for extended periods of time, I hereby issue delegation of authority to the following individuals in the order they are listed. They are authorized to act on matters regarding Texas A&M University, Texas A&M University at Galveston, Texas A&M University at Qatar, Texas A&M University Health Science Center and Texas A&M University School of Law. This delegation shall be effective as of the date of execution and shall remain in effect until revoked.

1. Carol A. Fierke, Provost and Executive Vice President
2. Jerry R. Strawser, Executive Vice President and Chief Financial Officer
3. Michael G. O'Quinn, Vice President for Government Relations and Strategic Initiatives
4. Amy B. Smith, Senior Vice President, Chief Marketing and Communications Officer
5. Daniel J. Pugh, Sr., Vice President for Student Affairs
6. Barbara Abercrombie, Vice President for Human Resources and Organizational Effectiveness
7. M. Dee Childs, Vice President for Information Technology and Chief Information Officer

Tracy Cullen will know how to contact me if necessary.

Michael K. Young

cc: Mr. John Sharp