APPENDICES

Institute of Health Administration, Robinson College of Business

Annual Program Review
Self Study Report
Review Period
Academic Year 2004 – Academic Year 2006

SELF STUDY COMMITTEE:
Andrew Sumner, Sc.D.
Patricia Ketsche, Ph.D.
Lisette Branscomb, MBA/MHA

Submitted on November 30, 2006
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APPENDIX B

Appendix B1: Rationale for choices of peer programs.

Peer programs at 10 other universities with health administration programs were provided anonymously by the GSU OIR, and were chosen in the hope of being similar to GSU/IHA according to the following criteria where possible:

- Master programs offered, rather than exclusively undergraduate focused
- Organizationally located within a Business School
- CAHME accredited
- Member of Association of University of University Program in Health Administration

Appendix B2: Organization of unit governance and committee structure (an organization chart showing unit committees, key administrators, staff, etc.).

The Institute is a unit of the Robinson College of Business. Given the broad direction of the strategic plan of the Robinson College of Business, the Program Director and the faculty decide the strategic direction of the Program. IHA faculty are members of the Robinson College Of Business graduate faculty and serve on interdisciplinary doctoral committees within Robinson College Of Business, the Andrew Young School of Policy Studies, and the College of Education. The Institute Director and faculty actively participate on numerous committees throughout the University including the Executive Committee and Faculty Senate. In addition, Drs. Custer and Ketsche serve as fellows of the Georgia Health Policy Center. The Institute conducts its curricular review, strategic planning, and all other departmental functions through a committee of the entire faculty.

Appendix B3: Unit bylaws if available.

Not applicable
Appendix B4: Current faculty roster that indicates names, hire date, entry rank, current rank, tenure status, and full or part-time status of faculty members.

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Hire Date</th>
<th>Entry Rank</th>
<th>Current Rank</th>
<th>Tenure Status</th>
<th>FT/PT Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sumner (Chair)</td>
<td>1990</td>
<td>Assistant Professor</td>
<td>Associate Professor</td>
<td>NTT</td>
<td>FT</td>
</tr>
<tr>
<td>Ketsche</td>
<td>2000</td>
<td>Assistant Professor</td>
<td>Associate Professor</td>
<td>Tenure</td>
<td>FT</td>
</tr>
<tr>
<td>Custer[1]</td>
<td>2005</td>
<td>Associate Professor</td>
<td>Associate Professor</td>
<td>Tenure</td>
<td>FT</td>
</tr>
<tr>
<td>Harrell</td>
<td>2005</td>
<td>Visiting Instructor</td>
<td>Visiting Instructor</td>
<td>n/a</td>
<td>PT</td>
</tr>
<tr>
<td>Branscomb</td>
<td>1996</td>
<td>Research Associate</td>
<td>Sr. Res. Associate</td>
<td>n/a</td>
<td>PT</td>
</tr>
</tbody>
</table>

Past Faculty (Not currently part of IHA)

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Hire Date</th>
<th>Entry Rank</th>
<th>Current Rank</th>
<th>Tenure Status</th>
<th>FT/PT Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newman[2]</td>
<td>1985</td>
<td>Associate Professor</td>
<td>Associate Professor</td>
<td>NTT</td>
<td>Retired 10/04</td>
</tr>
<tr>
<td>Curry (research only)[4]</td>
<td>1996</td>
<td>Visiting Professor</td>
<td>Clinical Professor</td>
<td>NTT</td>
<td>FT-GSU</td>
</tr>
</tbody>
</table>

[2] Retired in October 2004

Appendix B5: Center report(s) if relevant.

The Center for Health Services Research is allocated no specific budget or faculty, and was established in the late 1990s to provide visibility for IHA’s research mission and facilitate the separate allocation of research funds. The administrative support of the Institute has limited the number of grants and research projects that it can pursue directly. Thus research has been funneled through IHA rather than the Center and it has been inactive with the loss of Institute faculty in AY2004. However, a strong collaborative relationship has been fostered with the HPC to ensure that the Institute’s commitment to research is fulfilled.

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  - Table B-7d: Normative Number Of FTE Students, Student Credit Hours And Organized Class Sections Taught Per Tenure Track FTE Faculty As Of Fall 2004
  - Table B-7e: Normative Instructional Cost Ratios, Research And Public Service Expenditures Per FTE TT Faculty as of FY 2005
# Table B-1
## Faculty Distribution by Numbers for 2004-2006
### Health Administration

<table>
<thead>
<tr>
<th>Year</th>
<th>Status</th>
<th>Tenured</th>
<th>Tenure-Track</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prof. Assoc.</td>
<td>Prof. Assoc.</td>
<td>Permanent FT*</td>
<td>Visiting</td>
</tr>
<tr>
<td>FY 2004</td>
<td>Female</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>FY 2004</td>
<td>Male</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>FY 2004</td>
<td>Total</td>
<td>1</td>
<td>2</td>
<td>1</td>
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<tr>
<td>FY 2004</td>
<td>Asian</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>FY 2004</td>
<td>Black</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2004</td>
<td>Hispanic</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>FY 2004</td>
<td>Mixed</td>
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<td></td>
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</tr>
<tr>
<td>FY 2004</td>
<td>Nat.Am.</td>
<td>1</td>
<td>1</td>
<td>2</td>
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<tr>
<td>FY 2004</td>
<td>Total</td>
<td>1</td>
<td>1</td>
<td>2</td>
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<tr>
<td>FY 2005</td>
<td>Female</td>
<td>1</td>
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<td>FY 2005</td>
<td>Total</td>
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<td>Asian</td>
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<td></td>
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<tr>
<td>FY 2005</td>
<td>Black</td>
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<td></td>
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<tr>
<td>FY 2005</td>
<td>Hispanic</td>
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<tr>
<td>FY 2005</td>
<td>Mixed</td>
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<td></td>
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<tr>
<td>FY 2005</td>
<td>Nat.Am.</td>
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Table B-1 CONTINUED
Faculty Distribution by Numbers for 2004-2006

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<th>Year</th>
<th>Status</th>
<th>Tenured</th>
<th>Tenure-Track</th>
<th>Other</th>
<th>Total</th>
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<tbody>
<tr>
<td>FY 2005</td>
<td>White</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
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<td>FY 2005</td>
<td>Total</td>
<td>1</td>
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<td>Female</td>
<td>1</td>
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<tr>
<td>FY 2006</td>
<td>Male</td>
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<td>FY 2006</td>
<td>Total</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>FY 2006</td>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2006</td>
<td>Black</td>
<td></td>
<td></td>
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<tr>
<td>FY 2006</td>
<td>Hispanic</td>
<td></td>
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<td>FY 2006</td>
<td>Mixed</td>
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<tr>
<td>FY 2006</td>
<td>Nat.Am.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>FY 2006</td>
<td>White</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>FY 2006</td>
<td>Total</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

*Includes instructor, lecturer, clinical, research

**Includes PTI and partial contract

***includes academic professional, academic administrator, general administrator, adjunct

Source: Office of Institute Research
**Table B-2**  
**Faculty Research Productivity**  
**AY2004 – AY2006**

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Total # Refereed Article</th>
<th>Annual Avg # of Refereed Articles</th>
<th>Creative and Scholarly Works</th>
<th>External (GHPC) Funding Generated</th>
<th>Internal Funding Generated</th>
<th>Unfunded Research</th>
<th>Conference Presentations</th>
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</thead>
<tbody>
<tr>
<td>Cooney (03/04 only)</td>
<td>1</td>
<td>1</td>
<td></td>
<td>/$193,222</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Curry (research only) (03/04 only)</td>
<td>6</td>
<td>6</td>
<td></td>
<td>/$110,000</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Custer</td>
<td>11</td>
<td>11</td>
<td>5</td>
<td>/$1,551,533</td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Harrell</td>
<td>1</td>
<td>.33</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Ketsche</td>
<td>5</td>
<td>1.67</td>
<td>6</td>
<td>/$463,476</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Newman (03/04 only)</td>
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<td>1</td>
<td></td>
<td>/125,000</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Sumner</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>/$169,500</td>
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<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>2</strong></td>
<td><strong>28</strong></td>
<td><strong>$2,015,009</strong></td>
<td><strong>$597,772</strong></td>
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</table>

* $359,174 from this total came to the Institute in the form of course buy outs and summer funding for faculty (Custer and Ketsche), travel support, supplies and technology purchases.

* Source: Office of Institutional Research
Table B-3  
Program Types By Majors And Concentrations  
And Unduplicated Number (Headcount) Of Major Students and Degrees Conferred  
FY 2004 - FY 2006  
Health Administration

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>MAJOR</th>
<th>CONCENTRATION</th>
<th>MAJORS CONFERRED</th>
<th>MAJORS CONFERRED</th>
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<th>MAJORS CONFERRED</th>
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<tr>
<td>MBA</td>
<td>BA</td>
<td>HA</td>
<td>11</td>
<td>3</td>
<td>17</td>
<td>3</td>
<td>15</td>
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<td>MHA</td>
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<td>MHA</td>
<td>HA</td>
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<td>58</td>
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<td>5</td>
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<td>TOTAL MASTERS</td>
<td></td>
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<td>74</td>
<td>20</td>
<td>77</td>
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Source: Office of Institutional Research.
Table B-4
Retention, Progress Towards Degree, and Graduation Rates
Of Cohorts for AY2004-AY2006
Health Administration

<table>
<thead>
<tr>
<th>Year 2000 Cohort</th>
<th>Retained Fall 01</th>
<th>Graduated by Fall 01</th>
<th>1-Yr Ret Rate</th>
<th>Retained Fall 02</th>
<th>Graduated by Fall 02</th>
<th>2-Yr Ret Rate</th>
<th>Retained Fall 03</th>
<th>Graduated by Fall 03</th>
<th>3-Yr Ret Rate</th>
<th>Retained Fall 04</th>
<th>Graduated by Fall 04</th>
<th>4-Yr Ret Rate</th>
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<td></td>
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<td>91.7%</td>
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<td>9</td>
<td>8.3%</td>
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<tr>
<td>Year 2001 Cohort</td>
<td>Retained Fall 02</td>
<td>Graduated by Fall 02</td>
<td>1-Yr Ret Rate</td>
<td>Retained Fall 03</td>
<td>Graduated by Fall 03</td>
<td>2-Yr Ret Rate</td>
<td>Retained Fall 04</td>
<td>Graduated by Fall 04</td>
<td>3-Yr Ret Rate</td>
<td>Retained Fall 05</td>
<td>Graduated by Fall 05</td>
<td>4-Yr Ret Rate</td>
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<td></td>
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<td>Year 2001 Cohort Continued</td>
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<td>1-Yr Ret Rate</td>
<td>Retained Fall 04</td>
<td>Graduated by Fall 04</td>
<td>2-Yr Ret Rate</td>
<td>Retained Fall 05</td>
<td>Graduated by Fall 05</td>
<td>3-Yr Ret Rate</td>
<td>Retained Fall 06</td>
<td>Graduated by Fall 06</td>
<td>4-Yr Ret Rate</td>
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### Table B-4 (Continued)
Retention, Progress Towards Degree, and Graduation Rates

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<tr>
<th>Year 2003 Cohort</th>
<th>Retained Fall 04</th>
<th>Graduated by Fall 04</th>
<th>1-Yr Ret Rate</th>
<th>Retained Fall 05</th>
<th>Graduated by Fall 05</th>
<th>2-Yr Ret Rate</th>
<th>Retained Fall 06</th>
<th>Graduated by Fall 06</th>
<th>3-Yr Ret Rate</th>
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</thead>
<tbody>
<tr>
<td>16</td>
<td>11</td>
<td>0</td>
<td>68.8%</td>
<td>6</td>
<td>7</td>
<td>68.8%</td>
<td>13</td>
<td>6.3%</td>
<td>87.5%</td>
</tr>
</tbody>
</table>

**Total Number of Students in Program = 65**
**Total Number Graduating by Fall 06 = 53**
**Percentage Graduating by Fall 06 = 81.5%**
**Source:** Office of Institutional Research

### Table B-4
Retention and Graduation Rates for [MBA/MHA double degree program]

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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-yr retention rate: 92%</td>
<td>2-yr retention rate: 53%</td>
<td>3-yr retention rate: 83%</td>
<td>4-yr retention rate: 83%</td>
<td>5-yr retention rate: 83%</td>
<td>6-yr retention rate: 92%</td>
</tr>
<tr>
<td>AY 2001 - 13</td>
<td>Retained: 10</td>
<td>Retained: 9</td>
<td>Retained: 1</td>
<td>Retained: 0</td>
<td>Retained: 0</td>
<td>Retained: 0</td>
</tr>
<tr>
<td></td>
<td>1-yr retention rate: 92%</td>
<td>2-yr retention rate: 85%</td>
<td>3-yr retention rate: 85%</td>
<td>4-yr retention rate: 85%</td>
<td>5-yr retention rate: 85%</td>
<td>6-yr retention rate: 92%</td>
</tr>
<tr>
<td>AY 2002 - 13</td>
<td>Retained: 17</td>
<td>Retained: 8</td>
<td>Retained: 3</td>
<td>Retained: 0</td>
<td>Retained: 0</td>
<td>Retained: 0</td>
</tr>
<tr>
<td></td>
<td>1-yr retention rate: 82%</td>
<td>2-yr retention rate: 71%</td>
<td>3-yr retention rate: 79%</td>
<td>4-yr retention rate: 79%</td>
<td>5-yr retention rate: 79%</td>
<td>6-yr retention rate: 87%</td>
</tr>
</tbody>
</table>

**It is not unusual for students to stop taking courses for a period and then resume their studies. Thus retention rates may dip and then rise for a particular cohort.**
### Table B-5a
2004 Credit Hours Taught by Department Faculty by Level and Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Undergraduate Core</th>
<th>Undergraduate – Upper and Lower Division</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-Track</td>
<td></td>
<td></td>
<td>195</td>
</tr>
<tr>
<td>Non Tenure-Track</td>
<td>236</td>
<td></td>
<td>630</td>
</tr>
<tr>
<td>PTI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other - Senior Research Associate</td>
<td>69</td>
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<td></td>
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### Table B-5b
2005 Credit Hours Taught by Department Faculty by Level and Faculty Type

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<th>Faculty Type</th>
<th>Undergraduate Core</th>
<th>Undergraduate – Upper and Lower Division</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-Track</td>
<td></td>
<td></td>
<td>255</td>
</tr>
<tr>
<td>Non Tenure-Track</td>
<td>108</td>
<td></td>
<td>123</td>
</tr>
<tr>
<td>PTI</td>
<td></td>
<td></td>
<td>255</td>
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<tr>
<td>Other - Senior Research Associate</td>
<td>69</td>
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<td></td>
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</table>

### Table B-5c
2006 Credit Hours Taught by Department Faculty by Level and Faculty Type

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<th>Undergraduate Core</th>
<th>Undergraduate – Upper and Lower Division</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
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<td>Tenure-Track</td>
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<td></td>
<td>261</td>
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<tr>
<td>Non Tenure-Track</td>
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<td>PTI</td>
<td></td>
<td></td>
<td>312</td>
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### Table B-5e
(Summary) Average Annual Credit Hours by Level

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<th>FY 05</th>
<th>FY 06</th>
<th>3 YR AVG</th>
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<td>UG Upper</td>
<td>825</td>
<td>633</td>
<td>705</td>
<td>721.3</td>
</tr>
<tr>
<td>Grad</td>
<td>1130</td>
<td>810</td>
<td>705</td>
<td>721.3</td>
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</table>

### Table B-5f
(Summary) Average Annual Credit Hours by Faculty Type

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<tr>
<th>Faculty Type</th>
<th>FY 04</th>
<th>FY 05</th>
<th>FY 06</th>
<th>3 YR AVG</th>
</tr>
</thead>
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<tr>
<td>PTI / Senior Research Associate</td>
<td>69</td>
<td>432</td>
<td>312</td>
<td>209</td>
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<tr>
<td>TT</td>
<td>195</td>
<td>255</td>
<td>261</td>
<td>251</td>
</tr>
<tr>
<td>NTT</td>
<td>866</td>
<td>123</td>
<td>132</td>
<td>421</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1130</td>
<td>810</td>
<td>705</td>
<td>421</td>
</tr>
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Table B-6

Historical and Current Context
Summary Table

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Rank</th>
<th>Tenure Status</th>
<th>Gender</th>
<th>Minority Status</th>
<th>Total # Refereed Article</th>
<th>Annual Avg # of Refereed Articles</th>
<th>Creative and Scholarly Works</th>
<th>External Funding Generated</th>
<th>Internal Funding Generated</th>
<th>Unfunded Research</th>
<th>Credit Hours Produced AY2004 Under/Grad</th>
<th>Credit Hours Produced AY2005 Under/Grad</th>
<th>Credit Hours Produced AY2006 Under/Grad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Branscomb</td>
<td>Sr. Res. Assoc.</td>
<td>F</td>
<td>W</td>
<td></td>
<td>69 / 0</td>
<td>1 /$193,222</td>
<td>1</td>
<td>0 / 0</td>
<td>n/a</td>
<td>n/a</td>
<td>69 / 0</td>
<td>0 / 0</td>
<td>0 / 0</td>
</tr>
<tr>
<td>Cooney[1]</td>
<td>Prof. Tenure</td>
<td>M</td>
<td>W</td>
<td></td>
<td>1</td>
<td>1 /$110,000</td>
<td>1</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>1 /$193,222</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Curry</td>
<td>Clinical Prof.</td>
<td>M</td>
<td>W</td>
<td></td>
<td>6</td>
<td>5 /$1,551,533</td>
<td>8</td>
<td>n/a</td>
<td>0 / 69</td>
<td>0 / 96</td>
<td>1 /$193,222</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Custer[2]</td>
<td>Assoc. Tenure</td>
<td>M</td>
<td>W</td>
<td></td>
<td>11</td>
<td>1 /$125,000</td>
<td>5</td>
<td>0 / 219</td>
<td>0 / 186</td>
<td>0 / 165</td>
<td>1 /$125,000</td>
<td>n/a</td>
<td>n/a</td>
</tr>
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<td>Harrell</td>
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<td>M</td>
<td>W</td>
<td></td>
<td>1</td>
<td>2 /$463,476</td>
<td>5</td>
<td>3 / 123</td>
<td>0 / 132</td>
<td>0 / 132</td>
<td>2 /$463,476</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Ketsche</td>
<td>Assist[4]</td>
<td>F</td>
<td>W</td>
<td></td>
<td>5</td>
<td>1.67</td>
<td>6</td>
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<td>5 / 0</td>
<td>n/a</td>
<td>5 / 0</td>
<td>5 / 0</td>
<td>5 / 0</td>
</tr>
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<td>Newman[5]</td>
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<td>F</td>
<td></td>
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<td>1 /$125,000</td>
<td>236 / 390</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>236 / 390</td>
<td>n/a</td>
<td>n/a</td>
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<td>Sumner</td>
<td>Assoc. NTT</td>
<td>M</td>
<td>W</td>
<td></td>
<td>3</td>
<td>2 /$169,500</td>
<td>2</td>
<td>3 / 132</td>
<td>0 / 123</td>
<td>0 / 132</td>
<td>2 /$169,500</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>PTI– other</td>
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<td></td>
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<td>Total</td>
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<td></td>
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<td>6</td>
<td>2 /$463,476</td>
<td>5 / 0</td>
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<td>5 / 0</td>
<td>5 / 0</td>
<td>5 / 0</td>
<td>5 / 0</td>
<td>5 / 0</td>
</tr>
</tbody>
</table>

[2] Dr. Curry was promoted to Vice President for Research in August 2004
[3] Dr. Custer’s primary appointment was in RMI during AY 2004
[4] Promotion to Associate and granting of tenure in July, 2006
Table B-7a
Georgia State University
A Comparison Of GSU To Selected Peer* Participants In The 2005 Delaware Study
Degrees Offered And Number Of FTE Faculty Comparisons As Of Fall 2004
Health Administration

<table>
<thead>
<tr>
<th>DEPT</th>
<th>CIP</th>
<th>INSTITUTION</th>
<th>DEG. OFFERED</th>
<th>BACH DEG AS % OF TOTAL</th>
<th>TOTAL INSTRUCTIONAL FAC FTE</th>
<th>TEN. TRACK INSTRUCTIONAL FAC FTE</th>
<th>TT FAC % OF TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA</td>
<td>510700</td>
<td>GSU</td>
<td>M</td>
<td>0</td>
<td>3.4</td>
<td>1.8</td>
<td>52.9%</td>
</tr>
<tr>
<td>HA</td>
<td>510700</td>
<td>PEER A</td>
<td>B,M,D</td>
<td>18</td>
<td>16.4</td>
<td>9.3</td>
<td>56.7%</td>
</tr>
<tr>
<td>HA</td>
<td>510700</td>
<td>PEER B</td>
<td>M</td>
<td>0</td>
<td>9.1</td>
<td>5.4</td>
<td>59.3%</td>
</tr>
<tr>
<td>HA</td>
<td>510700</td>
<td>PEER C</td>
<td>B,M,D</td>
<td>23</td>
<td>19.7</td>
<td>9.2</td>
<td>46.7%</td>
</tr>
<tr>
<td>HA</td>
<td>510700</td>
<td>PEER D</td>
<td>M</td>
<td>0</td>
<td>8.8</td>
<td>4</td>
<td>45.5%</td>
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<tr>
<td>HA</td>
<td>510700</td>
<td>PEER E</td>
<td>M,D</td>
<td>0</td>
<td>2.5</td>
<td>1</td>
<td>40.0%</td>
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<td>7</td>
<td>4</td>
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<td>2.9</td>
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<td>PEER J</td>
<td>B,M</td>
<td>77</td>
<td>4.5</td>
<td>0</td>
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### Table B-7b

**Georgia State University**

**A Comparison Of GSU To Selected Peer* Participants And To All Research Institutions In The 2005 Delaware Study**

**Percent Student Credit Hours And Organized Class Sections Taught By Faculty Category Within Course Level For Tenure Track Faculty As Of Fall 2004**

**Health Administration**

<table>
<thead>
<tr>
<th>DEPT</th>
<th>CIP</th>
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<th>OF</th>
<th>DIV</th>
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<td>17</td>
<td>50</td>
<td>100</td>
<td>0</td>
<td>13</td>
<td>13</td>
<td>45</td>
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<td>39</td>
<td>4</td>
<td>35</td>
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<td>100</td>
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<td>HA</td>
<td>510700</td>
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<td>100</td>
<td>19</td>
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<td>55</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
<td>60</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>HA</td>
<td>510700</td>
<td>PEER I</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>0</td>
<td>100</td>
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<tr>
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<td>510700</td>
<td>PEER J</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
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</table>


Source: Office of Institutional Research
Table B-7c
Georgia State University
A Comparison Of Gsu To Selected Peer* Participants And To All Research Institutions
In The 2005 Delaware Study
Percent Student Credit Hours And Organized Class Sections By Course Level Within Faculty Category
Tenure Track Faculty As Of Fall 2004
Health Administration

| DEPT  | CIP | INST  | NUM OF | DIV | DIV | DIV | DIV | DIV | DIV | DIV | DIV | DIV | DIV | DIV | DIV | DIV | DIV | DIV | DIV | DIV | DIV | DIV | DIV | DIV | DIV | DIV | DIV | DIV | DIV | DIV | DIV | DIV | DIV |
|-------|-----|-------|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| HA    | 510700 | GSU   | 0     | 0   | 0   | 100 | 0   | 0   | 0   | 0   | 100 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| HA    | 510700 | PEER A | 0    | 56  | 58  | 42  | 0   | 0   | 0   | 0   | 71  | 71  | 29  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| HA    | 510700 | PEER B | 30   | 0   | 33  | 67  | 0   | 0   | 0   | 0   | 29  | 29  | 71  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| HA    | 510700 | PEER C | 0    | 6   | 6   | 94  | 9   | 0   | 0   | 0   | 3   | 3   | 88  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| HA    | 510700 | PEER D | 58   | 1   | 58  | 42  | 8   | 15  | 8   | 23  | 69  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| HA    | 510700 | PEER E | 100  | 0   | 0   | 0   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| HA    | 510700 | PEER F | 100  | 13  | 100 | 13  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| HA    | 510700 | PEER G | 26   | 74  | 100 | 100 | 20  | 20  | 60  | 80  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| HA    | 510700 | PEER H | 0    | 0   | 0   | 100 | 0   | 0   | 0   | 0   | 100 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| HA    | 510700 | PEER I | 4    | 12  | 19  | 81  | 0   | 17  | 8   | 25  | 75  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| HA    | 510701 | PEER J | ALL  | RESEARCH | INST | 15 | 15 | 39 | 56 | 56 | 6 | 10 | 33 | 46 | 57 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

Source: Office of Institutional Research
### Table B-7d

Georgia State University  
A Comparison Of Gsu To Selected Peers* And To All Research Institutions In The 2005 Delaware Study  
Normative Number Of Fte Students, Student Credit Hours And Organized Class Sections Taught  
Per Tenure Track FTE Faculty As Of Fall 2004  
Health Administration

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<th>DEPT</th>
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Source: Office of Institutional Research
Table B-7e
Georgia State University
A Comparison Of GSU To Selected Peer* Participants And To All Research Institutions In The 2005 Delaware Study
Normative Instructional Cost Ratios, Research And Public Service Expenditures
Per Fte Tt Faculty As Of Fy 2005
Health Administration

<table>
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<tr>
<th>DEPT</th>
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<th>DIRECT INSTRUCTIONAL EXPENDITURE PER SCH</th>
<th>DIRECT INSTRUCTIONAL EXPENDITURE PER FTE STUDENT</th>
<th>PERSONNEL COST AS % OF DIRECT INSTRUCTIONAL EXPENDITURE</th>
<th>RESEARCH EXPENDITURE PER FTE TT FACULTY</th>
<th>SERVICE EXPENDITURE PER FTE TT FACULTY</th>
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Source: Office of Institutional Research
APPENDIX C

Appendix C1

Institute of Health Administration
of the
Robinson College of Business
Georgia State University

Strategic Plan
2000-2005
Introduction

This strategic plan was developed to guide the Institute's decision-making between 2000 and 2005. It was designed to complement the long-range goals stated in the strategic plans of the Robinson College of Business and Georgia State University, and to meet the revised criteria of ACEHSA, the accrediting commission for graduate programs in health administration. A major emphasis of the College's new strategic plan is the expanding role of the specialized master's programs in attracting students and increasing its reputation. Given its strength and specialized programs, the Institute directly contributes to the strategic direction of the College.

The primary mission of the Institute of Health Administration is to prepare students for administrative and managerial careers in health care and related organizations. In addition, the Institute has two other complementary missions: to actively participate in the development of knowledge related to the management of health care organizations; and to provide leadership in health care administration.

The fundamental purpose of the Institute is to educate students for administrative roles in health care organizations. Companion responsibilities are the carrying out of research programs for expanding the knowledge base in health administration and to participate in university and professional activities that further its functioning.

The field of health administration is part of a highly complex medical care system that is partly privately owned and partly controlled by federal and state governments. It is in a period of turmoil that will continue through the five year scope of the strategic plan of the Institute. Unexpected change is a likely event during the coming decade and may require adjustments in the strategic plans of the Institute.

Another important influence on the Institute is the leadership transition occurring in the College and the University. How new leadership will impact the role and function of the Institute is unknown. Because health administration is a specialized program and does not participate in the core curriculum of a Robinson College of Business, its future is more susceptible to administrative perspective about its role than a traditional department.

Strengths

The strategic plan of the Institute is based on an assessment of the strengths of the program:

1. Established Program for almost Thirty Years
   The Institute at Georgia State University is one of the older graduate health administration programs in the nation. Masters degrees in health administration were first awarded in 1967 and accreditation by the ACEHSA has been continuous since 1972. In 1981 the Institute established the first double degree MBA/MHA. Presently, eight universities in the United States have MBA/MHA programs and the number of health administration programs located in business administration colleges is steadily increasing.

2. Professional Experience Focus
The Institute provides a professional experience focus for students in three ways: real-world health care projects and case studies in health administration courses; encouraging concurrent health care work experience; and a two semester administrative residency in a health care organization.

Students obtain professional experience through numerous projects and case studies required in health administration courses. In particular, HA 8550- Health Care Financial Management, HA 8620-Operations Management in Health Care, and HA 8990-Strategic Management in Health Care, require students to conduct on-site analysis of problems facing health care institutions, and HA 8440 concentrates on important real-world cases faced by health care executives.

Professional experience of health administration students is gained through concurrent employment of health administration students in health care institutions in the Atlanta area. The faculty strongly encourages and assists those students with limited health care experience to work in health care institutions while pursuing their degree.

The required administrative residency of the MBA/MHA degree programs remains a strength of the Institute. Although many health administration programs have eliminated the residency requirement for a number of reasons, it is a wide-spread view of senior health care executives that residency requirements should be continued.

The administrative residency also has an additional benefit in that it enhances the visibility and reputation of Georgia State University nationally. While the majority of residencies have been completed within the state of Georgia, and neighboring southeastern states such as North Carolina, South Carolina, Florida, Virginia and Louisiana, in the last three years residencies have been completed in distant locations such as California, New York, and Texas.

3. Successful Alumni
Given the long history of health administration at Georgia State University, the number of alumni with Masters Degrees or higher now exceeds 800. They serve throughout the country in a wide range of health care settings, from large tertiary hospitals to small rural hospitals, in health insurance companies, in specialized facilities, and in medical support organizations. The positions held by alumni range from chief executive officer positions, senior line and staff positions, departmental management positions, entry-level administrative positions, and consulting positions.

Not only are these alumni an excellent source of guidance for the Institute and locations for residencies, but they enhance the visibility and credibility of Georgia State University and the Institute.

4. Reputation of Robinson College of Business
Satisfactory managerial performance in modern medical care organizations increasingly requires application of business theory and practice. The location of the Institute in a
large and widely recognized Robinson College of Business with nine departments and three institutes provides a rich curriculum and a diversity of specialized faculty.

5. **Successful Job Placement**
The Institute has an employment rate of new graduates approaching one hundred percent. The administrative residency requirement is a major reason with about seventy-five percent of the graduates offered permanent positions on the completion of their residency at that institution. The Institute alumni, the business focus of the health administration degrees, and the reputation of the College and the Institute also contribute to the high employment rate of the graduates.

6. **Low Cost Graduate Education**
The cost of Georgia State University graduate health administration is among the lowest in the nation. Its in-state costs are comparable to other state institutions, but its bottom-line costs are generally lower for several reasons. First, the cost for out-of-state students is generally much lower than other health administration programs, since students in the MBA/MHA program from any of the 14 Academic Common Market states (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia) qualify for Georgia State's low in-state tuition. This ACM eligibility has resulted in a wide geographic dispersion of the Institute students.

Second, students offset tuition costs through part-time employment in local healthcare institutions, which the Institute strongly encourages and provides assistance.

Third is the financial support administrative residents receive during their two semester residency in a hospital or other health-related organization, which is often unrecognized and represents a significant offset of tuition costs.

Fourth, in the past many students have received funding from federal traineeships. Over the past three years, a total of about 30 students have received traineeships. In summary, most health administration students are self-supporting, which is an important strength of the Institute.

7. **Faculty Experience**
While the number of faculty in the Institute is small, the faculty has considerable experience, presenting a diverse and breadth of subspecialties. The faculty continually strives to improve its expertise by engaging a considerable number of consulting, research, and service studies. In summary, the depth and breadth of the faculty is a considerable strength of the Institute.

**Needs**
While the Institute has a number of strengths, it also recognizes that several needs must be fulfilled to improve its programs and student body. The Institute is well-recognized regionally as a strong program, but a need exists to enhance its prominence nationally. While some efforts are
underway, such as the Institute's annual symposium and improvement of its linkage with alumni who are located throughout the nation, considerable thought and effort must be devoted to improving the Institute's visibility nationally.

A need exists to stabilize the number of students entering each year and improve their quality. In the past, the number of students matriculating each year has varied, and the budget crisis currently facing the State of Georgia will probably focus attention on the number of students in each class per semester. Fortunately, at this point in time, an excellent opportunity exists for stabilizing the number of students and improving the quality of the Institute's student body. The need for health administration education in related healthcare professions, such as nursing, is increasing due to dynamic changes occurring in the health care industry. Furthermore, many individuals currently employed in health care institutions are recognizing the need for graduate training in health administration. Those working in fields other than health care increasingly appear to be interested in pursuing health administration careers. Recent undergraduates interested in pursuing administrative careers in healthcare are facing the reality that a MHA or MBA degree (preferable both) is a required prerequisite qualification for employment.

While the funding requirements of the Institute are modest, a stable core of funding is essential to enable the Institute to maintain its excellence and achieve its strategic goals. Due to a lack of RCB state monies, the Institute's research associate position has been temporarily covered under funding from external programmatic funds. Unfortunately, these funds provided by the U.S. Public Health Service's Health Administration Institutional Grants have been decreased, and RCB funds to maintain recruiting and residency placement activities have also declined. Thus, an urgent needs exists to provide hard monies for these activities, at least until additional external funding sources can be developed. While the Institute has met with little success in attempts to secure external funds from the hospital industry, a promising opportunity is government grants, cooperative agreements, and contracts, since they are more available in the healthcare field.

The small number of core faculty in the Institute presents limited flexibility for the Institute to adjust to any loss of teaching faculty. During the five-year period of this strategic plan, one faculty member is facing a tenure decision and a senior professor will likely retire. Thus, a need exists to recruit a fourth faculty member as soon as possible.

**Assessment**

The double degree MBA/MHA program and the specialized MHA degrees have been innovative and well-regarded curricula to prepare students for a variety of future careers in healthcare administration. The continuous inclusion of the administrative residency in the double degree program remains a highly valuable part of the curriculum, as well as an important way for new graduates to gain their first professional position. During the past two years, a more active and focused student recruiting activity was undertaken in the Southeast, with the result that 25 students matriculated in 2000 – about the same as the previous 5-year average. The 85 percent graduation rate of Institute students which exceeds the RCB mean, indicates that the Institute's screening and interviewing process is working well, although student quality could always be improved, consistent with College objectives.
The Institute's student to faculty ratio is among the highest of all the accredited health administration programs in the Southeast, and one of the highest in the nation. Furthermore, relative to other graduate programs in the College, the student to faculty ratio is among the highest. The accrediting commission for health administration specifically cited their concern regarding the small faculty size, and recommended that a fourth faculty position in the Institute be secured as soon as possible. The option of securing qualified, local part-time instructors is infeasible due to the professional nature of the discipline. The Institute's faculty salaries are lower than the average for the College and need to be increased to retain existing faculty and attract new faculty.

Research efforts of the Institute are limited by lack of available time for a small faculty with multiple responsibilities such as: teaching, counseling, recruiting, alumni relations, service commitments, college committees, interviewing applicants, and administrative residency placement and evaluation. To the extent possible, the Institute's research agenda is being directed toward projects that examine the issues that arise in the relationship of hospitals and their medical staffs.

The service component of the Institute mission includes faculty participation in committees of the College and the University, and participation in a variety of health care professional organizations. Institute faculty are members of the University Senate, the RCB Research Program Committee, the Executive Committee, the Faculty Affairs Committee, and the accrediting commission’s site visit team. They also serve as regional advisor for the professional association of healthcare executives, editor and reviewers for healthcare journals, and chair of a section of a national healthcare professional organization. These activities are essential for the faculty to keep their knowledge current with developments in the delivery of medical care, and to create administrative residency opportunities.

To meet all of these needs, additional funding for the Institute program will be required. The Institute is hopeful that the RCB strategic plan for increasing funding will enhance the Institute's programs as well. Another promising opportunity for external funding is federal and state grant support.

**Strategic Goals**

In order to meet the challenges of a changing environment, the Institute has established seven major goals:

1. Continue to evaluate the appropriateness of the curriculum in response to the needs of the job market, the student and recommendations of accrediting bodies;
2. Consistent with College objectives, improve the quality of matriculating students;
3. Increase the research productivity of Institute faculty;
4. Enhance the prominence of the Institute and the College, through increased involvement in service and continuing education activities;
5. Create an environment whereby faculty can achieve an appropriate balance among teaching, research and service activities;
6. Continue to seek increased financial support, consistent with the needs of the Institute;
7. Increase public awareness of the value of the Institute of Health Administration program through reports that illustrate the effect of graduates on the health services in Georgia.

Specific Five Year Goals

1. Curriculum
   a. To enrich the understanding of the operations of health care organizations and administration, there should be at least one Visiting Health Care Executive in residence for two weeks each year.
   b. Evaluation of the curriculum shall be completed annually and reviewed with the Advisory Committee.
   c. The double degree programs in conjunction with the College of Health Sciences departments should be explored for the MHA degree.
   d. Enrich course material through the use of team teaching of faculty members and local health care administrators for individual class sessions.

2. Students
   a. The recruitment effort should be targeted to reach an annual goal of twenty-five matriculated students including those enrolled in the specialized MSHA program.
   b. The Institute will require verbal and quantitative Graduate Management Admissions Test scores at the thirtieth percentile or higher.

3. Research
   a. The research agenda of the Institute should be primarily concerned with the organization and structure of the deliver system, health care financing and insurance, program evaluation, and quality assurance in health care.
   b. External funding for research should be at least one research project per year.

4. Service
   a. Each faculty member shall serve on a committee of the college or the university.
   b. All faculty members shall participate in activities of the American College of Healthcare Executives.

5. Faculty
   a. Establish and recruit a fourth faculty position.
   b. The primary appointment of full-time Institute faculty shall be in the Institute.
   c. Graduate Research Assistants shall be provided to each faculty for three semesters annually.
   d. Course releases for all Institute faculty members shall average two courses annually.
   e. An additional office should be added to the existing office space to accommodate a fourth faculty member, with sufficient space to provide a second desk for a Visiting Health Care Executive.
   f. Faculty salaries shall be increased to at least the average salary by rank of the RCB faculty by 2003.
g. The annual teaching schedule for the faculty should average 4 courses annually.

6. Financial Support
   a. Travel funds should be increased in order to visit all administrative residencies.
   b. Travel funds should be increased in order that at least one faculty member can be in attendance at all national and regional academic association meetings and selected professional health care organizations.
   c. The alumni association adopts the fund-raising goal for the funding of an endowed chair.

7. Increased Public Awareness
   a. An impact statement about the value of Institute graduates to health care in Georgia will be developed.

Specific Five Year Objectives

1. Curriculum
   a. To evaluate curriculum formally once per year, with oversight from the Advisory Committee.
   b. To establish a double degree MHA program in conjunction with other components of GSU.

2. Students
   a. To target student recruitment efforts so as to reach an annual goal of 20 matriculated students, with 10 percent enrolled in the specialized MHA program.
   b. To require all entering students to achieve the 50th percentile overall and 30 percentiles on both verbal and quantitative Graduate Management Admissions Test scores.

3. Research
   a. To conduct at least one major externally funded research project per year.
   b. To focus the research agenda of the Institute where possible on insurance, evaluation of programs, and issues facing health systems.

4. Service
   a. To encourage each faculty member to serve on a committee of the college or the university.
   b. To encourage each faculty member to participate in activities of the American College of Healthcare Executives or a similar professional organization.

5. Faculty
   a. To establish and recruit a fourth faculty position.
b. To seek approval for teaching/research faculty from other departments to receive primary appointments in the Institute.
c. To provide one Graduate Research Assistant for each faculty member throughout the year.
d. To obtain one course release for each faculty member per year.
e. To obtain one additional office space to accommodate a fourth faculty member, with sufficient space to provide a second desk for a Visiting Health Care Executive.
f. To seek an increase in Institute faculty salaries to at least the average salary by rank of the RCB faculty by 2003.
g. To reduce the annual teaching load of Institute faculty to average 4 courses annually.

6. Financial Support

a. To actively seek internal and external funding to expand support for the Institute and the existing Research Associate position.
b. To increase externally funded research and service projects through grants, cooperative agreements, and contracts.
c. To seek increased travel funds so that at least one faculty member can be in attendance at major national and regional academic association meetings and selected professional health care organizations.
d. To seek increased travel funds to evaluate all administrative residents on-site and to obtain future residencies for students.

7. Prominence

a. To establish a position for at least one Visiting Health Care Executive in Residence each year for a prominent health administrator so as to increase the visibility of the Institute and enrich the understanding of the operations of health care organizations and administration.
b. To expand the Institute website as a way of marketing our program.
c. To improve linkages with the Institute's nationwide alumni base through improved newsletters and establishment of an electronic communication system for alumni through an Institute-based computer system.
Appendix C2

Institute of Health Administration of the Robinson College of Business Georgia State University

Draft Strategic Plan 2006-2010
Introduction

The strategic focus of the Institute emanates from its primary mission to prepare future healthcare leaders and to conduct interdisciplinary research. Its vision and strategic directions are guided by faculty deliberations and input from the IHA Advisory Board and Alumni Board. The IHA faculty initiates the review with a scan of the changing external environment, local programs, and national academic peers, status of previous goals and objectives, an internal assessment of capabilities and weaknesses, and a SWOT analysis (strengths, weaknesses, opportunities, and threats). The preliminary review is shared with the IHA Advisory Board and the IHA alumni Board, where strategic options are discussed and feedback provided. After due consideration of all the comments and strategic options, an updated strategic plan is developed followed by a discussion with the Dean. The following is a product of this process.

Program Vision

The Institute will educate leaders, engage in scholarship, and serve the health management profession in the pursuit of a health care system that will be well managed, responsive to the changing needs of individuals and society, and contribute to a better quality of life for all people.

Program Mission

The primary educational objective of the Institute is to provide an integrative educational experience of course content and field work to enable graduates to become effective functioning members of a health care management team and to create in students a desire for life long learning. Graduates will:

a. Develop a clear understanding of the components of the health care sector, law and public policy around health care, and the public and private financing mechanisms for health care in the United States.

b. Identify, describe and apply business principles from core functional areas such as economics, finance, accounting, management, marketing, information systems, corporate risk management, and operations to the development, strategic management, and operations of health care organizations.

c. Communicate in appropriate written and oral form with various stakeholders such as peers, clinical providers, patients, policy makers, and the general public.

d. Demonstrate competency with respect to personal ethics and professional standards and a commitment to manage health care organizations responsibly for the benefit of patients and the community. This includes a commitment to continuously improve organizational and personal performance.

e. Demonstrate integration of course work with practical applications/field experience and the ability to function effectively as members of management in health care organizations.

The research objective of the Institute is to encourage faculty research and publications related to the improvement of the management of health care. Faculty and other stakeholders will:

a. Engage in individual and collaborative research projects

b. Increase recognition of the Institute by academic faculties and practitioners through scholarly endeavors
c. Strengthen curriculum through use of new knowledge and research findings

The service objective of the Institute is to encourage faculty and graduates to serve in leadership positions within their healthcare organization, in the health care community and service organizations, and within the university. Faculty and graduates will:

a. Hold leadership positions in health care organizations and in related professional organizations
b. Serve as an information and technical resource to health care organizations, policy makers, and consumers.
c. Serve and actively participate on university and/or college committees

Assessment
A thorough assessment of program and learning outcomes was conducted during 2006. This review together with interviews with faculty, alumni and students provided input for a preliminary S.W.O.T. analysis which will be used to develop a strategic plan. The information below will be updated as the APR progresses and incorporates some survey data from students, alumni and faculty conducted in January and February of 2006, as well as other inputs.

Strengths
The principle strength of the Institute of Health Administration is the education of business focused health care professionals through the flagship dual degree MBA/MHA program.

- The Institute’s location within the Robinson College of Business enhances our reputation throughout the state and the region. Students, preceptors, research collaborators, and those in the industry recognize the stature of the Robinson College of Business.
- Student evaluations of courses, residencies, and preceptor evaluations of students and student preparation show a generally high degree of student satisfaction with the Institute.
  - The Institute is rated at or above University average on 11 out of 14 items by our alumni and current students on a survey administered as part of the APR.
  - When asked to rate the extent to which the academic program has achieved the objectives a-e on page 1 of this document, students and alumni rated the institute at or about 4 on a 5 point scale on all items.
- A highly qualified and high profile Advisory board is providing valuable input into curriculum for the Institute.
- High profile alumni of the Health Administration program located throughout the country and internationally remain connected with the Institute (Alumni board, annual receptions, up to date directory) and participate in guiding the future of the program.
- Faculty members are actively engaged in research, have gained visibility in the policy community, and are active participants and leaders of various professional organizations.
- The collaboration between HA faculty and the Georgia Health Policy Center is vital to sustaining the research agenda of GHPC and provides IHA faculty with research support and an outlet for identifying the policy relevance of their research. Through these collaborations, well over 3 million dollars in research funding have come to Georgia State University.
The establishment of the Joe Taylor endowed chair and the growth in the number of contributors and the size of alumni contributions to the foundation have improved the financial strength of the Institute.

Collaborative research focused on health care management education in developing countries has provided a service to the field, contributes to the international community, and has provided an opportunity for exposing students within the HA program to international colleagues.

Over the past 3 years we have participated in undergraduate education through offering a freshman learning community and multiple Perspectives courses. This supports the goals of the College and the University regarding undergraduate education.

Weaknesses

The size of the program (i.e., number of graduate students - currently 55-65 which is 4th largest MS program in RCB) makes our productivity highly sensitive to small fluctuations in enrollment. Thus a decline in enrollment in one year of 3 students (from 25 to 22) can drop our annual credit hour production by 12 percent assuming all students are progressing through the curriculum at the standard pace.

The small size of the faculty constrains our ability to:
  o Offer more courses or courses at different times at the Masters level,
  o Expand at either the undergraduate or doctoral level,
  o Offer continuing education opportunities that might be attractive to the profession in Atlanta and beyond,
  o Collaborate within the department on a more diverse research portfolio, and
  o Participate in all College and University level committees that might be appropriate.

Student and alumni rating of frequency of offering of courses in the program and diversity of teaching methods were rated below University average a survey administered as part of the APR.

Opportunities

Assuming College and University support for expanding the faculty in order to strengthen the ability to meet our teaching, research and service objectives, we believe the following opportunities exist:

The professional MBA program is drawing in full-time workers in health related industries and business who have not heretofore been part of the HA student body. There are at least some within this cohort who are likely interested in either:
  o A health administration concentration or major within the PMBA curriculum, or
  o A professional cohort to pursue dual MBA/MHA degrees.

There is an excess demand for professionals at every level with expertise in health informatics to manage data collection and manipulation in health organizations. Therefore, there is an opportunity to expand the existing MSHA program with an additional focus on health informatics, as well as to develop an undergraduate program in health informatics to meet this industry based need.

There are a variety of options for participation in doctoral education:
The newly proposed Doctoral Student Initiative could bring qualifying doctoral students to the Institute for at least a year (two semesters) to take our graduate courses and to work with our faculty on research projects.

A graduate seminar in Health Services Research methods would be attractive to currently enrolled RCB doctoral candidates in other departments with an interest in health care topics.

The deactivated doctoral program could be reactivated if sufficient faculty members are available to teach and supervise dissertation work.

- Continuation of our participation in undergraduate education can be expanded through additional sections of the Perspectives courses and the Freshman Learning Communities.
- The need for formal Health Management Education in developing countries is increasingly recognized, while at the same time some federal and foundation funding to assist developing countries to build infrastructure is available.

**Threats**

- Competition for students in this academic specialty is increasing: until recently the Institute provided the only CAHME accredited program in Georgia. In 2003, Armstrong State University (Savannah) achieved CAHME accreditation of its MHA program. Clayton State University (Atlanta) whose MHA program was recently approved by the Board of Regents will likely enter into the CAHME accreditation candidacy program intended to achieve accreditation within 5 years. Other HA related programs in Georgia such as HA concentrations in Emory’s MPH, Mercer’s MBA, Central Michigan, St. Francis, and other MBA programs in the Southeast (e.g., Auburn, Vanderbilt) are not CAHME accredited.
- The Institute of Public Health at Georgia State has initiated a Health Management track that could be attractive to students considering the IHA programs.
- The University of Georgia’s College of Public Health concentration in Health Policy and Management might also draw students who would otherwise consider the IHA programs.

**Accomplishments**

In developing the current strategic plan, the IHA faculty assessed the current status of the goals and objectives defined in its 2000-2005 Strategic Plan. Since that time, the Institute has successfully implemented many stated objectives to help obtain the defined goals including:

1. **Curriculum**
   a. Annually the IHA faculty utilizes feedback from student, alumni, and preceptor survey responses and formal discussions with the IHA Advisory Council to review the curriculum. Since the last strategic plan, several changes have been made to the course content to better reflect the skills required of HA program graduates.
   b. In 2005 the Board of Reagents approved a dual masters degree program in law and health administration.

2. **Students**
   a. According to figures provided by the Office of Institutional Research, the average number of students who matriculate from the HA program is 21.
b. For recently admitted HA students the undergraduate GPA has averaged 3.2 and the GMAT has averaged 600. The GMAT score for students who have entered the MBA/MHA program between AY2004 and AY2006 has increased from an average of 593 to 617.

3. Research
   a. The Institute has successfully met its research agenda in terms of content area.
   b. The majority of the external funding has come indirectly through collaboration with the Georgia Health Policy Center.

4. Service
   a. All Institute faculty currently participate on a committee of the college or the university
   b. Not all members of the IHA faculty are members of the ACHE, they are active and hold leadership positions in a variety of prominent professional organizations including AUPHA, National Association for Health Data Organizations and many others.

5. Faculty
   a. In 2004, William Custer, Ph.D.’s primary appointment was transferred from the Department of Risk Management to IHA.
   b. On average, Institute faculty obtained well in excess of 1 course release per faculty member per year?
   c. In 2005 the Institute was awarded a suite of offices that allows for all faculty, staff and research persons to be housed together and provides adequate meeting space. It also provides sufficient space for faculty and staff expansion.
   d. Faculty salaries have gradually increased to close to the salary by rank and discipline within the College. However, disparities for some faculty members persist.

6. Financial Support
   a. The current faculty members have generated over $2.6 million in external funding during the APR period.
   b. Through extramural research, travel funding has increased so that at least one faculty member can be in attendance at major national and regional academic association meetings and selected professional health care organizations

7. Prominence:
   o In 2001, the Institute established an Executive-in-Residence program. During this inaugural year, Bernie Brown, former CEO of the Promina Health System, agreed to serve. Brue Chandler, former President of St. Joseph's Hospital was appointed in 2003, and Marie Cameron, former CEO of Southwest Hospital in 2006.
   o The Institute’s website has been updated and provides a significant pathway for marketing of the program
   o The extensive electronic alumni database has been enhanced and utilized to increase communications with program graduates nationally and abroad.
Strategic Goals

Education
At the graduate level, the strategic education focus of IHA remains the CAHME accredited double degree (MBA/MHA) program. The curriculum for this program is primarily determined by the accreditation requirements of CAHME and the dual degree requirements of the MBA/MHA within RCB. However, the strategic goals of the Institute are to not only enhance its curriculum in these essential areas but to also to expand educational services in other areas of undergraduate, masters and Ph.D. programs.

In addition to the need to continue to improve the quality of students and the curriculum offered, the current strategic educational focus includes:

1. **Reduce reliance on part-time instructors for graduate courses.** As a consequence of the increased focus on scholarly and extramurally-funded research and not being authorized to fill the positions held by recently retired faculty, an increased portion of graduate credit hours have been provided by part-time instructors. Our own commitment to excellence, reinforced through the CAHME external accreditation process, suggests that full-time faculty is strongly preferred for teaching at the graduate level. Additionally, there is a need to augment the competency-based curriculum in such areas as healthcare change management, human resources, quality, and population health.

2. **Implement the health informatics specialization in the MS in Computer Information System and MSHA.** There are growing opportunities for Master level specialists in health informatics. Both the existing MS/CIS and MSHA degree programs can be expanded through marketing and interdisciplinary collaboration with CIS faculty to create a highly regarded MS/CIS and MSHA with specialization in health informatics.

3. **Establish an undergraduate major in health informatics.** This can be accomplished within the existing BBA major in CIS through interdisciplinary collaboration with the Department of Computer Information Systems. The Institute’s Advisory Board strongly supports this strategy as a first step in meeting the industry-wide need for specialists in the technical and strategic management of information in the healthcare sector.

4. **Establish a HA cohort within the new PMBA.** The recent success of the College of Business in implementing a cohort-based Professional MBA program provides a base for a similar health-care focused cohort for professional health managers. Therefore, the courses currently offered to the Flex-MBA students as part of a MBA with health care concentration should be offered to a health care PMBA cohort within the next 2 years.

Additional development of the cohort-based PMBA program may imply the need to move to a full PMBA/PMHA program whereby students can obtain both degrees within the structure of the professional program.

Research
The general research strategy of the Institute is to encourage faculty research and publications related to the improvement of the management of health care. This will be accomplished through:
1. **Build additional focus on extramural grants and policy relevant research:** While the Institute faculty will continue in a collegial and collaborative relationship with GHPC, some of the funded research activity should be redirected to obtain funding directly within the IHA. This would provide indirect support to the program beyond the current course releases, travel support, and computer purchases obtained by the primary research faculty.

2. **Increase recognition of the Institute by academic faculties and practitioners through scholarly endeavors and publishing:** The Institute faculty will expand the emphasis on publishing in peer reviewed journals in addition to the current extensive contribution to the literature through Monographs, issue briefs and reports. Accomplishing this goal will be facilities when faculty has additional time to pursue scholarly endeavors through a reduced service and teaching load.

**Service**
The Institute faculty will continue to hold existing or obtain new leadership positions in health care organizations and in related professional organizations. We will continue to serve as an information and technical resource to health care organizations, policy makers, and consumers and to actively participate on university and/or college committees.
APPENDIX D

Appendix D1: Learning outcome statements and assessment plans

<table>
<thead>
<tr>
<th>Program Objective</th>
<th>Outcome Measure(s)</th>
<th>Assessment Process</th>
<th>Frequency of Assessment</th>
<th>Most Recent Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1: The primary educational objective of the Institute is to provide an</td>
<td>1. % of students in good academic standing</td>
<td>Course grades</td>
<td>Every Course, Every Semester</td>
<td>Spring 2006</td>
</tr>
<tr>
<td>integrative educational experience of both course content and field work to</td>
<td>2. Rating of course</td>
<td>Student Evaluation of Instructor Form (average all</td>
<td>Every Course, Every Semester</td>
<td>Spring 2006</td>
</tr>
<tr>
<td>enable graduates to become effective functioning members of a health care team.</td>
<td>3. Rating of educational preparation by student while a</td>
<td>courses)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Develop a clear understanding of the components of the health care sector,</td>
<td>resident</td>
<td>Student Evaluation of Residency Form</td>
<td>End of final semester of residency (1 time</td>
<td>Spring 2006</td>
</tr>
<tr>
<td>law and public policy around health care, and the public and private financing</td>
<td>4. Rating of educational preparation by preceptor</td>
<td>Meeting with student during site visit</td>
<td>per student)</td>
<td></td>
</tr>
<tr>
<td>mechanisms for health care in the United States</td>
<td>Preceptor Evaluation of Student Resident Form</td>
<td>1-2 times per student residency</td>
<td></td>
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<tr>
<td>b. Identify, describe and apply business principles from core functional areas</td>
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<td></td>
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<tr>
<td>such as economics, finance, accounting, management, marketing, information</td>
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<td>systems, corporate risk management, and operations to the development, strategic</td>
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<tr>
<td>management, and operations of health care organizations.</td>
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</tbody>
</table>

Objective 1: The primary educational objective of the Institute is to provide an integrative educational experience of both course content and field work to enable graduates to become effective functioning members of a health care team. This includes the following goals:

a. Develop a clear understanding of the components of the health care sector, law and public policy around health care, and the public and private financing mechanisms for health care in the United States
b. Identify, describe and apply business principles from core functional areas such as economics, finance, accounting, management, marketing, information systems, corporate risk management, and operations to the development, strategic management, and operations of health care organizations.
<table>
<thead>
<tr>
<th>Program Objective</th>
<th>Outcome Measure(s)</th>
<th>Assessment Process</th>
<th>Frequency of Assessment</th>
<th>Most Recent Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Student evaluation of curriculum</td>
<td>Student Survey</td>
<td>Annual meeting with students during fall semester</td>
<td>Annual</td>
<td>Fall 2005</td>
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<tr>
<td></td>
<td></td>
<td>Strategic analysis of HA program by students in HA 8990</td>
<td>Annual</td>
<td>Spring 2005</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6. Student learning outcomes</td>
<td>Tests and projects linked to learning outcomes</td>
<td></td>
<td>Course specific</td>
<td>Ongoing</td>
</tr>
<tr>
<td>c. Communicate in appropriate written and oral form with various stakeholders such as peers, clinical providers, patients, policy makers, and the general public</td>
<td>1. Course presentations, especially in Health Law (HA 8450), Executive Leadership (HA8440), Strategic Management (HA 8990)</td>
<td>Peer and Instructor Evaluation of Course Presentations</td>
<td>Course specific</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>2. Preceptor Evaluation of student communication skills</td>
<td>Preceptor Interview during Site Visit</td>
<td>Meeting with preceptor near end of residency</td>
<td>Spring 2006</td>
</tr>
<tr>
<td></td>
<td>3. Written residency report (1st semester) and Oral residency presentation (second semester)</td>
<td>Evaluation of reports and of presentations</td>
<td>End of each semester of residency</td>
<td>Spring 2006</td>
</tr>
<tr>
<td>d. Demonstrate competency with respect to personal ethics and professional standards and a commitment to manage health care organizations responsibly for the benefit of patients and the community. This includes a commitment to continuously improve organizational and personal performance</td>
<td></td>
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<td></td>
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<tr>
<td>Program Objective</td>
<td>Outcome Measure(s)</td>
<td>Assessment Process</td>
<td>Frequency of Assessment</td>
<td>Most Recent Assessment</td>
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</tr>
<tr>
<td>1. Preceptor Evaluation of students' professional competency</td>
<td>Preceptor Interview during Site Visit</td>
<td>Meeting with preceptor near end of residency</td>
<td>Spring 2006</td>
<td></td>
</tr>
<tr>
<td>2. Participation in student chapter of ACHE</td>
<td>Monitor student participations</td>
<td>On going</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>3. Membership in professional associations post graduation</td>
<td>Alumni Database</td>
<td>Ongoing</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>e. Demonstrate integration of course work with practical applications/field experience and the ability to function effectively as members of management in health care organizations</td>
<td>Preceptor Evaluation of Student Resident Form</td>
<td>End of each semester of residency</td>
<td>Spring 2006</td>
<td></td>
</tr>
<tr>
<td>2. Preceptor Evaluation of student communication skills</td>
<td>Preceptor Interview during Site Visit</td>
<td>Meeting with preceptor near end of residency</td>
<td>Spring 2006</td>
<td></td>
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</tbody>
</table>

Objective 2: The research objective of the Institute is to encourage faculty and student research, scholarly endeavor, and publications related to the improvement of the management of health care organizations, through the creative application of theory to operations. This includes the following goals:

a. Engage in individual and collaborative research projects

<table>
<thead>
<tr>
<th>Outcome Measure(s)</th>
<th>Assessment Process</th>
<th>Frequency of Assessment</th>
<th>Most Recent Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of collaborative research proposals submitted for funding</td>
<td>Faculty Activity Report</td>
<td>Annual in March</td>
<td>Spring 2006</td>
</tr>
<tr>
<td>2. Number of individual research proposals submitted for funding</td>
<td>Faculty Activity Report</td>
<td>Annual in March</td>
<td>Spring 2006</td>
</tr>
<tr>
<td>3. Number of funded research grants/contracts</td>
<td>Faculty Activity Report</td>
<td>Annual in March</td>
<td>Spring 2006</td>
</tr>
<tr>
<td>Program Objective</td>
<td>Outcome Measure(s)</td>
<td>Assessment Process</td>
<td>Frequency of Assessment</td>
</tr>
<tr>
<td>-------------------</td>
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</tr>
<tr>
<td>4. Dollar value of funded research grants/contracts</td>
<td>Faculty Activity Report</td>
<td>Annual in March</td>
<td>Spring 2006</td>
</tr>
<tr>
<td>5. Number of student graduate research assistant positions</td>
<td>Core Budget plus external projects budget</td>
<td>Annual in March</td>
<td>Spring 2006</td>
</tr>
</tbody>
</table>

b. Increase recognition of the Institute by academic faculties and practitioners through scholarly endeavors

1. Number of refereed articles published | Faculty Activity Report | Annual in March | Spring 2006 |
2. Number of non-refereed articles, book chapters, reports & books | Faculty Activity Report | Annual in March | Spring 2006 |
3. Number of papers presented at academic professional meetings | Faculty Activity Report | Annual in March | Spring 2006 |

c. Strengthen curriculum through use of new knowledge and research findings

1. Currency of course syllabi & reading lists | Faculty Syllabus Review | Each semester | Spring 2006 |
2. Specific group and individual projects requiring integration of new knowledge and research | Syllabus | Each semester | Spring 2006 |

Objective 3: The service objective of the Institute is to encourage faculty and graduates to serve in leadership positions in health care community and service organizations, as well as within the university. This includes the following goals:

a. Holding leadership positions in healthcare, as well as participation in professional organizations
<table>
<thead>
<tr>
<th>Program Objective</th>
<th>Outcome Measure(s)</th>
<th>Assessment Process</th>
<th>Frequency of Assessment</th>
<th>Most Recent Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of leadership positions held by faculty</td>
<td></td>
<td>Faculty Activity Report</td>
<td>Annual in March</td>
<td>Spring 2006</td>
</tr>
<tr>
<td>2. Number of sessions organized or chaired by faculty</td>
<td></td>
<td>Faculty Activity Report</td>
<td>Annual in March</td>
<td>Spring 2006</td>
</tr>
<tr>
<td>b. Serving as an information and technical resource to the public and health care organizations</td>
<td>1. Number and type of organizations assisted</td>
<td>Faculty Activity Report</td>
<td>Annual in March</td>
<td>Spring 2006</td>
</tr>
<tr>
<td>c. Serving and actively participating on university and/or college committees</td>
<td>1. Number of committees in which faculty are members</td>
<td>Faculty Activity Report</td>
<td>Annual in March</td>
<td>Spring 2006</td>
</tr>
<tr>
<td></td>
<td>2. Leadership positions held by faculty</td>
<td>Faculty Activity Report</td>
<td>Annual in March</td>
<td>Spring 2006</td>
</tr>
</tbody>
</table>
Appendix D2: Current course syllabi for all approved Writing Intensive courses

Not Applicable.

Appendix D3: Degree requirements for each program, which may be taken from catalogs

Master of Business Administration
7180.30 Degree Requirements

The regulations, policies, and procedures given in the “Master’s Enrollment” and “Master’s Programs” sections of this chapter apply to the M.B.A. program. The Master of Business Administration degree is awarded upon completion of the program prescribed in this section below. The time limit for completing the M.B.A. program is five years. The course requirements for the M.B.A. program and the sequence of courses follow. Note that Foundation courses and Cornerstone Core courses may be taken concurrently. All other courses must be taken after MBA 8000 Managing in the Global Economy. Students must apply to take the courses in the Capstone Core. Permission will be granted once students have completed all six MBA 8100 level courses (9 hours) and two MBA 8200 (3 hours) level courses.

Foundation Courses (0-6 hours): These courses provide foundation for the rest of the program and should be taken first. They can be waived by examination only. Foundation courses and Cornerstone Core courses may be taken concurrently.

MBA 7010 Financial Accounting Concepts (1.5)
MBA 7020 Business Analysis Foundations (1.5)
MBA 7030 Microeconomics for Managers (1.5)
MBA 7040 Customers and Markets (1.5)

Cornerstone Core Courses (3-9 hours): These courses provide a solid intellectual grounding within an integrative framework that sets the stage for the entire program. Managing in the Global Economy cannot be waived. Waiver of Strategic Communication will be granted only under exceptional circumstances which must include a high degree of previous education and proof of significant experience in the communications area. Legal, Ethical and Regulatory Environment can only be waived by those students already possessing a JD degree. Once a course is waived, it may not be taken later for credit. Foundation courses and Cornerstone Core courses may be taken concurrently.

MBA 7010, 7020, 7030, and 7040 are co-requisites for MBA 8000 Managing in the Global Economy. MBA 8000 Managing in the Global Economy (3)
MBA 8015 Strategic Communication (3)
MBA 8030 Legal, Ethical and Regulatory Environment (3)

Functional Core Courses (12 hours): The functional core offers curricular breadth. It is divided into a required functional core of 9 hours and 3 hours of elective core courses beyond the required core. Up to 3 hours (two courses) in this category may be waived, but the number of credit hours waived must be replaced with 8000-level RCB courses within the functional core. Once a course is waived, it may not be taken later for credit. MBA 8000 is a prerequisite for every Functional Core course, and MBA 8015, and MBA 8030 are co-requisites.
Required Functional Core Courses: All of these courses must be taken. MBA 8000 is a prerequisite and MBA 8015, and 8030 are co-requisites for each of the following required courses.

MBA 8110 Cost Analysis (1.5)  
MBA 8120 Introduction to Information Systems (1.5)  
MBA 8130 Foundations of Corporate Finance (1.5)  
MBA 8140 Marketing Management (1.5)  
MBA 8150 Systems & Operations Management (1.5)  
MBA 8160 People in Organizations (1.5)

Elective Functional Core Courses: Each student is required to take 3 hours (two courses) from the following. For all but one course in this group, the 8100 level companion course is a prerequisite. For example MBA 8110 must be taken before MBA 8210. The exception to this rule is MBA 8220. MBA 8120 is not a prerequisite for MBA 8220.

MBA 8210 Management Control Systems (1.5)  
MBA 8220 Information Technology for Business Process Innovation (1.5)  
MBA 8230 Applications of Corporate Finance (1.5)  
MBA 8240 Strategic Marketing Techniques (1.5)  
MBA 8250 Business Process Management (1.5)  
MBA 8260 Leadership & Organizational Change (1.5)

Capstone Core Courses (6 hours). The Capstone Core integrates disparate knowledge gained from the required curriculum. These courses cannot be waived. Students must apply to take the courses in the Capstone Core. Permission will be granted once students have completed all six MBA 8100 level courses (9 hours) and two MBA 8200 (3 hours) level courses.

MBA 8810 Corporate Governance & Performance Analysis (3)  
MBA 8820 Global Competitive Strategy (3)

8000-Level Elective Courses (18 hours): “Electives” include 12 hours in a concentration which permit the student to personalize core competency and customize intellectual development. Electives are expected to be from the set of RCB 8000-level courses or from the economics department in the Andrew Young School. Students wishing to take electives outside that set must apply for special permission.

7230.20 Regulations for the Degrees Master of Business Administration/ Master of Health Administration

The Master of Business Administration (M.B.A.)/Master of Health Administration (M.H.A.) joint degrees are comprised of 54 - 61.5 semester hours of 8000-level graduate courses; a two-semester administrative residency is included. The residency (six semester hours) must be satisfactorily completed at a site approved by the director of the institute after all academic courses have been completed. A maximum of nine semester hours of graduate foundation coursework and a maximum of three semester hours of MBA coursework can be exempted based on previous completion of equivalent coursework.
The time limit for completing the M.B.A./M.H.A. joint degrees is five years. All M.B.A./M.H.A. students will complete the Business Communication Skills Requirement explained earlier in this chapter.

The regulations, policies, and procedures given in the “Master’s Enrollment” and “Master’s Programs” sections of this chapter apply to the M.B.A./M.H.A. joint programs. A maximum of 12 semester hours of graduate transfer credit is permitted in the joint programs.

Applicants who have already completed an accredited M.B.A. degree program may request to complete only the M.H.A. portion of the joint programs and earn only the M.H.A. degree. These requests must be approved by the faculty of the Institute of Health Administration. A limited number of students can be accepted for this option. The program of study for students approved for this option includes the 30 semester hours of health administration courses listed in item 5 below and the six-hour residency requirement described in item 7 below (Such students should have already completed equivalents to MBA courses; in the event any deficiencies exist, these will be assigned as additional courses.).

7270.20 Master of Science in Health Administration Regulations for the Degree
1. All Master of Science in Health Administration students will complete the Business Communication Skills Requirement explained earlier in this chapter. The regulations, policies, and procedures given in the “Master’s Enrollment” and “Master’s Programs” sections of this chapter apply to the M.S. H.A. program. A maximum of 12 hours of transfer credit is permitted in this 36-hour program.

2. Course Requirements. The course requirements for the Master of Science in Health Administration degree and the format of the program follow. Consult the Course Descriptions chapter for prerequisites to the graduate courses listed below. For descriptions and prerequisites of the undergraduate foundation courses, see the Course Descriptions chapter of the Georgia State University Undergraduate Catalog. This catalog is available on the web at www.gsu.edu; click on Students then Catalogs.

   a. Foundation Courses (0-4.5 hours). These courses provide foundation for the rest of the program and should be taken first. They can be waived by examination only.
       MBA 7020 Business Analysis Foundations (1.5)
       MBA 7010 Financial Accounting Concepts (1.5)
       MBA 7040 Customers and Markets (1.5)

   b. Required Courses in Health Administration (24 hours)
       HA 8160 Introduction to Business and the Health Care System (3)
       HA 8190 Health Policy and Ethics (3)
       HA 8250 Health Economics and Financing (3)
       HA 8450 Legal Environment of Health Care (3)
       HA 8620 Operations Management and Quality in Health Care (3)
       HA 8630 Managed Care and Integrated Health Systems (3)
       HA 8670 Health Information Systems (3)
       HA 8990 Strategic Management in Health Care (3)
c. Concentration (12 hours). Select one of the concentrations listed below to complete this section of the M.S.H.A. program. Refer to description of concentrations in the Master of Business Administration program earlier in this chapter. Follow the course requirements given for the chosen concentration.

Clinical management: This concentration is intended for students who desire a professional career in the management of clinical healthcare area. Students who choose this concentration must include:

- HA 8440 Executive Leadership in Health Care,
- HA 8680 Care Management and Delivery Systems,
- HA 8700 Health Services Research and Evaluation Methods, and
- HA 8391 Health Administration Field Study.

Finance:

Students who choose this concentration must include

- HA 8550 Health Planning and Financial Management Information Systems,
- MBA 8130, Foundations of Corporate Finance,
- MBA 8230, Applications of Corporate Finance, and
- Fi 8000, Valuation of Financial Assets,

as 9 hours of the courses in the concentration; these MBA and FI courses are prerequisites to other 8000-level finance courses.

Human Resource Management Information Systems:

Students who choose this concentration must also meet the foundation requirement for knowledge of a procedural or object-oriented programming language. This requirement is explained in the M.B.A./I.S. description earlier in this chapter. Managerial Sciences:

Students who choose this concentration must include one of the following courses, but they may not take both:

- MBA 8150, Systems and Operations Management and
- MBA 8250, Business Process Management, or

Marketing:

Students who choose this concentration must include MBA 8140, Marketing Management and MBA 8240, Strategic Marketing Techniques, as one of the courses in the concentration; this course is a prerequisite to all 8000-level marketing courses.

Risk Management and Insurance

3. Program of Study/Course Selection. All M.S.H.A. students may contact the Institute for consultation and guidance as needed during their program. Because the course requirements for the M.S.H.A. program are prescribed, students are not required to plan a formal program of study with a faculty adviser in the Institute of Health Administration.

M.S.H.A. students should notify the Office of Graduate Student and Alumni Services as soon as they select their area of concentration.
Progress toward the degree, including clearance for graduation, will be determined by GSAS by comparing courses taken with the foundation courses assigned at admission and the degree requirements stated above.

7270.30 JD/Health Administration Joint Program
The Institute of Health Administration in the Robinson College of Business, in conjunction with the College of Law, offers a joint program leading to the Juris Doctor degree (JD) and (1) a Master of Science in Health Administration degree (MSHA), or (2) an MBA/MHA (Master of Business Administration and Master of Health Administration). The following regulations apply to students who are accepted to both the JD and MSHA or MBA/MHA, and are enrolled in the joint program (joint enrollment) as opposed to being separately enrolled in both programs. Students who have already earned MSHA or MBA/MHA degrees or a JD degree at Georgia State University or at another institution are not eligible for the joint program.

1) JD/MSHA Joint Degrees
The JD/MSHA is a course of study which allows selected previously-approved course work earned in one degree program to satisfy some of the elective course requirements of the other degree program. This enables a student to complete the requirements for both degrees in a shorter time than required to complete both degrees separately. Students who have already earned an MSHA degree or a JD degree at Georgia State University or at another institution are not eligible for the joint program.

Students must satisfy the curriculum requirements for both the MSHA degree and the JD degree requirements. For students enrolled in the joint program, the Robinson College of Business will accept as course credit 15 semester hours of elective courses from the JD curriculum with grades of B or better. Twelve hours will be given for any law elective courses and 3 credit hours will be given for LAW 7239 Health Law Liability or LAW 7240 Health Law Regulation in place of HA 8450 Legal Environment of Health Care. Reciprocally, the College of Law will accept as course credit 12 semester hours of 8000-level MSHA courses with a grade of B or better to apply toward the 47 hours of law elective courses.

Applicants to the JD/MSHA joint degree program must meet the entrance requirements and follow the application procedures of both the Robinson College of Business and the College of Law. Applicants must be accepted by both colleges before completing either program. The College of Law does not permit enrollment in the joint degree program after a student has completed more than 21 semester hours of 8000-level MSHA coursework. After students have been admitted to both the MSHA and the JD programs they must, at the first opportunity, complete the first 31 semester hours of required courses in the JD program. After completion of these 31 hours, course enrollment in either college or both concurrently is permitted. No credit hours of JD course work will be applied toward the MSHA degree requirements until the completion of JD degree requirements. A simultaneous awarding of degrees will satisfy this requirement. The requirements for the MSHA degree must be completed within five years of the initial semester of enrollment in the MSHA program. The JD Degree must be completed within six years of the initial semester of enrollment in the JD program.

2) JD-MBA/MHA Joint Degrees
The JD-MBA/MHA is a course of study which allows selected previously-approved course work earned in one degree program to satisfy some of the elective course requirements of the other degree program. This enables a student to complete the requirements for all three degrees in a shorter time than required to complete the degrees separately. Students who have already earned an MBA, MHA or a JD degree at Georgia State University or at another institution are not eligible for the joint program. Students must satisfy the curriculum requirements for both the MBA/MHA degrees and the JD degree requirements.

For students enrolled in the joint program, the Robinson College of Business will accept as course credit 9 semester hours of elective courses from the JD curriculum with grades of B or better. Three hours of credit for successful completion of either LAW 7239 Health Law Liability or LAW 7240 Health Law Regulation, and up to 6 hours of legal externship courses in the healthcare area may be substituted for the required HA residency courses, HA 8810 and HA 8820. Reciprocally, the College of Law will accept as course credit 12 semester hours of 8000 level MBA/MHA courses with a grade of B or better to apply toward the 47 hours of law elective courses.

Applicants to the JD-MBA/MHA joint degree program must meet the entrance requirements and follow the application procedures of both the Robinson College of Business and the College of Law. Applicants must be accepted by both colleges before completing either program. The College of Law does not permit enrollment in the joint degree program after a student has completed more than 21 semester hours of 8000-level MBA/MHA coursework. After students have been admitted to both the MBA/MHA and the JD programs they must, at the first opportunity, complete the first 31 semester hours of required courses in the JD program. After completion of these 31 hours, course enrollment in either college or both concurrently is permitted.

No credit hours of JD course work will be applied toward the MSHA degree requirements until the completion of JD degree requirements. A simultaneous awarding of degrees will satisfy this requirement. The requirements for the MBA/MHA degrees must be completed within eight years of the initial semester of enrollment in the MBA/MHA program. The JD Degree must be completed within six years of the initial semester of enrollment in the JD program. (Source://www.gsu.edu/images/Downloadables/Grad_06-07_catalog.pdf)
### Appendix D4: Departmental Course Offerings

**Appendix D4**

**Departmental Course Offerings By Fiscal Year, Course Level, # Of Sections, # Of Students And Average # Of Students**

**Health Administration**

<table>
<thead>
<tr>
<th>FY</th>
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Appendix D5: Summary results of surveys

Appendix D-5a
ACADEMIC PROGRAM REVIEW
INSTITUTE OF HEALTH ADMINISTRATION
GRADUATE ALUMNI SURVEY FINDINGS REPORT

N = 25 (response rate = 55.6 percent)
University (21 departments) N = 972 (response rate = 46.3 percent)

Table 1

<table>
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<tr>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don’t know/Not applicable</th>
<th>Dept. Mean*</th>
<th>SD</th>
<th>Univ. Mean*</th>
<th>SD</th>
<th>%</th>
<th>Rank</th>
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<td>Faculty members in the department were interested in the academic development of graduate majors.</td>
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<td>.0</td>
<td>0</td>
<td>.0</td>
<td>3</td>
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<td>11</td>
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<td>.0</td>
<td>1</td>
<td>4.0</td>
<td>11</td>
<td>44.0</td>
<td>8</td>
<td>32.0</td>
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<td>Faculty in the department were appropriately prepared for their courses.</td>
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<td>4.0</td>
<td>4</td>
<td>16.0</td>
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<td>I feel the graduate program prepared me for my professional career and/or further study.</td>
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<td>5</td>
<td>20.0</td>
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<td>There was open communication between faculty and graduate students about student concerns.</td>
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<td>0</td>
<td>.0</td>
<td>6</td>
<td>24.0</td>
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<td>Class size was suitable for effective learning.</td>
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<td>0</td>
<td>.0</td>
<td>1</td>
<td>4.0</td>
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<td>24.0</td>
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<td>72.0</td>
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*Mean range: 1=strongly disagree to 5=strongly agree; "Don’t know/not applicable excluded from analysis.
Faculty members in the department were interested in the academic development of graduate majors.

The graduate program of study was academically challenging.

Faculty in the department were appropriately prepared for their courses.
I feel the graduate program prepared me for my professional career and/or further study.

There was open communication between faculty and graduate students about student concerns.

Class size was suitable for effective learning.
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<th>Poor N (%)</th>
<th>2 N (%)</th>
<th>3 N (%)</th>
<th>4 N (%)</th>
<th>Excellent N (%)</th>
<th>Don't know/Not applicable N (%)</th>
<th>Dept. Mean*</th>
<th>SD</th>
<th>Univ. Mean*</th>
<th>SD</th>
<th>% Rank</th>
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<td>7 28.0</td>
<td>7 28.0</td>
<td>9 36.0</td>
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*Mean range: 1=poor to 5=excellent; "Don’t know/not applicable excluded from analysis.
Academic advisement available in the department

Career advisement available in the department

Availability of faculty to students outside the classroom
Graph 10

Effectiveness of teaching methods used by faculty

Graph 11

Procedures used to evaluate student performance

Graph 12

Frequency of graduate course offerings
Table 3

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### Institute of Health Administration Supplemental Questions

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</tr>
</tbody>
</table>

| Application of business principles from core functional areas such as economics, finance, accounting, mgt., marketing, information systems, corporate risk mgt., and operations to the development, strategic mgt, and operations of health care organizations. | 0 | .0 | 1 | 4.0 | 2 | 8.0 | 14 | 56.0 | 8 | 32.0 | 0 | .0 | 4.16 | .746 |
| Communications in appropriate written and oral form with various stakeholders such as peers, clinical providers, patients, policy makers, and the general public. | 0 | .0 | 0 | .0 | 0 | 7 | 28.0 | 13 | 52.0 | 5 | 20.0 | 0 | .0 | 3.92 | .702 |
| Development of a personal ethic, knowledge of professional standards, and a commitment to manage health care organizations responsibly for the benefit of patients and the community. | 0 | .0 | 0 | .0 | 0 | 4 | 16.0 | 14 | 56.0 | 7 | 28.0 | 0 | .0 | 4.12 | .666 |
| Integration of course work with practical applications/field experience and the ability to function as members of management in health care organizations. | 0 | .0 | 3 | 12.0 | 2 | 8.0 | 16 | 64.0 | 4 | 16.0 | 0 | .0 | 3.84 | .850 |

Mean range: 1=poor, 2=slight, 3=average, 4=good, 5=excellent; “Not applicable excluded from analysis.
Application of business principles from core functional areas such as economics, finance, accounting, mgmt., marketing, information systems, corporate risk mgmt., and operations to the development, strategic mgmt. and operations of health care organizations.

Communications in appropriate written and oral form with various stakeholders such as peers, clinical providers, patients, policy makers, and the general public.

Development of a personal ethic, knowledge of professional standards, and a commitment to manage health care organizations responsibly for the benefit of patients and the community.

Integration of course work with practical applications/field experience and the ability to function as members of management in health care organizations.
### Table 5

<table>
<thead>
<tr>
<th>Functional Area</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance</td>
<td>3</td>
<td>13.0</td>
</tr>
<tr>
<td>Strategic Planning</td>
<td>4</td>
<td>17.4</td>
</tr>
<tr>
<td>Managed Care</td>
<td>2</td>
<td>8.7</td>
</tr>
<tr>
<td>Policy</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>History and future challenges of health care industry</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Economics</td>
<td>2</td>
<td>8.7</td>
</tr>
<tr>
<td>Operations Management</td>
<td>2</td>
<td>8.7</td>
</tr>
<tr>
<td>Executive Management</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Leadership</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Residency</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Financial Management</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Organizational Management</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Strategic Management</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Technical skills necessary for Health Management</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Decision Sciences and Statistics</td>
<td>1</td>
<td>4.3</td>
</tr>
</tbody>
</table>

List the one functional area in the HA program at Georgia State that best prepared you for your health management career:

### Table 6

<table>
<thead>
<tr>
<th>Functional Area</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resources</td>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td>Practical Application</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Managed Care</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Health Law</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>Strategic Management</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Finance</td>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td>Analytical Skills</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Policy</td>
<td>4</td>
<td>19.0</td>
</tr>
<tr>
<td>Operational Management</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Health Information Technology</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Economics</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Marketing</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Career Placement</td>
<td>1</td>
<td>4.8</td>
</tr>
</tbody>
</table>
### Appendix D-5b

**ACADEMIC PROGRAM REVIEW**  
**INSTITUTE OF HEALTH ADMINISTRATION**  
**GRADUATE STUDENT SURVEY FINDINGS REPORT**

N = 28 (response rate = 53.8 percent)  
University (21 departments) N = 1726 (response rate = 57.5 percent)

#### Table 1

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don't know/Not applicable</th>
<th>Dept. Mean*</th>
<th>SD</th>
<th>Univ. Mean*</th>
<th>SD</th>
<th>% Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty members in the department are interested in the academic development of graduate majors.</strong></td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>3</td>
<td>10.7</td>
<td>7</td>
<td>25.0</td>
<td>18</td>
<td>64.3</td>
<td>0</td>
</tr>
<tr>
<td><strong>The graduate program of study is academically challenging.</strong></td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>3.6</td>
<td>3</td>
<td>10.7</td>
<td>11</td>
<td>39.3</td>
<td>13</td>
<td>46.4</td>
<td>0</td>
</tr>
<tr>
<td><strong>Faculty in the department are appropriately prepared for their courses.</strong></td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>3.7</td>
<td>9</td>
<td>33.3</td>
<td>6</td>
<td>22.2</td>
<td>11</td>
<td>40.7</td>
<td>0</td>
</tr>
<tr>
<td><strong>I feel the graduate program is preparing me for my professional career and/or further study.</strong></td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>6</td>
<td>22.2</td>
<td>11</td>
<td>40.7</td>
<td>10</td>
<td>37.0</td>
<td>0</td>
</tr>
<tr>
<td><strong>There is open communication between faculty and graduate students about student concerns.</strong></td>
<td>0</td>
<td>.0</td>
<td>2</td>
<td>7.4</td>
<td>3</td>
<td>11.1</td>
<td>8</td>
<td>29.6</td>
<td>13</td>
<td>48.1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Class size is suitable for effective learning.</strong></td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>3.7</td>
<td>2</td>
<td>7.4</td>
<td>4</td>
<td>14.8</td>
<td>20</td>
<td>74.1</td>
<td>0</td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree to 5=strongly agree; *Don’t know/not applicable excluded from analysis.
Faculty members in the department are interested in the academic development of graduate majors.

The graduate program of study is academically challenging.

Faculty in the department are appropriately prepared for their courses.
Graph 4

I feel the graduate program is preparing me for my professional career and/or further study.

Graph 5

There is open communication between faculty and graduate students about student concerns.

Graph 6

Class size is suitable for effective learning.
<table>
<thead>
<tr>
<th>Table 2</th>
<th>Poor N</th>
<th>Poor %</th>
<th>2 N</th>
<th>2 %</th>
<th>3 N</th>
<th>3 %</th>
<th>4 N</th>
<th>4 %</th>
<th>Excellent N</th>
<th>Excellent %</th>
<th>Don't know/Not applicable N</th>
<th>Don't know/Not applicable %</th>
<th>Dept. Mean*</th>
<th>SD</th>
<th>Univ. Mean*</th>
<th>SD</th>
<th>% Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advisement available in the department</td>
<td>0 .0 3 11.1 10 37.0 5 18.5 7 25.9 2 7.4</td>
<td>3.64</td>
<td>1.03</td>
<td>3.56</td>
<td>1.16</td>
<td>65.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career advisement available in the department</td>
<td>2 7.4 0 .0 8 29.6 8 29.6 6 22.2 3 11.1</td>
<td>3.67</td>
<td>1.12</td>
<td>3.18</td>
<td>1.19</td>
<td>91.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability of faculty to students outside the classroom</td>
<td>0 .0 1 3.8 3 11.5 10 38.5 12 46.2 0 .0</td>
<td>4.27</td>
<td>.827</td>
<td>3.95</td>
<td>.972</td>
<td>87.0</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectiveness of teaching methods used by faculty</td>
<td>0 .0 2 7.4 6 22.2 14 51.9 5 18.5 0 .0</td>
<td>3.81</td>
<td>.834</td>
<td>3.94</td>
<td>.847</td>
<td>19.6</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedures used to evaluate student performance</td>
<td>0 .0 0 .0 5 18.5 16 59.3 6 22.2 0 .0</td>
<td>4.04</td>
<td>.649</td>
<td>3.90</td>
<td>.862</td>
<td>80.4</td>
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</tr>
<tr>
<td>Frequency of graduate course offerings</td>
<td>3 11.1 7 25.9 9 33.3 6 22.2 2 7.4 0 .0</td>
<td>2.89</td>
<td>1.12</td>
<td>3.32</td>
<td>1.10</td>
<td>17.4</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variety of graduate course offerings</td>
<td>0 .0 3 11.1 7 25.9 11 40.7 5 18.5 1 3.7</td>
<td>3.69</td>
<td>.928</td>
<td>3.49</td>
<td>1.06</td>
<td>78.3</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarity of degree requirements</td>
<td>0 .0 0 .0 0 .0 11 40.7 16 59.3 0 .0</td>
<td>4.59</td>
<td>.501</td>
<td>3.94</td>
<td>1.04</td>
<td>100.0</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Mean range: 1=poor to 5=excellent; **Don’t know/not applicable excluded from analysis.
Graph 7

Academic advisement available in the department

Graph 8

Career advisement available in the department

Graph 9

Availability of faculty to students outside the classroom
Graph 10

Effectiveness of teaching methods used by faculty

Graph 11

Procedures used to evaluate student performance

Graph 12

Frequency of graduate course offerings
Graph 13

Variety of graduate course offerings

Graph 14

Clarity of degree requirements

Table 3

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>17</td>
<td>65.4</td>
</tr>
<tr>
<td>Male</td>
<td>9</td>
<td>34.6</td>
</tr>
</tbody>
</table>
### Table 4

<table>
<thead>
<tr>
<th>Poor N</th>
<th>Slight N</th>
<th>Average N</th>
<th>Good N</th>
<th>Excellent N</th>
<th>Not applicable N</th>
<th>Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>A clear understanding of the health sector, law, and public policy around health care, and the public and private financing mechanisms for health care in the United States.</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>12</td>
<td>0</td>
<td>4.33</td>
<td>.679</td>
</tr>
<tr>
<td>Application of business principles from core functional area - i.e. economics, finance, accounting, mgt, marketing, information systems, corporate risk mgt, &amp; operations to the development, strategic mgt, &amp; operations of health care organizations.</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>13</td>
<td>2</td>
<td>3.96</td>
<td>.790</td>
</tr>
<tr>
<td>Communication in appropriate written and oral form with various stakeholders such as peers, clinical providers, patients, policy makers, and the general public.</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>11</td>
<td>1</td>
<td>4.00</td>
<td>.849</td>
</tr>
<tr>
<td>Development of a personal ethic, knowledge of professional standards, and a commitment to manage health care organizations responsibly for the benefit of patients and the community.</td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>7</td>
<td>1</td>
<td>4.00</td>
<td>.938</td>
</tr>
<tr>
<td>Integration of course work with practical applications/field experience and the ability to function effectively as members of management in health care organizations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>8</td>
<td>5</td>
<td>3.91</td>
<td>1.15</td>
</tr>
</tbody>
</table>
A clear understanding of the health sector, law, and public policy around health care, and the public and private financing mechanisms for health care in the United States.

Application of business principles from core functional area - i.e. economics, finance, accounting, mgt, marketing, information systems, corporate risk mgt, & operations to the development, strategic mgt, & operations of health care organizations.

Communication in appropriate written and oral form with various stakeholders such as peers, clinical providers, patients, policy makers, and the general public.
Development of a personal ethic, knowledge of professional standards, and a commitment to manage health care organizations responsibly for the benefit of patients and the community.

Integration of course work with practical applications/field experience and the ability to function effectively as members of management in health care organizations.
Appendix B-5c

ACADEMIC PROGRAM REVIEW
INSTITUTE OF HEALTH ADMINISTRATION
FACULTY SURVEY FINDINGS REPORT

N = 7 (response rate = 100 percent)
University (24 departments) N = 537 (response rate = 84 percent)

Table 1

<table>
<thead>
<tr>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Excellent</th>
<th>Don’t know/Not applicable</th>
<th>Dept.</th>
<th>Univ.</th>
<th>% Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
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<td>N</td>
<td>%</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Scholarship of the faculty in the department
   - N = 7
   - Mean = 4.43
   - SD = .787
   - Rank = 70.8

2. Frequency of required course offerings
   - N = 7
   - Mean = 4.00
   - SD = .577
   - Rank = 25.0

3. Variety of advanced course offerings
   - N = 7
   - Mean = 4.57
   - SD = .535
   - Rank = 91.7

4. Level of clerical staff support
   - N = 7
   - Mean = 4.71
   - SD = .488
   - Rank = 95.8

5. Clarity of departmental goals for the next two years
   - N = 7
   - Mean = 4.43
   - SD = .787
   - Rank = 81.2

6. Availability of computer/data base software relevant to your work
   - N = 7
   - Mean = 4.43
   - SD = .787
   - Rank = 87.5

*Mean range: 1=poor to 5=excellent; “Don’t know/not applicable” excluded from analysis.
Graph 1

Scholarship of the faculty in the department

Graph 2

Frequency of required course offerings

Graph 3

Variety of advanced course offerings
Graph 4: Level of clerical staff support

Graph 5: Clarity of departmental goals for the next two years

Graph 6: Availability of computer/data base software relevant to your work
Table 2

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don’t know/not applicable</th>
<th>Dept.</th>
<th>Univ.</th>
<th>% Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department's program of study is academically challenging.</td>
<td>0 .0</td>
<td>0 .0</td>
<td>0 .0</td>
<td>2 28.6</td>
<td>5 71.4</td>
<td>0 .0</td>
<td>4.71</td>
<td>.488</td>
<td>4.14</td>
</tr>
<tr>
<td>Faculty in the department work together toward program goals.</td>
<td>0 .0</td>
<td>0 .0</td>
<td>1 14.3</td>
<td>0 .0</td>
<td>6 85.7</td>
<td>0 .0</td>
<td>4.71</td>
<td>.756</td>
<td>3.94</td>
</tr>
<tr>
<td>In our department, faculty feel comfortable expressing different views and opinions.</td>
<td>0 .0</td>
<td>0 .0</td>
<td>0 .0</td>
<td>0 .0</td>
<td>6 100.0</td>
<td>0 .0</td>
<td>5.00</td>
<td>.000</td>
<td>3.94</td>
</tr>
<tr>
<td>I have adequate opportunities to influence decisions made in the department about our programs.</td>
<td>0 .0</td>
<td>0 .0</td>
<td>0 .0</td>
<td>0 .0</td>
<td>7 100.0</td>
<td>0 .0</td>
<td>5.00</td>
<td>.000</td>
<td>3.90</td>
</tr>
<tr>
<td>Guidelines regarding job performance are clear to faculty in the department.</td>
<td>0 .0</td>
<td>0 .0</td>
<td>0 .0</td>
<td>0 .0</td>
<td>7 100.0</td>
<td>0 .0</td>
<td>5.00</td>
<td>.000</td>
<td>3.91</td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree to 5=strongly agree; "Don’t know/not applicable excluded from analysis.
The department’s program of study is academically challenging.

Faculty in the department work together toward program goals.

Table 3

<table>
<thead>
<tr>
<th></th>
<th>Significantly too little</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Significantly too much</th>
<th>Don’t know/Not applicable</th>
<th>Dept.</th>
<th>Univ.</th>
<th>Mean*</th>
<th>SD</th>
<th>Mean*</th>
<th>SD</th>
<th>% Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research tasks</td>
<td>1</td>
<td>14.3</td>
<td>0</td>
<td>.0</td>
<td>3</td>
<td>42.9</td>
<td>3</td>
<td>42.9</td>
<td>0</td>
<td>.0</td>
<td>0</td>
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*Mean range: 1 = significantly too little to 5 = significantly too much; “Don’t know/not applicable” excluded from analysis.
Graph 9

Significantly too little research tasks

Graph 10

Service to department

Graph 11

Publishing in certain journals
Have you ever been the editor of any journals or served on any editorial boards in your field?

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Have you been awarded any grants from Georgia State University to support research in your field?

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Have you been awarded any grants from a source other than Georgia State University to support research in your field?

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During the last two years, have you refereed or served as a reviewer of one or more articles submitted to journal(s) in your field?

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Graph 13

Have you ever been the editor of any journals or served on any editorial boards in your field?

Graph 14

Have you been awarded any grants from Georgia State University to support research in your field?

Graph 15

Have you been awarded any grants from a source other than Georgia State University to support research in your field?
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*Mean range: 1=0, 2=1-2, 3=3-4, 4=5-6, 5=7 or more; “Not applicable” excluded from analysis.
How many professional articles or chapters in books have you published in the last five years?

Graph 17

Graph 18

How many authored books or edited books have you published in the last five years?

Graph 19

How many monographs, manuals, or reviews have you published in the last five years?
How many formal presentations have you given at professional meetings over the last five years?

How many formal presentations have you given at other colleges or institutions over the last five years?
Appendix D6: Undergraduate and graduate advisement procedures

The Institute does not provide advisement for undergraduate students as it does not currently provide courses in that area. However, the Institute in collaboration with the University and Robinson College of Business provides advisement for graduate students through a multitude of opportunities.

**Program Support:** When students are accepted into the health administration program, they receive a letter from the Director of the Program which states that the Residency Coordinator is available to all students for academic advisement, specifically with regard to course selection. They are sent a print out of their required course of study and the recommended sequence. Also enclosed is a MBA/MHA Course Sequence worksheet. This details the required courses and the semester in which they will be offered. This includes the MBA courses, as well as the required prerequisites for each course. The spread sheet is revised annually indicating course offerings and times and clearly details a recommended plan of study. Great effort is made to work out schedules that successfully mesh HA and BA courses to avoid scheduling conflicts, meet recommended sequencing and minimize breaks between classes.

In addition, periodic sessions are held with the student Future Healthcare Executives (formerly the ACHE Student Chapter) to discuss course scheduling and advisory matters. Students frequently seek counseling in more informal settings such as after class or via email where concerns and recommendation are made individually.

Student records are monitored each semester to identify students that may be encountering academic difficulties. If a student is placed on warning, the Director of the Program will meet with the student and design a course of study that will bring the student back to good standing in the College and the Program.

To expedite communications with the MHA student body, the Institute has developed and maintains a broadcast E-mail system. By using this, the department can immediately inform students of any changes in course scheduling or make any recommendations that are applicable to the entire student body. In addition, appropriate changes are posted on the Institute’s and College’s websites.

**Industry Support:** Most courses incorporate a project that requires students to contact a practitioner. In addition, during the residency placement interview, the student is questioned concerning career objectives and the faculty is generally able to place the student in a residency which will provide him/her with valuable experience in that area.

Students expressing an interest in a specific area of health care are often provided with the name of an alumnus who is in a position to provide them with sound career counseling. Students are all advised to secure part time or full time employment in the health care industry. This allows them to see the practical application of the class work they are doing. It is an invaluable experience for them as they explore the various career avenues open to them.
The Program is routinely contacted by alumni and other friends of the program who are seeking students and new graduates to fill administrative positions. The specific job requirements are discussed and students, residents or recent graduates are contacted regarding these positions via a broadcast email. This allows for a wide dissemination of the posting. Although this placement process is not formalized, it has been quite successful in placing program graduates.

The program alumni are extremely supportive in volunteering their time and interest to assist the students in evaluating career options. Each student is given a copy of the Alumni Directory and encouraged to call upon the program’s alumni as a resource for career advisement and course work projects. The Alumni Board is in the process of organizing a formalized mentoring program.

Networking with alumni and students is facilitated through regular social gatherings. These informal gatherings are valuable to both the alumni and students. Important contacts can be established and relationships forged.

Several times a year in conjunction with the Future Healthcare Executives (formerly the student chapter of ACHE) the Institute invites a practitioner to a brown bag executive lecture. At these gatherings, the practitioner can share their work and career progression. Students are then encouraged to question the speaker on their experiences and share their personal perspective on market opportunities.

**Academic Advisement:** The Robinson College of Business has a full staff of Academic Advisors. Upon entering the College, each student is assigned a specific Academic Advisor whom they may contact at any time to assess their progress or receive advisement on academic matters. The University has training sessions each semester for all staff who provide academic advisement to keep them abreast of current issues in dealing with the complexities of the subject.

The advising system is conducted both by the program and the Robinson College of Business’ Academic Advisors. The effectiveness of the advisory function of the Program is evaluated overall through faculty on-site residency evaluations, which elicit feedback on all aspects of the program, as well as the reports of residents and their preceptors, which assess the program overall and their knowledge level and behavior characteristics. During the on-campus portion of the program, there is regular communication with the Robinson College of Business’ Academic Advisors. Open dialog between them and the Program assures that all information and advice given to the students is consistent and correct. The effectiveness of advising students is reflected by the small percentage of students who are placed on probation, and of those who are, the high percentage who complete their probation and proceed to graduate.

**Financial Aid:** The financial aid is a centralized process for the University. Financial aid information is disseminated with enrollment packets to all students accepted into any College
within the University. In addition, information is made available via the University’s website.

The financial aid resources available are adequate. Of the 25 students enrolled in the Institute in the Study Year, 14 (56%) received financial support through student/commercial loans, graduate research assistantships, academic common market grants, and scholarships. In addition, three students received financial assistance through their employers’ tuition reimbursement programs.

*University Support:* Students enrolled in the Institute have access to all University-wide resources including University Career Management and Counseling services. In addition, the Robinson College of Business conducts a day-long orientation program that reviews resources available to students throughout the University.
Appendix D7: Accreditation Based Content Area Requirements

The external accrediting body for Health Administration programs, CAHME requires that each program demonstrate its ability to meet the following eleven (11) curriculum content areas as part of the accrediting process:

1. Structuring, marketing, positioning, and governing health organizations to achieve optimum performance.

2. Financial management of health organizations.

3. Leadership, interpersonal relations, conflict and change management, and written and oral communication skills.

4. Managing human resources and health professionals in diverse organizational environments (e.g., hospitals, clinics, home health agencies, insurers, pharmaceutical firms).

5. Managing information including the collection, the statistical and non-statistical analysis, and summarizing management and health data for decision-making.

6. Economic analysis to support decision-making.

7. Legal and ethical analysis applied to business and clinical decision-making.


9. Assessment and understanding of the health status of populations, determinants of health and illness, and health risks and behaviors in diverse populations.

10. The management of change in health care organizations in diverse communities drawing broadly on the social and behavioral sciences.

11. Quality assessment of both business practices and health care delivery focusing on outcomes measurements, process/outcome relationships, and methods for process improvement.

The following course work demonstrates the application of the knowledge and skills to management required:

1.a. Structuring and governing health organizations to achieve optimum performance

Primary Courses:
HA 8160-Introduction to the Health Care System
HA 8440-Executive Leadership
HA 8630-Managed Care and Integrated Delivery Systems
HA 8990-Strategic Management in Health Care

MBA 7040-Customers and Markets
MBA 8160- People in Organizations
MBA 8810- Corporate Governance & Performance Analysis

HA 8160, the first required course in the health administration curriculum, is designed to present a broad overview of the forces that shaped the health care system and how the delivery system changed in response to external forces. HA 8440 focuses on health care delivery organizations and how such organizations can be better managed operationally. In HA 8630 the focus is on theoretical and applied concepts of organization structure and management as applied to integrated delivery systems. HA 8990 is concerned with the strategic management of organizations and the implications of policy for structuring the organization.

MBA 7040 introduces students to the relationship between customers and organizations while MBA 8160 introduces concepts of organizational behavior and its implications for the management of organizations. MBA 8810 focuses on corporate governance as a means of ensuring that companies are able to achieve strategic objectives and to analysis techniques to assess how well companies are performing.

1. b. Marketing and positioning health organizations to achieve optimum performance

Primary Courses:
HA 8630-Managed Care and Integrated Delivery Systems
HA 8990-Strategic Management in Health Care

MBA 8140-Marketing Management

HA 8630 is concerned with the positioning of managed care organizations in the marketplace. HA 8990 brings together concepts related to strategic planning and policy previously taught in the MBA and MHA courses. The marketing management course, MBA 8140, introduces material related to the various marketing processes of strategy formulation, organization, and implementation.

2. Financial management of health organizations

Primary Courses:
HA 8250- Health Economics & Financing
HA 8630-Managed Care and Integrated Delivery Systems
HA 8550- Healthcare Financial Management and Planning

MBA 7010 - Financial Accounting Concepts
MBA 8110 – Cost Analysis
MBA 8130 – Foundations of Corporate Finance
The sequence of MBA courses (MBA 7010, 8110 and 8130) creates a foundation for understanding accounting and financial concepts and their uses for managerial control. The first course in the sequence, MBA 7010, is designed to be a combination of both accounting and financial concepts, and is introductory to MBA 8110 and MBA 8130. MBA 8110 is a study of the major accounting methods used for costing products, services, programs, projects, departments and other operational units and cost objects. MBA 8130 focuses on the practical and conceptual problems associated with financial management of the non-financial corporation. The treatment of all areas involves theoretical concepts and the application of these concepts to contemporary business situations for the purpose of corporate decision-making.

HA 8550 is a case base course that applies the concepts from Cost Analysis and Corporate Finance to healthcare organizations. HA 8250 and HA 8630 focus, respectively, on a broad overview of the financing of health care and the financing arrangements with providers in managed care organizations. The implications of various payment mechanisms for risk bearing and financial performance are clarified for the system as a whole (HA 8250) and for organizations within the system (HA 8630).

3.a. Leadership, interpersonal relations, conflict and change management

Primary Courses:
HA 8440 – Executive Leadership
HA 8460-Human Resource Management in Health Care
HA 8550- Healthcare Financial Management and Planning
HA 8990-Strategic Management in Health Care
MBA 8160- People in Organizations

While all of the HA courses contain some elements related to leadership, 4 courses are particularly relevant to this area. HA 8460 is concerned with the development of skills in human resource management and understanding the role of managers as proactive leaders in the human resource management function. HA 8440 uses a case based approach to develop an understanding of the role of senior executives in leading health care organizations and HA 8990 integrates the material covered in the curriculum through cases that develop an understanding of strategic leadership. HA 8550 develops the concepts of using quantitative (financial) information to inform strategic decision making.

In MBA 8160 the focus is on the role of managers in motivating employees and the role of managers as leaders in the decision-making process.

3.b. Leadership and written and oral communication skills

Primary Courses:
HA 8440–Executive Leadership
HA 8460-Human Resource Management in Health Care
In HA 8440 a central feature of the course are student role play and presentation assignments that deal with significant managerial problems faced by the health care organization. In HA 8460 students are required to negotiate a labor contract in a role play situation. The objective of the negotiation is to improve communication skills and at the same time reach satisfactory resolution of contract issues. MBA 8160 has, as an objective, the intent for students to improve their understanding of how individuals are likely to act in organizations, why that is the case, and to learn specific techniques for influencing employee behavior.

MBA 8010 presents business communication as a management strategy critical to success in the workplace. Students receive a foundation for developing effective written and oral messages from concept to delivery. MBA 8020 builds on the foundation MBA 8010 by introducing students to effective strategies for delivering more complex and difficult messages. Students will develop skills in delivering unwelcome information, both written and oral, with a focus on diminishing resistance and promoting understanding and acceptance on the part of the receiver.

4. Managing human resources and health professionals in diverse organizational environments (e.g., hospitals, clinics, home health agencies, insurers, pharmaceutical firms)

Primary Courses:

HA 8160 – Introduction to the Health Care System
HA 8460 - Human Resource Management in Health Care
MBA 8160 - People in Organizations

HA 8160 provides students with a broad overview of the diverse organizations that comprise the healthcare system. MBA 8160 introduces what managers need to know about organizational structure and people in organizations. The course begins with an overall framework and then moves into individual topics including a treatment of the functional and potentially dysfunctional consequences of combining people and organizational structure. MHA 8460 acquaints students with the basic concepts of human resource management in health care organizations including an emphasis on characteristics of health care professionals.

5. Managing information including the collection, the statistical and non-statistical analysis, and summarizing management and health data for decision-making

Primary Courses:

MBA 8120 –Introduction to Information Systems
HA 8670 – Health Information Systems
HA 8550 – Healthcare Financial Management and Planning
HA 8620 – Operations Management and Quality

MBA 8120 is a case-based course module that introduces students to the relationship between information systems and business processes in the modern organization. Directed at general managers, the module provides an overview of the cycle of business investment in information systems. HA 8670 is designed to help managers understand the role of information technology for healthcare organizations. The course has three broad themes: (1) strategic use of information technology and its impact on organizations; (2) fundamentals of information technology and its applications; (3) planning, developing, and implementing systems. In HA 8550 students discuss the need to create integrated systems so that financial data can be turned into information that facilitates managerial decision making. HA 8620 includes an introduction to simulation and forecasting to improve operations of health care organizations.

6.a. Quantitative Analysis to support decision making

Primary Courses:
HA 8620-Operations Management and Quality in Health Care
MBA 7020-Business Analysis Foundations
MBA 8140 – Marketing Management

MBA 7020 deals with the basics of converting corporate data into actionable information for managerial decision making. Statistical data analysis techniques in the context of Business Intelligence are covered with applications in various functional areas of business. MBA 8140 explores the managerial aspects of the marketing function and the quantitative analysis of the company and its customers and competition. HA 8620 applies these principles to the operational management of healthcare organizations. Decision support systems and queuing theory are introduced with the objective of providing quantitative tools as aids to decision making.

6.b. Economic analysis to support decision-making

Primary Courses:
MBA 8000 - Managing in the Global Economy
MHA 8250 – Health Economics and Financing

HA 8250 is the primary course for health economic concepts in the curriculum. The course covers central problems in health economics and resource allocation including demand, information dissemination, provider issues, finance, supply, and regulation. MBA 8000 is aimed at providing an introduction to fundamental business concepts from a global managerial perspective. Students gain fundamental insights into key business activities during different stages of a firm's lifecycle through lectures, case analysis, team exercises, and critical evaluation exercises.
7. **Legal and ethical analysis applied to business and clinical decision-making**

**Primary Courses:**
- HA 8190 - Health Policy and Ethics
- HA 8450 - The Legal Environment of Health Care
- HA 8440 - Executive Leadership
- HA 8460 - Human Resource Management in Health Care

In HA 8190 students are exposed to major ethical systems and problems in order to better analyze ethical situations, with a strong emphasis on the components of an effective compliance program and the relationship between organizational ethics and compliance. In both HA 8190 and HA 8450 administrative and biomedical issues are introduced, with the former emphasizing health policy and the latter a legal framework. Legal issues in health care is the primary focus of HA 8450. Topics covered include tort law, professional and institutional liability, life and death decisions, and patient-provider relations.

HA 8460 acquaints students with the basic concepts of human resource management in health care organizations, including the legal and ethical principles of recruitment and management for health services organizations. HA 8440 includes an ethical and legal component of the analysis of management problems, planning, evaluation, and operations.

8. **Government health policy formulation, implementation, and evaluation**

**Primary Courses:**
- HA 8190 - Health Policy and Ethics
- HA 8450 - Legal Environment of Health Care
- HA 8630 - Managed Care and Integrated Delivery Systems

HA 8190 is designed to provide students with an understanding of the process of policy making at various levels in our political structure, a framework for analyzing various policy proposals, an understanding of the implications of policy on organizations and on individuals in the society, and a strategy for influencing policy formation. HA 8450 covers the role of government in regulating health care and health applications of the law, of torts/malpractice, contracts, and administrative law. HA 8630 examines the managed care industry and integrated health systems, including a unit on the relationship between managed care organizations and Medicare and Medicaid.

9. **Assessment and understanding of the health status of populations, determinants of health and illness, and health risks and behaviors in diverse populations**

**Primary Courses:**
- HA 8160 - Introduction to the Health Care System
- HA 8190 - Health Policy and Ethics
- HA 8440 - Executive Leadership in Healthcare
- HA 8630 - Managed Care and Integrated Delivery Systems
- HA 8990 - Strategic Management in Health Care
88

HA 8160 introduces and describes the healthcare delivery system and the resources that comprise it. The course includes a unit on measures of health and illness and epidemiological concepts. HA 8190 includes a unit on the definition of health, the determinants of health and illness, and the role of the government in promoting health through the public health system and financing health care services. HA 8440 includes a focus on the need for executive management to be concerned with broader issues of the population, health, and risks. HA 8630 includes a unit on the concepts of disease management in managed care, tools for disease management, and interface between clinical research and disease management.

10. The management of change in health care organizations in diverse communities drawing broadly on the social and behavioral sciences.

Primary Courses:
HA 8440 – Executive Leadership
HA 8630 - Managed Care & Integrated Health Systems
HA 8990 - Strategic Management in Health Care
MBA 8810 - Corporate Governance & Performance Analysis

HA 8440 is concerned with the development of leadership skills necessary to guide healthcare organizations in a rapidly changing environment, while HA 8630 focuses specifically on strategies for navigating the changes in the structure of health insurance markets. HA 8990 is the capstone course designed to acquaint students with tools to develop organization strategy, implement the strategic planning process, formulate objectives and policies, and manage change in the health care industry. MBA 8810 introduces the students to corporate governance as a means of ensuring that companies are able to achieve strategic objectives. The components of governance and their roles with respect to operations, financial reporting and compliance are explained.

11. Quality assessment of both business practices and health care delivery focusing on outcomes measurements, process/outcome relationships, and methods for process improvement.

Primary Courses:
HA 8440 – Executive Leadership
HA 8620-Operations Management and Quality in Health Care
HA 8630 - Managed Care & Integrated Health Systems
HA 8990 - Strategic Management in Health Care
MBA 8810 - Corporate Governance & Performance Analysis

HA 8160 first presents the importance of quality from an overview perspective, including a brief review of its historical origins in healthcare. HA 8620 follows this in the 2nd year as the primary course in which topics such as quality and quality improvement assessment, quality assurance, report cards and benchmarking are presented within the context of improving system performance. HA 8630 focuses on quality measures, provider profiling, and
utilization management within the context of managed care organizations. HA 8440 is concerned with the leadership necessary to improving health system performance. One unit focuses on quality, productivity and related administrative issues. HA 8990 is the capstone course designed to acquaint students with tools to improve organization performance through: (1) development of organization strategy; (2) implementation of the strategic planning process; (3) formulation of objectives and policies; and (4) the management of change in the health care industry. MBA 8810 introduces the students to corporate governance as a means of ensuring that companies are able to achieve strategic objectives. The components of governance and their roles with respect to operations, financial reporting and compliance are explained.
### APPENDIX E

Appendix E1: Quality Metrics Admission Scores

#### 2004 GMAT Scores

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### Appendix E2: Admission Source of Students

#### Appendix E2

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**for Students Entering**

**2004, 2005 & 2006**

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Appendix E3: Mean Standardized Admissions Test Scores

### Mean Standardized Graduate Admission Test Scores

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Appendix E4: Selection Ratio

Appendix E4
Selection Ratio Of Applicant/Accepted Graduate Students
FY 2004 – FY 2006
Health Administration

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<td>FY04</td>
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APPENDIX F

Appendix F1: Definition of graduate faculty and criteria for selection of graduate faculty

ROBINSON COLLEGE OF BUSINESS
PROMOTION, TENURE AND REAPPOINTMENT OF FACULTY
Revised May, 2002

VIII. GRADUATE FACULTY MEMBERSHIP: APPOINTMENT AND REAPPOINTMENT

Consistent with the accreditation criterion of the Southern Association of Colleges and Schools (SACS) specifying that eligibility requirements for faculty members teaching graduate courses must be clearly defined and publicized, the GSU Strategic Plan calls for developing standards and guidelines for graduate faculty membership. In April 1997, the University Senate approved policies and guidelines for graduate faculty membership as contained in Section 306.07 of the GSU Faculty Handbook; the following provisions are consistent with Section 306.07.

(A) Teaching and Dissertation Assignments Requiring Graduate Faculty Membership

A faculty member must hold graduate faculty membership to be assigned to:

1. Teaching a doctoral (900-level) course or research-oriented masters course (as identified by the academic unit), or

2. Serving as chair, member or reader of a doctoral dissertation committee; however, a dissertation committee may include one member without graduate faculty membership in order to bring special expertise to the committee.

(B) Criteria for Appointment

Graduate faculty membership requires (1) an earned doctorate in the relevant discipline; (2) several scholarly refereed publications of significant quality during the last five years or active engagement in scholarly research as evidenced by other examples of scholarship mentioned in Section 306.07 of the GSU Faculty Handbook (when evidence of scholarship is in forms other than scholarly refereed publications, a guiding criterion will be external recognition by peers in the discipline); and (3) evidence of effective teaching in graduate courses.

(C) Initiating Review and Period of Appointment

Review for graduate faculty membership is initiated at the request of the faculty member. Appointments to the graduate faculty are for renewable terms of five years.

The review is initiated at the same time of year as promotion and tenure reviews by the head of the academic unit asking faculty who do not currently have graduate faculty membership if they
wish to be considered for appointment and asking faculty whose five-year graduate faculty membership term will be expiring during the forthcoming academic year if they wish to be considered for reappointment.

Faculty who have completed the doctorate within the last five years may request non-renewable provisional graduate faculty membership for a period not exceeding five years; provisional membership does not require the formal review for regular membership described below. Provisional members may perform all assignments requiring graduate faculty membership except chairing of dissertation committees. At any year during the provisional period, the faculty member may request review for regular graduate faculty membership.

(D) Review within the Academic Unit

During the first year that this policy is in effect, the review of the candidate will be conducted by the promotion and tenure committee of the academic unit as defined in Section IV (E); in subsequent years, the review will be conducted by a subcommittee of the promotion and tenure committee of the academic unit (minimum size of three) comprised of all faculty with graduate faculty membership. Each faculty member constituting the committee in the academic unit is expected to sign a memorandum of recommendations addressed to the College review committee (as defined in Section F below). This memorandum must be responsive to the criteria for appointment to graduate faculty membership described in Section (B) above. The head of the academic unit will be responsible for transmitting the signed memorandum of recommendations plus the candidate's resume to the Dean's Office by the same date that promotion and tenure recommendations are due.

(E) Materials to be reviewed

The candidate will be expected to submit to the committee, via the head of the academic unit, the following elements of the dossier required for regular promotion and tenure reviews (see Section IV.D):

Resume organized in the sequence shown in Appendix B

Copies of all publications during the last five years

Materials documenting teaching effectiveness in graduate courses, including Student Evaluation of Instructor Profiles and other materials that go beyond the results of student evaluations, such as peer evaluations.

(F) Review at the college and university levels

The College review committee is comprised of five faculty nominated by the Faculty Affairs Committee each year with the goal of having one or more nominees be current or past members of the College promotion and tenure committee. Given the willingness of the candidates to serve, these nominations are reviewed by the Executive Committee before the appointments are announced. The appointed committee reviews the candidate's resume and signed memorandum
of recommendations from the academic unit with respect to meeting the criteria for appointment to graduate faculty membership. All five members are expected to sign a memorandum of recommendation, which will be forwarded by the Dean's Office to the Provost for final approval, no later than the end of February.

Appendix F2: List of Graduate Faculty for AY2004 – AY2006

Professor
Robert H. Curry, M.D., M.P.H.
Wesley J. Johnston, Ph.D.
Charity C. Scott, J.D.

Associate Professor
Andrew T. Sumner, Sc.D
W. Custer, Ph.D
Patricia Ketsche, Ph.D
Paul D. Farnham, Ph.D.
Nancy Mansfield, J.D.
FULL TIME FACULTY

CURRICULUM VITAE

William S. Custer

Home Address: 500 Wayt Road
Roswell, Georgia
(770) 587-2395

Business: Center for Health Services Research
College of Business Administration
Georgia State University
P.O. Box 3988
Atlanta, Georgia 30302-3988

EXPERIENCE

September, 1995-Present  Director, Center for Health Services Research
Associate Professor,
Georgia State University

November, 1994-September, 1995  Custer Economic Research

November, 1989 - October, 1994  Director of Research
Employee Benefit Research Institute
2121 K Street, NW
Suite 600
Washington, DC 20037

March, 1988 - October, 1989  Research Associate
Employee Benefit Research Institute
2121 K Street, NW
Suite 600
Washington, DC 20037

June, 1985 - February, 1988  Economist
Center for Health Policy Research
American Medical Association
535 N. Dearborn Street
August, 1983- May, 1985

Assistant Professor
Department of Economics
Northern Illinois University
Dekalb, Illinois  60115
EDUCATION

Ph.D. Economics
May, 1984
University of Illinois, Champaign, Illinois
Dissertation Title: "Hospital Competition and Physician Prices"
Advisor: Professor Richard Arnould

EDUCATION (continued)

BS. Economics
June, 1978
University of Minnesota
Minneapolis, Minnesota

AFFILIATIONS

American Economic Association,
Association for Health Services Research,
National Academy of Social Insurance
Board of Directors, National Association of Health Data Organizations
Fellow: Employee Benefit Research Institute

RESEARCH AND SCHOLARLY ACTIVITIES

Publications

In Refereed Journals

“Data Sharing and Dissemination Strategies for Fostering Competition in Health Care” with Denise Love, and Luis Paita, Health Services Research Vol. 36, no. 1, Part II (April, 2001)

“The Effect of Marginal Tax Rate on the Probability of Employment Based Insurance by Risk Group” with Pat Ketsche, Health Services Research Vol. 35, no. 1 Part II (April, 2000)

“The Role of Employment-Based Health Insurance in the American Health Care Financing System” with Charles Kahn and Tom Wildsmith, Health Affairs, (November/December, 1999) pp: 115-123


“The Cost of Providing Health Care Benefits to Early Retirees under the Health Security Act” with Paul Fronstin, Sarah Snider and Dallas Salisbury, *Health Affairs*  Spring, 1994


**Books:** (Chapters)


“Prospective Payment and Hospital Medical Staff Relationships”, in Mark V. Pauly and William R. Kissick eds., Lessons From The First Twenty Years Of Medicare (Co-authored with Richard Willke, James Moser and Robert Musacchio).


Other Publications

“Report of Data Analysis to the Georgia Commission on the Efficacy of the CON Program.” October, 2006 (264 pgs.)
“Sources of Health Insurance in Georgia, 2005” A Center for Risk Management and Insurance Research Special Report, September, 2006

Ketsche, Patricia, William Custer, and Glenn Landers: “Issue Brief: Understanding and Reducing the Number of Uninsured in Georgia” March 2006

Evaluation Report: Community Health Works: August, 2005

“Sources of Health Insurance in Georgia, 2004” A Center for Risk Management and Insurance Research Special Report, September, 2005

"Community Health Works: A Case Study of the Development and Implementation of One Community's Efforts to Reduce the Burden of the Uninsured" May, 2005

Incidence of Health Care Costs and Implications of Medicaid Change: Report to Health Care Georgia Foundation, September 2005


“Sources of Health Insurance in Georgia, 2004” A Center for Risk Management and Insurance Research Special Report, September, 2005

“Sources of Health Insurance in Georgia, 2003” A Center for Risk Management and Insurance Research Special Report, October, 2004

“Sources of Health Insurance in Georgia, 2001” A Center for Risk Management and Insurance Research Special Report, October, 2002


“Sources of Health Insurance in Georgia, 1999” A Center for Risk Management and Insurance Research Special Report, November, 2000

“The Changing Sources of Health Insurance” Health Insurance Association of America, December, 2000

“Employment-based Health Insurance Coverage” Health Insurance Association of America, December, 2000
“Health Insurance Coverage and the Uninsured” Health Insurance Association of America, January, 1999

“Sources of Health Insurance in Georgia, 1998” A Center for Risk Management and Insurance Research Special Report, November, 1999


“Changes in Health Plan Design” Georgia Health Policy Center Report Vol. 1, No. 1, April, 1996


“Measuring the Quality of Health Care” EBRI Issue Brief, No. 159 (March, 1995)


“What Will It Take To Cover The Uninsured?” The Internist: Health Policy in Practice Vol. XXXV, No. 6 (June, 1994)

“Health Care Reform: Managed Competition and Beyond” EBRI Issue Brief, No. 135 (March, 1993)

“Rationing: Resource Allocation in the Current Health Care Delivery System” EBRI Issue Brief, No. 131 (November, 1992)

“Health Care Reform: Tradeoffs and Implications” EBRI Issue Brief, No. 125 (April, 1992)


“States and Their Role in the US. Health Care Delivery System” EBRI Issue Brief, No. 110 (January, 1991)

“Issues in Mental Health Care” EBRI Issue Brief, No. 99 (February, 1990)
“Managing Health Care Costs and Quality” EBRI Issue Brief, No. 87 (February, 1989)


**Grants**

State Planning Grant Pilot Planning Grant, Health Resources and Services Administration, Completed September, 2005

Medicaid Micro-simulation Model, Health Care Georgia Foundation, Completed September 2005

Health Resources and Services Administration Community Action Planning Grant: Evaluation of Community Health Works. Completed August 2003

Georgia Health Insurance Project: Health Resources and Services Administration Health Planning Grant to State of Georgia, Completed August 2003

“Changing Sources of Health Insurance” Health Insurance Association of America, Completed December, 2000

“Networks for Rural Health” Georgia Department of Community Health

“Employment-Based Health Insurance Coverage” May, 2000 Health Insurance Association of America

“Trends in Sources of Health Insurance and Lack of Coverage” Completed February, 2000 Health Insurance Association of America

“Reimbursement for Mental Retardation Services” Georgia Department of Human Resources” Completed October, 1999

“The Uninsured in Georgia” -National Center For Primary Care, Morehouse School of Medicine

“Technical Assistance for Rural Hospitals” Georgia Department of Community Health (through the Georgia Health Policy Center)

“Changing Health Services Market in Georgia” Blue Cross/Blue Shield of Georgia –Completed, December, 1998


“Sources of Health Insurance and Lack of Coverage” Completed, December, 1998 Health Insurance Association of America
“State Specific Data on the Uninsured” Centers for Disease Control - Completed, April 1997

“Georgia Health Care Markets at Risk” Georgia Department of Medical Assistance (through the Georgia Health Policy Center)


“Georgia Medicaid Markets” Georgia Department of Medical Assistance (through the Georgia Health Policy Center) - Completed, December, 1996


The Commonwealth Fund Grant No. 11181, “Health Insurance Coverage for the Near Elderly”, Completed September, 1990

SELECTED PRESENTATIONS and TESTIMONY


“Measuring Wage Adjustments for Health Insurance Benefits”(with Pat Ketsche) November 23, 2003 at Southern Risk and Insurance Association,

“Employer-based Data: Issues and Results” National Association of Health Data Organizations, December 8, 2003

“Surveying Employers” Employee Benefits Consortium, Omaha Nebraska. March 26, 2003

“Employer Coverage in Georgia” HRSA Employer Survey, State Capitol, April 1, 2003

“Options for Increasing Health Insurance Coverage” Joint meeting of National Association of State Legislators and National Associations of Counties, August 27, 2003

“Health Insurance Coverage in Georgia” Legislative Task Force on Health Insurance Options for Small Businesses and the Working Uninsured, State Capitol, September 10, 2003
“Critical Issues in State Health Policy A Workshop for Kansas Legislators” Topeka, Kansas
Nov. 3 – 5, 2003

“State Efforts to Increase Coverage” Legislative Task Force on Health Insurance Options for Small Businesses and the Working Uninsured, December 4, 2003


“Cost-benefit Analysis in Community Action Plans” Health Resources and Services Administration Technical Assistance Conference, October 31, 2002

“State High Risk Pools” Governor’s Action Group on the Accessibility and Affordability of Health Insurance, October 9, 2002


“The Uninsured in Georgia” Atlanta Regional Forum on Health, April 10, 2002

“Health Policy and Health Care Costs” Kaiser Medical Group, Atlanta Georgia, March 20, 2002

“CON Laws and the Uninsured” Senate Access to Health Care Study Committee, Georgia State Senate—June 6, 2001

“Insurance Regulation and the Uninsured” National Conference of Insurance Legislators—November 20, 1999

“Health Insurance Coverage and State Regulation” Testimony to the Committee on Health Care Standards & Regulatory Reform, Florida House of Representatives, January 6, 1999


“Certificate of Need Regulation and the Health Care Delivery System” testimony to the Subcommittee on Health Care and Cost Oversight, Kentucky State Senate, August 20, 1997

“Hospital Reimbursement Reform and Access to Health Care” presented the New York State Public Sector Coalition on Health Benefits’ 11th Annual Conference, June 5, 1997

“Georgia Medicaid Markets” presented at the Southern Economic Association Annual Meeting, Washington DC, November 24, 1996

“Projections of Impacts of Medicaid Reform on Medicaid Markets” presented to Georgia Health Policy Coalition, October 28, 1996
“The Uninsured in Georgia” presented to Georgia Health Policy Coalition, October 28, 1996

“An Overview of Health Reform, Their Effects and Relationship to the Medicaid Program” presented to Georgia Health Policy Coalition, June 11, 1996

“Forecasting Medicaid Expenditures” presented to Georgia Health Policy Coalition, April 9, 1996

“Prepaid Health Care” presented to the Comisión Nacional de Seguros y Fianzas, Mexico City, Mexico, November 16, 1995

“The Changing Health Care Delivery System” Testimony to the US. Senate Committee on Labor and Human Resources” March 14, 1995

“Health Insurance Coverage for The Near-Elderly” Testimony to the US. Senate Committee on Finance, Subcommittee on Health for Families and the Uninsured, June 10, 1994

“Health Insurance Market Reform “ Testimony to the US. Senate Committee on Finance, February 1, 1994


“Comments on The Adequacy of Employer Sponsored Retiree Health Benefit Programs” presented at Providing Health Care Benefits in Retirement” Wharton Impact Conference sponsored by The Pension Research Council with the Leonard Davis Institute of Health Economics, May 6 and 7, 1993

“Health Care Data: Present and Future Uses” Presentation to the Council on Employee Benefits, Boston, October 1, 1992

“Comprehensive Health Care Reform Proposals” Testimony to the US. Senate Committee on Finance, June 9, 1992

“Employer Health Plan Design and Plan Charges” presented at the Association for Health Services Research Eighth Annual Meeting in San Diego, July 1, 1991


“Hospital Production Efficiencies and Medical Staff Characteristics” Presented at the American Public Health Association meetings, Chicago, Illinois October 23, 1989


“Income Differentials Between Women and Men Physicians” presented at the Western Economic Association Meetings in Vancouver, BC. July 7-11, 1987


“Models of Hospital and Physician Behavior Under Medicare's Prospective Payment System” presented at Allied Social Science Association in New Orleans, December 29, 1986


“Impact of Prospective Payment on Hospital Medical Staff Relationships” presented at the Leonard Davis Institute for Health Economics Conference on Medicare at the University of Pennsylvania, Philadelphia, PA, October 8-10, 1986.

REFEREED ARTICLES FOR:

Southern Economics Journal; Benefits Quarterly; Inquiry; Journal of the American Medical Association; Journal of Business & Economic Statistics; Medical Care; Health Affairs American Compensation Association Journal, Journal of Risk and Insurance

GRANT OR CONTRACT REVIEW COMMITTEES FOR:
Small Business Administration; National Institute of Drug Abuse; Agency for Healthcare Policy Research: Study Section on Quality, Agency for Healthcare Research and Quality: Study Section Healthcare Research Education and Training
NAME

PATRICIA G. KETSCHE, PhD, MHA, MBA
Assistant Professor, Institute of Health Administration
Robinson College of Business
Georgia State University
PO Box 3988
Atlanta, GA  30302-3988
404-651-2993

EDUCATION

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<td>2000</td>
<td>Doctor of Philosophy</td>
<td>Department of Risk Management and Insurance, Georgia State University.</td>
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<td>Master of Health Administration</td>
<td>Georgia State University</td>
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<td>1991</td>
<td>Master of Business Administration</td>
<td>Georgia State University</td>
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<td>1977</td>
<td>Bachelor of Science</td>
<td>Physical Therapy, University of Pennsylvania</td>
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<td><em>Summa Cum Laude</em></td>
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<td>1973-1974</td>
<td>Undergraduate Studies, Duke University</td>
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AWARDS AND HONORS

George E. Manners Award for Excellence, Georgia State University (1990)
George J. Malanos Award for Academic Excellence, Georgia State University (1991)
Beta Gamma Sigma Honor Society member
State Farm Dissertation Award (1999)
Distinguished Educator and Researcher, Georgia Rural Health Association (2006)

WORK EXPERIENCE

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<td>2000-Present</td>
<td>Assistant Professor, Institute of Health Administration, JMR College of Business, Georgia State University.</td>
<td>Teaching at the graduate and undergraduate levels. Teaching responsibilities include Introduction to the Healthcare System, Health Policy and Ethics, Managed Care, Healthcare Financial Management, and supervision of student residents. Participation in externally funded research through the Center for Health Services Research evaluation of state programs (Georgia Department of Human Resources) and a federally funded Community Access Program. Joint principal investigator through the Georgia Health Policy Center of state level insurance coverage as part of a State Health Planning Grant.</td>
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Principle Investigator on a study of the implications of rural access to safety net provision of care. Principal Investigator on study of coverage expansion for children and families through the S-CHIP program.

Service on the Undergraduate Program Council, JMR College of Business and a one year term on faculty senate, including Committee on Academic Programs (APACE) and the Admissions and Standards Committee.

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<td>1996-1999</td>
<td>Student and Research Assistant, Center for Risk Management and Insurance Research, Georgia State University. Coordinated data collection and production of the National Institute of Health Care Management’s Health Care System DataSource, published in November, 1998. Participated in several projects for the Georgia State Health Policy Center relating to cost containment for Medicaid and assistance for rural health care providers by providing data and analysis as appropriate. Extensive research work on tabulations of the uninsured using Census Bureau’s Current Population Survey data for the Center for Risk Management and Insurance Research at Georgia State and for the Centers for Disease Control, Atlanta, Georgia.</td>
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<tr>
<td>1995-1996</td>
<td>Part Time Temporary Instructor and Research Assistant, Institute of Health Administration, Georgia State University. Developed and taught experimental course for Health Administration students covering operational aspects of managed care plans from the perspective of providers, health plans and purchasers. Participated in evaluation of Georgia Better Health Care for the Department of Medical Assistance, State of Georgia.</td>
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</table>
PUBLICATIONS: REFEREED SCHOLARLY


Papers Currently Under Peer Review


PUBLICATIONS: BOOKS AND MONOGRAPHS


Ketsche, Patricia G., E. Kathleen Adams, Karen Minyard (2006); “Safety net Provision of Primary Care and the Effect on Hospitalizations: A Study of 11 States.” (21 pages)

Landers, Glenn and Patricia Ketsche (2005): “Georgia’s PeachCare for Kids: Results from a Disenrollee Survey.” (21 pages)

Ketsche, Patricia, William Custer, and Glenn Landers: “Issue Brief: Understanding and Reducing the Number of Uninsured in Georgia” March 2006


Ketsche, Patricia and Glenn Landers (2004): “Georgia Employer Health Benefits Survey” (6 pages).


Custer, William S. and Patricia G. Ketsche (2003): “Employment Based Health Insurance in Georgia” Center for Insurance Research, Georgia State University. 30 pages.

Custer, William S. and Patricia G. Ketsche (2001): “Sources of Health Insurance Coverage in Georgia” Center for Insurance Research, Georgia State University. 18 pages.

Ketsche, Patricia G (2001): “Georgia Child Data Reports” Georgia Health Policy Center, Georgia State University. 84 pages.


Custer, William S. and Patricia G. Ketsche (2000): “Sources of Health Insurance Coverage in Georgia” Center for Insurance Research, Georgia State University. 18 pages.


EXTERNALLY-FUNDED RESEARCH PROJECTS

Principle Investigator: Policy Oriented Rural Research Grant from Health Resources and Services Administration (HRSA).
Title: Safety Net Provision and Hospital Care in 10 States
Project description: Evaluate the implications of the location of Federally Qualified Health Centers (FQHC) and Rural Health Centers on hospital admissions and cost associated with the uninsured in ten states. This research will be relevant to policy to expand funding for such health centers.
Total dollar amount: $149,500
Start Date: September 2004
End Date: September 2005

Principle Investigator: Study funded by the State Coverage Initiative (SCI) from the Robert Wood Johnson Foundation.
Title: Options in Georgia for Expanding Access to Coverage for the Uninsured.
Project description: Address health care access for Georgia’s rural residents, children and the working uninsured by focusing on an analysis of the effect of discontinuity in public coverage for Georgia’s children and an analysis of the cost and potential expansion of coverage that could be achieved through a premium support program for families with children participating in PeachCare.
Total dollar amount: $200,000
Start Date: June 2004
End Date: May 2006

Co-Investigator: HRSA funded study of community options for expanding coverage.
Title: State Health Planning Grant Pilot Planning Project.
Project description: Survey of Georgia employers to assess the status of employer sponsored health insurance in the state. Data used to facilitate collaboration with four distinct communities in Georgia to assess the options for locally sponsored public private partnerships to expand coverage to the working uninsured.
Total dollar amount: $400,000
Start Date: September 2004
End Date: September 2005

Co-Investigator: HRSA funded study of health insurance coverage in Georgia.
Title: State Health Planning Grant.
Project description: Data collection and analysis to understand health care coverage in Georgia and to inform policy debate regarding options for expanding coverage at the state level. Primary responsibilities were to participate in design and oversight of household and employer surveys regarding coverage in Georgia.
Total dollar amount: $1.3 million
Start Date: September 2002
End Date: September 2004

Co-evaluator: HRSA funded Community Access Program.
Title: Fulton County Department of Health and Wellness Collaborative
Project Description: Local collaborative of safety net providers working to expand access and quality of care for uninsured residents of Fulton and Dekalb counties. This effort focused on improving the exchange of patient information and the coordination of care.
Role: External evaluator
Total dollar amount (evaluation): $100,000
Start date: March 2001
End date: December 2002

Participant: Performance Evaluation of Georgia Department of Human Resources Department of Mental Health / Mental Retardation / Substance Abuse (MHMRSA) and Department of Public Health.
Project Description: Provide up to data literature review and analysis of MHMRSA and Department of Public Health programs and services.
Role: Data collection and analysis of the cost-effectiveness of the programs, interviewed regional directors for MHMRSA program throughout the state of Georgia, drafting relevant sections of the reports.
Total dollar amount: $350,000
Start date: January 2000.
End date: March 2001.
Participant: Georgia Department of Community Health funded evaluation.
Title: “Initial Georgia Medicaid Georgia Better Health Care Evaluation.”
Project Description: Evaluation of the first phase of Georgia Better Health Care Primary Care Case Management program for the Medicaid population. Role: Data collection and analysis, drafting of relevant sections of the report.
Total dollar amount: $75,000
Start date: January 1995
End date: December 1995

PAPERS PRESENTED AT PROFESSIONAL MEETINGS

Patricia Ketsche and William S. Custer (2005): “What Can We Learn from a State Level Employer Survey?” Poster presentation to Academy Health State Health Policy Interest Group, Academy Health Annual Research Meeting, Boston, MA

Patricia Ketsche (2005): “How Does the S-CHIP Exclusion Affect Coverage for Children of State Workers?” Poster presentation to Academy Health Annual Research Meeting, Boston, MA

Patricia Ketsche (2004): “The Effect of Employment Based Health Insurance on Wages: Evidence that Risk Pooling among High- and Low Wage Earners Differs.” Presented to Academy Health Annual Research Meeting, San Diego, CA


Ketsche, Patricia and Jean O’Connor (2003): “State Level Estimates of the Uninsured: Where are the Data?” Presentation to American Council on Consumer Interests Annual Conference, Atlanta, GA


CONTINUING EDUCATION ACTIVITIES IN THE PAST FIVE YEARS

Faculty guest lecturer for the Georgia Healthcare Executives (GAHE) review course for those preparing to become fellows of the American College of Healthcare Executives (ACHE), responsible for content and presentation for a refresher course on Healthcare Financial Management and Cost Accounting, 2002 through present.

Guest lecturer: Emory University School of Public Health, 2001 through present.


SERVICE ACTIVITIES INTERNAL TO THE UNIVERSITY

Undergraduate Program Council, Robinson College of Business, 2003-present.

Georgia State University Faculty Senate. Served the unexpired term for a retiring department member for one academic year (2004-2005). This included committee assignments for APACE, the Academic Program Review subcommittee, and the Admissions and Standards Committee.

Interviewed and counseled with applicants and students of the health administration program, 2000- present.

Member, Institute of Health Administration Alumni Board and Institute of Health Administration Advisory Board, 2000-present.

Faculty Advisor, Munich Reinsurance Fellow Program, 2002 and 2005


SERVICE ACTIVITIES IN ACADEMIC AND PROFESSIONAL ORGANIZATIONS

Academy Health Annual Research Meeting Planning Committee (2006)

State Health Research and Policy Interest Group Meeting Planning Committee, Academy Health, June 2005 (Boston).


Referee articles for Medical Care and for Research in Healthcare Financial Management.

SERVICE TO THE COMMUNITY

Presentation to the Women’s Caucus, Georgia Legislature: “Overview of Healthcare Financing.” March 2005

Preparation of presentation on health care spending, Legislative Biennial, University of Georgia, December 2004


Presentation to Healthy Mothers / Healthy Babies: “Health Insurance and Health Status of Georgia’s Children.” October 2003

Preparation and facilitation of National Council of State Legislature sponsored meeting of Georgia state legislatures, community leaders and providers, August 26-27, 2003, Atlanta, GA


Analysis of proposals for health insurance reform for the state of Georgia in collaboration with the Health Policy Center led to a report to the governor of Georgia in August 2000 (Georgia Business Plan on Health).
ANDREW T. SUMNER, Sc.D

Business
Institute of Health Administration
Robinson College of Business
Georgia State University
Atlanta, GA 30303  (404-651-2996)

Home
325 Stevens Creek Ct.
Alpharetta, GA 30005
(770-521-0549)

Personal
Birth:  Saratoga Springs, NY
Married:  Elizabeth
Children:  Brian, Todd, Michael

EDUCATION:

Johns Hopkins University, Baltimore, Maryland
School of Hygiene and Public Health
Doctor of Science (1977), Health Policy and Management (Operations Research)

Georgia Institute of Technology, Atlanta, Georgia
School of Industrial and Systems Engineering
Master of Science (1970), Industrial Engineering (Health Systems)

Georgia Institute of Technology, Atlanta, Georgia
School of Industrial and Systems Engineering
Bachelor (1966), Industrial Engineering

ACADEMIC/PROFESSIONAL EXPERIENCE:

Georgia State University, Atlanta, Georgia
Institute of Health Administration, J. Mack Robinson College of Business
Director and Joe Taylor Chair (1998- ), Associate Professor (1999- ), Asst. Professor (1990-98),
Graduate Faculty of the Robinson College (2001 - )

American College of Healthcare Executives, Chicago, Illinois and Atlanta, Georgia
Member, national Higher Education and Research Committee (2005- ), Piedmont Regent’s
Advisory Committee (2000 - ).

Promina Health Plan, Inc., Atlanta, Georgia
Chair (1997-) and Director, Board of Directors, (1997 - )

Department of Community Health, Div. of Medical Assistance, State of Georgia, Atlanta, GA
Chair, Medicaid Administration Advisory Committee, (1998 – 1999)

Centers for Disease Control and Prevention, Atlanta, Georgia
Special Assistant to the Director of CDC (for Information Systems), (1980-1983)
Evaluation Officer, Office of the Director, (1975-1980)

Division of Hospitals and Clinics, USPHS, Health Services Research Branch, Baltimore, Md.
Assistant Chief; Research Associate; Chief, Health Evaluation Center, (1968-1975)
**PROFESSIONAL AFFILIATIONS AND ACTIVITIES:**
Association of University Programs in Health Administration, Board of Directors (2006-)
Georgia Association of Healthcare Executives (1995-).
Academy of Management: Chair, Session Annual Meeting, 1998.
Healthcare Information and Management Systems Society

**Ad hoc Reviewer of Publications:**
Medical Care (1997- ), Journal of Healthcare Management (1993- )

**COMMUNITY SERVICE**
Association of Black Cardiologists (national), Development Advisory Board (2005 - ).
Chair and Member, Board of Directors, Promina Health Plan, Inc., Atlanta, Georgia, (1997 - ).
Member, Advisory Council, Partnership for Health and Accountability (statewide), GHA -- An Association of Hospitals and Health Systems GHA, Atlanta, Georgia, (2000- )
Chair, Administration Advisory Committee, Division of Medical Assistance (Medicaid), Department of Community Health, State of Georgia, Atlanta, Georgia, (1998 - 99).
Member, Advisory Council of CARE Quality Improvement Program, GHA -- An Association of Hospitals and Health Systems GHA, Atlanta, Georgia, (1992- )
Health Data Committee, GHA, Atlanta, Georgia, (1993- ).

**UNIVERSITY SERVICE**
Strategic Planning Group (1999 - 2000)
Project Coordinator, Agreement GSU/Rotary International/Moscow Medical Academy (1993 - )
Member, GSU Middle East Center (1999 - )
Search Committee for Chairs: Associate Dean, Management, International Business
Subcommittee to Evaluate Cairo, Egypt MBA; Decision Sciences Department & Supply Chain
Faculty Affairs Committee (1995-98)
Research Program Committee (1990-95)

TEACHING RESPONSIBILITIES
HA 8160 Introduction to the U.S. Health Care System
HA 8440 Executive Leadership in Health Care
HA 8550 Health Planning and Managed Care
HA 8620 Operations Management and Quality in Health Care
HA 8990 Strategic Management in Health Care
HA 8810 Administrative Residency and Survey I,II,III (HA 881/2/3)
HA 8670 Health Information Systems
BA 8670 Information Technology Strategies for Management (MBA)

RESEARCH GRANTS
Sumner, A.T. (Dept. Chair/Project/ Co-project Director), Division of Medical
Assistance/Department of Community Health, and/or Department of Human Resources, State of
Georgia.

Health Management Training in the Republic of Georgia, Tbilisi, Jan 2005 -

State-wide Analysis of Uninsured in Georgia: Actuarial Analysis in Columbus, GA, June 2002 –
04.


SUPERVISION OF DOCTORAL DISSERTATIONS
Committee member, Anne Felteau, Education Policy Studies, Perceptions of Health Administration Program Effectiveness In Addressing Quality of Care Practice Issues, 2003

Committee member, Carol Robinson, School of Policy Studies, Economic Benefits of Health and Well-being, 1999

Committee member, Don Reed, Decision Sciences, proposal under development, related to Evaluation of Georgia’s Medicaid Managed Care Program, 1998

Committee member, Ed Sibley, Marketing, assessment of Marketing for HMO Plans, 1998

Committee member, William Miller, Management, Development and Testing of a Quality Management Impact Model, 1997

Committee member, Ted Randles, Decision Science, Telemedicine’s Impact on the Medical Diagnostic Process, 1997

Committee member, Ameila Broussard, Organizational Developmental Studies, Assessment of the Role of Nursing in Community Health Centers, 1996

Committee member, Gerry Mills, Health Administration, Study of Demand for Long-term Care Insurance, 1995

Committee member, Thomas Wooten, Accounting, Behavioral Factors Influencing the Successful Implementation of TQM: An Empirical Investigation of a Theoretical Models, 1994

Committee member, Pat Minors, Education Policy Studies, A Twelve Group Time Series Analysis of Job Satisfaction and Financial Effects of Nursing Shared Governance, 1992

Committee member, Valerie Mock, Management, A Comprehensive Examination of Corporate Social Performance Models Using AIDS in the Workplace as a Social Issue, 1992
PUBLICATIONS:  Refereed Scholarly(Premier):


PUBLICATIONS:  BOOKS AND MONOGRAPHS


Miller, W.J., Sumner, A.T. (et al.). Program Evaluation (3rd) of Georgia Better Health Care (Georgia Medicaid managed care program). Institute of Health Administration, College of Business Administration, Georgia State University, August 2000; 347 pp.

Sumner, A.T. (et al). HMO Encounter Claims (Including Non-Emergency Transportation) for Georgia Medicaid managed care program. Institute of Health Administration, College of Business Administration, Georgia State University, June 1999; 550 pp.


Sumner, A.T., Program Evaluation of Georgia Better Health Care (Georgia Medicaid managed care program), Institute of Health Administration, College of Business Administration, Georgia State University, August 1997; 226 pp

Sumner, A.T. (with Minyard, K. J., Ketsche, P. G.), Program Evaluation of Georgia Better Health Care, Institute of Health Administration, College of Business Administration, Georgia State University, June 1995; 115 pp.

Sumner, A.T. Assessment of the Physician Assistant Program. Department of Community and Family Medicine, Emory University School of Medicine. August 1992; Atlanta, Georgia. 77pp.

Sumner, A.T. Location of Satellite Family Practice Residency. Northlake Regional Medical Center and Georgia Osteopathic Hospital, Inc. January 1991; Atlanta, Georgia. 27 pp.


PUBLICATIONS: Other refereed-scholarly, non-refereed, and other:

Sumner, A.T. and M.E. Akins. Health Information Systems Course in a Graduate B-school. Association of University Programs in Health Administration. June 2004; San Diego, CA


Sumner, A.T. (with Hannan, R. T.) Internet and Health Administration. Annual Meeting of the Association of University Programs in Health Administration. June 7, 1996; Atlanta, Georgia.


ROBERT H. CURRY, MD, MPH
Associate Vice President for Research Integrity
and
Clinical Professor,
Institute of Health Administration
J. Mack Robinson College of Business
Georgia State University
Atlanta, Georgia 30303-3083
404/651-1207

EDUCATION:

1965 Emory University, Atlanta, Georgia
Bachelor of Arts (B.A.) in English

1970 University of Miami School of Medicine, Miami, Florida
Doctorate of Medicine (M.D.)

1981 Emory University School of Medicine, Atlanta, Georgia
Master of Public Health (M.P.H.) in Health Policy and Management

FELLOWSHIPS AND AWARDS:

Best Teaching Intern, University of Alabama Hospitals and Clinics, 1970-1971

National Institutes of Health (NIH) Infectious Disease Fellow, UAB, 1972-1973

Upjohn Award, Association of Physician Assistant Programs, 1984

Honorary Member, American Academy of Physician Assistants, May 27, 1985

Secretary’s Award of Excellence, Department of Health and Human Services’ Community Health Promotion Program, 1988

Outstanding Service Award. Association of Physician Assistant Programs, 1980

Secretary’s Award of Excellence, Department of Health and Human Services’ Community Health Promotion Program, 1993.

Fellow, Kerr L. White Institute of Health Services Research, 2003-2004
**PROFESSIONAL APPOINTMENTS:**

<table>
<thead>
<tr>
<th>August 2004 to present</th>
<th>ASSOCIATE VICE PRESIDENT FOR RESEARCH INTEGRITY AND CLINICAL PROFESSOR</th>
<th>Georgia State University</th>
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<tbody>
<tr>
<td></td>
<td>Design, implement and coordinate the research integrity programs for Georgia State University including animal care, biosafety, human subjects, radiation safety, environmental programs, and occupational health and safety. On behalf of the University serves as the individual responsible for developing and managing conflicts of interest, academic and scholarly misconduct, and Export Control Regulations.</td>
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<tr>
<th>February 2001 to August 2004</th>
<th>DIRECTOR, Center for Health Services Research</th>
<th>Institute of Health Administration</th>
<th>J. Mack Robinson College of Business</th>
<th>Georgia State University</th>
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<td></td>
<td>Develop, obtain Board of Regents approval, implement, and direct health services research programs associated with the Institute of Health Administration; write grants and contracts for faculty and staff to secure external research funding</td>
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<tr>
<th>April 1998 to present</th>
<th>VISITING PROFESSOR AND ASSOCIATE DIRECTOR, Research Programs</th>
<th>Institute of Health Administration</th>
<th>J. Mack Robinson College of Business</th>
<th>Georgia State University</th>
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<td></td>
<td>Undertake research and teaching in health services, health policy, managed care, health outcomes, and health program evaluation.</td>
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<tr>
<th>1998 to present</th>
<th>PROFESSOR EMERITUS, Emory University School of Medicine</th>
<th>Atlanta, Georgia</th>
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<td></td>
<td>Accorded rights and privileges of retired tenured faculty of Emory University by the Board of Trustees</td>
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| 1995 – 1998 | PROFESSOR, Department of Family and Preventive Medicine | Emory University School of Medicine |
Provide medical student and graduate student teaching, research and service for the clinical family medicine program at Grady Memorial Hospital and Winship Cancer Center

1991 – 1998  ASSOCIATE PROFESSOR,  
Rollins School of Public Health, Emory University

Provide teaching and participate on Curriculum Committee for the Masters of Public Health Program; serve as masters thesis advisor for 2-3 students per year

1991 – 1993  PROFESSOR AND CHAIR,  
Department of Community and Preventive Medicine, Emory University School of Medicine

Established goals and objectives for 6 divisions in an academic clinical department; developed teaching programs, implemented research initiatives, and directed a clinical primary care department with 75 faculty and an annual budget of $20 million in medical school; responsibility for Master of Community Health Program (prior to its spin-off as Rollins School of Public Health)

1990 – 1998  PROFESSOR,  
Winship Cancer Center  
Emory University School of Medicine

Developed and implemented community-based cancer prevention demonstration programs funded by the National Institutes of Health, American Cancer Society, and the Georgia Department of Community Health

1990 – 1991  ACTING CHAIR AND ASSOCIATE PROFESSOR,  
Department of Community Health  
Emory University School of Medicine

1989 – 1994  CHIEF OF SERVICE,  
Community Medicine  
Grady Health System  
Atlanta, Georgia

Directed and represented clinical primary care physicians from Grady’s 5 Neighborhood Health Centers on the Executive Committee, Grady Health System

1982 – 1989  MEDICAL DIRECTOR,  
Neighborhood Health Centers  
Grady Health System
Developed, implemented and evaluated primary care physician quality initiative and incentive pay program for Grady’s 5 Neighborhood Health Centers

1981 – 1989
ASSOCIATE PROFESSOR AND DIRECTOR,
Division of Primary Care
Department of Community Health
Emory University School of Medicine

Developed, implemented and evaluated a primary care system for Grady’s Health System; implemented a computerized network for the 5 Grady Neighborhood Health Clinics; instituted a quality initiative for physician evaluation and incentive pay structure

1975 – 1998
ASSISTANT PROFESSOR,
Department of Pediatrics and
Department of Allied Health
Emory University School of Medicine

Weekly provided clinical care to pediatric patients in Pediatric Outpatient Clinic; Annually served as Attending on inpatient pediatric wards. Served as Program and Medical Director of the Physician Assistant Program, a masters level degree program

1973- 1975
ASSISTANT PROFESSOR,
Department of Medicine
University of Alabama in Birmingham (UAB) Hospitals and Clinics, Birmingham, Alabama

Served as Medical Director of the UAB Physician Assistant Program; taught and evaluated PA students

1972-1973
PGY-3 RESIDENT IN PEDIATRICS AND FELLOW, NIH INFECTIOUS DISEASES
Department of Pediatrics’ Infectious Diseases and Immunology, University of Alabama in Birmingham, AL

Research in immunology of the newborn (Complement System) under the direction of Dr. Max Cooper and Dr. Richard A Johnston, Jr.

1970 – 1972
PGY I and II PEDIATRIC RESIDENT
Department of Pediatrics
University of Alabama in Birmingham (UAB) Hospitals and Clinics, Birmingham, Alabama
Undertook clinical education to meet requirements for board certification in pediatrics.

**PROFESSIONAL MEMBERSHIPS:**

- American College of Healthcare Executives
- American Medical Association
- Medical Association of Atlanta
- National Council of University Research Administrators

**PUBLICATIONS, REFEREED, SCHOLARLY/PROFESSIONAL:**


**PUBLICATIONS, NON-REFEREED AND OTHER:**


Curry RH. The case for surveying PAs (Editorial). Physician Assistant 3;7:12,27, 1983.


Knobel RJ, Curry RH. The changing external environment facing public hospitals. The Urban Study Institute, Inc. 96;1-32, 1996.

Sumner AT, Curry RH, Newman JF. HMO encounter claims analysis. Institute of Health Administration, Georgia State University, June 1999.

Sumner AT, Curry RH, Newman JF. Encounter claims (including non-emergency transportation) analysis. Institute of Health Administration, Georgia State University, June 1999.
Curry RH, McLaren SA, and Miller WJ. Evaluation of DHR's and DCH's data information, processing, data-sharing and reporting Systems, Georgia Department of Human Resources.” Final Report, Institute of Health Administration, Georgia State University, Atlanta, Georgia, March 2000.

Curry RH, McLaren SA, and Sumner AT. Survey design for dotcomments.com. Final Report, Institute of Health Administration, Georgia State University, Atlanta, Georgia, April 2000.

Curry RH, McLaren SA, Newman JF, and Sumner AT. Performance evaluation of the Division of Mental Health, Mental Retardation, and Substance Abuse, Georgia Department of Human Resources. Final Report, Institute of Health Administration, Georgia State University, Atlanta, Georgia, November 2000.


PUBLICATIONS, PROCEEDINGS (GSU):


PUBLICATIONS: BOOKS AND MONOGRAPHS:


EXTERNALLY-FUNDED RESEARCH PROJECTS:

A. Georgia State University

2003-2004  HEDIS Outcome Measures and Cardiovascular Policies and Practices of Georgia’s Health Plans, Funded by the Section on Chronic Disease, Injury, and Environmental Epidemiology, Division of Public Health, Georgia Department of Human Resources, Co-Principal Investigator, $110,000 (1 year contract).

2003-2004  Ambulatory Care Sensitive Conditions in Georgia’s 5 Long Term Care Programs: 1998-2002. Funded by Division of Medical Assistance, Georgia Department of Community Health, Principal Investigator, $193,000 (1 year contract)

2002-2004  Comparative Assessment of the Cost and Quality of Care Outcomes Among Georgia’s Community and Facility-based Long Term Care Programs, Georgia Department of Community Health and the Health Resources and Service Administration, Consultant to the Georgia Health Policy Center, $1,260,000

2001-2002  Evaluation of an Atlanta Community Access Coalition (ACAC) Project funded through the Fulton County Health Department by the Health Resources and Services Administration, Principal Investigator, $35,000 (1 year) of a $1 million grant – Contract No. 1G920A00139-01

2000-2001  Performance Evaluation of Public Health, Georgia Department of Human Resources, Institute Health Administration, Georgia State University, Principal Investigator, $200,000 (5 months) - Contract No. 12-21-12360-BLF33

2000  Performance Evaluation of Mental Health, Mental Retardation, and Substance Abuse, Georgia Department of Human Resources, Institute Health Administration, Georgia State University, Principal Investigator, $150,000 (5 months) - Contract No. 12-21-12360-BLF23

1999-2000  Evaluation Issues with Georgia Department of Human Resources and Georgia Department of Medical Assistance (Medicaid) Data Information, Processing, Data-Sharing and Reporting Systems, Institute of Health Administration, Georgia State University, Principal Investigator, $22,500 (3 months)

1999-2000  Georgia Better Health Care (State Medicaid Managed Care Program for Children), Institute of Health Administration, Georgia State University, William J. Miller, Ph.D., Principal Investigator; $230,000 (1 Year)

1998-1999  HMO Encounter Claims Analysis (State Medicaid Managed Care Program), Institute of Health Administration, Georgia State University, Andrew T. Sumner, Principal Investigator; Evaluator, $20,000 (1 Year)
1998-1999  Non-Emergency Transportation (State Medicaid Program), Institute of Health Administration, Georgia State University, Andrew T. Sumner, Principal Investigator; Co-Director, $80,000 (1 year)

1996-1997  Evaluation of Georgia Better Health Care (State Medicaid Managed Care Program), Institute of Health Administration, Georgia State University, Andrew T. Sumner, Principal Investigator; Program Evaluator, $5,000 (1 year).

B.  Emory University

1996-1997  East-West Breast Express (Health Education Via Public Transportation, Susan G. Komen Foundation, Selma G. Morris, M.Ed., Principal Investigator; Evaluator, $1,500 (1 year).

1993-1995  School-based Health Services, Atlanta Public School System, funded through an indigent care grant by Grady Health System, Principal Investigator, $100,000 each year.

1993-1994  Mammography Screening Program in Under-served Communities of Fulton County, Dept of Human Resources, Division of Public Health, Community Health Branch, Cancer Control Program, State of Georgia, Principal Investigator, $93,500 (Contract # 427-93-32048).


1993-1996  Prostate Cancer Prevention Trial, Southwest Oncology Group, Co-Investigator, $25,000 (3 years), No Investigator Support.


1991-1992  Five Year Follow-up on CHAPP Participants, Centers for Disease Control (0990-0115), Community Health Promotion Branch, Principal Investigator, $16,364 (1 year).

1990-1993  Breast/Cervix Screening in Urban, Low-Income Black Women, American Cancer Society, Principal Investigator, $1,051,000 (3 Years).

1989-1994  Grady Hospital Community Clinical Oncology Program, National Cancer Institute (RFA 89-CA-06), Co-Principal Investigator, $105,811 (Year 01)/$2,869,177 (5 years).

1985-1988  Community Health Promotion Project for a Low Income Minority Neighborhood, cooperative agreement (U50/CCU400919-03) with Centers for Disease Control, DHHS, Principal Investigator, $300,000 for three years.

1983-1984  Family Practice Residency Training Program Contract, Joint Board of Family Practice, State of Georgia, $614,733 planning and development funds for two years.

1980-1983  Primary Care Training Grant (5-021-PE14176), Public Health Service, Bureau of Health Manpower, Division of Medicine, DHEW, $810,000 for three years.

1979-1982  Nutrition Interdisciplinary Education Project, Co-Investigator with Department of Dietetics, Emory University School of Medicine, to develop an interdisciplinary approach to nutrition education in Schools of Medicine, Dentistry, Allied Health and Nursing, $100,000 for each of three years.

1977-1980  Primary Care Training Grant (5-D21-PE14176), Public Health Service, Bureau of Health Manpower, Division of Medicine, DHEW, $854,955 for three years.

1975-1978  Grant to Establish a Nation-wide Continuing Education Program for Physician Assistants, The Bruner Foundation, Inc. of New York, New York, $300,000 for three years.

TEACHING (GEORGIA STATE UNIVERSITY):

HA8160  Introduction to the Health Care System
HA8150  Medical Care Concepts and Analysis  

HA8190  Health Policy and Ethics  

HA8550  Health Planning and Financial Management  

HA8700  Health Services Research and Evaluation Methods  

UNIVERSITY SERVICE ACTIVITIES:

A.  Georgia State University
1. **COLLEGE**

   a) Member, Research Program Committee, J. Mack Robinson College of Business, 3 years (2001-2003).

   b) Associate Director, Research Programs, Institute of Health Administration, 2000-2004

2. **UNIVERSITY**

   a) Co-Chair, University Veterinarian Search Committee, 2004-2005

   b) Chair, Compliance Committees, 2004-present

   c) Senate Research Committee, 2004-present

   d) Chair, Institutional Review Board (IRB), 2003-2004

   e) Member, IRB, 2001-2004

   f) Member, Blue Ribbon IRB Committee, 2003-2004

   g) Visiting Professor, Public Health Institute, Georgia State University, 2003-present

   h) Chair, Search Committee, University Compliance Officer, 2004

   i) Chair, Search Committee, IRB Compliance Specialist, 2004

**B. EMORY UNIVERSITY**

1. **SCHOOL OF MEDICINE**

   a) Professor and Chair, Community and Preventive Medicine, 1990-1993

   b) Executive Committee, Council of Chairmen, 1990-1993

   c) Executive Committee, Emory Medical Care Foundation, 1990-1993

   d) Dean's Executive Committee, Atlanta VA Medical Center, 1990-1993

   e) International Health Fellowships Committee, 1992-1995

   f) Cancer Control Committee, Winship Cancer Center, 1992-1995

   g) Rural Telemedicine Program, 1994-1995

   h) Admissions Committee, School of Medicine, Full Committee Member, 1977-1990; 1993-1994

   1) Transfer Admissions Subcommittee, 1979, 1981, 1982

   2) Advanced Standing Subcommittee, 1980


   4) Woodruff Scholarship Screening Sub-Committee, 1984-1991; 1994

   5) Associate Member, Interviewer, 1990-1993

   i) **Ad Hoc Committees:**

   1) Sub-committee on Values and Ethics, Dean's Task Force on Curriculum Committee, 1989-1992

   2) Chair, Dean's Ad Hoc Committee to Review Emory PA Program, 1989
3) Chair, Search Committee for Director of Occupational and Environmental Health Center, 1988-1989
4) Member, Departmental Promotion and Tenure Committee, School of Medicine, 1981-1989
5) Chair, LCME Institutional Self-Study Task Force on Students/Student Affairs, 1984-1985; 1991-1992
6) Dean's Nominating Committee for Emory Senate and Faculty Relations Committee, 1980
7) Promotion and Tenure Committee Chair, Dept of Community Health, 1988-1989
8) Member, Departmental Promotion and Tenure Committee, School of Medicine, 1981-1989
9) Chair, Search Committee for Director of Physician Assistant Program, 1991
10) Member, Internal Advisory Committee, Winship Cancer Center Planning Grant, 1992-1996
11) Chair, Search Committee for Chair of Dept of Family Medicine, Emory School of Medicine, 1993
12) Member, National Cancer Institute's Summer Cancer Education Program for Health Professional Students, 1992-1995

2. ROLLINS SCHOOL OF PUBLIC HEALTH
   a) Master of Public Health Program
      1) Admissions Committee, 1982-1986
      2) Member, Interdisciplinary Resource Group, 1982-1984
      3) Member, Search Committee, Deputy Director for Management, Emory AIDS Training Network (EATN), 1989
   b) Member, Curriculum Committee, 1992-1995

3. UNIVERSITY-WIDE
   a) Liaison, Woodruff Health Sciences Center representative to The Atlanta Project, The Carter Center of Emory University, Atlanta, Georgia, 1991-1993
   b) Member, Occupational Health Advisory Committee, 1992-1995

4. GRADY MEMORIAL HOSPITAL
      Member, Executive Committee of Medical Staff, 1989-1995
      1) Grady Neighborhood Health Centers
      2) Crestview Nursing Facility
      3) School-Based Health Clinics (for Atlanta Public School System)
   b) Member, Active Medical Staff, 1975-1995
      1) Department of Family and Preventive Medicine
      2) Department of Pediatrics
   c) Hospital Standing Committees
      1) Laboratory and Transfusion, 1985-1990
2) Medical Records Committee, 1982-1992
   Chair, 1990-1992
3) Quality Assurance and Utilization Review Committee, 1982-1990
4) Employees Health Clinic Committee, 1989-1995
5) Adolescent Service Planning Committee, 1983
6) Cancer Control Committee, 1990-1995
   Physician Liaison, 1992-1995
7) Sub-Committee on Access to Primary Care, Long Term Planning Committee, 1990-1995
9) AIDS/HIV Committee, 1991-1995
11) Search Committee, Ambulatory Care Associate Director, 1992
12) Managed Care Planning Group, 1993-1994
13) Crestview Skilled Nursing Facility, 1993-1995

INVolVEMENT WITH JOURNALS:

Member, Editorial Boards:
   a) *Journal of the Emory University School of Medicine*, 1990-1992
   c) *Physician Assistant*, 1981-1986

Peer-Reviewer (Currently):
   a) *American Journal of Preventive Medicine*
   b) *Journal of American Academy of Physician Assistants*
   c) *Journal of Health Care for the Poor and Underserved*
   d) *Medical Care*

INVolVEMENT AND SERVICE TO PROFESSIONAL ORGANIZATIONS:


   Consultant, National Institute of Mental Health, Psychiatry Education Program (Melvyn R. Haas, M.D.), Alcohol Drug Abuse, and Mental Health Administration, DHHS, 1988-1989.


   National Merit Review Panel, Division of Medicine (Daniel N. Masica, M.D.), Bureau of
Founding Member and Executive Committee Member, National Council for the Education of Health Professionals in Health Promotion and Disease Prevention, 1985-1993.

AMA Accreditation Review Committee on Physician Assistant Programs, Association of Physician Assistant Programs representative, 1985-1990 (6 Year Term):
1) Chair, 1988-1989
2) Vice-Chair, 1987-1988
3) Accreditation Site Visitor, 1975-1995

Member, Assembly of Review Committee Chairs (ARCC), Committee on Allied Health Education and Accreditation (CAHEA), 1988-1989.
1) Task Force on Uniform Essentials Format, 1988-1989

Association of Physician Assistant Programs:
1) Interim Executive Director, 1984-1985
2) Past-President, 1984-1985
3) President, 1983-1984
4) President-elect, 1982-1983

American Academy of Physician Assistants:
1) Chair, Recruitment & Retention Task Force, 1988-1990
2) Member, Education and Research Foundation, 1987-1989
3) Board of National Advisors, 1974-1984
4) Member, Search Committee for Executive Vice-President, 1984

American Dietetic Association, National Advisory Committee, 1984-1986

National Geriatrics Advisory Committee, College of Health and Human Services, Western Michigan University, 1983-1987

COMMUNITY SERVICE ACTIVITIES:

Member, Board of Directors, Atlanta Regional Health Forum, 2003-present
a) Member, Strategic Planning Committee, 2005
b) Member, Finance and Development Committee, 2006-present

Member, Board of Directors, Kerr L. White Institute for Health Services Research, Decatur, Georgia, 2003-2004.
Member, Board of Directors, Georgia Partnership for Caring Foundation, Inc., Atlanta, Georgia, 2001-present; Vice-Chair, Board of Directors, 2003-2004.

Member, Search Committee, Director of Mental Health/Mental Retardation/Substance Abuse, Department of Human Resources, State of Georgia, Audrey W. Horne (Commissioner), Atlanta, Georgia, November 1999.

Member, Executive Committee, The Atlanta Project's Health Section, The Carter Center, Atlanta, Georgia, 1991-1993

Member, Rural Health Advisory Council, Department of Community Health, State of Georgia, 1991-1994

  Member, Advisory Committee, Institute of Health Administration, School of Business Administration, Georgia State University, 1992-present

  a) Medical Advisory Committee, 1990-1993
  b) Health Education Sub-committee, 1990-1993

Member, Georgia Coalition for Cancer Control, Division of Cancer Control, Department of Human Resources, State of Georgia, 1990-1995

  a) Member, Ad Hoc Committee on Evaluation of the Community Detection, Education, and Prevention Demonstration Projects in Underserved Populations, American Cancer Society, 1990-1993

Infant Mortality Task Forces:
  a) DeKalb County, Epidemiology Sub-Task Force, 1986-1991
  b) Fulton County, 1986-1991

Member, Fulton County Health Task Force, 1993-1995

Member, Medical Advisory Committee, Division of Public Health's Provision of Health Care Task Force, State of Georgia, 1990-1991

Member, Advisory Committee, Health Promotion Resource Center, Morehouse School of Medicine, 1990-1994

Member, Council for Children, Inc., Atlanta, Georgia, 1988-present

Member, Georgia Skills 2000, 1990-1992
Medical Advisory Committees
   a)  Diabetes Association of Atlanta (DAA), 1988-1993
   b)  Georgia Medical Institute, 1987-1992
   c)  Emory AIDS Training Network, 1989-1995

North Central Georgia Health Systems Agency
   a)  Board of Directors, 1981-1986
   b)  Planning and Implementation Committee, 1981-1986
   c)  Administration Committee, 1983-1984
   d)  Finance Committee, 1985-1986

HealthCare, Inc. of Atlanta (Health Maintenance Organization)
   a)  Board of Directors, 1979-1981
   b)  Vice-President, Board of Directors' and Executive Committee, 1980-1982
   c)  Member, Medical Director Search Committee, 1981
   d)  Member, Finance/Personnel Committee, 1981-1982

   Emory Advisor, National Health Service Corps' Preceptor Program, Reston, Virginia, 1983-1996

Member, Primary Care Task Force, DeKalb County Board of Health, 1990-1993

PAPERS PRESENTED AT MEETINGS/COURSES:

Graduation Speaker, 25th Anniversary of the University of Alabama School of Nursing, “Definition of the Nurse Practitioner from the Physician’s Perspective” March 22, 1975

Invited Speaker, The Bruner Foundation Conference on Continuing Medical Education for Physician Assistants, Williamsburg, Virginia, May 11-14, 1975

Invited Speaker, Southeastern Conference on Primary Care Physician Assistants, “Certification and Recertification of Physician Assistants,” Lorel Villa, Chattanooga, Tennessee, August 21-22, 1975


Invited Speaker, Georgia Association of Physician Assistants Continuing Medical Education Meeting, “The Development of a Regional CME Center for Physician Assistants,” Atlanta, Georgia, July 1976

Invited Speaker, “Non-Physician Primary Care Providers on Medical Practice Teams,” School of Allied Health Sciences, University of New York at Stony Brook, September 1976 and January 1977
Invited Speaker, MAGNET Conference, “Training and Backgrounds of Students Entering Physician Assistant Programs, Atlanta, Georgia, October 1976

Invited Speaker, “The Other Health Professionals: How They are Utilized in Clinical Practice and How They are Inhibited by MDs and Organized Medicine,” Emory Committee on Biomedical Ethics, Emory University, November 1976

Invited Speaker, Georgia Institute of Technology Graduate Program in Health Facility Planning and Design, “Trends and Developments in Medical Education and Their Effects on Facility Planning and Design,” November 1976

Invited Speaker, Emory Student Bioethics Group, “How Does a Family Relate to Illness in the Home?” Emory University, March 1977

Invited Speaker, North Central Georgia Hospital Association, “The New Health Professionals: Their Training and Utilization in Georgia” Macon, Georgia, April 1977

Invited Speaker, Continuing Medical Education Conference at Emory University, “Medical Problems Presented by Handicapped Children” and “Physical Development Assessment Tools” for the Training Institute on the Role of Physical and Occupational Therapists in School Programs for Handicapped Children, May 1977

Invited Speaker, Medical Association of Georgia’s Committee on Nursing, “Comparisons Between Physician Assistants and Nurse Practitioners in their Education and Training,” Atlanta, Georgia, June 29, 1978

Core Faculty, AMA Program Evaluators’ Workshops, Washington, DC: September 15-17, 1978 and Atlanta, Georgia: October 6-8, 1978
Invited Speaker, Georgia State University’s Institute of Health Administration, “Physician Extenders: A New Breed of Health Professionals,” Atlanta, Georgia, October 20, 1979

Invited Speaker, Emory University Career Day, “New Opportunities to Practice in the Health Professions,” Atlanta, Georgia, January 10, 1979

Invited Speaker, Tennessee Board of Medical Examiners, “Training and Certification of Primary Care Physician Assistants,” Nashville, Tennessee, February 14, 1979

Invited Speaker, Pharmaceutical Company Representatives at Grady Memorial Hospital, “Should Primary Care Pas Prescribe?” Atlanta, Georgia, June 1, 1979
Invited Speaker, Summer Scholars Seminars for the Health Careers, “Physician Assistants: Who Are They?” Emory University, Atlanta, Georgia, June 29, 1979

Invited Speaker, Senior Nursing Seminar at Nell Hodgson Woodruff School of Nursing of Emory University, “New Health Practitioners,” Summer Quarter 1979.
Invited Speaker, Master of Public Health Program, Emory University, “New Health Practitioners,” Atlanta, Georgia, October 19, 1979


Invited Speaker, First Conference on Curriculum Development in Applied Nutrition, “Nutritional Care Competences Determined by Surveys of Students, Graduates, and Educational Programs,” Atlanta, Georgia, September 8, 1980

Invited Speaker, Health Administration Program, Georgia State University, “Physician Extenders and Other Health Professionals,” Atlanta, Georgia, October 15, 1980


Invited Speaker, Composite State Board of Medical Examiners, “Training and Certification of Primary Care Physician Assistants, Nationally” Atlanta, Georgia, July 9, 1981

Invited Speaker, Dedication Conference for the Mercer University School of medicine, “Physician Extenders in Georgia,” Macon, Georgia, October 8, 1981

Invited Speaker, “Determining Health Manpower Needs: Graduate Medical Education National Advisory Committee (GMENAC),” Medicine 358, Emory University School of Medicine, Atlanta, Georgia, October 21, 1091

Invited Educational Facilitator, Emory University Rehabilitation Medicine Retreat, Houston-Mill House, Emory University, Atlanta, Georgia, November 16, 1981

Invited Speaker, Medical Association of Georgia’s Biennial Conference on medical Education, “The Role of Health Profession’s Education in Shaping the Future of Medical Practice,” Atlanta, Georgia, November 19, 1981

Invited Speaker, School of Health Systems, College of Engineering, Georgia Institute of Technology, “Primary Care,” Atlanta, Georgia, April 10, 1982

Invited Speaker, Institute of Health Administration, Georgia State university, “Primary Care and Its Manpower Requirements,” Atlanta, Georgia, October 20, 1082

Invited Speaker, Institute of Health Administration, Georgia State University, “Physician Extenders and Their Current Roles in Primary Care,” Atlanta, Georgia, April 26, 1983

Faculty, Master of Public Health Program’s “Health Person Power II: Role of Non-Physician Providers,” Emory University, Atlanta, Georgia, June 29, 1983-
Invited Speaker, Institute of Health Administration, Georgia State University, “Physician Extenders: Their Current and Future Directions,” Atlanta, Georgia, October 20, 1983

Invited Speaker, Graduate Programs in Dietetics, Emory University School of Medicine, “Health Risk Appraisal and Risk Reduction,” Atlanta, Georgia, February 28, 1984

Invited Speaker, Master of Public Health Program, Emory University School of Medicine, “Supply, Distribution, and Need for Health Personnel --- Primary Care Services.” Atlanta, Georgia, March 26, 1984

Invited Speaker, Institute of Health Administration, Georgia State University, “Primary Care Services and Physician Extenders,” Atlanta, Georgia, April 16, 1984

Group Leader and Speaker, Emory University School of Medicine, “Nutrition and Health Care in China,” People’s Republic of China, May 25-June 10, 1984

Invited Speaker, Bureau of Health Professions, Health Resources and Services Administration, Department of Health and Human Services, Workshop on Health Promotion and Disease Prevention, “Impact of Health Promotion and Disease Prevention on Health Professional Education,” Washington, DC, July 11-13, 1984

Invited Speaker, Master of Public Health Program, Emory University School of Medicine, “Contrasting Health Care in China with the United States,” Atlanta, Georgia, August 15, 1984

Invited Speaker, Master of Public Health Program, Emory University, “Medical Manpower,” Atlanta, Georgia, March 25, 1985

Invited Speaker, Osteopathic Medical School and Health Sciences Center, “Competency-based Education” and “Future of Physician Assistants,” Des Moines, Iowa, April 11-12, 1985

Invited Speaker, Institute of Health Administration, Georgia State University, “Primary Care,” Atlanta, Georgia, April 17, 1985

Invited Speaker, National Council on Aging, “Role of Primary Care Physicians in the Care of the Elderly,” San Francisco, California, April 24, 1985

Group Leader and Speaker, Emory University School of Medicine, “Nutrition and Health Care in China,” People’s Republic of China, June 14-July 7, 1985

Invited Speaker, Regional Office of U. S. Health Care Financing Administration, “The Future of Primary Care in American Medicine,” Atlanta, Georgia, May 31, 1985

Invited Speaker, Master of Public Health Program, “Health Person Power I and II,” MPH 501, Atlanta, Georgia, June 10-11, 1985
Graduation Speaker, Division of Allied Health Professions, Emory University School of Medicine, “A Love That Wanted Re-Renewing,” Atlanta, Georgia, May 14, 1990

Invited Speaker, Georgia Health Coalition, “Health Care Problems in Georgia: An Urban Perspective,” Atlanta, Georgia, Friday, September 7, 1990

Graduation Speaker, Northeastern University Physician Assistant Program, “Where Do We Go From Here?” Boston, Massachusetts, Thursday, September 13, 1990


Invited Speaker, Advisory Committee on Long Term Care, Georgia Department of Community Health, Division of Medical Assistance, “Ambulatory Care Sensitive Conditions: A Marker for Adequate Primary Care in Long Term Care Residents?” Loudermilk Center for the Regional Community, Atlanta, Georgia, February 5, 2003

Invited Speaker with Cooney JP, Bae JP, Rein DB, and Landers G, Academy of Health Annual Meeting, “Using an Integrated Medicare and Medicaid Database to Comparatively Assess Care and Cost Outcome Consequences Between a State’s Traditional and Waiver Long-Term Care Programs, Nashville, Tennessee, June 2003
CURRICULUM VITAE

Name

Paul G. Farnham
Department of Economics
Andrew Young School of Policy Studies
Georgia State University
Atlanta, GA 30303

(404) 651-2624 (Phone)
(404) 651-4985 (FAX)
pfarnham@gsu.edu

Education

M.A., 1974, Economics, University of California, Berkeley
Ph.D., 1978, Economics, University of California, Berkeley

Fellowships and Awards

B.A., Summa cum laude, Honors in Economics
Phi Beta Kappa
Georgia State University, College of Business Administration Faculty Recognition Award, August, 1990.

Work Experience

Assistant Professor of Economics, Georgia State University, 1977-1984.
Associate Professor of Economics, Georgia State University, 1984-present.
Visiting Senior Health Economist, Division of Prevention Research and Analytic Methods, Epidemiology Program Office, Centers for Disease Control and Prevention, 1996-1998.
Visiting Health Economist, Division of HIV/AIDS Prevention, Centers for Disease Control and Prevention, 2000-2006.
Publications: Refereed Scholarly


Farnham PG. Form of Government and the Median Voter. Social Science Quarterly 68 (September, 1987): 569-582.


Farnham PG., Gorsky RD. Costs to Business for an HIV-Infected Worker. *Inquiry* 31 (Spring, 1994) 76-88.


Publications: Refereed Professional/Practitioner


Publications: Books, Monographs, and Reports


Publications: Non-Refereed and Other


Papers Under Review and In-Process


Hutchinson AB, Farnham PG, Branson B, Lyss S. Cost-Effectiveness of Routine Versus Targeted Rapid HIV Testing in Emergency Room Settings.


Hutchinson AB, Farnham PG. Primary HIV Infection: Cost-Effectiveness of New Strategies for Detection.
Externally-funded Research Projects

Farnham PG.  Intergovernmental Personnel Agreements with the Centers for Disease Control and Prevention.

1990-91: $50,755  2000-01: $46,547
1993-94: $53,668  2003-04: $46,113
1996-97: $64,590

Farnham PG.  Proposal for a Cost-Benefit Analysis of the Women’s Residential Ready for Work (RFW) Substance Abuse Treatment Programs in Georgia.  Submitted to the Georgia State University School of Social Work for funding from the Georgia Department of Human Resources, Division of Family and Children's Services, October 2003.

Farnham PG.  Oak Ridge Institute for Science and Education (ORISE) Research Participation Program Fellow at the Centers for Disease Control and Prevention, 2004-05: $70,000.

Papers Presented at Professional Meetings and Conferences


Farnham PG. The Role of Behavior Change in Determining the Cost-Effectiveness of HIV Counseling and Testing Programs. Poster Presentation at the Annual Meeting of the Academy for Health Services Research and Health Policy, Atlanta, GA, June 10-12, 2001.

Farnham PG. Economic Perspectives: Crack Cocaine Use and Adherence to Antiretroviral Treatment in HIV-Infected Black Women. Epidemiologic Intelligence Service Seminar, Centers for Disease Control and Prevention, Atlanta, GA, October 9, 2001.


**Supervision of Doctoral Dissertations**

**Chair of Committee**

Carole Y. Keels, "Medical Malpractice Effects on the Productivity of Obstetricians and Gynecologists." (Economics)

Frank Maddox, "An Analysis of the Determinants of Part- Versus Full-Time Enrollment By Students Attending Publicly Funded Commuter Colleges." (Economics)

Mary Olufemi Alao, "Determinants of Hospital Provision of Uncompensated Care." (Economics)


Mercy Mvundura, “The Effect of Midlife Reproductive Health on Women’s Labor Market Outcomes.” (Economics)

**Member of Committee**

Warren Bilotta, "Economic Impact of Pollution From Coal Fired Electric Power Plants." (Economics)


Rhonda Scott, "Identifying the Roles, Activities, and Skills as Indicators of Economic Value of Clinical Nurse Specialists in the United States." (Nursing)


Roy Wada, "Obesity and Physical Fitness in the Labor Market: Productivity Premium and Discrimination Penalty." (Economics)
Service Activities Internal to the University

Department

Teaching Associate from the Economics Department for the Georgia State
University Center for Teaching and Learning, 2000-present.

Andrew Young School of Policy Studies

Chair, Academic Program Committee, 2000-present.
Coordinator for AYSPS response for the University Freshmen Learning
Communities Program, 2000-2002.

University

Faculty, Institute of Public Administration, 1980-1990.
Member, Robinson College of Business Faculty Development Committee, 1988-
1990.
Joint Faculty, Robinson College of Business Institute of Health Administration,
1996-present.
Member, University Advisory Committee for the Freshmen Learning
Communities, 2000-2002.
Member, Advisory Committee for the University Center for Teaching and
Learning, 2000-2005.
Member, Peer Review Committee for the Centers for Disease Control and
Prevention/Georgia State University Seed Grant Awards in the Social &
Behavioral Sciences, 2005.
Member, Teaching Faculty, Institute of Public Health, 2005-2006.

Service Activities in Academic and Professional Organizations

Membership in Professional Societies:

American Economic Association
Academy for Health Services Research and Health Policy
Association for Public Policy Analysis and Management
Southern Economic Association
Journal Referee:

AIDS
American Economic Review
Evaluation and Program Planning
Inquiry
Journal of Economics and Business
Journal of Money, Credit, and Banking
Journal of Policy Analysis and Management
Journal of Urban Health
New England Journal of Medicine
Pharmacoeconomics
Public Finance Review
Social Science Quarterly
Southern Economic Journal
State and Local Government Review
Quarterly Review of Economics and Business
Urban Affairs Review
Value in Health

Service to the Community


Presenter, GSU-BellSouth Master Teacher Program, "How Can We Teach Microeconomics to Business Students?" August 30, 1989.

Presenter, CBA Faculty Development Committee Luncheon Series Program, "Teaching Business Students to Write and Speak More Effectively," February 20, 1990.


Invited participant in the Consultation on the Role of Cost-Effectiveness Analysis in the Allocation of HIV Prevention Resources, Centers for Disease Control and Prevention, Atlanta, GA, February 5-6, 2001.


Member, Review Panel, Steven Teutsch Prevention Effectiveness Fellowship Program, Centers for Disease Control and Prevention, 1998-present.

Courses Taught

Health Economics (Master of Health Administration program and undergraduate)
Disease Prevention and Control (Undergraduate core)
Prevention Effectiveness and Economic Evaluation (Master of Public Health program)
Economics of the Public Sector (Master of Public Administration program and undergraduate)
Economics for Managers (Master of Business Administration and Executive M.B.A. program)
Principles of Microeconomics (Undergraduate)
Principles of Macroeconomics (Undergraduate)
Intermediate Microeconomics (Undergraduate)
Freshman Orientation
EDUCATION
Ph.D. Business Administration, University of Pittsburgh, 1979
   Major - Behavioral Marketing
   Minor - Social Psychology
Dissertation Title: Communication Networks and Influence Patterns in Industrial Buying Behavior
M.B.A. Business Administration, University of Pittsburgh, 1975
M.A. Counseling Psychology, Ball State University, 1972
B.A. Economics, University of Pittsburgh, 1967

EMPLOYMENT
CBIM Roundtable Professor of Marketing, Robinson College of Business, 1999-present
Director, Center for Business and Industrial Marketing, 1994-present
Professor, Georgia State University, 1991 - present.
Associate Professor, University of Southern California, 1986 - 1991.
Associate Professor, The Ohio State University, 1984 - 1986.
Assistant Professor, The Ohio State University, 1978 - 1984.
Industrial Internship, Cargill, Inc. Minneapolis, Minnesota, Summer 1977.

HONORS AND AWARDS
Best Researchers in Marketing (Marketing Educator 1997)
Faculty Recognition Award for Distinguished Contributions in Research (GSU CBA 1996; 2003)
Phi Beta Delta Honor Society for International Scholars (1995)
Presidential Fellow, American Graduate School of International Management, Winterim 1990.
Marketing Professor of the Year, American Marketing Association, The Ohio State University, 1986
Fellow, National Center for Export/Import Studies (1984-1988)
Finalist, Pace Setter Professor of the Year (Teaching Award), College of Administrative Science, The Ohio State University (1983)
Faculty of Marketing, Pace Setter Research Professor of the Year, College of Administrative Science, The Ohio State University (1982)
First Place Award, American Marketing Association Doctoral Dissertation Competition (1979)
Summer Fellow, Center for Creative Leadership (1977)

EDITORSHIPS
VISITING PROFESSORSHIPS

Docent, University of Oulu, Finland 1998-present
Cairo University, Egypt
Dalian University of Technology, National Center for Industrial Science and Technology
HELP Institute, Kuala Lumpur, Malaysia
Helsinki School of Economics and Business Administration, International Center
Korea University, Seoul Korea
Ljubljana University, International Center for Promotion of Enterprises, Slovenia
Universidad Torcuato di Tella, Argentina
University of Western Sydney, Nepean, Australia

PUBLICATIONS

Articles


"Reacting to a Textile and Apparel Trade Enforcement Act" (1987), International Marketing Review, (Spring), pp. 42-51, with Heon D. Yoon.

"End-User Consulting Services for the Robotics Industry" (1987), Journal of High Technology Marketing Research (Spring), pp. 44-51, with Frank Skinner.


"Industrial Sales Force Selection: Current Knowledge and Needed Research" (1981), Journal of Personal Selling and Sales Management (Summer/Fall), pp. 49-57, with Martha Cooper.
"Analyzing the Industrial Sales Forces Selection Process" (1981), Industrial Marketing Management (April), pp. 139-147, with Martha Cooper.


"Locus of Control, Trust and Decision Making" (1979), Decision Sciences (10), pp. 39-56, with Thomas V. Bonoma.


"Lateral Influences and Vertical Authority in Organizational Buying" (1977), Industrial Marketing Management (6), pp. 451-462, with Daniel Robey.

**Books and Monographs**


**Chapters in Books**


"Managing Export Development Between Industrialized and Developing Countries" (1986), in Managing Export Entry and Expansion: Concepts and Practice, Reed and Rosson (eds.), with David Ford and others.


"Consumer Motivation" (1979), Chapter 13 in Consumer Behavior: Basic Findings and Management Implications.


Proceedings Papers


“Relationship Equity as a Predictor in the Adoption of New Industrial Services,” (forthcoming), 19th Industrial Marketing and Purchasing Conference, Lugano, Switzerland, with Brian Low.

“Electronic Procurement in Today’s High-Tech Firms,” (forthcoming), 19th Industrial Marketing and Purchasing Conference, Lugano, Switzerland, with Mark P. Leach and Annie H. Liu.


“Evaluations, Expectations, and Behavioral Responses of Sales Managers,” 15th Annual IMP Conference, Interactions, Relationships and Networks: Learning from the Past, University of Dublin, 4-6 September 1999, pp. 345-3603, with Steve Henson and Hiram Barksdale, Jr.


“Models in Business-to-business Communications,” Seminar on Marketing Communications 4th International Advertising Festival of the New Europe, pp. 30-37, with David I Gilliland.


"Developing Customer Relationship Strategies via an Analysis of Buying Center Network Locus of Influence and Information Processing" (1990) in Research Developments in International Marketing, Proceedings of the 6th International Marketing and Purchasing Conference, SDA Bocconi, Milan, Italy, with Thomas J. Page, Jr.

"Alternative Approach Strategies for Buyer-Seller Relations with the Peoples Republic of China" (1988), in Research Developments in International Marketing, Proceedings of the 4th International Marketing and Purchasing Conference, University of Manchester Institute of Science and Technology.

"Industrial Buying Behavior: Japan versus the U.S." (1986), Advances in Consumer Research Vol. XIV.

"Investigating the Salesperson Hiring Process" (1986), AMA Winter Educators' Proceedings, with Martha Cooper.


"Buyer-Seller Interactions in an Advanced-Technology Industry" (1984), Proceedings Research Developments in International Marketing, University of Manchester Institute of Science and Technology, pp. 58-86, with Daniel H. McQuiston.

"The Buying Center Concept: Fact or Fiction" (1984), Proceedings AMA Winter Educators' Conference, with Daniel H. McQuiston.


"Communication as a Surrogate for Influence Between Buyers and Sellers" (1983), Division 23 American Psychological Association Proceedings, Michael Mazis (ed.).


"Time and Consumer Behavior" (1980), in Advances in Consumer Research, 7, Jerry Olsen (ed.).


SPONSORED RESEARCH

Global Customer Management: A Study of Contingency Effects. Funding: Robinson College of Business, Georgia State University, Summer 2002

How Firms Relate to Their Markets: An Empirical Examination of Contemporary Marketing Practices. Funding: Robinson College of Business, Georgia State University, Summer 2001

Measuring Network Competence: Some International Evidence. Funding: Robinson College of Business, Georgia State University, Summer 2000

The Selection and Organization of National Accounts: A North American Perspective. Funding: Robinson College of Business, Georgia State University, Summer 1999

Evaluations, Expectations, and Behavioral Responses of Sales Managers. Funding: Robinson College of Business, Georgia State University, Summer 1998

The Effects of Organizational restructuring on Industrial Buying Behavior. Funding: College of Business Administration Georgia State University, Summer 1997.
Correlates of Adoption and Diffusion of Innovative warehousing Automation (IWA); Marketing Implications. Funding: College of Business Administration Georgia State University, Summer 1996.


Strategic Account Management: Approaches and Metrics Funding: Target Marketing Systems, 1996.


Performance, Attribution and Expectancy Linkages in Sales force Cognition. Funding: College of Business Administration, Georgia State University, Summer 1994.

Advertising in the People's Republic of China. Funding: College of Business Administration, Georgia State University, Summer 1993.

Multiple Opponent Bargaining: Moving Away from Bilateral Monopoly Research. Funding: School of Business Administration, University of Southern California, Summer 1988.


Buyer-Seller Dyads between Developed and Developing Countries (8 country research project). Funding: OSU Seed Money Grant; National Center for Export/Import Studies, 1984 - 1985.

Central Ohio Marketing Plan, Discover Columbus Campaign. Funding: Central Ohio Marketing Council; Ohio State University, 1984 - 1985.


OTHER RESEARCH AND WORKING PAPERS

"A new Typology of Strategic Alliances,” under review at the Journal of Marketing, with Tian “Frank” Xie.
PRESENTATIONS

“Establishing a Research Center (Center for Business and Industrial Marketing) and the Benefits”, (June 2002), Emory University, American Marketing Association, Doctoral Consortium, Atlanta, Georgia

“Relationship Marketing: Who’s on First?” (June 1996), Emory University, 3rd Relationship Marketing Conference, Atlanta, Georgia.

“Maximizing Publication Success: A Conversation with the Gatekeepers,” (November 1995), Georgia State University, Atlanta, Georgia.

“Publishing in the Organizational Sciences,” (January 1995), Georgia State University, Atlanta, Georgia.


"Managing Customer Value," (November 1994, October 1995), Brazilian Business Group, Georgia Seminar, Georgia State University, Atlanta, Georgia.


"Investment Strategies for Korean Firms under an Appreciating Won" (July 1988), Korean Trade Association, Seoul.
"Industrial Buying Behavior Models and Methodological Issues" (June 1988), Korean Young Marketing Scholars Meeting, Korean Development Institute (KDI).

"Industrial Buying Behavior in Japan: Problems and Opportunities for U.S. Suppliers" (1986), TIMS XXVII, Gold Coast, Australia, with Jagdish N. Sheth.

"Economic Development in the Peoples Republic of China and Opportunities for Korean Firms" (July 1985), Chamber of Commerce and Industry, Seoul Korea.


"New Methodologies for Operationalizing the buying Center," Special Session Panelist, Influence Flows Within the Organizational Buying Center: Methodological Issues and Answers, American Marketing Association Educators' Conference, Chicago, IL, August 1982.

"Industrial Marketing--The Sales Force Connection," American Marketing Association Faculty Consortium, Columbus, OH, July 1982.


PROFESSIONAL ORGANIZATIONS

American Marketing Association
Association for Consumer Research
Academy of International Business
American Society for Competitiveness
Business Marketing Association, Atlanta Chapter
Sales and Marketing Executives International, Atlanta, Chapter

INvolvement in professional programs, extension, and service activities

Professional Programs

*Conference Co-Chair, 7th Research Conference, Relationship Marketing and Customer Relationship Management: Relationship marketing, customer relationship management, and marketing management: Co-operation – Competition – Co-evolution?, Berlin, Summer 2003.*


Co-Sponsor/Chairman, American Marketing Association Faculty consortium, "Industrial Marketing," 5-9 July 1982, Columbus, OH.

Session Chair, American Marketing Association Educators' Conference, "Improving Sales Force Productivity," August 1982.


Faculty Representative, 9th Haring Symposium, Indiana University, IN, 1979.

Executive Development Seminars


"Advanced Marketing Strategy," Center for Executive Education, Georgia State University, three days contact time, enrollment 20, September 1994, October 1994.

"Marketing Concepts", Center for Executive Education, Georgia State university, four days contact time, enrollment 25, June 1993, July 1993.


"Marketing Strategy Formulation, "University of Southern California Management and Policy Institute, 4 hours contact time, enrollment of 20, October 1990.

"Marketing Strategy Implementation, "University of Southern California Management and Policy Institute, 4 hours contact time, enrollment of 20, October 1990.

"Market Analysis," University of Southern California Management Policy Institute, 4 hours contact time, enrollment of 40, October 1989, March 1990.

"Pricing and Marketing Mix Management," University of Southern California Management Policy Institute, 4 hours contact time, enrollment of 40, October 1989, March 1990.

"Negotiation Strategies for Managers," University of Southern California Managing Other Managers Program, April 1989, November 1989

"Managing the Buyer-Seller Interface in International Relationships," University of Southern California-Korea University Exchange program, 4 hours contact time, enrollment of 20, August 1987, August 1988.

"Marketing Professional Services," College of Administrative Sciences, Ohio State University and the Institute of Business Design, 3 hours contact time, enrollment of 12, October 1984.

"Managing the National Account Program: Industrial Buying and Strategic Selling," College of Administrative Sciences, Ohio State University, 1 hour contact time, enrollment of 75, January 1982.

"Industrial Marketing," College of Administrative Sciences, Ohio State University, 2 hours contact time, enrollment of 15, October 1981.

Service Activities

Reviewer, Journal of Marketing Research, 1982 - present.

PROFESSIONAL MEETINGS

Annual CBIM Business and Industrial Marketing Workshop, Center for Business and Industrial Marketing 1994- present
Product Development and Management Association, Program Committee, 1990.

DOCTORAL AND MASTER COMMITTEES

Coordinator

Department of Marketing Doctoral Program, 1992 – 1995

Dissertations
Victoria Miller, Contemporary Marketing Practices in a Two Country comparison, in progress, chairman of committee.

Harriett Bettis-Outland, “Customer Relationship Management and the Influence of Distorted Information on Relationship Quality”, in progress, chairman of committee.


Mark Leach, “The Efficacy of Self Motivated Training and Control”, completed 2000, chairman of committee.


Boonghee Yoo, “The Effects of Marketing Efforts and Culture on Brand Equity Formation,” completed 1996, committee member.

Linda Aab, "The Importance of Interpersonal Relations and Corporate Reputation for Buyer-Seller Relationship Quality," completed 1994, chairman of committee.


Munshik Suh, "An Examination of the Client-Professional Service Provider Relationship Maintenance from the Client's Perspective," completed 1993, committee member.


Theses


**COURSE TAUGHT**

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<th>Ph.D. level</th>
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**Business Consultation** various organizations, 1978 - present.

Projects conducted for: AT&T; American Society of Plastic and Reconstructive Surgery; AMREPs; Bushnell; CytrRx; Everest and Jennings; Faxion; Georgia Power Company; Hewlett Packard; Lanier Worldwide; Management Horizons, Division of Price Waterhouse; The Ohio Medical Association; The Department of Family Medicine, The Ohio State University; Robo-Tech Systems; Target Marketing Systems; Temple, Barker and Sloan, and W.W. Williams.

Seminars conducted for: AT&T, Air Movement and Control Association; AccuRay; Asia Pacific Breweries; Carrier International; Lockheed Finance Corporation; Hewlett Packard; Kaiser-Permanente; Northwest Georgia Health Systems; Pacific Bell; Southern Company; UPS; Unimation; W.W. Williams; Weyerhaeuser; Xerox; and Yleisradio PBS, Finland.
NANCY REEVES MANSFIELD
Department of Risk Management and Insurance/Legal Studies Program
J. Mack Robinson College of Business
Georgia State University
PO Box 4036
Atlanta, Georgia 30302

Education

B.A., Political Science, The University of North Carolina at Chapel Hill, 1975

J.D., University of Georgia School of Law, 1978

Fellowship and Awards

Order of the Golden Fleece (Highest UNC Campus Honorary) (1975)

Georgia Law Review (1977)

Phi Kappa Phi Honor Society (1982)

Leadership Georgia (1985)

Outstanding Merit Award for Teaching Excellence (GSU 1988)

Outstanding Faculty Advisor (1994)

CBA Faculty Award for Excellence in Teaching (1995)

Holmes-Cardozo Award for Excellence in Research, Academy of Legal Studies in Business (1997)


Kemper Award for Best Risk Management and Insurance Research Feature Article (1999-2000)

Outstanding Service to Students Award (GSU, May 2003)
Work Experience

Sept., 1978 - June, 1981  Assistant Professor of Business Law
Georgia Southern College, School of Business

June, 1980 – June, 1981  Assistant to the President
Georgia Southern College

June, 1981 - May, 2000  Assistant Professor of Legal Studies and
Legal Studies Academic Coordinator
Department of Risk Management & Insurance
Georgia State University

May, 2000 - Present  Associate Professor of Legal Studies and
Legal Studies Academic Coordinator
Department of Risk Management & Insurance
Graduate Faculty Membership
Faculty Associate, Institute of Health Administration
Georgia State University

January, 2001 – June, 2003  Director of Freshman Studies
Georgia State University

Publications: Refereed Scholarly


Ketsche, Patricia, Nancy R. Mansfield, and Joan T.A. Gabel, “How Does the S-Chip Exclusion Affect Health Insurance Coverage for Children of Low-Income State Workers?” Accepted for publication in the International Public Management Association for Human Resources.

Refereed Scholarly Conference Proceedings 190


Publications: Refereed Professional/Practitioner


Mansfield, Nancy R. and Joan T.A. Gabel, “Labor and Employment Law: When are Employers Liable?” 21:6 GPSolo 44 (September 2004) (this article was invited based upon the American Bar Association’s determination that the above-noted article published in The Labor Lawyer was the top article in Labor and Employment for that publication cycle.)

Publications: Book and Monographs


Publications: Non-Refereed and Other


Externally Funded Research Projects

Linking the Community with the Classroom: Georgia Resources Manual, Published by Younger Lawyers Section, State Bar of Georgia; Contributor, 1983.

Consortium on Multi-Party Conflict: Interim grant from the Hewlett Foundation. The Consortium evolved into the Consortium on Negotiation and Conflict Resolution, housed at GSU and sponsored by the Board of Regents. (1989).

GSU Instructional Improvement Grant, “Laserdisc Equipment for a Legal Business Course” (Summer 1993).
Georgia Medicaid Managed Networks of Care, $1 million grant from Georgia Department of Medical Assistance to the Institute of Health Administration. Research investigating the state and federal regulatory framework for managed care networks (1999).

Institute of Health Administration, Medicaid Managed Care Project (Summer 2000).

Recipient of Writing Across the Curriculum Program Faculty Summer Grant (May 2000).


Recipient (with S. Willey), GSU Scholarship of Teaching and Learning Grant for project, “Improving Student Analytical and Application Skills in BUSA 2106” (2004).

1982 Papers Presented at Professional Meetings


Mansfield, Nancy R. with William Fritz, “Faculty Involvement in Learning Communities: The GSU Experience,” presented at AACSB (February 2000).


Mansfield, Nancy R. with White, Marta, “Capitalizing on Teaching at a Research University: The Learning Community Experience,” presented at the Human Resources and Industrial Relations Conference at Fisher College of Business, Ohio State University (November 2002).


Mansfield, Nancy R. with Jean So, “Atlanta Based Learning: Engaged Learning in the Community.” Presented at Learning Communities Conference (October 2005, Atlanta, Georgia).

**Supervision of Doctoral Dissertations**

Mr. Michael Reese (1987)
“Legal Restraints on the Disciplinary Exclusion of Handicapped Students from Georgia Public Schools: The Road to *S-1 v. Turlington* and Beyond”
Committee Member
Chaired by professor in College of Education

Mr. Frank Ling (1987)
“Regulation of the Insurance Industry in Taiwan”
Committee Member
Chair, Dr. Larry Gaunt, Professor of Risk Management and Insurance
Ms. Sandra Vasa Sideris (1989)
Committee Member
Chair, Dr. Warren Blumenfeld, Emeritus Professor of Management

Mr. Anderson Williams (1990)
“Comparing Attitudes Toward Affirmative Action Under the Carter and Reagan Administration Through Content Analysis”
Committee Member
Chair, Dr. Mike Jedel, Professor of Management

Ms. Claire Latham (1994)
“An Empirical Investigation of Monitoring and Incentive Effects in §10(b)-5 Violations”
Committee Member
Chair, Dr. Fred Jacobs, Professor of Accounting

**Continuing Education Activities**

Erasmus University, Executive MBA. Taught Law and Ethics Seminar to international executive students. (1992-1999)

**Service Activities Internal to the University**

Director of Freshman Studies (2001-2003)

*Georgia State University: University-Wide Committees:*

- Center for Scholarship of Teaching and Learning, Faculty Associate (1999-Present)

- Writing Across the Curriculum Committee (2000-Present)
• Advancement of Women in Leadership (2002-2003); sponsored by the Provost’s Office

• Provost’s Academic Advisory Council (2001-2003)

• Director of Freshman Studies (2001-2003)

  Freshmen Learning Communities. Chair, Advisory Committee (2000-2003); Co-advisor to the Law and Society Learning Community (1999-Present)

• Enrollment Management Committee (2001-2003)

• Co-Chair, Presidential Scholars Committee (2002)

• GSU Perspectives Review Committee (1999-2004)

• University Senate Committee, Committee to Review and Revise Statutes and By-Laws (1998 to 2001)

  • Search Committee, Assistant V.P. Dean of Students (2002)

  • Search Committee, Law School Dean (1982-1983)
  Law School Dean (1990-1991)

  • Search Committee, CBA Dean (1983-1984)
  CBA Dean (1989-1990)

• Faculty Advisor, Honor Society Council (1992-1998)
• University Committee for Classroom Planning and Renovation (1993-1997)
• Co-Chair, Committee on Academic Organization for Academic Planning (1988)
• Committee on Student Development Services (1986-1988)
• Speaker’s Bureau (1982-Present)
• ACE (Academic and Co-Curricular Excellence) Award Committee

College of Business Committees:

• Health Administration Institute (1991-Present)
  Faculty Associate—Joint Appointment

• MBA Steering Committee

• MBA Mentoring Program for Women Students (1999-Present)

• Advisor and Coordinator, Business Learning Community (2000-2004)

• Faculty Development Committee Member (1999-2001), Member (1988-1991)

• Search Committee, Director, Institute of Health Administration (1998)

• CBA Reaccreditation Committee (1995-1996)

• EMBA Faculty Advisory Committee
  Chair (1985-1986)

• EMBA Admissions Committee (1999-2001)

• MBA Advisory Committee
  Member (1987-2003)

• Undergraduate Program Council
  Member (1992-1995)
  Member (1985-1988)

• Status of Women, Ad Hoc Committee (1990)
• CBA Board of Advisors  
  Faculty Representative (1987-1989)

• Faculty Affairs Committee (1982-1985)

• Search Committee, RMI Chair (1989 and 2000)

  *RMI Department of Risk Management and Insurance Committees:*

• Academic Coordinator, Legal Studies (1987-Present)

• Core Course Coordinator: BUSA 2106

• Faculty Recruiting Coordinator for Legal Studies Professors  
  Member, RMI Recruitment Committee  
  Chair, RMI Recruitment Committee (1999)  
  Search Committee, RMI Chair (2003)  
  Search Committee, Actuarial Science Director (2004)

  **Service Activities in Academic and Professional Organizations**

*Journal of Legal Studies in Business*  
Editor-in-Chief (2000-2001)  
Executive Editor (1999-2000)

*Journal of Legal Studies Education*  
Editorial Board/Referee (2001-Present)

Academy of Legal Studies in Business  
Chair, Teaching Symposium, 69th Annual National Conference, San Diego, California, August, 1999

Southeastern Academy of Legal Studies in Business (1978-Present)  
President (1987)  
Chair, Annual Meeting (1986)

American Association of Higher Education  
Symposium Presentation at Annual Meeting, New Orleans, Louisiana (February, 2000),  
“Freshman Learning Communities: The Rewards of Collaboration”
Presentation at Summer Institute (July, 2000)

AACSB presentation (February, 2000), "Faculty Involvement in Learning Communities: The Georgia State University Experience"

Reviewer of Textbooks, Manuscripts, and Proposals for:
  West Publishing
  Prentice Hall, Inc.
  South-Western Publishing/ITP

American Society of Law, Medicine and Ethics (1995-Present)

Georgia Bar Association
  Georgia Center for Citizenship and Law Related Education
  Member of the Board (1981-1986)

**Service to the Community**

- Advocacy and Health Care
  
    Chair, Public Affairs Committee

- Education
  
  Christchurch Schools, Christchurch, Virginia (2004-present)
    Board of Governors

Westminster Schools
  Alumni Board
  Parent Board
  Alumni fundraising

Smith College, Special Gifts Co-Chair (1990-1995)
  I have been active in numerous educational and community fundraising activities for Smith College.

The University of North Carolina at Chapel Hill (2000-Present)
  Development Committee for Y renovation campaign

- Scholarships

Assurant/Fortis Foundation—New York City, New York
National Scholarship Committee (1988-2004)

Churches Home Foundation (2003-Present)
   I serve on the board of the 7 million dollar foundation that provides scholarships to Atlanta-area students.
CHARITY SCOTT, J.D.
Professor of Law
College of Law and Robinson College of Business
Director, Center for Law, Health & Society
Georgia State University
P. O. Box 4037, Atlanta, GA 30302-4037
(404) 651-2083
e-mail: cscott@gsu.edu

EDUCATION

J.D., Harvard Law School, 1979 (cum laude)
B.A., Stanford University, 1973 (Phi Beta Kappa, graduated with distinction, honors in
comparative literature)

EMPLOYMENT/APPOINTMENTS

2004 – present    Director, Center for Law, Health & Society, College of Law, Georgia State
University
2004 – present    Joint appointment as Professor, Institute of Health Administration, Robinson
College of Business, Georgia State University (secondary to primary
appointment as Professor of Law in College of Law)
1987 - present    Professor of Law, College of Law, Georgia State University
                (1995 - present, Professor of Law; 1989 - 1995, Associate
                Professor of Law; 1987 - 1989, Assistant Professor of Law)
2000 - present    Faculty Fellow in Health Law, Emory University Center for Ethics
1994 - 1995        Faculty Fellow in Medical Ethics, Emory University Center for Ethics
1985 - 1987        Instructor, School of Business Administration, Emory University
1983 - 1984        Attorney, Sumner & Hewes, Atlanta, Georgia
1980 - 1983        Attorney, Venable, Baetjer & Howard, Baltimore, Maryland
1973 - 1976        Editor and writer for various New York publishing firms

TEACHING EXPERIENCE

Principal Teaching Areas in GSU College of Law: Health Law (Liability); Health Law
(Regulation); Bioethics and the Law; Seminar on Medical Ethics and the Law; Torts I & II

Previous Courses Taught: Administrative Law, Antitrust Law, Business Associations, General
Business Law
Interdisciplinary Teaching:

- Faculty Fellow in Health Law, Emory University Center for Ethics, third-year medical student clinical ethics curriculum, with Emory ethics and medical faculty (2000 - present).
- Guest Lecturer, medical ethics seminars for residents in the Emory University School of Medicine’s department of obstetrics and gynecology, with other interdisciplinary faculty at Grady Memorial Hospital (1995 - 2001).
- Guest Lecturer, Morehouse School of Medicine (series of annual classes with second-year medical students on topics in law, medicine, and medical ethics) (1989 - 1995).
- Faculty Associate, Institute of Health Administration, College of Business Administration, Georgia State University (courses on health law to graduate business students in health administration) (1989 - 1990).

PUBLICATIONS: Journals, Book Chapters, and Book Reviews

- “Antitrust Risks of Sharing Information in the Health-Care Industry,” single-authored book chapter published in ANTITRUST PROBLEMS AND SOLUTIONS IN A CHANGING HEALTH CARE
SYSTEM (American Bar Association, 1994).


SHORTER PUBLICATIONS (Op-ed pieces and other essays)

- “Should Professors Profess in the Classroom?”, LAW AND BIOETHICS REPORT (June 2003).
- “A Tribute to Patricia Taber Morgan,” 19 GEORGIA STATE UNIVERSITY LAW REVIEW ix (Winter 2002).
PROFESSIONAL PRESENTATIONS: LEGAL AUDIENCES

• “The Life and Death of Terri Schiavo: Legal and Political Perspectives,” at Biotechnology Law, Policy & Ethics series, Georgia State University College of Law (Atlanta, Oct. 2005).
• “An Introduction to American Law and Ethics in Health Care,” at the National Law School of India University (Bangalore, India, Dec. 2004).
• “The Evolution of Managed Care: An Example of “Tragic Choices” Practice,” at conference on The Future of Managed Care: Looking Beyond a Patient Bill of Rights, Saint Louis University School of Law (commentator, with David Orentlicher) (St. Louis, April 2002).
• “Medical Errors and Patient Safety: Legal Perspectives,” annual Health Care Law conference, co-sponsored by Health Law Section, State Bar of Georgia, and ICLE in Georgia (Atlanta, Sept. 2001).
• “First Do No Harm: Responses to the Problem of Medical Errors,” annual meeting of the Georgia Academy of Health Care Attorneys (Atlanta, May 2001).
• “Is Too Much Privacy Bad for Your Health? An Introduction to the Law, Ethics, and HIPAA Rule on Medical Privacy,” 41st annual meeting of the American College of Law and Medicine (Atlanta, March 2001).
• “Patients’ Rights and Health Care Decision-Making,” annual Health Care Law conference, co-sponsored by Health Law Section, State Bar of Georgia and ICLE in Georgia (Atlanta, Sept. 2000).
• “The Supreme Court’s Physician-Assisted Suicide Cases: Historical Context and Future Implications,” Fourth Annual U.S. Supreme Court Update, State Bar of Georgia (Atlanta, September 1997).
• “The Relationship Between Law and Ethics in Health Care: The Example of’

- “Medical Ethics in the Courts,” Federal Judicial Center, Special Focus Program on Health Care and the Legal System (West Palm Beach, June 1996).
- “From the Bedside to the Board Room: Organizational Ethics,” Georgia Academy of Hospital Attorneys, Annual Meeting (Atlanta, April 1995).
- “Competition or Conspiracy in Health Care: Recent Case Law Developments,” American Bar Association, Section of Antitrust Law, 43rd Annual Spring Meeting (Washington, D.C., April 1995).
- “Medical Futility: A Debate at the Intersection of Law, Medicine, and Ethics,” The American Association of Nurse Attorneys, Georgia Chapter (Atlanta, August 1994).
- “Conflicts at the Bedside: Who Decides When Medical Treatment Is Futile?”, Georgia Academy of Hospital Attorneys, Annual Meeting (Atlanta, April 1994).
- “Barristers at the Bedside: The Role of Law in Competent Patient: Refusals of Medical Treatment,” Georgia Academy of Hospital Attorneys, Annual Meeting (Atlanta, April 1993).
PROFESSIONAL PRESENTATIONS: INTERDISCIPLINARY AUDIENCES

• “Law and Ethics in Health Care: An Introduction,” Health Care Ethics Consortium of Georgia (Atlanta, February 2006)
• “How to Learn to Stop Worrying and Love the Law (and Even Lawyers),” Honorable J. Roy Rowland, MD, lecture series on medicine and ethics, Medical College of Georgia, (Augusta, Mar. 2005).
• “Retrospective on Law and Medical Ethics,” at Medical Grand Rounds, Medical College of Georgia (Augusta, Mar. 2005)
• "Law and Ethics in Health Care: An Introduction for Ethics Committees," Health Care Ethics Consortium of Georgia (Macon, Feb. 10, 2005)
• “Patients’ Rights and Health Care Decision-Making: Georgia Law Concerning an Individual’s Rights to Consent to, Refuse, and Receive Health Care,” one-day conference co-sponsored by GSU College of Law’s Center for Law, Health & Society and Healthcare Ethics Consortium of Georgia (Atlanta, Nov. 2004).
• “Is Too Much Privacy Bad for Your Health? An Introduction to the Law and Ethics of Medical Privacy,” Conference on Medical Privacy in the Information Age, co-sponsored by the Jean Beer Blumenfeld Center for Ethics at Georgia State University and the Center for Ethics in Health Care, St. Joseph’s Health System (Atlanta, Nov. 1999).
• “From the Bedside to the Boardroom: Law and the Ethical Evolution of Health Care Organizations,” Annual Conference of the Health Care Ethics Consortium of Georgia (Atlanta, Sept. 1998).
• “Decisions Near the End of Life: Law in Georgia,” Floyd Medical Center (Rome, Georgia, Aug. 1998).
• “Health Law, Medical Ethics, and Public Policy,” Fourth Annual Institute for Health Promotion and Education, Rollins School of Public Health, Emory University (Atlanta, August 1997).
• “The Relationship Between Law and Ethics,” 1997 Intensive Health Care Ethics Course,

• “Resolving Differences: Legal, Ethical, and Practical Approaches,” Fifth Annual Conference on Advanced Practice in Neonatal Care (Atlanta, April 1997).

• “Legal and Ethical Issues in Neonatal Care,” Conference on Neonatal Nursing, DeKalb Medical Center (Atlanta, February 1997).

• “Medical Decision-Making at the End of Life: Georgia Law,” Leadership Training Conference, Decisions Near the End of Life (co-sponsored by The Hastings Center and Education Development Center, Inc.) (Atlanta, March 1996).


• “Legal and Ethical Issues in Neonatal Care,” Georgia Association of Neonatal Nurses (Atlanta, April 1995).

• “The Role of Law in Ethical Decision-Making,” Georgia Ethics Committee Consortium (Augusta, October 1994; Atlanta, May 1995).

SELECTED PROFESSIONAL WORKSHOPS AND PANELS


• Moderator, "Therapeutic Jurisprudence: Using the Law to Improve the Public's Health," at Fourth Annual Partnership Conference on Public Health Law, co-sponsored by Centers for Disease Control and Prevention and the American Society of Law, Medicine & Ethics (Atlanta, June 2005)


• Moderator, “Race and the Teaching of Health Law,” Joseph M. Healey Memorial Plenary Session on Teaching Health Law, at annual Health Law Teachers Conference, American Society of Law, Medicine, and Ethics (Newark, June 2004).

• Peer Reviewer, Young Scholars in Health Law Workshop, member of peer review panel
younger scholars developing in health law, co-sponsored by St. Louis University law school and American Society of Law, Medicine & Ethics (St. Louis, Oct. 2003).

- Moderator, “Should Professors Disclose Their Own Views on the Controversial Topics They Teach?”, Joseph M. Healey Memorial Session on Teaching Health Law, plenary session at annual Health Law Teachers Conference, American Society of Law, Medicine, and Ethics (Wilmington, DE, June 2003).
- Panel member, “Teaching Health Law,” opening plenary session at annual Health Law Teachers Conference, American Society of Law, Medicine, and Ethics (Boston, June 2001).
- Moderator, Legal, Ethical, and Practical Issues involving End-of-Life Care, annual conference on Health Care Law, co-sponsored by the State Bar of Georgia, Health Law Section, and ICLE in Georgia (Atlanta, Sept. 2000).
- Moderator, “Georgia Managed Care Law,” at Georgia Health Care News Midyear Symposium (Atlanta, August 1996).
- Panelist, Mock Ethics Committee Panel, at conference on “The Ethics Committee’s Challenge: The Tension Between the Patient’s Good and Organizational Survival,” sponsored by Georgia Ethics Committee Consortium (Atlanta, May 1996).
- Moderator, “Legal Issues in Managed Care from the Perspective of the Participants,” annual meeting of the Health Law Section, State Bar of Georgia, with ICLE (Atlanta, September 1994).

COMMUNITY AND PUBLIC PRESENTATIONS:
• “The Life and Death of Terri Schiavo: Legal and Political Perspectives,” Agnes Scott College (Atlanta, Jan. 2006)
• "Dying with Dignity in a Post-Schiavo Era," Say-So Conversational Salon (Atlanta, Apr. 2005)
• “Cloning and Stem Cell Research: Science, Law, and Ethics,” Northside Drive Baptist Church (Atlanta, April 2002).
• “Death With Dignity: Legal and Ethical Issues,” Unitarian Universalist Church (Atlanta, Jan. 1997).
• “The Right to Die,” The Hemlock Society, Georgia Chapter (Atlanta, April 1993).
• “Physician-Assisted Suicide,” AACE (Advocating Awareness for Choice and Equality), Georgia State University (Atlanta, April 1992).
• “Final Exit: The Legal, Medical, and Ethical Issues,” Wesley Foundation, Georgia State University (Atlanta, November 1991).

HONORS AND AWARDS

• Elected to membership in the American Law Institute (October 2005)
• Exceptional Service Award (awarded by Georgia State University annually to one faculty member for exceptional discipline-related service, May 2004).
• Professor of the Year (awarded by GSU Student Bar Association, April 2003).
• Fellow, Lawyers Foundation of the State Bar of Georgia (since1999).
• Achievement Award, awarded by the State Bar of Georgia, to the Health Law Section for service as Chair of the Section (June 1998).
• Georgia Women Pioneers in Health Care, recognizing selected women by Georgia Women’s History Month Committee (March 1998)

PROFESSIONAL ACTIVITIES

• Admitted to practice in Georgia (1983) and in Maryland (1980, currently inactive)
• Member, American Bar Association, State Bar of Georgia
• Chair, Medical Research, Biotechnology, and Clinical Ethics Interest Group, Health Law Section, American Bar Association (2001 - 2003)
• Vice Chair, Clinical Ethics Interest Group, Health Law Section, American Bar Association (1999 - 2001)
• Chair (1997 - 1998), Vice Chair (1996-1997) and Member of the Executive Committee (1993 - 1999), Health Law Section, State Bar of Georgia
• Liaison from ABA Health Law Section to ABA Special Committee on Bioethics and the Law (2005-2006)
• Panel member, interdisciplinary review panel on impact of law on public health, for the Centers for Disease Control and Prevention, Atlanta (Aug. 2000)
• Member, Board of Trustees, ICLE of Georgia (1997 - 1998)
• Contributor, American Bar Association, Section of Antitrust Law, Task Forces on Health-Care Joint Ventures and on the Health Care Quality Improvement Act (1991 - 1994)
• Member, Steering Committee for the Georgia Collaborative on End-of-Life Care (1999 - present)
• Member, Task Force on Strategic Planning, Health Care Ethics Consortium of Georgia (1997)
• Member, Task Force on Medical Futility, Health Care Ethics Consortium of Georgia (1995-1997)
• Member, American Society of Law, Medicine, and Ethics (1989 - present)
• Member, American Health Lawyers Association (1987 - present)
• Member, Board of local chapter of PTA (1988 - 1994)
• Member, Board of Editors, *Atlanta Lawyer* (Atlanta Bar Association) (1987-1989)
• Speaker and consultant on issues related to law, medicine, and ethics for health-care institutions, professional organizations, and academic programs (1989 - present)

**UNIVERSITY AND COLLEGE OF LAW SERVICE**

• Chair, University Blue Ribbon Committee on Human Subjects Protections (2003 - 2004)
• Chair, Faculty Recruitment Committee at College of Law (2005-2006)
• Chair, Ad Hoc Committee for the Evaluation of the Dean of the College of Law (2001-2002)
• Chair, Faculty Search Committee for W. Lee Burge Chair in Law and Ethics (2000)
• Co-Chair, Post-Tenure Review Committee of the College of Law (1999 - 2000)
• Co-Chair, University Search Committee for the Dean of the College of Law (1995-1996)
• Co-Chair, Committee on Accreditation of the College of Law (1993 - 1994) (member, 1991 - 1993)
• Chair, Faculty Development Committee of the College of Law (1996 - 1998) (member, 1999 - 2003)
• Chair, Scholarships Committee of the College of Law (1992 - 1993)
• Faculty Associate, Jean Beer Blumenthal Center for Ethics (1999 - 2002)
• Faculty Associate, Institute of Health Administration, College of Business (1989 - 1998)
• Representative, University Senate (1991 - 1993)
• Member, University Promotion and Tenure Committee, J. Mack Robinson College of Business, Institute of Health Administration (2005-2006)
• Member, University Promotion & Tenure Committee, College of Health and Human Sciences, Institute of Public Health (2004 – 2005)
• Member, University Committee on Responsible Conduct in Research (2002 - 2004)
• Member, University Ad Hoc Investigation Committee for Research Misconduct (2002 – 2003)
• Member, University Senate Faculty Affairs Committee (1991 - 1993)
• Member, University Senate Subcommittee on Promotion and Tenure (1991 - 1993)
• Member, University Senate Subcommittee on Sexual Harassment (1992 - 1993)
• Member, University Senate Subcommittee on Teaching Evaluation (1992 - 1993)
• Member, University Task Force on Faculty Women’s Concerns (1990 - 1991)
• Faculty Advisor, Student Health Law Association of Georgia State University (1995 - present)
• Faculty Advisor, The Docket (law student newspaper) (2002 – 2004)
• Faculty Advisor, first-year law students (1990- 1994, 1999 - present)
• Faculty Tutorial Advisor, Academic Enrichment Program, Torts (2000 - 2001)
• Faculty Mentor, first-year teaching faculty (1999 - 2000)
• Member, Student Affairs Committee (2003 – 2004)
• Member, Curriculum Committee (2000 - 2001)
• Member, Lecturers and Speakers Committee of the College of Law (1997 - 1998)
• Member, Committee to Select Outstanding Teacher Award of the College of Law (1993 - 1994)
• Member, Committee to the Atlanta Project from the College of Law (1993 - 1994)
• Member, Admissions Committee of the College of Law (1992 - 1993, 1995 - 1996)
• Member, Faculty Recruitment Committee of the College of Law (1988 - 1992)
• Member, Faculty Honor Court Committee of the College of Law (1988 - 1991)
• Faculty Liaison to Administrative Support Staff of the College of Law (1988 - 1990)

(updated February 2006)
Appendix F4: Faculty Participation in Self-Study Process

The primary responsibility for writing this self-study document fell to the self-study committee. All faculty members of the Institute played a vital role in the completion of this application including initial joint review of the application and its criteria, providing relevant information and data for its completion, and review and comments of the draft and final self-study for approval.

Appendix F5: Tables
  • Table F-1: Sponsored Research for AY2004 - AY2006
  • Table F-2: Faculty Service Participation for AY2004 – AY2006
<table>
<thead>
<tr>
<th>Project Name</th>
<th>Academic Year</th>
<th>HA Principal Investigator or Co-Investigator</th>
<th>Funding Source</th>
<th>Internal Funding Amount</th>
<th>External Funding Amount</th>
<th>Total Grant Award</th>
<th>Funding To IHA (Course releases, other support)</th>
<th>Collaborative Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEDIS measures for Cardiovascular Practices</td>
<td>AY 03/04</td>
<td>Curry / Newman</td>
<td>Department of Human Resources (DHR)</td>
<td>$110,000</td>
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<tr>
<td>Long term Care Partnership in GA</td>
<td>AY 02/03 and AY 03/04</td>
<td>Cooney / Curry</td>
<td>Department of Community Health</td>
<td>$193,222</td>
<td></td>
<td></td>
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<tr>
<td>PASAAR Evaluation</td>
<td>AY 02/03 and AY 03/04</td>
<td>Newman / Curry</td>
<td>Department of Community Health</td>
<td>$125,000</td>
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<tr>
<td>Statewide analysis of the Uninsured in Georgia and Actuarial Analysis in Columbus, GA</td>
<td>AY 02/03 and AY 03/04</td>
<td>Sumner / Newman</td>
<td>Department of Community Health</td>
<td>$55,000</td>
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<tr>
<td>Health Management Training in the Republic of Georgia, Tbilisi</td>
<td>AY 04/05 &amp; AY 05/06</td>
<td>Sumner</td>
<td>USAID/AIHA/PfID</td>
<td>$114,500</td>
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<tr>
<td>Community Partnerships for Health Insurance (State Planning Grant 3)</td>
<td>AY 05 / 06</td>
<td>Custer / Ketsche</td>
<td>DHHS-HRSA</td>
<td>$135,000</td>
<td>$28,250</td>
<td>GHPC</td>
<td></td>
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<tr>
<td>Policy Oriented Rural Health Research Grant</td>
<td>AY 04/05 &amp; AY 05/06</td>
<td>Ketsche / Custer</td>
<td>DHHS-HRSA</td>
<td>$149,260</td>
<td>$42,311</td>
<td>GHPC</td>
<td></td>
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<tr>
<td>Cost of Care for the Uninsured in Georgia</td>
<td>AY 04/ 05</td>
<td>Custer</td>
<td>Healthcare Georgia Foundation</td>
<td>$107,500</td>
<td>$32,950</td>
<td>GHPC</td>
<td></td>
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<tr>
<td>Evaluation of a Community Partnership (Community Health Works)</td>
<td>AY 04/05 &amp; AY 05/06</td>
<td>Custer</td>
<td>Robert Wood Johnson Foundation, the State of Georgia, and HRSA</td>
<td>$411,935</td>
<td>$83,540</td>
<td>GHPC</td>
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<tr>
<td>State Coverage Initiatives (part II): Evaluation of Premium Support for SCHIP and State Coverage Initiatives (part I): Evaluation of Continuity of Coverage of PeachCare Recipients</td>
<td>AY 04/05 &amp; AY 05/06</td>
<td>Ketsche</td>
<td>Robert Wood Johnson Foundation</td>
<td>$314,216</td>
<td>$57,100</td>
<td>GHPC</td>
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<tr>
<td>Community Partnerships for Health Insurance Planning Grant (SPG 2)</td>
<td>AY 04/05</td>
<td>Custer / Ketsche</td>
<td>DHHS-HRSA/Georgia Governor's Office of Planning and Budget</td>
<td>$397,600</td>
<td>$44,500</td>
<td>GHPC</td>
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<tr>
<td>State-wide Analysis of Uninsured in Georgia (SPG )</td>
<td>AY 02/03 and AY 03/04</td>
<td>Custer / Ketsche</td>
<td>DHHS-HRSA/Georgia Office of the Consumers’ Insurance Advocate *</td>
<td>$499,498</td>
<td>$70,523</td>
<td>GHPC</td>
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<td><strong>TOTALS</strong></td>
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<td><strong>$597,722</strong></td>
<td><strong>$2,015,009</strong></td>
<td><strong>$359,174</strong></td>
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</tr>
</tbody>
</table>

* The State of Georgia received 1.3 million dollars for this project, almost all of which was directed by the GHPC and $499,498 came to GHPC
### Table F-2: Faculty Service Participation for AY2004 – AY2006

**Committee Participation by HA Core faculty**

**Departmental Committees**

<table>
<thead>
<tr>
<th>Functional Area</th>
<th>Standing/Ad Hoc</th>
<th>Membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Promotion and Tenure</td>
<td>Ad Hoc</td>
<td>Associate Professor</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
<td>Nancy Mansfield</td>
</tr>
<tr>
<td></td>
<td>Additional members</td>
<td>Chair: Professor</td>
</tr>
<tr>
<td></td>
<td>(joint faculty)</td>
<td>Associate Professor</td>
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<td></td>
<td>Chair: Professor</td>
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<td></td>
<td>Associate Professor</td>
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<td>Chair: Professor</td>
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<td></td>
<td></td>
<td>Associate Professor</td>
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<td></td>
<td>Chair: Professor</td>
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<td></td>
<td>Associate Professor</td>
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<td></td>
<td></td>
<td>Chair: Professor</td>
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<td></td>
<td></td>
<td>Associate Professor</td>
</tr>
<tr>
<td>2. Admissions</td>
<td>Standing</td>
<td>Associate Professor</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
<td>Andrew Sumner</td>
</tr>
<tr>
<td>3. HA Curriculum</td>
<td>Ad Hoc</td>
<td>Associate Professor</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
<td>William Custer</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
<td>Andrew Sumner</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
<td>Nancy Mansfield</td>
</tr>
<tr>
<td></td>
<td>Sr Research Associate</td>
<td>Lisette Branscomb</td>
</tr>
<tr>
<td>4. Library</td>
<td>Ad Hoc</td>
<td>Associate Professor</td>
</tr>
<tr>
<td></td>
<td>Professor</td>
<td>Patricia Ketsche</td>
</tr>
<tr>
<td>Robinson College of Business Committees</td>
<td></td>
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<tr>
<td>-----------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Executive Committee</td>
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<td></td>
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<tr>
<td>2. RCB Teaching Awards Committee</td>
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<tr>
<td>3. Faculty Affairs</td>
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<tr>
<td>4. Research Program Committee</td>
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<tr>
<td>5. Undergraduate Program Council</td>
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</table>

<table>
<thead>
<tr>
<th>University Committees/Service Activities</th>
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</thead>
<tbody>
<tr>
<td>6. Nominations</td>
</tr>
<tr>
<td>7. Planning &amp; Development</td>
</tr>
<tr>
<td>8. Information systems &amp; Technology</td>
</tr>
<tr>
<td>9. Athletics</td>
</tr>
<tr>
<td>10. Academic Program Review (APR) - exofficio service</td>
</tr>
</tbody>
</table>
APPENDIX G

Appendix G1: Summary data on student/faculty ratios and credit hour generation from the Office of Institutional Research.

Appendix G1: Student/Faculty Ratios

Table G-1

<table>
<thead>
<tr>
<th>Student/Faculty Ratios, FY 2004-2006</th>
<th>FY 2004</th>
<th>FY 2005</th>
<th>FY 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td># TT Faculty</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td># Undergraduate Majors</td>
<td>63</td>
<td>60</td>
<td>69</td>
</tr>
<tr>
<td># Graduate Majors (All)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UG/TT Ratio</td>
<td>31.5</td>
<td>30.0</td>
<td>34.5</td>
</tr>
<tr>
<td>Grad/TT Ratio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2004</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>FY 2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2006</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Appendix G2: University Library report.

The following report was provided by the GSU Library in August 2006 in response to the Institute’s external accreditation application process.

Georgia State University has a general library, University Library, and a College of Law Library. The University Library contains over 1.4 million volumes including 4,739 journals. Journals claimed by the Institute of Health Administration currently total 86 journals. The library has access to nearly 300 online research databases and periodical indexes (many with full text), 26,715 electronic journals, and 31,688 electronic books. Additionally, the library is a Federal Document Depository and holds more than 820,000 government documents with electronic access to many additional titles.

The Library’s materials budget has increased each year for several years. The total materials budget has increased from $3,551,997 in FY2002 to $4,851,485 for FY2006. To purchase books relevant to health care management, the Library has set up an approval plan that ensures books relevant to the research and learning needs of students and faculty are automatically sent to the library. During fiscal year 2006, the library spent $80,663 on business and science books through the approval plan. Many of these titles are relevant to the needs of the Institute of Health Administration. The library also allocated roughly $2000 towards the purchase of books, CD-ROMs, and DVDs.
specifically intended for use by students and faculty in the Institute of Health Administration.

The University Library has departmental library liaisons who work with the faculty to determine the materials which should be added to the library collection. The Institute of Health Administration has a designated library representative (Dr. Ketsche) who is in contact with the library liaison assigned to the Institute of Health Administration to discuss textbooks, journals, and alternative media purchases that will support teaching or research activities of the Institute. Annually departmental representatives attend a meeting in the library to hear about any general changes to the resources available to the department.

The University Library has an online public access catalog (GIL) which provides access information about the Library’s holdings. In addition, as part of the University System of Georgia (USG), the Georgia State University Library has access to the GIL Universal Catalog which allows users to search the holdings of all the libraries in the University System of Georgia network. Through the Universal Catalog, users may place a request for materials held at other USG institutions. Requests are filled within 3 business days.

The Library has nearly 300 electronic databases available via University Library List of Databases, GALILEO, the CD-ROM network, and dedicated stand-alone terminals. The University Library is part of GALILEO, a World Wide Web based resource, which provides access to nearly 140 databases which are available to educational institutions. These databases provide citations and abstracts of journal articles and monographs as well as full-text coverage of many journals. Databases relevant to Health Administration that are provided by the GALILEO network include Pubmed, Medline, and Business Source Premier. GALILEO also provides access to selected Georgia government documents. Additional databases are purchased by the University Library as needed to supplement the GALILEO network. For instance, after GALILEO dropped ABI – Inform from its list of offerings, the Georgia State University Library acquired this database to ensure that departments in the College of Business have access to one of the most well respected business article index database.

The University Library has a number of borrowing agreements that allow Georgia State University students and faculty to utilize and borrow material from other libraries in Georgia. As part of the University System of Georgia, students and faculty may use their campus id to borrow books from any University System of Georgia institutions. Through a special borrowing agreement with Emory University, students and faculty may use their campus id to borrow materials from the Emory Woodruff Library and the Emory Chemistry Library. Students and faculty may also request an Interlibrary Use Card in order to check out materials from the following institutions: Agnes Scott College, Brenau University (Gainesville, GA), Columbia Theological Seminary, Emory University (Health Sciences, Theology), Mercer University/Atlanta, and Oglethorpe University.

Students and Faculty also have access to resources at other institutions through the Interlibrary Loan department. Working with a national network of libraries, the
Interlibrary Loan department processes and fills requests for books, articles, dissertations, and videos. During FY06, the University Library’s Interlibrary Loan department completed 12,450 transactions for Georgia State University students, faculty, and staff in 2005-2006 while filling 14,341 lending requests.

The University Library has an active library instruction program. During the annual report year 2005-2006, 365 instruction sessions were held for 7,257 students. To improve student’s research skills and strengthen the quality of student papers, instructors may contact the business librarian assigned to their department to develop a library research instruction session that meets the needs of the course.

Students and faculty must be provided convenient, effective access to library resources needed in their programs. As a result, the University Library is open 94.5 hours per week. In addition, most of the databases provided by the GALILEO network and the University Library are accessible from off-campus through a proxy server. Instructors are also able to further enhance access to the library collection, by placing course readings on electronic reserves.

The University Library has an open-stack collection that is maintained by 3 full-time staff and approximately 15-18 part-time employees. Items identified in the catalog but missing from the shelves are traced; users may place holds on materials checked out. Items in closed stacks are retrieved on demand. An active, full interlibrary loan service is available to students, faculty and staff, and includes some delivery from commercial sources. Periodicals in closed stack storage are retrieved regularly by request.

The University Library is in two buildings, Library North and Library South, consisting primarily of open stack shelving. A limited number of resources are kept in closed stacks, but are available an hour after the materials have been requested. To prepare for an expanding collection, the University Library is currently in the process of renovating both buildings. As a result, resources on two floors of the collection are only accessible by request. All requested items are retrieved at the top of the hour. This is a temporary situation. When the renovation is complete access to these collections will be reinstated.

The University Library has a branch in the Alpharetta Center campus. In addition to computer to access the Library’s electronic resources, the Alpharetta branch has a small reference collection and a reference staff to assist students with research.

Library/Learning Resources for Distance Learning Activities

For distance learning activities, an institution must ensure the provision of and ready access to adequate library/learning resources and services to support the courses, programs, and degrees offered. The institution must own the library/learning resources, provide access to electronic information available through existing technologies, or provide them through formal agreements. The institution must assign responsibility for providing library/learning resources and services and for ensuring continued access to them at each site.
For distance learning activities, Georgia State University provides access to library/learning resources in several ways. Students and faculty have access to research materials through remote access to the GALILEO network of databases and proxy access to the University Library databases. Many of these databases have access to full text journals, so students and faculty in distance learning programs are able to conduct extensive research without coming to campus. The University Library also allows instructors to provide electronic access to course readings. This further enhances students’ access to research and course materials. Reciprocal borrowing agreements with state universities and a select number of private institutions ensures students who are unable to come to campus are able to access books in a research collection. The University Library even has several modes of communicating with students and faculty from remote locations. In addition to phone and email reference, the library utilizes Instant Messenger and a Chat Reference software to provide research assistance to students virtually through the Internet.

Through the University Educational Technology Services, a department not affiliated with the University Library, instructors are able to further enhance distance education through the use of WebCT Vista, Elluminate, and Vclass. WebCT is a course management software through which instructors can post course materials. By working with the University Library, learning modules may be added to the WebCT VISTA software that teaches students how to conduct research remotely. In addition, links to course readings and relevant research databases may be included in a WebCT VISTA course page. The WebCT VISTA software also allows users to set up discussion pages through which the students are able to discuss particular topics. Elluminate and Vclass are tools available through the University that allow professors to set up an online meeting space. Discussion held through these tools may be recorded and played back for students who were unable to attend the session. These can be used to set up office hours where students can ask questions and receive assistance or it can be used to conduct an actual class session.

Library and Other Learning Resources

Every effort is made to ensure that all students and faculty have the broadest access possible to learning resources. According to exit statistics maintained by the library, the University Library had 1,018,278 visitors during 2005-2006 fiscal year. Over the last ten years, the library has increased services, programs, materials, bibliographic instruction, electronic access to materials, and facilities to support these users.

Users of the University Library and Law Libraries have a wide range of resources available to them including access to numerous databases and indexing services through GALILEO and inter-library borrowing through GIL, the University System of Georgia Library, and ILLiad, the worldwide interlibrary loan system. The library offers assistance and can answer user’s questions via live chat and e-mail services.
Research instruction is available at the request of instructors. Some drop-in research sessions are occasionally offered. In addition, students may contact subject specialist to set up an individualized research consultation. Subject specialists also frequently conduct orientation sessions for new faculty and doctoral students.

Convenient, effective access to electronic bibliographic databases, whether on-site or remote, is provided. The libraries online catalog (GIL) is available to all the users at all times except for scheduled maintenance and unpredicted hardware and software problems. GIL is available within the library from every microcomputer. GIL is available remotely through the World Wide Web (WWW). It provides options to search by keyword, known item (exact search), or command.
Appendix H1: MBA Concentrations And Career Paths
For students registered anytime during the 2006 academic year.

**CONCENTRATIONS**

<table>
<thead>
<tr>
<th>Concentration</th>
<th>Count</th>
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<tbody>
<tr>
<td>Undecided</td>
<td>75</td>
</tr>
<tr>
<td>Accounting</td>
<td>38</td>
</tr>
<tr>
<td>Actuarial Sciences</td>
<td>4</td>
</tr>
<tr>
<td>Business Analysis</td>
<td>72</td>
</tr>
<tr>
<td>Business Economics</td>
<td>7</td>
</tr>
<tr>
<td>Electronic Commerce</td>
<td>5</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>40</td>
</tr>
<tr>
<td>Finance</td>
<td>217</td>
</tr>
<tr>
<td>General Business</td>
<td>58</td>
</tr>
<tr>
<td>Health Administration*</td>
<td>72</td>
</tr>
<tr>
<td>Hospitality</td>
<td>4</td>
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<tr>
<td>Human Resource Management</td>
<td>15</td>
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<tr>
<td>Information Systems</td>
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<tr>
<td>International Business</td>
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<tr>
<td>Managerial Sciences</td>
<td>37</td>
</tr>
<tr>
<td>Marketing</td>
<td>127</td>
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<tr>
<td>Operations Management</td>
<td>28</td>
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<tr>
<td>Organizational Management</td>
<td>22</td>
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<tr>
<td>Personal Financial Planning</td>
<td>12</td>
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<tr>
<td>Real Estate</td>
<td>32</td>
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<tr>
<td>Risk, Management &amp; Insurance</td>
<td>15</td>
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**CAREER PATHS**

<table>
<thead>
<tr>
<th>Career Path</th>
<th>Count</th>
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<tbody>
<tr>
<td>Accounting Information Systems and Decision Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Enterprise Risk Management</td>
<td>12</td>
</tr>
<tr>
<td>Information Systems Consulting</td>
<td>5</td>
</tr>
<tr>
<td>International Business &amp; Information Technology</td>
<td>19</td>
</tr>
<tr>
<td>International Entrepreneurship</td>
<td>3</td>
</tr>
</tbody>
</table>

*Note: Includes 93 in MBA/MHA, IHA revision*
(Source: 5/25/2006, J. Mutchler, RCB)
## Appendix H2: IHA Budget

**Institute of Health Administration Budget**

<table>
<thead>
<tr>
<th>Item</th>
<th>FY04 Dollars</th>
<th>% of budget</th>
<th>FY05 Dollars</th>
<th>% of budget</th>
<th>FY06 Dollars</th>
<th>% of budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Salaries</td>
<td>$ 629,721</td>
<td>88%</td>
<td>$ 449,394</td>
<td>84%</td>
<td>$ 494,895</td>
<td>85%</td>
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<tr>
<td>Secretarial and Clerical Salaries</td>
<td>$ 49,073</td>
<td>7%</td>
<td>$ 49,641</td>
<td>9%</td>
<td>$ 50,750</td>
<td>9%</td>
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<tr>
<td>GRA Support</td>
<td>$ 3,500</td>
<td>0%</td>
<td>$ 3,500</td>
<td>1%</td>
<td>$ 5,400</td>
<td>1%</td>
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<tr>
<td>Operating / Supplies</td>
<td>$ 22,268</td>
<td>3%</td>
<td>$ 23,664</td>
<td>4%</td>
<td>$ 23,664</td>
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<td>Faculty Travel</td>
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<td>$ 9,000</td>
<td>2%</td>
<td>$ 9,000</td>
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<tr>
<td><strong>Totals</strong></td>
<td><strong>$ 713,562</strong></td>
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<td><strong>$ 535,199</strong></td>
<td></td>
<td><strong>$ 583,709</strong></td>
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