Appendices

I-1  Active SPHIS Scorecard
II-1  Listing of All U of L Accreditations
II-2  Policy for Promotion, Appointment and Tenure and for Periodic Review
II-3  SPHIS Catalog
II-4  URLs for Written University Policies for Fair and Ethical Dealings
III-1  Bylaws and Rules, SPHIS
III-2  Professional Practice Plan, SPHIS
IV-1  K-wing Floor Plan
V-1  MPH Courses and Their Mapping to Learning Objectives
V-2  Practicum Handbook
VI-1  Publications by SPHIS Faculty and Staff During Calendar Years 2003, 2004 and 2005
VII-1  Community and Professional Service
VII-2  Service Committee
VII-3  Listing of Statistical Consulting Center Activities
VII-4  Listing of Other Service Activities
VII-5  Continuing Education Programs by Department
VIII-1  SPHIS Policies for Annual Reviews and Performance-Based Salary Increase
VIII-2  Draft Course Evaluation Form
VIII-3  SPHIS Diversity Plan
VIII-4  Ensuring Diversity in Faculty, Staff and Students
IX-1  MPH Marketing Plan
IX-2  Application Summary Sheet
IX-3  Application Guidelines for International Students
IX-4  Recruitment Materials
IX-5  Student Orientation Agenda
IX-6  Sample Surveys
IX-7  SPHIS Student Association Bylaws
X-1  Quality Assurance Framework
1-1: Active SPHIS Scorecard
### University of Louisville
Challenge for Excellence: Full Speed Ahead
1999-2008 Strategic Goals and Areas of Emphasis

#### Goal 1 - Educational Experience: Student Success
Create a responsive, challenging, and supportive educational environment characterized by high standards, commitment to quality, and student success.

<table>
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<th>Student Attainment</th>
<th>Baseline</th>
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<th>Difference to Goal</th>
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#### Academic Recognition

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<td>Order of the Coif (Brandeis School of Law)</td>
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<tr>
<td>Number of students receiving national awards and/or national recognition</td>
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#### Institutional Profile

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<td>Number of undergraduate students</td>
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<td>Number of graduate students, (excludes postdoctoral students)</td>
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<td>Number of professional students</td>
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<td>Number of residential students</td>
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<td>Number of students per full-time faculty</td>
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<td>Percent of student credit hours produced by part-time faculty</td>
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<td>Number of community and technical college transfer students</td>
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<td>Number of faculty traveling abroad for teaching or research</td>
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**Note:** Drop in 2003 actuals reflects change in definition.
Goal 2 - Research, Creative and Scholarly Activities

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Funding Awards (including but not limited to research)

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<td>2.5 Total grants and contracts—dollar amount received by PI's unit (excluding financial aid)</td>
<td>$2,787,467</td>
<td>$3,906,565</td>
<td>$2,241,104</td>
<td>($1,665,461)</td>
<td>$3,414,530</td>
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<td>2.6 Total grants and contracts—dollar amount by collaborating investigators (excluding financial aid)</td>
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<td>$3,906,565</td>
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Research and Development

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Creative and Scholarly Activities

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### Goal 3 - Accessibility, Diversity, Equity, and Communication
Develop a seamless system of access and intercultural understanding that promotes and supports race and gender diversity, inclusivity.

#### Campus Diversity

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<th>Goal</th>
<th>Difference to Goal</th>
<th>Actual</th>
<th>Goal</th>
<th>Difference to Goal</th>
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(3.5) CPE definition of total faculty equal African American + White
(3.6) CPE definition of total other professionals equal African American + White
(3.10) CPE definition of total EAM equal African American + White
(3.11) CPE definition of total other professionals equal African American + White

#### Student Success

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<th>Difference to Goal</th>
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(3.0) Develop a seamless system of access and intercultural understanding that promotes and supports race and gender diversity, inclusivity.
### Goal 4 - Partnerships and Collaboration

Develop and integrate interdisciplinary activities associated with teaching, research, and service. Support existing partnerships and engage new partners to contribute to the educational, social, and economic progress of the region and state.

<table>
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<th>2003</th>
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<td>4.1 Number of faculty teaching across disciplines</td>
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<td>4.2 Number of interdisciplinary grant applications</td>
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<td>4.3 Number of interdisciplinary research projects</td>
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<td>4.4 Total publications in refereed journals across disciplines</td>
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<td>4.5 Licenses/options executed</td>
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<td>4.6 Business start-ups</td>
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<td>4.7 Businesses incubated</td>
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<td>4.8 Number of joint grants with industries(e.g. SBIR)</td>
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<tr>
<td>4.9 Number of existing and emerging partnerships that support education</td>
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<td>4.10 Number of partnerships that address health disparities/inequities</td>
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<td>4.11 Number of partnerships that support social/human services</td>
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<td>4.12 Number of partnerships that support projects associated with economic development</td>
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<th>Collaborative Programs</th>
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<tr>
<td>4.13 Number of collaborative programs with K-12 educational institutions</td>
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### Goal 5 - Institutional Effectiveness of Programs and Services

Improve the effectiveness and accountability of programs and services in fulfilling the mission and vision of the university.

<table>
<thead>
<tr>
<th>Institutional Outcomes</th>
<th>Baseline</th>
<th>Actual</th>
<th>Goal</th>
<th>Difference to Goal</th>
<th>Actual</th>
<th>Goal</th>
<th>Difference to Goal</th>
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<td>5.1.1 Total Philanthropic Support (outright gifts and pledges)</td>
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<td>5.1.2 Total Philanthropic Support (outright gifts and pledges)</td>
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<td>5.1.3 Salary catch up: Benchmark institution median difference in faculty salaries</td>
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<tr>
<td>5.1.4 Salary catch up: Benchmark/Market median difference in staff salaries</td>
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#### Institutional Outcomes

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<thead>
<tr>
<th>Goal 5.1.5 Percent of programs accredited (accredited / eligible)</th>
<th>Ongoing Improvement</th>
<th>Ongoing Improvement</th>
<th>Ongoing Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.7.1 OMS survey - overall impression of unit by continuing students - mean response</td>
<td>Ongoing Improvement</td>
<td>Ongoing Improvement</td>
<td>Ongoing Improvement</td>
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<tr>
<td>5.7.2 OMS survey - overall impression of unit by graduating students - mean response</td>
<td>Ongoing Improvement</td>
<td>Ongoing Improvement</td>
<td>Ongoing Improvement</td>
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<tr>
<td>5.7.3 OMS survey - overall impression of unit by graduates - one-year out - mean response</td>
<td>Ongoing Improvement</td>
<td>Ongoing Improvement</td>
<td>Ongoing Improvement</td>
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<tr>
<td>5.7.4 OMS survey - overall impression of unit by alumni - mean response</td>
<td>Ongoing Improvement</td>
<td>Ongoing Improvement</td>
<td>Ongoing Improvement</td>
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<tr>
<td>5.7.5 OMS survey - overall impression of unit by faculty - mean response</td>
<td>Ongoing Improvement</td>
<td>Ongoing Improvement</td>
<td>Ongoing Improvement</td>
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<tr>
<td>5.8.1 OMS survey - overall impression of unit by staff - mean response</td>
<td>Ongoing Improvement</td>
<td>Ongoing Improvement</td>
<td>Ongoing Improvement</td>
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<tr>
<td>5.9.1 OMS survey - overall satisfaction of university by African American students - mean response</td>
<td>Ongoing Improvement</td>
<td>Ongoing Improvement</td>
<td>Ongoing Improvement</td>
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<tr>
<td>5.9.2 OMS survey - overall satisfaction of university by all students - mean response</td>
<td>Ongoing Improvement</td>
<td>Ongoing Improvement</td>
<td>Ongoing Improvement</td>
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<tr>
<td>5.10.1 QMS survey - overall impression of unit by employers - mean response</td>
<td>Ongoing Improvement</td>
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<td>Ongoing Improvement</td>
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#### Institutional Outcomes

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<tr>
<th>Goal 5.11.4 Mean based on a scale from 1 to 5</th>
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#### Institutional Outcomes

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<th>Goal 5.12.2 Actual Goal</th>
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<td>5.13.4 Actual Goal</td>
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<td>5.14.4 Actual Goal</td>
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<td>5.15.4 Actual Goal</td>
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<td>5.16.4 Actual Goal</td>
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<td>5.17.4 Actual Goal</td>
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### Notes

- Actual Goal:
  - 5.11: Mean based on a scale from 1 to 5
- Difference to Goal:
  - Ongoing Improvement
- Mean based on a scale from 1 to 5
II-1: Listing of All U of L Accreditations
General Information

Institutional and Professional Accreditations
Fall 2004

Institutional Accreditation
The University of Louisville is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4907: Telephone number 404-679-4501) to award associate, bachelor, master, specialist, doctoral, and first-professional degrees (D.M.D., J.D., M.D.).

Professional Accreditation
Accountancy — AACSB – The Association to Advance Collegiate Schools of Business.
Business (Graduate and Undergraduate) — AACSB – The International Association for Management Education.
Chemistry — American Chemical Society.
Clinical Psychology — American Psychological Association.
Counseling Psychology — American Psychological Association.
Dental Hygiene — Commission on Dental Accreditation of the American Dental Association.
Dentistry — Commission on Dental Accreditation of the American Dental Association.
Education — Department of Education, Commonwealth of Kentucky and National Council for Accreditation of Teacher Education (NCATE).
Family Therapy — Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).
Graduate Medicine — (House Staff) Accreditation Council for Graduate Medical Education (ACGME).
Interior Design — Foundation for Interior Design Education Research.
Law — Section of Legal Education and Admissions to the Bar of the American Bar Association; Association of American Law Schools.
Medicine — Liaison Committee on Medical Education, a Joint Committee of the American Medical Association and the Association of American Medical Colleges.
Music and Music Therapy — National Association of Schools of Music.
Nursing — Commission on Collegiate Nursing Education.
Paralegal Studies Program — American Bar Association’s Standing Committee on Legal Assistants.
Public Administration — National Association of Schools of Public Affairs and Administration.
Social Work — Commission on Accreditation of the Council on Social Work Education.
Sport Management — Sport Management Program Review Council of the National Association for Sport and Physical Education.

Other Accreditation
Research Resource Center — Association for Assessment and Accreditation of Laboratory Animal Care, International.

Source: Office of the Provost
II-2: Policy for Promotion, Appointment and Tenure and for Periodic Review
INTRODUCTION

The purpose of this document is to present the criteria and procedures employed within the School of Public Health/Health Information Sciences (the Unit) for the evaluation of promotion, appointment and tenure requests and for periodic career reviews. The document specifies minimum acceptable levels of teaching, research and service. Departmental criteria are not required, but where they exist procedures for evaluation of same must be in accord with the policy cited herein and must be explicit in regard to requirements upon which a recommendation for appointment, promotion, and/or tenure is made for each faculty rank, or a positive periodic career review. It is understood that departments may stipulate criteria more rigorous than those addressed in this document, provided they are consistent with the University of Louisville's Minimum Guidelines document and The Redbook. The contents of the Unit document apply to all faculty: Executive Faculty and General Faculty as defined in the School of Public Health/Health Information Sciences Bylaws. (A member of the Executive Faculty of the School of Public Health/Health Information Sciences holds a full-time, academic appointment in the University of Louisville with a primary appointment in the School of Public Health/Health Information Sciences; or may be a part-time or Voluntary General Faculty who has been elected to the Executive Faculty).

In order to evaluate the contributions of candidates for promotion, appointment, tenure, and periodic career review in achieving the missions of the School of Public Health/Health Information Sciences and its departments, the following documents must be developed.

A. The faculty of the School of Public Health/Health Information Sciences shall develop, and maintain current, a mission statement that must be approved by the Dean. The Dean shall be held accountable for assuring that the School achieves its mission.

B. Each department shall develop, and maintain current, a mission statement and specific goals and objectives to assist in the systematic accomplishment of the mission of the School of Public Health/Health Information Sciences. The department Chair shall be held accountable for assuring that the department achieves its mission, and a major tool for doing so shall be the combined faculty work plans negotiated with each departmental faculty member.

ARTICLE I. FACULTY APPOINTMENTS AND TENURE

Section. 1 TYPES OF APPOINTMENTS

A. Full-time Appointments

1 The requirements for appointment to a full-time faculty position in the School of Public Health/Health Information Sciences usually shall include, as a minimum, an
advanced, usually doctoral, degree (M.D., Ph.D., D.Sc., Ed.D. or equivalent) unless it can be well-documented that masters level training is a standard in a given discipline for faculty appointment at other research-intensive institutions. In disciplines where Board Certification is available and patient care is provided, appointments at the rank of Assistant Professor or above shall require Board Certification. For others, post-doctoral training will be required for these ranks. Additional requirements for appointment such as board certification, possession of a license to practice medicine in Kentucky, etc. shall be stipulated in the departmental documents where applicable.

2. The appointee shall sign a contract, approved by the Board of Trustees, stipulating that the appointment is made subject to the regulations, policies, and provisions of employment at the University of Louisville including participation in the School of Public Health/Health Information Sciences Professional Practice Plan.

3. Joint appointments will require that career reviews (pretenure, tenure, promotional, periodic) be done in the secondary appointment only if salary support is provided by that department. Associate appointments are weaker affiliations and never entail salary commitments or career reviews.

B. Kinds of full-time faculty appointments

There are three kinds of full-time appointments in the School of Public Health/Health Information Sciences: non-tenurable, probationary, and tenured. A majority of faculty in the School of Public Health/Health Information Sciences shall be probationary or tenured (The Redbook, Chapter 3, Article 3.3.1).

1. Non-tenurable appointments

   a. Temporary Appointments

   Temporary appointments to the various academic ranks, which include lecturers and visiting faculty, are those made for specifically limited time periods less than one year for special purposes. In no case shall temporary appointments or renewals result in the acquisition of tenure.

   b. Term Faculty Appointments

   1. All non-tenurable, full-time faculty that are not “temporary” will be called “term.” Term Faculty shall be full-time faculty appointments without tenure for a stipulated contract period not to exceed three years. Such appointments are not probationary appointments as described in Section 4.1 of The Redbook, and no such appointments, continuation or renewal thereof shall result in acquisition of tenure or implied renewal for subsequent terms.

   2. Term faculty may be funded through general funds, restricted funds, or service revenues.
3. Term Faculty shall meet the standards for probationary appointment to the designated rank with consideration for the areas assigned in the annual work plan and shall be subject to annual and career reviews for faculty of the unit. Term Faculty may apply for promotion in rank according to the criteria in this document.

4. Term Faculty appointments may be renewed for the convenience of the University if the Dean determines that the services of the incumbent are needed for the renewal term.

5. Faculty on term appointments are eligible to transfer to Probationary appointments if they were not previously on a Probationary appointment and if the advertisement used to hire the individual stated this possibility. Time in rank will not be counted toward the probationary period unless negotiated at the time of track transfer. The Provost's letter of appointment to probationary status shall state whether and to what extent the new appointment shall consider time served in non-tenurable status as prior service.

6. Rolling Contracts recognize and reward the accomplishments of Term Faculty. Rolling contracts of a three-year duration will be available after five years of service at the University of Louisville. Rolling contracts are only available to those faculty members at the rank of Associate Professor or above. Rolling contracts are renewable every year for an additional three years. Appointments on such contracts are at the discretion of the Chair but must conform to fiscal limitations and be approved by the Dean and Provost.

2. Probationary appointments

a. Definition: Probationary appointments shall be appointments of full-time faculty members without tenure other than those described in Section 4.1.2 of The Redbook, provided, however, that no probationary appointment to the University shall extend beyond the period when tenure would normally be granted (Section 4.2.2 of The Redbook).

b. Transfers out of a probationary appointment into a non-tenurable appointment may be requested anytime but must be complete prior to the time that the tenure review would begin. This is normally at the end of the fifth year of service. Transfers back to probationary status are then prohibited.

c. Instructors – Probationary appointments to the rank of instructor shall be for stipulated terms of one year each.

d. Assistant and Associate Professors – Probationary appointments to the rank of Assistant or Associate Professor shall require Board Certification in the disciplines where this is available and patient care is provided. For others, post-doctoral training will be required for these ranks. The appointments will be for
stipulated terms not to exceed two years on the initial appointment, nor three years for appointments made thereafter.

e. Professors – Professors shall be awarded tenure if employed subsequent to the initial probationary appointment. The duration of initial appointment shall be specified in the letter of appointment.

3. Tenured

a. Definition – Tenure is the right of certain full-time faculty personnel who hold academic rank to continuous full-time employment without reduction in academic rank until retirement or dismissal as provided in Section 4.5.3 of The Redbook. Tenure is granted in an academic unit (Article 3.1.1 of The Redbook) in accordance with the procedures established in Section 4.2.2.H. of The Redbook.

b. Administrators – Administrative personnel who have acquired tenure are subject to the regulations herein on tenure and the provisions governing termination only in their capacities as faculty members.

c. Tenure recommendations – Recommendations concerning the award or denial of tenure shall originate in the faculty of the academic unit in which tenure is to be granted.

d. Establishment of tenure date – For probationary appointments, the date of mandatory tenure and the number of years of previous full-time service to be counted toward acquisition of tenure shall be stipulated by the Provost and agreed to in writing by the nominee before the appointment is made by the Board of Trustees.

C. Part-time appointments

Part-time faculty shall be appointed by contract to teach specified courses or to engage in specified instruction, research or service less than full time for a designated period. No such appointment, continuation, or renewal thereof shall result in acquisition of tenure or implied renewal for subsequent periods. Part-time faculty may qualify for certain benefits as authorized by the university. Part-time faculty may be elected to the Faculty Senate and may be appointed or elected to university or unit committees as specified by their contract, university or unit personnel documents. Such service shall be accounted for and recognized in the individual contract. Part-time faculty shall hold rank according to education and experience.

D. Emeritus.

Such honorary title may be conferred upon retired faculty if requested by the department faculty and dean and approved by the President and Board of Trustees.
E. Voluntary Faculty

1. Voluntary faculty appointment shall be one of three kinds: gratis (public health service), associate (basic science), and adjunct (faculty, basic science or public health service, at other institutions).

2. The requirements for appointment to a Voluntary faculty position in the School of Public Health/Health Information Sciences usually shall include, as a minimum, an advanced, usually doctoral, degree (M.D., Ph.D., D.Sc., Ed.D. or equivalent) unless it can be well-documented that masters level training is a standard in a given discipline for faculty appointment at other research-intensive institutions. In disciplines where Board Certification is available and patient care is provided, appointments at the rank of Assistant Professor or above shall require Board Certification. For others, post-doctoral training will be required for these ranks. Additional requirements for appointment such as board certification, possession of a license to practice medicine in Kentucky, etc., shall be stipulated in the departmental documents where applicable.

3. School of Public Health/Health Information Sciences Voluntary faculty appointment, reappointment and promotion policies are further defined in Appendix B.

ARTICLE II. FACULTY PERSONNEL REVIEWS

In compliance with the Redbook Minimum Guidelines (Section 4.6.3.), each academic unit shall establish and maintain a system of career reviews of all faculty. The kinds of review are: annual; pre-tenure; tenure; promotion (to associate professor or professor); and periodic career review.

Section 1. Annual Reviews

A. All term, probationary, and tenured faculty must be reviewed in writing annually by their department Chair or designee. The annual review shall be done in conjunction with the Annual Performance Based Salary Increase (PBSI) evaluation. Annual reviews and PBSI evaluations must evaluate faculty performance under the distribution of the effort indicated in the approved annual work plan (Section IV.A. of The Redbook’s Minimum Guidelines for Faculty Personnel Reviews).

B. As part of the documentation for annual review a report of all professional work outside the University must be submitted.

C. Annual work assignments and reviews shall be part of all career review files. Reappointments of term faculty as well as all career reviews (annual, promotion, tenure and periodic) must be linked to the annual work assignments. Satisfactory annual reviews shall not in and of themselves constitute sufficient grounds for promotion, tenure, or satisfactory periodic career reviews.

D. The appeal process for annual reviews and PBSI evaluations are outlined in a separate School of Public Health/Health Information Sciences Annual Reviews and Performance
Section 2. Tenure Reviews

A. Time Required

All probationary faculty who have had seven years of service counted as in a tenurable faculty position at the University of Louisville, if reemployed full time, shall be granted tenure.

B. Leaves of Absence

One year spent on an officially approved leave of absence may be counted toward the seven years of full-time service necessary for tenure. Any leave granted during the probationary period must carry with it a stipulation in writing as to whether the leave counts toward tenure.

C. Extension of Probationary Period

A faculty member who faces extenuating circumstances that do not require a leave of absence but result in a significant reduction in ability to perform normal duties may request an extension of the probationary period for no less than six months and no more than one year. Such extensions must be requested and approved before the end of the fifth year of the probationary period and must have documentation satisfactory to the Provost.

D. Prior Service

Previous full-time service with the rank of instructor or higher or comparable status in institutions of higher learning may be counted toward the acquisition of tenure. The Provost’s letter of appointment shall state whether and to what extent the appointment shall consider time served at the other institution as prior service.

E. Early Tenure

1. Immediate tenure – It is recommended that tenure not be granted as a condition of appointment. If possible, it is best to avoid assuring a lifetime position before the individual under consideration has had the opportunity to demonstrate competence in the surroundings peculiar to this new position. However, it is understood that for certain persons of exceptional merit who already have tenure in other universities, it is impractical to expect them to move to the University of Louisville without assurance of tenure. Notwithstanding anything in The Redbook to the contrary, tenure may be granted at the time of initial appointment or in less than seven years when such action is warranted. The Provost’s letter of appointment shall state when immediate tenure is granted.

2. Early tenure – Normally, requests for promotion to Associate Professor and tenure will not be considered until a full probationary period of five years in faculty status has been served.
Requests for early action are appropriate if the faculty member's accomplishments meet the stated criteria. Accomplishments made prior to employment at the University or while serving in a non-tenurable appointment at the University can be considered in these deliberations. A faculty member may request only one evaluation for early tenure.

3. Evaluation for early tenure, once originated, shall proceed as indicated in Redbook Section 4.2.2.H. unless the faculty member under review requests its withdrawal.

F. Minimum Criteria for Tenure

1. Proficiency in teaching as defined in Appendix A.

2. Proficiency in research as defined in Appendix A.

3. Proficiency in service as defined in Appendix A. This can be further defined as community service and/or public health service that primarily involves public health and/or health information sciences expertise.

4. Scholarship as defined in Appendix A.

5. In reviewing the activities described in the foregoing paragraphs, the unit PAT Committee shall consider whether the conduct of the faculty member indicates an ability to collaborate effectively with faculty and other members of the university community.

6. The adherence of a faculty member to professional standards shall be considered in retention, promotion, tenure, and periodic career review decisions. The PAT Committee shall consider rules of professional conduct for the faculty of the School of Public Health/Health Information Sciences as well as rules and standards of School of Public Health/Health Information Sciences accrediting bodies, of the teaching profession, and of the University (including The Redbook).

7. Extramural review shall be required as provided for in Article III, Section 6.

8. In addition, service to the profession, the unit, the University, and the community that does not primarily involve public health and/or health information sciences expertise may also be considered.

G. Pre-Tenure Review

Each probationary faculty member shall be reviewed at the mid-point of his or her probationary period at the University. The review shall be conducted at the same level of rigor and by the same process as in a tenure review within the unit, except that extramural evaluations shall not be required. The results of the review shall be made available to the faculty member. The purpose of the review is to inform the faculty member of the unit's perception of the faculty member's progress in meeting the standards for tenure. These evaluations are of particular importance and shall be made available to the unit Promotion, Appointment and Tenure Committee at the time when the Faculty member is being reviewed. These evaluations are the responsibility of the departmental Chair who may wish
to appoint an internal promotions and tenure committee for this purpose. The results of the
departmental pre-tenure review shall be forwarded to the Dean for approval.

H. Evaluation for Tenure and Promotion to Associate Professor of Tenurable Faculty

1. Each faculty member eligible for tenure must be evaluated within twelve months
after five years of service applied to tenure according to the following procedures
(except as specified in Article II, Sections B and C). Evaluation for tenure, once
originated, shall proceed as indicated below unless the faculty member under review
resigns from the University or is subject to termination by reason of the
discontinuation of a unit, department, or program (Redbook 4.5.3.A.2). Completion
of the probationary period with satisfactory annual performance evaluations and pre-
tenure review shall not in and of itself constitute sufficient grounds for tenure.

2. Faculty members on probationary status shall be affected by any amendments to or
change in the criteria for tenure subsequent to their appointment. In such
evaluations, appropriate consideration must be given to the amount of time
remaining in their probationary period when the change becomes effective.

3. Evaluation for tenure shall originate in the department in which the faculty member
has primary appointment. The recommendations of the faculty and of the chair shall
be forwarded to secondary departments, if applicable, and the appropriate unit
committee for its recommendation to the dean of the unit, who shall make a
recommendation to the Vice President for Health Affairs.

   a. The requirements for promotion to associate professor are equivalent to those
      for granting tenure. It is recommended that requests be submitted jointly; i.e., a
      request for promotion should be coupled to a request for tenure. The
      Departmental Executive Faculty and the Chair, as determined by procedures
      outlined in Article K.10, have the major responsibility for initiating consideration
      of promotion and tenure.

   b. The candidate's record shall provide evidence of proficiency in teaching,
      research, and service. However, institutional service and administrative activities
      are considered more as a supplement to academic activities than as a substitute.
      In the evaluation no rigid formulae are applied; however, the individual's
      accomplishments must provide promise of continuing proficiency in those
      endeavors which best support the research and academic mission of the School
      of Public Health/Health Information Sciences and the University.

   c. In addition to proficiency, excellence must be demonstrated in the area of
greatest assignment on the annual work plan. Excellence in each area is defined
in Appendix A.

   d. In addition, scholarship, which is defined as the creation of new knowledge and
the dissemination and acceptance of it by peers, in the primary area of work
assignment must be demonstrated at the time of review. Scholarship in the areas
of research, teaching and service is defined in Appendix A.
4. Candidates for new appointments at the rank of Associate Professor shall satisfy the same criteria as described above for promotion to that rank.

5. Extramural review shall be required as provided for in Article III., Section 6.

6. A file of all information and documents pertinent to the tenure evaluation shall be compiled with the cooperation of the faculty member. Recommendations and any other material added shall become part of the file. The faculty member may examine any substantive material in the tenure file but shall not be informed of the identity of evaluators. The faculty member may add newly available material evidence for consideration by the evaluators or rebuttals before the file is forwarded to the Provost. The evidence in this file shall be reviewed according to the procedures specified in this document.

7. The recommendation of the Dean shall be the unit recommendation forwarded to all higher levels of review. Since the candidate is a member of a unit that reports to the Vice President for Health Affairs, the Vice President shall review the unit recommendation (and the recommendation of the Dean of the Graduate School when appropriate) and form a recommendation to forward with the file for the Provost's consideration.

8. If the recommendation of the Provost, Dean, or Department Chair is negative, the candidate must be notified by certified mail. The candidate may request a hearing before the School of Public Health/Health Information Sciences grievance committee except if the original negative decision is by the Provost (or, in cases from the Health Sciences Center, by the Vice President for Health Affairs), then jurisdiction lies with the University Faculty Grievance Committee. This request must be delivered on or before the tenth working day following the action challenged.

Section 3. PROMOTION TO PROFESSOR OF TENURED OR TENURABLE FACULTY

A. Promotion to professor should be awarded with care and only to those who show promise of continuing proficiency, as defined in Appendix A, in teaching, research and service with consideration for their work assignment. However, despite this anticipatory element, a recommendation for granting the rank of professor shall be made in recognition of accomplishments already attained. To assist the PAT Committee in their evaluation, all reprints of papers published during the review period will be forwarded and the candidate is to designate the four most significant publications in his/her bibliography, at least one of which shall be in the past five years.

B. In addition to proficiency, achievement and promise of continuing achievement must be evidenced by excellence, as defined in Appendix A, in the area of greatest assignment on the annual work plan.
C. In addition, scholarship in the primary area of work assignment must be demonstrated at the time of review. Scholarship in the areas of research, teaching and service is defined in Appendix A.

D. Normally, a minimum of five years in rank shall be served before a recommendation for promotion is considered. It should be understood that a department is not obligated to make a recommendation after the fifth year; a longer interval commonly is necessary to establish acceptable credentials. Seniority shall be considered but shall not, by itself, entitle one to promotion. Request for early promotion is appropriate if the faculty member's accomplishments as an associate professor meet the stated criteria. Accomplishments as an associate professor made prior to employment at the University can be considered in these deliberations.

E. Extramural review shall be required as provided for in Article III Section 6.

F. Candidates for new appointments at the rank of Professor shall satisfy the same criteria described above for promotion to that rank.

Section 4. PROMOTION OF NON-TENURABLE FACULTY

Criteria shall include Items A-F: (only the areas in the annual work assignment may be assessed)

A. Proficiency in teaching as defined in Appendix A. Proficiency in teaching is required of all faculty.

B. Proficiency in research as defined in Appendix A, if research is an assigned area.

C. Proficiency in service as defined in Appendix A, if service is an assigned area. This can be further defined as community service and/or public health service that primarily involves public health and/or health information sciences expertise.

D. In reviewing the activities described in the foregoing paragraphs, the unit PAT Committee shall consider whether the conduct of the faculty member indicates an ability to collaborate effectively with faculty and other members of the university community.

E. The adherence of a faculty member to professional standards shall be considered in retention, promotion and periodic career review decisions. The unit PAT Committee shall consider rules of professional conduct for the faculty of the School of Public Health/Health Information Sciences as well as rules and standards of School of Public Health/Health Information Sciences accrediting bodies, of the teaching profession, of the University (including The Redbook), and the School of Public Health/Health Information Sciences.

F. Extramural review shall be required as provided for in Article II.K.10.

In addition, service to the profession, the unit, the University, and the community that does not primarily involve public health and/or health information sciences expertise may be considered.
Section 5. PROMOTION TO ASSOCIATE PROFESSOR OF NON-TENURABLE FACULTY

A. The departmental Executive Faculty and the Chair, as determined by procedures outlined in Article III, have the major responsibility for initiating consideration of promotion.

B. The candidate's record shall provide evidence of proficiency in research, teaching and service for the areas assigned. In the evaluation no rigid formulae are applied; however, the individual's accomplishments must provide promise of continuing proficiency in those endeavors which best support the research and academic mission of the School of Public Health/Health Information Sciences and the University.

C. In addition to proficiency, excellence must be demonstrated in the area of greatest assignment on the annual work plan. Excellence in each area is defined in Appendix A.

D. Normally, requests for promotion to Associate Professor will not be considered until a full period of five years in faculty status has been served. Requests for early action are appropriate if the faculty member's accomplishments meet the stated criteria. Accomplishments made prior to employment at the University can be considered in these deliberations.

E. Candidates for new appointments at the rank of Associate Professor shall satisfy the same criteria as described above for promotion to that rank.

F. Extramural review shall be required as provided for in Article III Section 5.

Section 6. PROMOTION TO PROFESSOR OF NON-TENURABLE FACULTY

A. Promotion to professor should be awarded with care and only to those who show promise of continuing proficiency in the activities included in the annual work assignment and defined in Appendix A. However, despite this anticipatory element, a recommendation for granting the rank of professor shall be made in recognition of accomplishments already attained.

B. In addition to proficiency, achievement and promise of continuing achievement must be evidenced by excellence, as defined in Appendix A, in the area of greatest effort on the annual work plan.

C. Normally, a minimum of five years in rank shall be served before a recommendation for promotion is considered. It should be understood that a department is not obligated to make a recommendation after the fifth year; a longer interval commonly is necessary to establish acceptable credentials. Seniority shall be considered but shall not, by itself, entitle one to promotion. Request for early promotion, are appropriate if the faculty member's accomplishments as an associate professor meet the stated
criteria. Accomplishments made as an associate professor prior to employment at the University can be considered in these deliberations.

D. Extramural review shall be required as provided for in Article III Section 5.

E. Candidates for new appointments at the rank of Professor shall satisfy the same criteria described above for promotion to that rank with consideration for the areas of their work assignment.

Section 7. APPOINTMENT AND PROMOTION OF NON-FULL-TIME FACULTY

A. In a promotion consideration, for example, to the rank of associate professor (adjunct) or associate professor (gratis), there should be tangible evidence that a candidate's contributions are significant to the Unit's academic mission. Length of time in rank by itself shall not make one eligible for promotion.

B. Part-time faculty shall be held to the criteria specified for full-time non-tenurable faculty with consideration for their percentage effort and work assignment.

C. Voluntary faculty shall be promoted according to criteria set forth in Appendix B.

Section 8. PERIODIC CAREER REVIEWS

A. Faculty with Tenure

1. Faculty members with tenure (with the exception of department Chairs and the Dean, who have special administrative reviews every five years) shall undergo a periodic career review after every fifth year of service to evaluate their contribution to the missions of the University, School of Public Health/Health Information Sciences, and department. When the review period ends in a sabbatical (or other leave), the periodic career review shall be deferred until the next academic year. A promotion shall replace a periodic career review for the period in which the promotion occurs.

2. Periodic career reviews shall be conducted in substantially the same fashion as promotion reviews except that intramural reviews can be substituted for extramural reviews. Criteria for a satisfactory review shall be proficiency in all areas assigned on the annual work plan for the period under review. The review process shall not extend beyond the office of the Dean of the School of Public Health/Health Information Sciences, but the results of such reviews shall be reported annually to the office of the Vice President for Health Affairs for transmission to the Provost.

3. Candidates shall be evaluated as either "satisfactory: meeting School of Public Health/Health Information Sciences criteria", or "unsatisfactory: not meeting School of Public Health/Health Information Sciences criteria".
4. Tenured faculty members evaluated as satisfactory shall begin the next review cycle in the following academic year.

5. Tenured faculty members evaluated as unsatisfactory shall be re-reviewed two years after the negative evaluation by the Dean. Within thirty calendar days of a periodic career review that indicates unsatisfactory performance, a faculty member, in consultation with the chair, shall prepare a career development plan, acceptable to the dean, to remedy the deficiency in one year unless the dean approves a longer period. The plan shall include specific requirements to be met within that first year. If the faculty member does not complete the plan during that year, appropriate disciplinary action, which may include proceedings for termination (Redbook Article 4.5.) shall proceed. If the faculty member does complete the agreed upon professional development plan in that year, the faculty member shall then have one additional year to demonstrate satisfactory performance. The chair shall then institute another career review (called a "special career review"). A faculty member whose performance is judged unsatisfactory in this second review shall be subject to appropriate disciplinary action, which may include proceedings for termination (Redbook Article 4.5.). However, if the faculty member is evaluated satisfactory at the time of the two year follow-up career review, the next five-year review cycle begins with the following year.

B. For faculty with probationary appointments, the pretenure and tenure review shall be the required career review.

C. Contract renewal reviews, which must be performance based, shall be considered periodic career reviews for non-tenurable term appointees. The criteria shall be pertinent to their defined areas of appointment and performance. Satisfactory reviews require documented proficiency in all areas of the annual work assignment. Those who are evaluated as "satisfactory: meeting School of Public Health/Health Information Sciences criteria" may be offered additional contracts for reappointment. Those who are evaluated as "unsatisfactory: not meeting School of Public Health/Health Information Sciences criteria" cannot be offered another contract.

D. All University REDBOOK and School of Public Health/Health Information Sciences rights of due process and appeal for non-tenurable, probationary, and tenured faculty shall pertain in these periodic career reviews.

Article III. Procedures for Career Reviews (Pretenure, Tenure, Promotion, Periodic)

Section 1. ACCESS TO DOCUMENTATION

In all considerations of appointment, promotion, tenure and periodic career reviews, the personnel documents pertaining to the faculty member under consideration including a current curriculum vitae, letters of recommendation, teaching evaluations, reprints of articles and
documentation of other forms of scholarship when appropriate, must be available for review by the voting faculty at least 48 hours preceding the vote on the personnel action.

**Section 2. COMMUNICATION WITH PROBATIONARY FACULTY MEMBERS**

A. Each Executive Faculty member, when appointed, shall receive:

1. a written statement specifying responsibilities,

2. a copy of this document (Policy for Promotion, Appointment and Tenure and for Periodic Career Review in the University of Louisville School of Public Health/Health Information Sciences),

C. a copy of the departmental guidelines for promotion, appointment, tenure, and periodic career review, if one exists

B. In addition to the annual review, each probationary faculty member shall receive a formative pretenure review and a summative review when the candidate is proposed for promotion and/or tenure. These reviews are described in detail in Article II Section 2.

C. Probationary faculty members shall be informed that only one request for evaluation for early tenure may be made.

**Section 3. GENERAL PROCEDURES FOR EVALUATION FOR TENURE**

A. Evaluation shall originate in the department in which the faculty member has primary appointment. The recommendations of the faculty and of the Chair shall be forwarded to the School of Public Health/Health Information Sciences Promotion, Appointment, and Tenure Committee for its recommendation to the Dean, who shall make a recommendation to the Provost.

B. A file of all information and documents pertinent to the tenure evaluation shall be compiled with the cooperation of the faculty member. Recommendations and any other material added shall become part of the file. Annual work plans and reviews and all pre-tenure reviews shall be part of the evidence to be considered at the time of promotion and tenure reviews. The faculty member may examine any substantive material in the tenure file but shall not be informed of the identity of evaluators. The faculty member may add newly available material evidence for reconsideration by the previous evaluators or rebuttals before the file is forwarded to the Provost. The evidence in this file shall be reviewed according to the procedures specified in The Redbook in the Minimum Guidelines and this personnel document.

C. The recommendation of the Dean of the School of Public Health/Health Information Sciences shall be the unit recommendation forwarded to all higher levels of review. When a candidate is a member of the graduate faculty, the Dean of the Graduate School shall receive the case with the unit recommendation and will form a recommendation to be included in subsequent levels of review. The Vice President for Health Affairs shall review the unit recommendation (and the recommendation of the Dean of the Graduate
School when appropriate) and form a recommendation to forward with the file for the Provost's consideration.

Section 4. PROCEDURES FOR REVIEWS AT THE DEPARTMENTAL LEVEL FOR ALL CAREER REVIEWS

A. All recommendations for new appointments, promotions, tenure, or periodic career review shall originate in the department and require appropriate consideration by the proper committee of the Executive Faculty of the department:

1. a committee of all tenured members of the department shall make recommendations on matters of tenure.

2. a committee of all other professors of the department shall make recommendations on promotions to professor and periodic career review of same.

3. a committee of all other professors and associate professors of the department shall make recommendations for promotion to associate professor and periodic career review of same.

4. a committee of the entire Executive Faculty of the department shall make recommendations for new appointments of probationary and tenured faculty members.

5. The department Chair shall be responsible for making all essential arrangements for meetings of such committees. These arrangements shall include:

   a. notifying the candidate of the nature of the materials to be assembled and furnished to the committee and of the date when the documentation is required. The notification shall include the statement that candidates for promotion or tenure:

      1. may add information or documents for reconsideration by previous levels of evaluation before the file is forwarded to the Office of the Provost, and

      2. may examine any substantive material in the file at any time prior to receipt by the Office of the Provost, but shall not be informed of the identity of the evaluators.

   b. compiling all annual work assignments and annual evaluations for the file.

   c. requesting and receiving all extramural reviews for promotion and/or tenure and preparing a copy of each for use by the candidate after deletion of all identifying items.

   d. notifying members of the appropriate committee of the date, time and place of the meeting, with provision of at least 48 hours for all members to study the documents in the candidate's file.
e. providing to the committee the criteria by which candidates are to be evaluated; these should be forwarded with the other materials to the next level of review.

f. assembling the committee at the proper time for confidential discussion of the candidate's qualifications which shall include any evidence of professional misconduct as well as any supporting materials that the candidate cares to submit.

g. ensuring that the voting records of each meeting are maintained by the department and shall include:

1) the names of faculty eligible to vote.
2) the names of those voting.
3) the results of the vote.

h. The decision of the appropriate committee as specified above in Article 6.a., made by anonymous secret ballot, shall be the departmental recommendation. Similar consideration shall be sought from other departmental Executive Faculty with their opinion also obtained by anonymous secret ballot.

B. Consideration by the Chair

The Chair shall prepare a separate evaluation and recommendation that shall be included in the candidate's personnel file. This letter must include comments on extramural evaluations as set forth in Article III Section 5.

C. Compilation of the Personnel File

1. All documentary materials employed in the evaluation of the candidate including a copy of the criteria used for evaluation, plus the recommendations of the department and the Chair, shall be incorporated into the candidate's personnel file. The personnel file shall include the faculty work plans for the candidate covering the period under review.

2. The contents of the personnel file are the basis for evaluation at all succeeding levels of review and must be considered confidential.

Section 5. PROCEDURES FOR REVIEWS BY THE PROMOTION, APPOINTMENT AND TENURE COMMITTEE

A. All recommendations for appointment or promotion to associate professor or professor, tenure, or periodic career review transmitted to the Dean are forwarded to the Unit Promotion, Appointment and Tenure Committee for review and recommendation. It is the responsibility of this committee to examine each recommendation for consistency with departmental guidelines and current School of Public Health/Health Information Sciences policies on promotion, appointment, tenure and periodic career review.
B. In instances in which the recommendation of the department differs from that of the department Chair, the Committee shall consult with both parties and the candidate prior to making its recommendation.

C. When any disagreement concerning promotion, tenure, or periodic career review occurs between the recommendations of the departmental faculty and the department Chair; the Promotion, Appointment and Tenure Committee and/or the departmental faculty and the department Chair; and the Promotion, Appointment and Tenure Committee and the Dean; the succeeding review authority (i.e., the department Chair; Promotion, Appointment and Tenure Committee; and Dean; respectively) must send a written statement of the reasons for this differing recommendation to the faculty member by certified mail and to the prior reviewing authority (i.e., departmental faculty; departmental faculty and/or the department Chair; and Promotion, Appointment, and Tenure Committee; respectively), each of whom shall have opportunity and time to comment in writing prior to forwarding any recommendation to the succeeding level of review.

D. The committee's recommendation is transmitted to the Dean who is responsible for preparing the Unit recommendation. The Redbook, Sec. 4.2.2.H.7 requires notification of faculty by certified mail of a negative recommendation on promotion or tenure by the appropriate Vice President, Dean or department Chair, to allow the candidate to request a hearing before a grievance committee. In tenure cases, if the Dean or Chair makes a negative recommendation, the faculty member under review has ten days within which to file with the appropriate grievance committee.

Section 6. EXTRAMURAL EVALUATIONS

A. Four extramural evaluations are required for each promotion and/or tenure review.

B. The relationship of evaluators to the University and the candidate must be clearly stated in the Chair's evaluation along with certification of the professional expertise and objectivity (non-mentor relationship) of the evaluators. Mentors (graduate or post-graduate supervisors) are not acceptable evaluators; however, extra letters from mentors may be included in the file but must be clearly indicated as such.

C. Selection of reviewers – Each candidate will be given the opportunity to nominate extramural and intramural evaluators. The candidate will suggest to the Chair of the Department a list of eight M.D., Ph.D., Ed.D. D.D.S. or J.D. (or equivalent terminal degree) reviewers outside the University with faculty appointments at other universities at or above the rank the candidate is being promoted to. Since the primary purpose of the extramural review is to evaluate the quality of the candidate's published research, teaching, or service activities, the extramural evaluators must be well established in the field and must be knowledgeable of the quality of the candidate’s contributions. The Department Chair will review the appropriateness of the evaluators. Once the Chair and candidate have agreed on the list of potential evaluators, the list will be forwarded to the Dean's office. The Dean will select four extramural evaluators from this list.
D. The Chair will write for letters of evaluation and will collect them. Requests for extramural evaluations shall specify the average annual work assignment for the time period under review and that the areas on the work assignment (teaching, service and/or research) are the area(s) to be reviewed.

E. Comments regarding the quality of the work under review shall be solicited (Section IV.D.5.a of The Redbook’s Minimum Guidelines for Faculty Personnel Reviews). Evaluators will be asked to comment on whether proficiency has been demonstrated in all areas of the work assignment and whether excellence has been demonstrated in the area of greatest assignment as defined in Appendix A (which will be provided to the evaluators). In the case of tenure reviews (and promotion to professor of tenured faculty) they will be asked to comment on the quality of the candidate’s scholarship.

F. Materials provided to the reviewers – The CV and reprints, if applicable, will be provided to evaluators. Appendix A from this document shall be appended to letters requesting evaluation.

G. Recommendations regarding the advisability of awarding promotion and/or tenure shall not be solicited since extramural evaluators are usually not familiar with the total performance of the candidate. If such recommendations are submitted they shall be disregarded.

H. The Promotion, Appointment and Tenure Committee shall require a written statement from the departmental promotion, appointment, and tenure committee indicating that it has analyzed the evaluations and has determined their validity. The candidate shall be provided an opportunity to respond in writing to the evaluation(s), and this response must be included in the review materials prior to consideration of the evaluation by any reviewing body, including the departmental committee.

Section 7. TERMINATION OF A REVIEW FOR PROMOTION OR EARLY AWARD OF TENURE

Once formally initiated the process of review for promotion or early award of tenure shall proceed through the levels described unless the candidate requests in writing that the proceedings be halted.

Section 8. SPECIAL PROCEDURAL CONSIDERATIONS FOR PERIODIC CAREER REVIEW

A. Committee votes and administrative recommendations regarding periodic career review shall be cast in terms of either "satisfactory" or "unsatisfactory."

B. Because evaluations during periodic career review are restricted to the School of Public Health/Health Information Sciences, and personnel files do not proceed through University-wide offices, extramural letters of reference will not be required in the personnel file, intramural letters may take their place.
C. Candidates undergoing periodic career review may examine any substantive material in the personnel file at any time but shall not be informed of the identity of evaluators other than the department Chair.

Article IV. Conditions of Faculty Employment

Section 1. ANNUAL WORK PLAN AND PRESENCE AT THE UNIVERSITY

A. Each faculty member shall negotiate annually with the department Chair a faculty work plan to be signed by both to indicate their agreement. The annual work plan must specify percentage effort to be spent in Teaching, Research and Service. Service may be further specified as Community Service (defined as service to the Department, School, University, Commonwealth, Region, Nation, or profession that primarily involves public health and/or health information sciences expertise). The annual work plan shall specify the requirements for a faculty member's presence at the University or University-affiliated facilities (Section 4.3.1.A of The Redbook). Teaching is a required area for all faculty work assignments. The faculty work plan shall describe specific goals and objectives to be achieved by the faculty member during the period covered. When circumstances require changes in the workplan, the faculty member and chair shall file an amended plan (including an explanation of the necessary changes) for the dean's approval.

B. For faculty in non-tenurable positions the faculty work plan shall be specific to the duties particular to their contract periods.

C. For probationary faculty (defined in Section II.A.2. of this document) the faculty work plan shall reflect the need to demonstrate broad proficiency in the three areas of Teaching, Research and Service in order to satisfy the requirements for the award of tenure. In addition, for probationary faculty a minimum assignment of 20% research and the corresponding time away from teaching/service obligations is required.

D. For tenured faculty, the faculty work plan shall respect both the faculty member's need to shape his or her career and the missions of the department, School of Public Health/Health Information Sciences, and University. In order to accomplish this, the annual work plan shall permit individual faculty members to concentrate, at various times in their careers, on one or more of the areas of Teaching, Research and Service. However, the work plan shall also allow for achieving the mission, goals, and objectives of the department.

Section 2. WORK OUTSIDE THE UNIVERSITY

A. For full-time faculty, The School of Public Health/Health Information Sciences Practice Plan defines the conditions under which work outside of the University (Section 4.3.3 of The Redbook) may be carried out.

B. Work outside the University that is not specified in the annual work plan must be previously approved by the Chair and Dean and must not conflict or interfere with the
faculty member’s schedule of assignments and responsibilities at the University. As part of the documentation for annual review, full-time faculty shall submit a report of this professional work outside the University under the provisions of this section.

Section 3. OTHER CONDITIONS OF EMPLOYMENT

Other conditions of faculty, i.e., leaves of absence, sabbaticals, compensation, retirement, termination, contract renewal and appropriate notice of non-renewal, mediation of disagreements, the right to grieve employment decisions, etc., are covered in The Redbook.

Article V. Changes to this Document

Section 1. Suggested changes to this document will originate from the Dean or his/her designee or the Promotion, Appointment and Tenure Committee. They will be considered by the Faculty Forum and forwarded to the Executive Faculty of the School of Public Health/Health Information Sciences for a vote. The Dean will receive the recommendation of the Executive Faculty for transmission to the Provost.

Section 2. Suggested changes to the appendices to this document will originate from the Dean or his/her designee or the Promotion, Appointment and Tenure Committee. They will be considered by the Faculty Forum and forwarded to the Executive Faculty of the School of Public Health/Health Information Sciences for a vote. The Dean will receive the recommendation of the Executive Faculty and make the final decision about acceptance of the changes.

Article VI. Departmental personnel documents

Section 1. Separate departmental documents are discouraged and their function can be fulfilled by adopting the school’s criteria elaborated in this document (Policy for Promotion, Appointment and Tenure and for Periodic Career Review in the University of Louisville School of Public Health/Health Information Sciences) and its accompanying appendices. However, each department may prepare written guidelines that specify additional requirements and procedures for promotion, appointment, tenure and periodic career review. Departmental documents and procedures shall not disrupt due process nor set performance requirements lower than those established in the School's document.

Section 2. Departmental personnel documents must be recommended by the Promotion, Appointment and Tenure Committee for approval by the Dean or his/her designee. The Dean shall forward a copy of approved departmental documents to the office of the Provost.

Section 3. This document (Policy for Promotion, Appointment and Tenure and for Periodic Career Review in the University of Louisville School of Public Health/Health Information Sciences) is a standard document which shall be applied to those departments that have not had guidelines approved as provided in this Article.
School of Public Health/Health Information Sciences
Policies for
Annual Reviews and Performance Based Salary Increases

A. Annual reviews aim to enhance the quality of the faculty by recognizing and rewarding performance in terms of the department's and the unit's goals and objectives. Annual reviews and performance-based salary increase (PBSI) evaluations should reflect the same values as promotional and other career reviews. They should document yearly progress toward promotion or satisfactory periodic career review. Annual reviews shall become part of the record to be used in the reviews specified in the preamble to Redbook Article 4.2 such as mid-tenure, tenure, promotional and periodic career reviews.

B. The Dean may use up to 5% of the funds allocated to the School of Public Health/Health Information Sciences for salary increases for a particular year to award special, one-time payments to faculty members for exceptional effort or achievement beyond that rewarded in the regular salary increase process. The criteria and amount of such rewards shall be reported annually by the Dean to the members of the Faculty Forum and PCEW committee and the Provost.

C. Each department shall award salary increases based upon performance as documented in annual reviews. Annual reviews shall provide qualitative feedback on performance in each category (teaching, research and service) of the work assignment for the year under review. The departmental documents establishing the process for awarding salary increases shall be consistent with the policies contained in this document.

1. Each faculty member, in conjunction with the departmental chair shall develop an annual Faculty Work Plan for the upcoming calendar year. The written Faculty Work Plan must be approved by the chair and filed in the department office by December 31 of each year. These work plans shall specify the work assignment and percentage efforts in each category (teaching, research and service) and provide a basis for the subsequent annual performance evaluations.

   The Faculty Work Plan for probationary (pre-tenure) faculty must contain provisions for demonstrating broad proficiency in all three categories (teaching, research and service).

2. All decisions concerning salary increases shall be made in accordance with criteria and procedures contained in departmental documents adopted by a majority vote of the executive faculty with primary appointment in the department. To assure compliance with these School of Public Health/Health Information Sciences Policies, the departmental documents shall be reviewed and approved by the Performance Criteria and Economic Welfare Committee. Only those plans or revisions which are approved by the Performance Criteria and Economic Welfare Committee of the School of Public Health/Health Information Sciences by December 31 may be used as the basis for faculty performance evaluations or PBSI awards for the next year.
3. Based on the approved criteria of the department, only the faculty whose overall performance is judged to be satisfactory or above will receive a salary increase. In addition, only the faculty whose performance in their major area of work assignments is judged to be satisfactory or above will receive a salary increase. These increases shall not be across-the-board, and should reflect an award structure that is based on performance on the Annual Work Plan. The amount of the increase will be appropriate to the performance and the size of the pool for salary increases in a given year.

a. It is recognized that sometimes recommendations for zero salary increases are not the result of unsatisfactory performance, but rather may be due to fiscal limitations or voluntary surrender of merit increase by a faculty member.

b. A recommendation by a chair to the dean for a zero salary increase based on unsatisfactory performance must be submitted for approval of the provost. This recommendation shall include the reasons for the zero salary increase and specific suggestions for improving any performance considered to be unsatisfactory. Simultaneously, a copy of the recommendation shall be given to the faculty member involved.

c. The Departmental Plan must also contain clear indications of or reference to minimum levels of acceptable performance in each category of the work assignment.

4. The Departmental Plan shall specify criteria and procedures by which annual reviews are related to salary decisions made by the chair of the unit. In identifying the criteria to be used for performance evaluations, reference may be made to departmental, unit or university Promotion, Tenure and Periodic Career Review Policies or other applicable documents. Although the department may specify criteria in addition to those enumerated in these documents, the criteria must be clear and accessible to every faculty member of the department. Only those criteria contained in or specifically referenced by the Departmental Plan may be used in the evaluation of faculty performance or in the determination of salary increases. The Departmental Plan shall include each of the following provisions:

a. The procedures used for judging faculty performance and recommending PBSI awards must be clearly described in the Departmental Plan. These procedures must be consistent with those described in these Unit Policies and the Redbook. These procedures must include an identification of the person(s) or committee responsible for evaluating annual faculty performance and making recommendations of PBSI to the departmental chairperson. This departmental PBSI body may be an elected, appointed or ex officio committee or may be the departmental chair alone.

b. At the beginning of each year, each faculty member will be provided an opportunity to present documentation of performance and effort relative to his or her Faculty Work Plan of the preceding calendar year. This documentation must be received by the chair by February 1.

c. Departments may elect to use up to a three year average. In this case, the annual performance evaluation based on the Faculty Work Plan will be used (along with the previous two annual evaluations - an average of a three-year time period of performance
evaluations or the time period the individual has been a faculty member of the University (less than three years) as the basis for the award of performance-based salary increases. This procedure is suggested and would avoid penalizing faculty members who demonstrate exceptional productivity during years in which there is little or no money available for salary increase. The performance evaluation shall characterize an individual faculty member’s performance as Satisfactory or above if the performance meets or exceeds the minimum levels of performance. An Unsatisfactory performance rating indicates that the faculty member has not met the minimum departmental criteria in that category of work assignment. A faculty member who obtains an overall rating of “unsatisfactory” or a rating of “unsatisfactory” in the category of greatest percentage effort (as specified in the Faculty Work Plan) for the most recent year shall not be given a performance-based raise, i.e., a three-year average should not be used.

d. The department chairperson is responsible for reviewing and approving the performance evaluations and PBSI recommendations made by the departmental PBSI body, if one exists. Each faculty member in the School of Public Health/Health Information Sciences will receive an annual written performance evaluation, recommendations for improvement if necessary, and relative data relating to their salary increase and departmental norms from the departmental chairperson by March 15. Each faculty member shall be given timely opportunity to respond to these recommendations and his or her performance evaluation so that timely adjustments may be made before the dean's final recommendation.

e. A faculty member regardless of work assignment will be eligible for the maximal salary increase given in the department if optimal performance on his/her work assignment is demonstrated. No faculty will be penalized for having a lower percentage (or no work assignment) in any of three areas (teaching, research or service) on his/her annual work plan. No part of the merit raise pool may be designated to reward activities in a given area and thus be rendered inaccessible to faculty with no work assignment in that area.

f. In calculating the final amount of the salary increase the percentage efforts on the annual work assignment must be taken into consideration (i.e., used as a weighting factor).

The PBSI calculation for a “Faculty X” with 30% Teaching, 50% Research and 20% Service assignment must be calculated as follows:

<table>
<thead>
<tr>
<th>Faculty Work Plan</th>
<th>Rating*</th>
<th>Score</th>
<th>Max Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATEG ORY</td>
<td>Assign</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
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<td>2</td>
<td>60</td>
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</tbody>
</table>

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The formula for the salary increase for “Faculty X” would be the Score of “Faculty X”/Total score of the departmental faculty x $ amount available for the salary increases

Because the criteria for judging scholarship and the procedures used in making determinations of faculty performance vary substantially among various departments of the School of Public Health/Health Information Sciences, each department shall develop a Departmental Plan for Annual Review with their own clear definitions of the rating categories (excellence, proficient and unsatisfactory) for faculty performance and for calculating PBSI. However, the School's definitions as provided in Appendix A of the PAT Document must be generally followed.

(Please Note: The method described is consistent with the promotional criteria in which excellence in the area of greatest work effort is required for promotion and above average performance in an area of greatest effort is rewarded more than above average performance in an area that does not comprise a large part of the faculty member's work assignment.)

5. Appeals to reconsider performance evaluations and/or salary adjustments may be made to the School of Public Health/Health Information Sciences Performance Criteria and Economic Welfare Committee by April 22. This committee will make recommendations for changes, if any, to the department chair no later than May 7.

6. The dean shall report annually to the Faculty Forum and to the provost the frequency distribution of the percentage salary increases received by all faculty members in the School of Public Health/Health Information Sciences and a description of the evaluation systems used to arrive at such salary increases.

7. The department must preserve the annual reviews. Individual faculty members shall be responsible for maintaining the documentary evidence supporting each annual review through the next tenure, promotion or periodic career review. The chair of the department shall be responsible for maintaining copies of the annual reviews for inclusion in career reviews.

8. Departmental policies for salary increases may be amended following the same process by which they were adopted and must be approved by the Performance Criteria and Economic Welfare Committee of the School of Public Health/Health Information Sciences as explained under C2.

A calendar of important dates is attached.
Recommended by School of Public Health/Health Information Sciences Faculty Forum August/02
Recommended by the School of Public Health/Health Information Sciences Executive Faculty August/02
Recommended by the School of Public Health/Health Information Sciences Faculty Forum August/02
Approved by the School of Public Health/Health Information Sciences Executive Faculty August, 2002.

Confirmed by the Faculty Senate, September 4, 2002.

Approved by the Board of Trustees, September 13, 2002.
APPENDIX A
Definitions and Examples of
Achievement (Proficiency and Excellence) and Scholarship
in the Areas of Research, Teaching and Service

Contractual renewal and faculty promotion are based on faculty achievement. We categorize faculty achievement into two levels --"proficiency" and "excellence". Proficiency in all areas of the work assignment is expected of all faculty at all times. Excellence in the area of greatest work effort, as defined by the work assignment, is required for faculty promotion in rank. Scholarship, the creation and dissemination of new knowledge in the field and its acceptance by peers, is an additional requirement for promotion in rank of all probationary and tenured faculty. Definitions and examples of proficiency, excellence and scholarship in all three areas (research, teaching and service) are provided in this appendix.

The contents of this appendix cannot be changed without a positive vote of the Executive Faculty.

I. Definitions of Proficiency in the Areas of Research, Teaching, and Service

Proficiency in the areas assigned on the annual work plan is required of all faculty for contract renewal or satisfactory career reviews

1. Proficiency in Research

Proficiency in research is best evidenced by regular dissemination of research findings (on average, at least annual dissemination is expected for those with a 20% work assignment in research) the majority of which should be through traditional peer-reviewed publications. Reviews by collaborators, peers and external reviewers must also be obtained and should indicate satisfactory performance compared to others at this stage of the career.

2. Proficiency in Teaching

The School of Public Health/Health Information Sciences requires a standard summative peer evaluation at the time of all formal reviews. This must be included with all promotion files. Proficiency in teaching is best demonstrated by a documentable teaching assignment and satisfactory supervisory and peer reviews of the teaching effort. Reviews by the recipients of the teaching efforts (e.g., students or residents) must also be obtained and should demonstrate satisfactory performance as well.

3. Proficiency in Service

Proficiency in service is best demonstrated by documentable service and satisfactory peer and supervisory reviews of the service. Reviews by the recipients of the service or colleagues with knowledge of the service must also be sought to document proficiency. Service is defined as service to the Department, University, City, County, Commonwealth, Region, Nation, or profession. In order for the activities to be considered, they must involve public health and/or health information science expertise.
4. Administration

   a. Administrative activities should be considered in the area to which they apply. For example, administrative responsibility for an educational activity (e.g., course director; associate dean for Curriculum) should be considered part of the teaching effort and evaluation. Administrative responsibility for a research activity (e.g., departmental vice chair for research, departmental research coordinator, associate dean for research) should be considered part of the research effort and evaluation.

   b. Significant administrative assignments that do not fall into one of these categories, but serve a broader function (e.g., division chief, department chair, associate dean for advocacy, faculty) may be considered under the category of "service." Excellence and scholarship of this type of administrative activity may be presented as a supplement to the activities in research, teaching and/or service in promotion and tenure considerations.

II. Definitions of Excellence in the Areas of Research, Teaching and Service

Excellence in the area of greatest assignment on the annual work plan is required of all faculty for promotion in rank.

1. Excellence in research (a criterion for promotion for those with greatest assigned effort in research)

   a. Promotion

   Excellence in research is best demonstrated by having a major responsibility for an independent research program or playing a documentable leadership role in a collaborative research effort. To demonstrate this, regular publication (on average at least annually) in peer-reviewed media for which the faculty member is a major author (defined as first or last author unless otherwise specified in the CV) is required. An independent research program requires current extramural funding; federal funding support as principal investigator is preferred, or failing that, nationally peer-reviewed funding will be acceptable if evidence for recent submission and resubmission to federal sources is provided. (If it can be documented that federal funding is generally unavailable for that research area, this requirement can be fulfilled via substantial national peer-reviewed funding.) Reviews of the research via extramural letters must be obtained and should support the rating of excellence.

   b. Promotion to professor

   In addition to the criteria specified in this appendix section II.1.a., for promotion to professor based on excellence in research, annual publication as major author will suffice only if the journal is judged by peers to be in a top, high visibility, journal in the field. In addition for promotion to professor based on excellence in research, sustained, renewed, federal funding as principal investigator will be required. (If it can be documented that federal funding is generally unavailable for that research area, this requirement can be fulfilled via substantial national peer-reviewed funding.)
2. Excellence in teaching (a criterion for promotion for those with greatest assigned effort in teaching)
   
   a. Promotion

   Excellence in teaching is best demonstrated by a documentable substantial teaching assignment with a major responsibility for (i.e., leadership role in) a teaching program. Supervisory and peer reviews of the teaching effort must be obtained and should support the rating of excellence. Reviews by the recipients of the teaching efforts (e.g., students or residents) must also be obtained and should support the rating of excellence.

   b. Promotion to professor

   In addition to the criteria specified in this appendix section II.2.a, for promotion to professor based on excellence in teaching, extra-university leadership in teaching must be demonstrated. Examples of how this can be demonstrated is via the scholarship of teaching as described in this Appendix section III.3 or participation in extramural educational initiatives (examples: election to national committees involved with education, invitations as a visiting professor for teaching activity, invitation to be an accreditation site visitor).

3. Excellence in service (a criterion for promotion of those with greatest assigned effort in service)

   a. Promotion

   Excellence in service is best demonstrated by a documentable service assignment and a major responsibility for (i.e., leadership role in) a service program. The faculty should have obtained funding support for the program through contracts or fees. Peer and supervisory reviews of the service must be obtained and should support the rating of excellence. Reviews by the recipients of the service (for example colleagues, health departments or collective reviews such as public satisfaction inventories) must also be sought and should support the rating of excellence.

   b. Promotion to professor

   In addition to the criteria specified in this Appendix, Section II.3.a, for promotion to professor based on excellence in service, extra-university leadership in service must be demonstrated. Examples of how this could be demonstrated is via scholarship as described in this Appendix, Section III.4, or participation in extramural initiatives (examples: election to national committees, invitations as a visiting professor, invitation to be an accreditation site visitor).
III. Definitions of Scholarship in the Areas of Research, Teaching, and Service

Required of all probationary (pre-tenure) and tenured faculty for promotion in rank

1. Introduction

Scholarship is defined herein as the creation and dissemination of new knowledge in the field and its acceptance by peers. Tenure is awarded to those that have an independent, focused, self-sustaining program of scholarship or a leadership role in a focused, self-sustaining program of collaborative scholarship. In any given area, the requirements for scholarship exceed those for proficiency in that the scholar plays a pivotal role in the creation of new knowledge and assumes primary responsibility for its dissemination.

a. Examples of ways to demonstrate peer acceptance of disseminated scholarship:

Journal articles, papers on pedagogic issues, review articles, case reports, clinical outcomes studies, educational outcomes studies, electronic dissemination (e.g., computer programs, CD-ROM, Videos, Web-based), textbooks, book chapters, technology transfer, development of new protocols that are widely accepted, development of teaching tools, curricula or curricular models, study guides, computer-aided tools, new evaluation methodologies, well subscribed faculty development programs, workbooks adopted by other institutions and development of patents.

b. Extramural funding also supports peer acceptance and is necessary for self-sustenance of the program of scholarship. Sources include but are not limited to research grants, training grants, service contracts, investigational drug studies, funded teaching initiatives, or cooperative industry agreements.

c. The majority of the documentation of peer acceptance should be through traditional peer-review publications.

d. Scholarship need only be demonstrated in one area for tenure and/or promotion on tenure track.

2. Demonstration of scholarship in the area of research

a. Promotion

In order to demonstrate scholarship in research, innovations in research (discovery of new findings or application of existing findings in a new fashion) are expected, as is the dissemination and peer acceptance of them. Although other acceptable venues are listed in this Appendix, Section III.1.a, the majority of the documentation of peer acceptance must be through traditional peer-review publications. Scholarship in research must also be demonstrated by an extramurally funded research program. The individual must also
present research findings on average annually at national forums. At the time of tenure review, the individual must have an emerging regional/national recognition in a focused area of research expertise that should be evidenced in extramural letters.

b. Promotion to Professor

At the time of review for professor, in addition to the requirements of this Appendix, Section III.2.a, the individual must have national/international recognition in a focused area of research expertise that is demonstrated by such evidence as leadership roles in national forums, consultations such as being an editor or reviewer, or invitations to speak. The national/international recognition should be evidenced in extramural letters.

3. Demonstration of scholarship in the area of teaching

a. Promotion

In order to demonstrate scholarship in teaching, innovations in teaching (development of new methodologies or application of existing methodologies in a new way) are expected, as is the dissemination and peer acceptance of them. Although other acceptable venues are listed in this Appendix, Section III.1.a, the majority of the documentation of peer acceptance must be through traditional peer-review publications. Scholarship in teaching must also be demonstrated by extramurally funded teaching innovations/program. The individual must present instructional innovations/findings on average annually at national forums. At the time of tenure review, the individual must have an emerging regional/national recognition in a focused area of instructional innovation that must be evidenced in extramural letters.

b. Promotion to Professor

At the time of review for professor, in addition to the requirements of this Appendix, Section III.3.a, the individual must have national/international recognition in a focused area of instructional innovation which is demonstrated by such evidence as leadership roles in national forums, consultations by other universities, serving as a reviewer or editor, or invitations to speak. The national/international recognition should be evidenced in extramural letters.

4. Demonstration of scholarship in the area of service

a. Promotion and tenure

In order to demonstrate scholarship in service, innovations in service (development of new protocols, new programs or the expansion of existing programs) are expected and the acceptance of them and the dissemination of them through peer-review mechanisms are required. Although other acceptable venues are listed in this Appendix, Section III.1.a, the majority of the documentation of peer acceptance must be through traditional peer-review publications. Scholarship in service must also be demonstrated by extramurally funded initiatives or research efforts. The individual must present innovations/findings on average annually in a national forum. At the time of tenure
review, the individual must have an emerging regional/national recognition in a focused area of expertise that should be evidenced in extramural letters.

b. Promotion to professor

At the time of review for professor, in addition to the requirements of this Appendix, Section III.4.a, the individual must have national/international recognition in a focused area of expertise that is demonstrated by such evidence as leadership roles in national forums, consultations, referral patterns, or invitations to speak. The national/international recognition should be evidenced in extramural letters.

Recommended by School of Public Health/Health Information Sciences Faculty Forum August/02
Recommended by the School of Public Health/Health Information Sciences Executive Faculty August/02
Recommended by the School of Public Health/Health Information Sciences Faculty Forum August/02
Approved by the School of Public Health/Health Information Sciences Executive Faculty August, 2002.

Confirmed by the Faculty Senate, September 4, 2002.

Approved by the Board of Trustees, September 13, 2002.
Policy on the Appointment, Promotion, Retention, and Recognition of Voluntary Faculty

I. GENERAL STATEMENT:

It should be understood that the evaluation of an applicant’s qualification for appointment to the University of Louisville School of Public Health/Health Information Sciences will take into consideration the applicant’s overall commitment to the intent of the Voluntary Faculty position. In keeping with the spirit of the appointment, support of the School’s Teaching or Research missions (Criterion 1); maintenance of professional competency and licensure (Criterion 2); and maintenance of a positive personal profile (Criterion 3) are required at appropriate levels.

It should also be noted that all Voluntary Faculty must adhere to the standards set forth in ethics documents and statements issued by the School and the University. This includes, for animal experimentation, an obligation of all members using their affiliation to seek research funds or research opportunities to process their clearances and assurances through the University of Louisville Institutional Animal Care and Use Committee (IACUC). Voluntary faculty not complying with this requirement will lose their affiliation immediately.

II. SPECIFIC CRITERIA:

The individual who wishes to participate as a Voluntary Faculty member in the University of Louisville School of Public Health/Health Information Sciences must demonstrate a commitment to the following criteria for Voluntary Faculty appointment (described in more detail in Section VI.A.):

A. Active participation in the Teaching Mission of the School of Public Health/Health Information Sciences with students or fellows.

-or-

Active participation in the Research Mission of the School of Public Health/Health Information Sciences via collaboration with at least one full-time faculty member in research or serving on our Institutional Review Board (IRB).

-or-

Faculty outside of the Jefferson County area must maintain some relationship with the School of Public Health/Health Information Sciences.

B. Maintaining a personal profile that positively reflects the University of Louisville School of Public Health/Health Information Sciences.

III. APPOINTMENT:

A. Voluntary Faculty Appointments may be at one of four levels:
Adjunct Instructor
Assistant Adjunct Professor
Associate Adjunct Professor
Adjunct Professor

B. Voluntary faculty appointments are non-tenurable and thus may be made in Departments, Centers, or Institutes. Consideration for appointment will begin with the submission of a completed application to the appropriate Administrative Office.

C. A cover letter soliciting a letter of reference from the Department Chair or Administrative Director of the Center or Institute must accompany the application. This letter of reference and positive faculty vote is required for consideration for Voluntary Faculty appointment. The letter of reference must include how the faculty member will be contributing to the service, teaching or research missions of the School. In cases where appointment is in an Institute or Center, and training has been completed in the discipline of a Department, concurrence by the departmental chair will be sought. Such concurrence cannot be unreasonably withheld.

D. It is anticipated that most new Voluntary Faculty applicants will request appointment at the level of Adjunct Instructor or Assistant Adjunct Professor for those with terminal degrees and post-degree experience. However, if the prospective Voluntary Faculty member has served as full-time faculty or Voluntary Faculty of higher rank at this or another university prior to joining the University of Louisville community, then the prospective faculty member may apply for a position of higher rank. When applying for a higher rank the prospective faculty member will provide documentation of his/her activities at the prior institution that would warrant the higher rank position. Furthermore, a letter of recommendation from a faculty member of the program in which the applicant had an affiliation should attest to the applicant’s performance and qualifications pertaining to the higher rank. Appointment at advanced rank (defined as Associate Adjunct Professor or higher) requires review by the School of Public Health/Health Information Sciences Promotion, Appointment, and Tenure Committee.

E. The term of initial appointments will be at the discretion of the Department Chair but may not exceed:

- Adjunct Instructor: Three years
- Assistant Adjunct Professor: Five years
- Associate Adjunct Professor: Five years
- Adjunct Professor: Five years

Reappointment at the same rank is possible and is described in Section IV.

The application for appointment, ballot, letter of reference from the Department Chair or Center/Institute Director and any other supporting documents will be reviewed by the Dean of the School of Public Health/Health Information Sciences and the Vice President for Health Affairs for recommendation and thereafter transmittal to the Provost and Board of Trustees.
IV. REAPPOINTMENT:

A. The term of appointment to Voluntary Faculty is time limited. Notice should be sent to the faculty member by the Department approximately one year prior to the expiration date of the current appointment, however, it is the responsibility of the Voluntary Faculty member to apply for reappointment six months prior to the expiration date of his/her current appointment in order to ensure continuity of appointment.

B. Reappointment will be made to the Voluntary Faculty for the same maximum terms delineated above for initial appointments. Reappointments, originating in the department, center or institute, are reviewed and recommended to the Provost by the Dean.

V. PROMOTION:

A. Application for promotion should be made by the Voluntary Faculty member six months prior to the time the current appointment is to be reviewed. The faculty member should return the completed application with a letter requesting consideration for promotion. Department Chairs and Center/Institute Directors can also initiate promotion considerations.

B. Promotion to the various levels in the Voluntary Faculty track will be sequential and will be determined by the duration of involvement and continuing demonstration of a commitment to the Criteria for Voluntary Faculty Appointment outlined above in Section II and explained in detail at the end of this document.

C. There is a standard minimum time the Voluntary Faculty member will serve at the appointed level prior to applying for promotion as follows:

- Adjunct Instructor and Assistant Adjunct Professor (combined):
  - Five years (for promotion to Associate Adjunct Professor)

- Associate Adjunct Professor:
  - Five years (for promotion to Adjunct Professor)

Early promotions based on exceptional contributions are possible.

D. Promotion from Adjunct Instructor to Assistant Adjunct Professor may be done any time. If the applicant is not a clinician, promotion to Assistant Adjunct Professor requires that he/she must have attained the highest degree possible in his/her respective discipline and have had academic post-degree experience.

E. Promotion to Adjunct Professor will require an exceptional effort on the part of the Voluntary Faculty applicant.

F. A positive faculty vote and a positive Department Chair/Director’s letter are required for promotion. In addition to the review required for new appointment to advanced rank, the School of Public Health/Health Information Sciences Promotion, Appointment, and Tenure
Committee must review and recommend promotions to the ranks of Associate Adjunct Professor and higher.

G. At the time of retirement, the Voluntary Faculty member that has achieved advanced rank (Associate Adjunct Professor or Adjunct Professor) may be given an Emeritus Voluntary Faculty position at the highest rank attained.

VI. CRITERIA FOR VOLUNTARY FACULTY REAPPOINTMENT:

A. The following describes in more detail the criteria for Voluntary Faculty status and the way that each should be documented at the time of reappointment.

1. Active participation in the teaching mission of the School of Public Health/Health Information Sciences with students or fellows. The applicant will be asked to list his/her teaching activity during the previous appointment period. Examples of contributions in this area are:
   a. Preceptorship for students or fellows
   b. Instructional involvement in departmental service activities
   c. Didactic lectures
   d. Regular participation in departmental educational services
   -or-

   Active participation in the Research Mission of the School of Public Health/Health Information Sciences via collaboration with at least one full-time faculty member in research or serving on our Institutional Review Board (IRB). This must be documented by a letter from the Chair of the IRB or a full-time faculty collaborator and reflected in joint presentations, publications or grant applications.
   -or-

   Faculty outside of the Jefferson County area must maintain some relationship with the School of Public Health/Health Information Sciences. This may be documented with a letter from our faculty or a roster of students supervised with dates of supervision.

2. Maintaining a license in good standing, when applicable.

3. Maintaining a personal profile that positively reflects the University of Louisville School of Public Health/Health Information Sciences: The reputation of the School is dependent upon the reputation of its faculty. It is imperative the faculty members are of the highest professional character and adhere to the written standards of the School.
VII. TERMINATION OF APPOINTMENT

A. Recommendation of termination prior to the end of the appointed term should be forwarded to the Dean for review and recommendation to the Provost and the Board of Trustees.

B. Justification must include refusal to comply with the requirements and criteria set forth in this document or inactivity when asked to comply.

C. Non-renewal at the end of the appointed term is at the discretion of the faculty and the Department Chair and may be done without cause.
II-3: SPHIS Catalog
The University of Louisville
School of Public Health and Information Sciences

2006-2007 Catalog
The University of Louisville
School of Public Health and Information Sciences
2006-2007 Catalog

This catalog is the official bulletin and catalog for the students in the School of Public Health and Information Sciences (SPHIS) at the University of Louisville (U of L). It has been prepared to acquaint students with the departments, faculty, and curriculum of the SPHIS. This publication is a supplement to the University of Louisville Graduate School Catalog. There may be policy or curriculum information in this SPHIS Catalog that differs from those in the Graduate Catalog. In these cases, the SPHIS Catalog supersedes the Graduate Catalog. In all cases, all graduate students in the SPHIS must adhere to all policies and procedures of the Graduate School and SPHIS. Additional information and University student policies are printed in the University of Louisville Student Handbook, the University of Louisville Schedule of Courses, and the University of Louisville website, www.louisville.edu.

The student is responsible for being familiar with the contents of the catalogs, student handbooks, and official notices to be informed about grades, credits, requirements, and the regulations of the University of Louisville and the School of Public Health and Information Sciences. U of L and SPHIS reserves the right to change programs of study, academic policies, academic requirements, fees, schedules of courses, procedures for the confirmation of degrees, or the announced academic calendar without prior notice. The University and SPHIS reserve the right to change course descriptions without prior notice. The provisions of this Handbook do not constitute an express or implied contract between the University and any member of the student body, faculty, or general public.

The University of Louisville is an equal-opportunity institution and does not discriminate against persons because of race, religion, sex, age, handicap, color, citizenship or national origin. Inquiries or complaints about illegal discrimination including sexual harassment or handicap access can be made to the Affirmative Action director (852–6538) if response from SPHIS personnel is unsatisfactory.

The Redbook is the official statement of the organizational structure, the rules of governance, and procedures and policies of the University of Louisville. If there is any conflict between the policies, procedures, or other statements contained in this Catalog, the Redbook shall govern. A copy of The Redbook is available on the University’s web page at www.louisville.edu. Official copies are maintained at all University libraries, the Student Government Association Office, the Student Grievance Officer, and the Vice President for Student Affairs. Other policies and information regarding students can be found in the University of Louisville Student Handbook, available at http://campuslife.louisville.edu/cloffice/handbook/.
A Message from the Dean

The School of Public Health and Information Sciences is the most recent addition to the Health Sciences Center by the University of Louisville in response to its focus on excellence in research and education. The School is actively expanding in several programs, including the Clinical Research, Epidemiology, and Statistics Training Program (CREST) and Bioinformatics and Biostatistics (Biostatistics-Decision Science), in addition to a Master of Public Health (M.P.H.) program which was offered for the first time in Fall 2005. The School was designed with an emphasis on collaboration and integration.

Public health is a practice in which various health care professions focus on protecting the public’s health, including preventing disease or health problems and intervening at the earliest point to reduce their consequences on the community as a whole. Public health researchers are playing an important role in creating a safer and healthier community.

Academically, the School is organized into five departments: Bioinformatics and Biostatistics, Environmental and Occupational Health Sciences, Epidemiology and Population Health, Health Knowledge and Cognitive Sciences, and Health Management and Systems Sciences.

We are committed to providing the highest quality education to our students and research in public health.

Richard D. Clover, M.D.
Dean
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The University of Louisville

The University of Louisville (U of L) is a state supported urban university located in Kentucky’s largest metropolitan area. It was a municipally supported public institution for many decades prior to joining the state university system in 1970. The University’s mission is to serve the specific educational, intellectual, cultural, service, and research needs of the greater Louisville region (more than one million people) and to help serve those needs statewide, particularly in the areas of public health, medicine, dentistry, law, and urban affairs. Eight of U of L’s 12 colleges, schools and divisions are housed on the 169-acre Belknap Campus, the primary location for U of L’s centralized services and academic programs. The Schools of Medicine, Nursing, Dentistry, and Public Health and Information Sciences, all part of the Health Sciences Center (HSC), are located three miles north, close to downtown Louisville on the Health Sciences Campus.

U of L enrolls nearly 4500 graduate students and offers master’s degrees in more than 50 areas and doctoral degrees in more than 20 disciplines. It also grants professional degrees in public health, medicine, dentistry, nursing, and law.
The Health Sciences Center of the University of Louisville

The University of Louisville Health Sciences Center (HSC) is located just east of downtown Louisville on the Health Sciences Campus and is contiguous to the main properties of three separate hospital systems—the University of Louisville Hospital, Jewish Hospital HealthCare Services (JHHS), and Norton Healthcare. Collectively this area, which totals 24 city blocks, is known as the Louisville Medical Center. It is easily accessible from all residential areas of the city.

The quadrangle of the HSC includes the Schools of Medicine and Dentistry, the Instructional Building, and the Commons Building, which houses an auditorium, library and cafe. A building adjacent to the quadrangle houses the School of Nursing, the Children and Youth Health Clinic, the campus Bookstore, and the School of Public Health and Information Sciences. The administrative offices of the School of Medicine and conference facilities are housed in the beautifully renovated Abell Administration Building.

Other facilities within the Health Sciences complex include the Ambulatory Care Building, an outpatient care facility housing many of the University’s clinical departments and teaching practices as well as the Primary Care Center, and the James Graham Brown Cancer Center, a cancer care and research facility. The Donald E. Baxter Biomedical Research Building, a multi-million dollar facility, opened in October 1999. The 115,000 square foot building was funded by $14 million in state funds, $5.5 million from JHHS, $3.5 million from Norton Healthcare and $5 million raised by the University of Louisville. In August 2000, ground was broken for the Delia B. Baxter Building, which is 17,000 square feet larger than the Donald E. Baxter Building. It consists of four floors and a basement with 48 labs, 12 on each floor, and opened in spring 2003. It also contains a 40-seat conference room located in an underground connector between the two buildings.
The Vision and Mission of the School of Public Health and Information Sciences

Vision
We will be an internationally recognized center of excellence for the creation, sharing, and application of knowledge for the public’s health.
In achieving our vision:
• We will extend the domain of public health to include all factors in the public’s health.
• We will pursue health information sciences as an inseparable aspect of public health.
• We will work for close integration of individual health, health care, and public health.

Mission
We advance knowledge for the public’s health in the increasingly complex and interconnected world of the 21st century. We accomplish this through activities in the three cornerstone areas for advancing knowledge:

• Research. We create knowledge by seeking new discoveries and understanding through scientific exploration. We communicate our findings.
• Teaching. We share knowledge with students committed to and prepared for learning in a facilitated environment. Our learners are our students, our faculty, and our staff. We commit to preparing our learners for success.
• Service. We apply knowledge through quality services to the communities of which we are a part – the University, Louisville Metro, Kentucky, the United States, and their respective environs.

In fulfilling our mission:

• We nurture an academic setting that fosters ethics, respect, diversity, cooperation, learning, and fun.
• We strive to improve our approach and performance through a program of active feedback and deliberate change.
• We embrace innovative ideas for advancing knowledge.
• We investigate new techniques and technologies for doing research, teaching, and service.
• We think globally and act locally.
• We collaborate with any who will join us in working for the public’s health.
• We recognize that public health starts with the individual.
• We advocate for the public’s health.
The 2006-2007 Academic Calendar

http://www.louisville.edu/ur/onpi/infoctr/undergrad.htm

**Fall 2006**

<table>
<thead>
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<th>Event</th>
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<tr>
<td>Classes start</td>
<td>Aug. 21</td>
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<tr>
<td>Last day of registration</td>
<td>Aug. 21</td>
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<tr>
<td>Labor Day holiday</td>
<td>Sept. 4</td>
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<tr>
<td>Last day to apply for degree</td>
<td>Sept. 8</td>
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<tr>
<td>Last day to withdraw</td>
<td>Oct. 12</td>
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<tr>
<td>Thanksgiving break</td>
<td>Nov. 22-26</td>
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<td>End of classes</td>
<td>Dec. 4</td>
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<tr>
<td>Reading day</td>
<td>Dec. 5</td>
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<td>Final examinations</td>
<td>Dec. 6-12</td>
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<tr>
<td>Degree date</td>
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<td>December commencement</td>
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**Spring 2007**

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<tbody>
<tr>
<td>Classes start</td>
<td>Jan. 8</td>
</tr>
<tr>
<td>Last day of registration</td>
<td>Jan. 8</td>
</tr>
<tr>
<td>Martin Luther King Jr. holiday</td>
<td>Jan. 15</td>
</tr>
<tr>
<td>Last day to apply for degree</td>
<td>Jan. 26</td>
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<tr>
<td>Last day to withdraw</td>
<td>Feb. 26</td>
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<tr>
<td>Spring break</td>
<td>March 12-18</td>
</tr>
<tr>
<td>End of classes</td>
<td>April 23</td>
</tr>
<tr>
<td>Reading day</td>
<td>April 24</td>
</tr>
<tr>
<td>Final examinations</td>
<td>April 25 – May 1</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 12</td>
</tr>
</tbody>
</table>
Student Government Association

The purpose of the School of Public Health and Information Sciences Student Association” or “SPHIS Student Association” is to empower the students of SPHIS to make group decisions, take group actions, and participate in governance of SPHIS through an organization that is operated entirely by and for the students of SPHIS. The intent of the Association is to become a Registered Student Organization in the University of Louisville.

A member of the Association is any student currently enrolled in a degree program in SPHIS, whether full-time or part-time. For a student to be considered currently enrolled, the student must be enrolled in at least one course. A newly enrolled student in a degree program in SPHIS is not a member until the first day of classes for the semester in which the student is first enrolled. If a member leaves the degree program in which he or she is enrolled, he or she is no longer a member.

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Members may:

- Vote in elections or referenda of the Association
- Run for elected positions in the Association
- Serve on SPHIS Council of Chairs and Deans and SPHIS Faculty Forum
- Serve as representative of SPHIS on Graduate Student Council
- Petition for a meeting or vote by entire membership on one or more issues
SPHIS Policy on Academic Dishonesty

Determination of a Violation of Academic Honesty

A violation of academic honesty will be determined solely by the director of the course involved or, in the event that a violation of academic honesty is not related to a specific course, the director of the student’s academic program. The information on academic dishonesty presented in the University policy, reproduced below, represents guidelines to help the student understand several major aspects of academic dishonesty. These guidelines cannot exhaustively define academic honesty or dishonesty.

If the student is uncertain whether a planned activity or behavior could be construed as a violation of academic honesty, the student is strongly advised to discuss the matter with the course director or, if applicable, the program director prior to engaging in the activity or behavior.

Absence of Consideration for Ignorance of Policies on Academic Honesty

Students are expected to be familiar with applicable policies on academic honesty. Ignorance of one or more of these policies will neither excuse a violation nor be considered in determining disciplinary actions.

Plagiarism and Electronic Sources of Information

The following is intended to amplify and emphasize the inclusion of electronic sources of information as sources that must be cited as references when material is used from them. Information that is available through the Internet or from other electronic sources is not considered to be common knowledge solely because it is available widely and electronically. Designation of common knowledge is limited to knowledge that is widely known either generally or within a specific field or discipline. If the student is unclear whether an item of information is common knowledge or not, he or she is strongly advised to cite the source.

Disciplinary Procedures for a Violation of Academic Honesty

The course director may take whatever disciplinary action or actions he or she determines to be appropriate in response to a violation of academic honesty. These actions may include, for example, failing the course and denial of retaking the course.

The course director may also recommend to the academic program director that the student be dismissed or expelled from the program, which may be done at the sole discretion of the program director.

If the violation of academic honesty is not related to a specific course, the program director may take whatever disciplinary action he or she determines to be appropriate, including, for example, suspension or dismissal from the program.
The course director or, if the incident is not related to a specific course, the program director may also recommend that the student be dismissed or expelled from the School and the Graduate School. The recommendation is made to the Chair of the program’s Department. The Chair, at his or her sole discretion, may recommend to the Dean of the School that the student be dismissed or expelled. If the program is School-based and not in a department, the recommendation is made directly by the program director to the Dean of the School. The Dean of the School, at his or her sole discretion, may recommend to the Dean of the Graduate School that the student be dismissed or expelled. Dismissal or expulsion from the Graduate School results in dismissal or expulsion from the School of Public Health and Information Sciences.

Absence of Right of Appeal

The determinations or actions of the course director, the program director, department chair, Dean of the School, and the Graduate Dean are final and may not be appealed by the student or a third party or reversed or modified by a third party, including but not limited to the University.

Student’s Right to File a Grievance

The student may file a grievance with the Graduate School if he or she feels that he or she has been treated unfairly or inconsistently or has been discriminated against in the determination of a violation of academic honesty or of disciplinary actions. However, neither determination may be reversed or modified by the outcome of the grievance process.
The Center for Health Hazards Preparedness

The Center for Health Hazards Preparedness (CHHP), formerly the Center for Deterrence of Biowarfare and Bioterrorism, coordinates research, education and service focusing on the early recognition and response to potential acts of terrorism and natural disasters. Housed within the offices of the University of Louisville School of Public Health and Information Sciences, CHHP is part of the network of Centers for Public Health Preparedness (CPHP), established in 2002 through a cooperative agreement with the Centers for Disease Control and Prevention (CDC).

The Center's activities aim to bring together the information resources, human expertise and research infrastructure to improve the local, regional and national response to outbreaks of infectious diseases and the defense against potential biological, chemical and radiation threats and natural disasters. With funding from the Health Resources and Services Administration (HRSA), the CHHP has expanded its continuing education program. Under this initiative, we are collaborating with the University of Kentucky to develop innovative training for professionals in the fields of medicine, nursing, allied health, public health, healthcare administration, dentistry, pharmacy, mental health, agriculture and veterinary medicine. Particular effort is being made to offer presentations to Appalachian and other underserved communities using videoconference technology and web-based modules.
The Master of Public Health (MPH) Program

Program Name: PUBLIC HEALTH

Program Website: http://sphis.louisville.edu/MPH/index.htm

Program Director: Robert R. Jacobs, PhD

Program Coordinator: LaTonia S. Peters, MPH

Departments, Chairs and Concentration Coordinators:
Department of Bioinformatics and Biostatistics
Rudolph S. Parrish, PhD
Guy Brock, PhD

Department of Environmental and Occupational Health Sciences
David J. Tollerud, MD, MPH
Irma Ramos, MD

Department of Epidemiology and Population Health
Richard Baumgartner, PhD

Department of Health Knowledge and Cognitive Sciences
Richard Wilson, DHSc, MPH

Department of Health Management and Systems Sciences
Robert J. Esterhay, MD
Raymond Austin, PhD

General Program Admission Requirements

- A bachelor’s degree from an accredited institution or its equivalent.

- A recommended minimum GPA of 3.0 on a 4.0 scale.

- If applicable, Test of English as a Foreign Language (TOEFL) exam with a minimum score of 250 on the computer-based version or a minimum score of 600 on the paper-based version.

For additional information regarding admissions and application, including submission information, see https://sphis.louisville.edu/M.P.H.

FOR INTERNATIONAL APPLICANTS ONLY: All international students applying to the MPH Program must have a foreign credential evaluation completed. Please see https://sphis.louisville.edu/MPH for additional information.
General Information

The Master of Public Health (MPH) degree program is offered as a School-based program with concentrations in biostatistics, environmental and occupational health, epidemiology, health behavior and cognition, and health management.

Requirements for the MPH degree include:
1.) Successful completion of 45 credit hours of study, distributed as follows:
   - Core public health courses (21 credits)
   - Public health concentration courses (15 credits)
   - Public health practicum (6 credits)
   - Issues in public health (2 credits)
   - Integrating learning and experience in public health (1 credit)
2.) Demonstration of achievement of all programmatic learning objectives; and
3.) Completion of all deliverables of the Practicum Experience.

The five areas in which a student may concentrate and the departments that offer each concentration are:

- Biostatistics—Department of Bioinformatics and Biostatistics
- Environmental and Occupational Health—Department of Environmental and Occupational Health Sciences
- Epidemiology—Department of Epidemiology and Clinical Investigational Sciences
- Health Behavior and Cognition—Department of Health Knowledge and Cognitive Sciences
- Health Management—Department of Health Management and Systems Sciences

All core courses are normally completed in the first year of the MPH Program. During the spring semester of the first year, students will identify their area of concentration with the aid of departmental concentration coordinators and seek admission to the department offering that concentration. The admission criteria to each concentration are determined by the individual departments and are outlined below. Students must be accepted into a concentration before taking concentration courses, the field practicum, and the integrating learning and experience course.

Admission Requirements for Concentrations

These criteria, where listed, are additional to those required for general program admission. Completion of these requirements typically can be done prior to or concurrently with the degree program curriculum. Once a student has been admitted into a department, the concentration courses and practicum can be taken when specified.

Biostatistics (Department of Bioinformatics and Biostatistics)
A student packet containing:
- Grade from Biostatistics I (PHST 600);
- Current grade from Biostatistics II (PHST 610);
• Other evidence of analytic ability, for example:
  o Quantitative score from at least one of these exams: GRE, GMAT or DAT;
  o Transcripts showing other college-level mathematics or statistics course;
  o Instructor recommendation;
  o Participation in or successful completion of a research project with analytical component.
• Exceptions may be granted.

Environmental and Occupational Health (Department of Environmental and Occupational Health Sciences)
No additional requirements.

Epidemiology (Department of Epidemiology and Clinical Investigational Sciences)
Concentration admission requirements consisting of:
• Minimum undergraduate GPA of 3.0 or completion of a graduate degree program;
• Minimum 8 credit hours of training in biomedical sciences (for example, biology, organic chemistry, biochemistry, anatomy, physiology, microbiology. Remediation of biomedical science courses may be done concurrently with Year 1 curriculum for no credit toward degree requirements.)
• Exceptions may be granted.

Health behavior and cognition (Department of Health Knowledge and Cognitive Sciences)
No additional requirements.

Health management (Department of Health Management and Systems Science)
No additional requirements.

Curriculum of the MPH Program

Core and Concentration Coursework

There are 6 core courses from the five core areas of public health:
• Biostatistics (two 3-credit courses)
• Environmental and occupational health (one 3-credit course)
• Epidemiology (one 3-credit course)
• Health behavior and cognition (one 3-credit course)
• Health management (one 3-credit course)

Additionally, there is a 3-credit course in critical thinking and program evaluation that all students must complete. Typically, these core courses are to be completed within the first year of the program. Concentration courses are to be completed within the second year of the program.

Issues in Public Health Course
The Issues in Public Health course is a trans-disciplinary course designed to integrate what students learned in other coursework and experiences and the application of these lessons to the broader scope of public health. Working in teams and on selected public health projects or initiatives are the focus of the course. The Issues in Public Health course is taken during the first semester.

Critical Thinking and Program Evaluation Course

The Critical Thinking and Program Evaluation course is taken by all MPH students during the spring semester of the first year. The course focuses on the identification of public health problems and planning appropriate responses and evaluations. Planning and evaluation skills are considered pivotal learning concepts for the MPH degree and for successful public health practice.

The Practicum Experience

The Practicum Experience (P.E.) is taken in both semesters of the second year. The P.E. places the student in a non-academic organization providing services in or closely related to the public health concentration selected by the student. The P.E. and its required deliverables must be completed to fulfill degree program course requirements.

Integrating Learning and Experience in Public Health Course

The Integrating Learning and Experience in Public Health course is taken during the last semester of the second year, concurrently with the P.E. It is a course that allows students to complete the deliverables (e.g., paper, poster and oral presentation) required of the practicum. This course is required to fulfill degree program course requirements.

Information Relative to Degree Program

This program is designed as a full-time, day curriculum. Other kinds of program study (e.g., part-time) are available and are at the prerogative of the MPH Program Director.

Information about student loans and grant programs is available from the U of L Office of Financial Aid and from www.louisville.edu/student/services/fin-aid.

For more information regarding the Master of Public Health degree program and the School, see https://sphis.louisville.edu

Curriculum listing

The full time curriculum for the MPH program is described below and is designed to be completed in two academic years. A part time program of study is also available for students unable to attend class full time and can be arranged upon entry into the MPH Program.

In the first year all students take the core MPH courses. These courses are designed to provide an overview of the core areas of public health. Students will also take a course
that is focused on *Issues In Public Health* and a course in *Critical Thinking and Program Evaluation*.

Towards the end of the first year students will select there area of concentration from one of the five core areas of public health (Biostatistics, Environmental Health, Epidemiology, Health Behavior, and Health Management). This will lead students into the second year of the curriculum where they will take 15 credit hours in their area of concentration and perform a community based practicum.

The chart below provides a general overview of the first and second years of the MPH curriculum. A more detailed curriculum for each areas of concentration is provided on the following pages.

**Core course overview**: (common in all concentrations)

**Year 1 Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHEP 601</td>
<td>Introduction to Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PHST 600</td>
<td>Introduction to Biostatistics I</td>
<td>3</td>
</tr>
<tr>
<td>PHMS 601</td>
<td>Intro to Public Health Practice and Admin</td>
<td>3</td>
</tr>
<tr>
<td>PHKC 696</td>
<td>Issues in Public Health</td>
<td>2</td>
</tr>
</tbody>
</table>

**Year 1 Spring Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHEH 600</td>
<td>Introduction to Environmental Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PHKC 601</td>
<td>Introduction to Health Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PHST 610</td>
<td>Statistical Computing &amp; Data Management for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>PHKC XXX</td>
<td>Critical Thinking and Program Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

**Concentration course overview:**

**Year 2 Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration major courses</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Concentration-specific Public Health Practicum</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Year 2 Spring Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration major courses</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Concentration-specific Public Health Practicum</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHXX 697</td>
<td>Integrating Learning and Experience in Public Health</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total hours**

45 credits
### MPH Concentration in Biostatistics:

#### Year 2 Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHCI 624</td>
<td>Clinical Trials I</td>
<td>2</td>
</tr>
<tr>
<td>PHST 726</td>
<td>Clinical Trials Stats Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHST 620</td>
<td>Introduction to Statistical Computing</td>
<td>3</td>
</tr>
<tr>
<td>PHXX ___</td>
<td>3rd concentration course</td>
<td>3</td>
</tr>
<tr>
<td>PHST 679</td>
<td>Public Health Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Year 2 Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHST 640</td>
<td>Stat Methods for Rsch Design in Health Studies</td>
<td>3</td>
</tr>
<tr>
<td>PHST 679</td>
<td>Public Health Practicum</td>
<td>3</td>
</tr>
<tr>
<td>PHST 681</td>
<td>Biostatistical Methods II</td>
<td>3</td>
</tr>
<tr>
<td>PHST 697</td>
<td>Integrating Learning and Experience in Public Health</td>
<td>1</td>
</tr>
</tbody>
</table>

### MPH Concentration in Environmental Health

#### Year 2 Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHEH 610</td>
<td>Occupational Health and Safety</td>
<td>3</td>
</tr>
<tr>
<td>PHEH 650</td>
<td>Advanced Topics in Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>PHXX ___</td>
<td>3rd concentration course</td>
<td>3</td>
</tr>
<tr>
<td>PHEH 679</td>
<td>Public Health Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Year 2 Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHEH 620</td>
<td>Global Issues on Environmental and Occ. Health</td>
<td>3</td>
</tr>
<tr>
<td>PHEH 679</td>
<td>Public Health Practicum</td>
<td>3</td>
</tr>
<tr>
<td>PHEH 697</td>
<td>Integrating Learning and Experience in Public Health</td>
<td>1</td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Student can select from any area they are interested in. Courses may vary and require prior approval from the students major Department Chair.

### MPH Concentration in Epidemiology

#### Year 2 Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHEP 602</td>
<td>Epidemiologic Methods</td>
<td>3</td>
</tr>
<tr>
<td>PHEP 616</td>
<td>Disease Surveillance</td>
<td>3</td>
</tr>
<tr>
<td>PHXX ___</td>
<td>3rd concentration course</td>
<td>3</td>
</tr>
<tr>
<td>PHEP 679</td>
<td>Public Health Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Year 2 Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHEP 617</td>
<td>Field Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PHEP 679</td>
<td>Public Health Practicum</td>
<td>3</td>
</tr>
<tr>
<td>PHEP 650</td>
<td>Advanced Topics in Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PHEP 697</td>
<td>Integrating Learning and Experience in Public Health</td>
<td>1</td>
</tr>
</tbody>
</table>
MPH Concentration in Health Behavior

Year 2 Fall Semester

PHKC 604  Health Decision and Risk Analysis (3 credits)
PHKC 608  Public Health Program Evaluation (3 credits)
PHXX ___  3rd concentration course (3 credits)
PHKC 679  Public Health Practicum (3 credits)

Year 2 Spring Semester

PHKC 607  Population Health Management* (3 credits)
*cross-listed with PHMS 607
PHKC 612  Health Communication Campaigns (3 credits)
PHKC 679  Public Health Practicum (3 credits)
PHKC 697  Integrating Learning and Experience in Public Health (1 credit)

MPH Concentration in Health Management

Year 2 Fall Semester

PHMS 603  Legal & Bioethical Aspects of Public Health (3 credits)
PHMS 615  Introduction to Health Systems (3 credits)
PHMS 679  Public Health Practicum (3 credits)
PHXX ___  3rd concentration course (3 credits)

Year 2 Spring Semester

PHMS 605  Governance and Management of Healthcare Org. (3 credits)
PHMS 607  Population Health Management* (3 credits)
*cross listed with PHKC
PHMS 679  Public Health Practicum (3 credits)
PHMS 697  Integrating Learning and Experience in Public Health (1 credit)
Clinical Research, Epidemiology, and Statistics Training

Program Website: [http://sphis.louisville.edu/crest_program/crest_home.cfm](http://sphis.louisville.edu/crest_program/crest_home.cfm)

Program Director: Susan Muldoon, Ph.D.

Program Coordinator: Tammi A. Thomas (Acting)

The Clinical Research, Epidemiology and Statistics Training (CREST) Program

The School of Public Health and Information Sciences at the University of Louisville offers a Clinical Research, Epidemiology and Statistics Training (CREST) Program. This program consists of a Graduate Certificate in Clinical Investigation Sciences and an MSc in Epidemiology-Clinical Investigation Sciences. The MSC can be done jointly with the MD degree.

The Graduate Certificate in Clinical Investigation Sciences provides individuals with skills required for a career in a clinical research setting. The MSc degree program provides physicians, dentists, nurses and other health professionals an opportunity to acquire the clinical research skills necessary for a career in an academic health center.

The CREST curriculum integrates biostatistical and epidemiologic methods in a problem-based learning format with additional instruction in bioethics, health economics, health services and outcomes research and social and behavioral science. Students pursuing the master degree take didactic courses while they engage in mentored and independent research that culminates in the preparation of a professional paper or research thesis (MSc).

Admission to the CREST Program

Interested students may apply either to the certificate program, Master of Science in public health, or the doctoral degree program in Epidemiology: Clinical Investigation Sciences. Students seeking the M.Sc. degree must have a professional degree (e.g., D.M.D., D.O., M.D. or Ph.D.), a terminal degree in a health field, or a graduate degree with appropriate experience in health care or clinical research. Students seeking to enter directly into the doctoral program in either translational research or health services and outcomes research must have an M.SC. in Clinical Investigation Sciences or comparable training at the Master’s level.

Applicants must complete all forms for admission to the University of Louisville Graduate School and must meet the Graduate School’s requirements for admission which are:

- Formal application
• Application fee
• At least 2 letters of recommendation
• Official transcripts of all college work

The GRE is not required if a terminal degree has already been completed.

These items are required no later than thirty days before the first day of classes of the semester in which the applicant plans to enroll.

**CREST Admission Requirements**
To meet CREST Program admission requirements, all applicants are required to submit the following items with their application:

- Resume/CV
- Evidence of graduation from an accredited medical or dental school, or a Ph.D. program in Public Health or other health related discipline e.g., social or behavioral science, or a terminal degree in a health field with relevant experience;
- A statement describing the applicant’s qualifications, including prior experience in clinical research or health care, proposed (general) area of research, career plans, and two letters of reference from individuals knowledgeable about the applicant’s qualifications, abilities, and potential for a successful career in clinical research and academic medicine.

**Graduate Certificate in Clinical Investigation Sciences**

**Major:** CCI  
**Degree:** Graduate Certificate  
**Unit:** Graduate Health (GH)

The Graduate Certificate in Clinical Investigation Sciences includes 15 credit hours of didactic instruction with required courses in epidemiology, biostatistics, the responsible conduct of research, evaluating the health care literature and an elective in behavioral and social science, health economics or health services and outcomes research plus a 1 credit hour research paper. The Certificate Program can be completed in 1 year and is designed for those who want a career in a clinical research setting as well as those who want to upgrade their research skills. Courses taken in the certificate program can be applied toward the M.Sc. degree.

**Schedule of Courses for the Graduate Certificate in Clinical Investigation Sciences**

**Fall I Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHCI 611</td>
<td>Introduction to Clinical Epidemiology</td>
<td>2</td>
</tr>
<tr>
<td>PHCI 621</td>
<td>Fundamentals of Biostatistics</td>
<td>2</td>
</tr>
</tbody>
</table>

**Elective Courses (Select One)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHCI 631</td>
<td>Behavioral and Social Science in Health Care</td>
<td>2</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>PHCI 650</td>
<td>Medical Decision Analysis</td>
<td>2</td>
</tr>
<tr>
<td>PHCI 602</td>
<td>Health Services and Outcomes Research</td>
<td>2</td>
</tr>
<tr>
<td><strong>Spring I Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHCI 622</td>
<td>Design and Analysis of Case Control Studies</td>
<td>2</td>
</tr>
<tr>
<td>PHCI 623</td>
<td>Design and Analysis of Cohort Studies</td>
<td>2</td>
</tr>
<tr>
<td>PHCI 624</td>
<td>Clinical Trials I</td>
<td>2</td>
</tr>
<tr>
<td>PHCI 632</td>
<td>Ethical Conduct of Health Research</td>
<td>2</td>
</tr>
<tr>
<td><strong>Summer I Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHCI 601</td>
<td>Evaluating Health Care Literature</td>
<td>1</td>
</tr>
<tr>
<td>PHCI 699</td>
<td>Mentored Research Paper</td>
<td>1</td>
</tr>
</tbody>
</table>

**Masters of Science: Epidemiology, Clinical Investigation Sciences**

Major: PHCI  
Degree: Master of Science (M.Sc.)  
Unit: Graduate Health (GH)

The 24 hours of required course work provide students with a broad base of knowledge in epidemiologic research methods, biostatistics, bioethics, and the methodologies of health services and outcomes research. Early in their first semester M.Sc. students are required to identify a faculty member who will serve as a mentor. The M.Sc. in Epidemiology-Clinical Science can be completed in two years. However, a three-year option is also available.

**Two Year Master of Science Option**

**Summer I Semester**  
PHCI 501 From Bench to Bedside: Introduction to Clinical Research 1

**Fall I Semester**  
PHCI 611 Introduction to Clinical Epidemiology 2  
PHCI 621 Fundamentals of Biostatistics 2  
PHCI 631 Social and Behavioral Science in Health Care 2  
PHCI 610 New Drug and Device Development 2  
PHCI 699 Mentored Research 2

**Spring I Semester**  
PHCI 622 Design and Analysis of Case-Control Studies 2  
PHCI 623 Design and Analysis of Cohort Studies 2  
PHCI 624 Clinical Trials I 2  
PHCI 632 Ethical Conduct of Health Care Research 2  
PHCI 699 Mentored Research

**Summer II Semester**  
PHCI 601 Evaluating the Health Care Literature 1
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHCI 699</td>
<td>Mentored Research</td>
<td></td>
</tr>
</tbody>
</table>

**Fall II Semester**

- PHCI 625  Clinical Trials II  2
- PHCI 650  Medical Decision Analysis  2
- PHCI 602  Health Services and Outcomes Research  2
- PHCI 699  Mentored Research  2

**Spring II Semester**

- PHCI 699  Mentored Research  2

**Three Year Master of Science Option**

**Fall I Semester**

- PHCI 611  Introduction to Clinical Epidemiology  2
- PHCI 621  Fundamentals of Biostatistics  2
- PHCI 699  Mentored Research  2

**Spring I Semester**

- PHCI 623  Design & Analysis of Cohort Studies  2
- PHCI 622  Design & Analysis of Case Control Studies  2
- OR
- PHCI 624  Clinical Trials I  2
- PHCI 699  Mentored Research  2

**Summer I Semester**

- PHCI 501  From Bench to Bedside: Introduction to Clinical Research  1
- PHCI 699  Mentored Research  1

**Fall II Semester**

- PHCI 610  New Drug and Device Development  2
- PHCI 631  Social and Behavioral Science in Health Care  2
- PHCI 699  Mentored Research  2

**Spring II Semester**

- PHCI 632  Ethical Conduct of Health Care Research  2
- PHCI 624  Clinical Trials I  2
- OR
- PHCI 622  Design & Analysis of Case Control Studies  2
- PHCI 699  Mentored Research  2

**Summer II Semester**

- PHCI 601  Evaluating Health Care Literature  1
- PHCI 699  Mentored Research  1

**Fall III Semester**

- PHCI 625  Clinical Trials II  2
- PHCI 650  Medical Decision Analysis  2
Joint Doctor of Medicine – Master of Science Degree Program

Students admitted to the University of Louisville School of Medicine can pursue a joint M.D.-M.Sc. degree program with only one additional year of study beyond the traditional four-year medical school curriculum. Medical students pursuing the joint M.D.-M.Sc. degree begin the M.Sc. course work after completing one year of clinical training (i.e., the third year of medical school). Joint degree students spend the fall and spring semesters of their fourth year and the summer and fall semesters of their fifth year completing the M.Sc. course work. They complete their professional paper/thesis for the M.Sc. degree and their clinical rotations for the M.D. degree in the spring semester of their fifth year. Graduates of the program can expect to be highly competitive for residency and fellowship positions at prestigious institutions.

M.D.-M.Sc. Option:

M4 Year, Fall/Summer Semester Graduate School
Choice of 3, all 4 weeks, 5 credits each
- In-Patient Medicine (IPM)
- AHEC
- Neurology
- In-Patient Surgery (IPS)
- Ambulatory Care (AR)
- Ambulatory Primary Care (APC)
AND REQUIRED
- Anesthesiology, 2 weeks, 2 credits

M4 Year Fall/Fall Semester Graduate School
PHCI 611  Introduction to Clinical Epidemiology 2
PHCI 621  Fundamentals of Biostatistics 2
PHCI 631  Social and Behavioral Science in Health Care 2
PHCI 610  New Drug and Device Development 2

M4 Year, Spring/Spring Semester Graduate School
Clinical Electives (2-10 credits). Need to take a minimum of 2 credits.
PHCI 622  Design and Analysis of Case Control Studies 2
PHCI 623  Design and Analysis of Cohort Studies 2
PHCI 624  Clinical Trials I 2
PHCI 632  Ethical Conduct of Health Care Research 2

M5 Year, Fall/Summer Semester Graduate School
PHCI 601  Evaluating Health Care Literature 1
PHCI 501  From Bench to Bedside: Introduction to Clinical Research 1
M5 Year, Fall/Fall Semester Graduate School
PHCI 625  Clinical Trials II  2
PHCI 650  Medical Decision Analysis  2
PHCI 602  Health Services and Outcomes Research  2
PHCI 699  Mentored Research (6 credits)*

*The student has the choice of when to take these hours based on what financial assistance they want to receive. Options 1) take all in the fall 2) take all in the spring or 3) split the hours up between semesters. If all hours are taken in the fall the student must register for 1 hour of master’s candidacy in the spring.

M5 Year, Spring/Spring Semester Graduate School
Choice of 3 and remaining electives, all 4 weeks, 5 credits each
- In-Patient Medicine (IPM)
- AHEC
- Neurology
- In-Patient Surgery (IPS)
- Ambulatory Care (AR)
- Ambulatory Primary Care (APC)

M.SC. Courses - See above**

USMLE Step 2 exam must be scheduled no later than block 8 of the M5 year.
The Department of Bioinformatics and Biostatistics

https://www.sphis.louisville.edu/bb_home.cfm
(502) 852-2797

Department Faculty

Chair
Rudolph S. Parrish, Ph.D.

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Associate Professors
Susmita Datta, Ph.D.
L. Jane Goldsmith, Ph.D.
Caryn M. Thompson, Ph.D.

Assistant Professors
Guy Brock, Ph.D.
Maiying Kong, Ph.D.
Steven J. McCabe, M.D., M.Sc.
John A. Myers, Ph.D.
Jae Keun Yoo, Ph.D.

Adjunct Faculty
Larry W. Lewis, Ph.D.

Programs
The Department has programs for the Master of Science in Public Health (MSPH) and doctoral degrees (Ph.D.) in decision science and biostatistics. The Department offers an M.P.H. concentration in biostatistics. The Department prepares graduates for positions in academic settings, pharmaceutical companies, government agencies, and healthcare organizations.

Admission to the Degree Programs of the Department of Bioinformatics and Biostatistics

Students will be required to submit the following to be considered for admissions to the academic degree programs of the Department of Bioinformatics and Biostatistics:

- Graduate application (see www.graduate.louisville.edu)
- $50 non-refundable application fee
- At least two letters of recommendation written within past twelve months (which can be submitted with form at http://graduate.louisville.edu/app/grad-rec.pdf)
• Submission of GRE Quantitative section score to the Graduate School (no minimum score required)
• Submission of all postsecondary transcripts to the Graduate School
• Statement of goals submitted to the Department office (Must include desired academic and degree program)

Master of Science in Public Health (MSPH)

Major: PHST
Degree: MSPH
Unit: Graduate Health (GH)

MSPH Degree Concentration in Biostatistics or Decision Science

Minimum Requirements

36 Total Credit Hours:
• 28 credit hours of coursework
• 2 credit hours of practicum experience
• 6 hours of thesis research (6 hours of coursework may be substituted if student enters the Ph.D. program)

Required Coursework

Course Course Title       Credit Hours
Fall I Semester
PHEP 511 Introduction to Epidemiology     3
PHST 661 Probability       3
PHST 680 Biostatistical Methods I     3

Spring II Semester
PHEH 600 Introduction to Environmental Health   3
PHST 662 Mathematical Statistics     3
PHST 681 Biostatistical Methods II     3

Fall II Semester
PHST 602 Biostatistics – Decision Science Seminar 1
PHST 603 Public Health Practicum I 2

Biostatistics concentration:
PHST 683 Survival Analysis     3
PHST 666 Master’s Thesis Research* or Elective 3

Decision Science concentration:
PHDA 601 Introduction to Medical Decision Analysis 3
PHDA 663** Analysis for Decision Making 3

Spring II Semester

27
PHST 602  Biostatistics – Decision Science Seminar           1
PHST 624  Clinical Trials I ***                              2

**Biostatistics concentration:**
PHST 684  Categorical Data Analysis                        3
PHST 666  Master’s Thesis Research* or Elective            3

**Decision Science concentration:**
PHST 666  Master’s Thesis Research* or Electives            6

*Students may opt not do a thesis if they are admitted to the Ph.D. program, in which case six credit hours of electives must be taken in its place.

**Cross listed as IE 643

***Students planning to take PHST 724 “Advanced Clinical Trials” also should take PHST 726 “Clinical Trials Statistics Laboratory”.

**Doctor of Philosophy (Ph.D.) in Biostatistics – Decision Science**

Major:  PHDA
Degree: Ph.D.
Unit:   Graduate Health (GH)

**Minimum Requirements**

84 Total Credit Hours:
- 36 credit hours required for MSPH
- 24 credit hours of required coursework
- 24 credit hours of dissertation research

**Required Coursework for Concentration in Biostatistics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td><strong>Fall III Semester</strong></td>
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<td></td>
</tr>
<tr>
<td>PHST 710</td>
<td>Advanced Statistical Computing I</td>
<td>3</td>
</tr>
<tr>
<td>PHST 762</td>
<td>Advanced Statistical Inference</td>
<td>3</td>
</tr>
<tr>
<td>PHST 781</td>
<td>Advanced Linear Models</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring III</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHST 724</td>
<td>Advanced Clinical Trials</td>
<td>3</td>
</tr>
<tr>
<td>PHST 782</td>
<td>Generalized Linear Models</td>
<td>3</td>
</tr>
<tr>
<td>PHST 783</td>
<td>Advanced Survival Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses**

In addition to the above required courses, at least 6 credit hours of electives must be taken from the following list and/or from the list of required courses offered in the Decision Science concentration. The student’s Program of Study will specify the courses to be taken.
PHBI 750  Statistical Methods for Bioinformatics       3
PHBI 751  High-throughput Data Analysis              3
PHST 682  Multivariate Analysis                      3
PHST 691  Bayesian Statistics                        3
PHST 711  Advanced Statistical Computing II          3
PHST 725  Design of Experiments                      3
PHST 785  Nonlinear Regression                       3

**Required Coursework for Concentration in Decision Science**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td></td>
<td><strong>Fall III Semester</strong></td>
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<tr>
<td>PHDA 673</td>
<td>Biostatistics-Decision Science Research</td>
<td>3</td>
</tr>
<tr>
<td>PHDA 690</td>
<td>Utility Theory and Assessment</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Spring III</strong></td>
<td></td>
</tr>
<tr>
<td>PHDA 691</td>
<td>Bayesian Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PHDA 701</td>
<td>Advanced Medical Decision Making</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses**

In addition to the above required courses, at least 12 credit hours of electives must be taken. The student’s Program of Study will specify the courses to be taken. (Electives remain the same as previously approved except that all required and elective courses listed above for the Ph.D. concentration in Biostatistics also are included.)

**Research Seminar**

All doctoral students will be required to present in the Biostatistics–Decision Science Seminar (PHST 602) or other approved seminar at least once during at least two semesters. Evaluation will be conducted by an assigned faculty member who will assess whether satisfactory performance was achieved.

**Consulting Rotation**

Students completing the Ph.D. concentration in Biostatistics also will be required to complete a service rotation through the Statistical Consulting Center of the Department of Bioinformatics and Biostatistics. Evaluation will be conducted by an assigned faculty member who will assess whether satisfactory performance was achieved.

**Dissertation**

Dissertation work may be started upon successful completion of Doctoral Qualifying Examinations. Dissertation research may be credited at no more than 9 hours per semester (6 hours during summer semester) as PHDA 777.
Dual Degree Program in Applied and Industrial Mathematics and Biostatistics - Decision Science

Dual degrees in Biostatistics-Decision Science and Applied and Industrial Mathematics are offered by the College of Arts and Sciences and the School of Public Health and Information Sciences. Upon completion of the program, students will receive a Ph.D. in Applied and Industrial Mathematics and an M.S.P.H. in Biostatistics-Decision Science.

Application Procedure

To be admitted to the program, the student is required to apply to and be accepted by both the Department of Mathematics and the Biostatistics-Decision Science Program. A student seeking admission into this program must submit letters to both the Department of Mathematics and the Department of Bioinformatics and Biostatistics stating the intent to take advantage of the dual degree program, and stating whether the student is interested in the Biostatistics or the Decision Science concentration. Students must submit 2 recent letters of recommendation with their letter of intent. Applicants will receive written notification stating whether their admission request has been approved or disapproved.

Degree Requirements

Required Courses

The required courses for the dual degree program consist of all non-overlapping core courses for both the Ph.D. in Applied and Industrial Mathematics and the M.S.P.H. in Biostatistics-Decision Science, as well as the requirements for either the Decision Science or Biostatistics concentration within the Biostatistics-Decision Science program.

Core course requirements for the Ph.D. in Applied and Industrial Mathematics (24 semester hours)

Two sequences, each of six (6) semester hours, chosen from

- Algebra - Mathematics 621 and 622
- Combinatorics - Mathematics 681 and 682
- Real Analysis - Mathematics 601 and 602

Two sequences, each of six (6) semester hours, chosen from

- Mathematical Modeling - Mathematics 635 and 636
- Applied Statistics - Mathematics 665 and 667
- Probability and Mathematical Statistics - Mathematics 660 and 662

Courses taken in requirement of the mathematics component of the dual degree program can be used to satisfy the 6 to 9 semester hours of electives required for the M.S.P.H. in Biostatistics-Decision Science.

Core course requirements derived from the M.S.P.H. in Biostatistics-Decision Science (12 to 18 semester hours)
The following courses are required for both tracks.
- Introduction to Public Health and Epidemiology - PHEP 511 (3 semester hours)
- Social and Behavioral Sciences in Health Care - PHCI 631 (2 semester hours)
- Introduction to Environmental Health
- Health Economics
- Biostatistics-Decision Science Seminar - PHDA 602 (4 semester hours)
- Probability and Mathematical Statistics - PHST 661 and 662 (6 semester hours)*

* This requirement is waived if the student takes the Mathematics 660, 662 sequence listed above.

Requirements from one of the two possible concentrations for the M.S.P.H. in Biostatistics-Decision Science. (5 to 6 semester hours)

Biostatistics Concentration Requirements:
- Biostatistical Methods I and II - PHDA 680 and 681 (6 semester hours)

Decision Science Concentration Requirements:
- Ethical Issues in Decision Making - PHDA 605 (2 semester hours)
- Decision Analysis - PHDA 663 (3 semester hours)

Courses taken to satisfy the Biostatistics-Decision Science component of the dual degree program can be applied to the 18 semester hours of electives which are required for the Ph.D. in Applied and Industrial Mathematics.

**Combined Industrial Internship, Practicum and Masters Thesis (6-8 semester hours)**
The Industrial Internship required by the Department of Mathematics, and the Public Health Practicum and Masters thesis required for the M.S.P.H. can be satisfied by a single internship and technical report which simultaneously satisfies the requirements for both degrees. Specifically, the internship must both focus on public health so that it satisfies the Public Health Practicum (PHDA 603), and contain advanced mathematical content, so that it satisfies the Ph.D.-level Industrial Internship (Math 694). Likewise, the technical report must meet two requirements: it must satisfy the requirements for a Master’s thesis for the M.S.P.H. degree (PHDA 666) and it must be written at an advanced mathematical level expected for the Ph.D.-level Industrial Internship. The six (6) to eight (8) semester hours of the internship will be divided evenly between the Department of Mathematics and the Biostatistics-Decision Science Program.

**Dissertation and Qualifying Examinations**
In order for the student to fulfill the Ph.D. requirements, the student must satisfy both the qualifying examination and dissertation requirements for the Ph.D. in Applied and Industrial Mathematics. Failure to complete these requirements will not jeopardize the M.S.P.H. degree, if all its requirements have been satisfactorily completed.

**Special Considerations**
- Students who have already completed a Master’s degree in the Department of Mathematics
- Credit requirements

To preserve the spirit of a dual degree, such students need to complete 36 semester hours of courses as required for the MSPH in Biostatistics-Decision Science. Six (6) semester hours from the previous Master’s degree coursework can be applied to this requirement. The remaining semester hours must be chosen from the list of not covered by core courses approved electives for the Department of Bioinformatics and Biostatistics, with preference given to courses in the Departments of Mathematics and Bioinformatics and Biostatistics. Combined Industrial Internship, Practicum and Masters Thesis This cannot be replaced by a previous Master’s thesis. This requirement must be satisfied as previously described, meeting the specifications of both departments.
The Department of Environmental and Occupational Health Sciences

https://www.sphis.louisville.edu/eohs_home.cfm
(502) 852-3290

Department Faculty

Chair
David J. Tollerud, M.D., M.P.H.

Professors
David J. Tollerud, M.D., M.P.H.
Robert R. Jacobs, Ph.D.

Assistant Professors
Irma N. Ramos, M.D.
Qunwei Zhang, M.D., M.P.H., Ph.D.

Programs

The Department of Environmental and Occupational Health Sciences focuses on research, education, and service in the prevention of adverse health effects related to environmental and occupational exposures. Activities center around three major areas: health effects of air pollution; environmental health for susceptible populations, especially children, the elderly, and asthmatics; and prevention of workplace injuries and illness. The Department partners with local, state, national, and international agencies and universities in addressing these areas and in developing the resources to carry out this work. Community outreach and environmental education, particularly to African American and Hispanic communities, is an important and growing focus of departmental activities which includes collaboration with other community and state agencies.

Ongoing funded projects include health effects of occupational exposures among workers at the Department of Energy facility in Paducah, Kentucky in collaboration with the University of Kentucky, University of Cincinnati, and University of Cincinnati Children’s Medical Center; and environmental risk factors for Progressive Supranuclear Palsy (PSP). The Department’s research laboratory is exploring toxic effects of metal nanoparticles and the direct effect of ultrafine particles on vascular endothelial cells.

Newly developing collaborations will focus on the application of sophisticated biomonitoring equipment and principles of exercise physiology and ergonomics to prevent workplace injuries, a center for environmental genomics and integrative biology, high school career development programs on environment health, school absenteeism due to asthma, and the role of the environment on the fetal basis of adult disease.
The Department of Epidemiology and Population Health

https://www.sphis.louisville.edu/ecis_home.cfm  
(502) 852-3003

Department Faculty

Chair  
Richard N. Baumgartner, Ph.D.

Professors  
Carlton Hornung, Ph.D., MPH

Associate Professors  
Kathy Baumgartner, Ph.D.

Assistant Professors  
Frank Groves, M.D.  
Susan B. Muldoon, Ph.D., M.P.H.  
Chenxi Wang, M.D., M.Sc., Ph.D.

Adjunct/Associate/Gratis  
Timothy E. Aldrich, M.P.H., Ph.D.  
Terry Altpeter (Gratis)  
LeRoy Allen Furr, Ph.D.  
Jennifer L. Gregg, Ph.D.  
Carol L. Hanchette, Ph.D.  
Joy Hart, Ph.D.  
Kraig Humbaugh, Ph.D. (Gratis)  
Susan E. Kelly, Ph.D.  
Damian A. Laber, M.D.  
T. Howard Stone, J.D., LLM  
Jamie L. Studts, Ph.D.  
Ann Swank, Ph.D.  
Cathy R. Whalen, Pharm.D. (Gratis)

Mission Statement
Epidemiology and Population Health is directed at identifying the determinants of health, disease, disability and death in populations for the purposes of promotion, control and prevention. Thus, it is a core discipline for Public Health that provides much of the information necessary for the development, implementation and evaluation of public health intervention, policy and law. Modern Epidemiology is a transdisciplinary science, and epidemiologists regularly integrate new knowledge on disease biology and mechanisms with environmental and behavioral science and complex statistical methods in population-based studies designed to illuminate disease etiology and test preventive interventions. They also often play a significant role in designing clinical trials to test new treatments to ameliorate disease or improve prognosis.

The Mission of the Department of Epidemiology and Population Health is:

- To provide the highest possible quality education and training in the philosophy, principles and practice of modern epidemiology
- To promote interdisciplinary teaching and health research within the School of Public Health and Information Sciences and across the University
- To conduct innovative, interdisciplinary research on the causes and consequences of disease in populations using state-of-the-art methods
- To conduct research that translates findings from "the bench" to "the community" and from the "the community" to the "bedside"
- To help build epidemiologic capacity and infrastructure at local, state and federal levels and to become recognized as a major provider of education, research, and service throughout the region.

Overview of Programs

The Department of Epidemiology and Population Health currently offers an MPH concentration in Epidemiology and MS Degree in Epidemiology and PhD degrees in Epidemiology and Health Services and Outcomes Research. The MPH concentration in Epidemiology prepares students for a career in public health practice as a local, state or federal field epidemiologist. The MS/PhD track in Epidemiology is designed for students wishing to pursue a career in academic research and teaching and provides intensive training in the philosophy, materials and methods of epidemiology with emphasis on risk factors and disease etiology. The PhD track in Health Services and Outcomes Research emphasizes broader training in health services organization, clinical epidemiology and outcomes research, and prepares students to conduct studies that assess the effectiveness and efficacy of alternative health service delivery systems or treatment modalities on health status, survival, and quality of life in patient populations.

Basic Admission Requirements

Applicants must complete all forms for admission to the University of Louisville Graduate School and must meet the Graduate School’s requirements for admission. The minimum required documentation for full admission must include:

- For applicant with degree from accredited US institution:
  - Official transcripts
  - Official GRE score
NOTE: Program may substitute other recognized test(s) in place of the GRE (e.g., MCAT, LSAT, etc.)

- Two (2) letters of recommendation

- For applicant with degree not from accredited US institution:
  - Official transcripts
  - Official GRE score
  - Two (2) letters of recommendation
  - Official TOEFL score
  - Foreign credential evaluation

**Additional Admissions Requirements**

**MS Degree Program**

In addition to the above graduate school requirements, all applicants to the MS degree program in Epidemiology are required to submit the following items with their application:

- Resume/CV
- A personal statement describing the applicant’s qualifications, including prior experience, proposed (general) area of research, and career plans.
- Two letters of reference from individuals knowledgeable about the applicant’s qualifications, abilities, and potential for a successful career in Epidemiology and academic medicine.
- GPA > 3.0 on a 4.0 scale
- GRE scores taken within the past 5 years (official from ETS). Scores > 50th percentiles on both the Quantitative and Verbal sections are recommended.
- TOEFL > 60th percentile

**Eligibility for the MS Program**

A prior BA/BS or more advanced degree, in an appropriate field of study, from a regionally accredited university or college is required for entry into the MS Program in Epidemiology. Previous coursework in statistics and biological or health sciences (for example, biology, biochemistry, anatomy, physiology, microbiology) is strongly preferred.

**PhD Degree Program**

**Minimum Requirements**

In addition to the above graduate school requirements, all applicants interested in the PhD program are required to submit the following items with their application:

- Resume/CV
- A personal statement describing the applicant’s qualifications, including prior experience, proposed (general) area of research, and career plans.
- Two letters of reference from individuals knowledgeable about the applicant’s qualifications, abilities, and potential for a successful career in Epidemiology and academic medicine.
- GPA > 3.0 on 4.0 scale
• GREs with the last 5 years (official from ETS) are required: applicants with a prior doctoral degree in a related field may request a waiver. Scores > 50th percentile on Quantitative and Verbals sections are strongly recommended.
• TOEFL > 60th percentile

Eligibility for the PhD Program
Applicants should have a strong background in biological sciences and mathematics. A prior MA/MS, or more advanced degree, in an appropriate field of study, from a regionally accredited university or college is required for entry into the PhD Program. The MS in Epidemiology is the preferred degree for the PhD track in Epidemiology. Students with other Master’s degrees, including the MPH-concentration in Epidemiology, may be provisionally accepted but required to complete additional coursework as advanced coursework in biostatistics is strongly preferred for the PhD track in Epidemiology.

Application Deadline
The deadline for early admissions is April 30; however, the program will receive applications until the incoming class selection has been filled.

All documentation should be sent directly to the University of Louisville Graduate School, 105 Houchens Building, Louisville, KY 40292 (502) 852-3101

Masters of Science (MS) in Epidemiology: Standard Curriculum
In contrast to the MPH-concentration in Epidemiology, the MS in Epidemiology is explicitly designed to prepare students for a career in research, not public health practice, and is the preferred entry degree for the PhD Track in Epidemiology.

Program of Study
Upon admission to the MS program, each student will be assigned a faculty advisor who will work with the student to develop a Program of Study that will identify required and optional coursework.

Competencies
To graduate, students in the MS program in Epidemiology must demonstrate the following competencies:
• Mastery of the principles of epidemiologic, observational study design, including:
  ° The merits and limitations of cross-sectional, retrospective and prospective designs
  ° Methods of disease surveillance and case ascertainment
  ° Methods of population-based sampling
  ° Sample size and statistical power calculation
  ° Issues in the measurement of exposure and disease transmission
  ° Identification and correct interpretation of potential biases in study design
• Knowledge of the socioeconomic and geographic distribution, risk factors, and etiology of major acute, infectious and chronic morbidity and mortality.
• Mastery of basic methods of analysis of epidemiologic data, including:
  ° Measures of disease frequency, prevalence and incidence
°Methods for adjusting rates for age, gender, etc.
°Measures of association, odds ratio, relative risk
°Control of confounding and effect modification through stratification and statistical control
°Modeling in multiple logistic regression
°Principles of survival analysis
°Correct interpretation of results with regard to issues of error, bias and criteria for causality

Minimum Requirements
36 Total Credit Hours including
  6 credit hours in Biostatistics
  3 to 6 credit hours in another Public Health discipline
  6 credit hours of thesis research

Thesis Requirement
The MS thesis will be an original, professional quality, potentially publishable paper on one or more of the following:
  • a critical review of the contemporary epidemiologic literature on a specific disease, risk factor, or health related condition
  • a meta-analysis of results from several epidemiologic studies of a specific disease
  • a research report on analysis of collected data
  • an evaluation of epidemiologic statistical methodology

Schedule of Courses

Year 1 – Fall Semester
PHEP 602 Epidemiologic Methods (3)
PHEP 619 Biology of Disease in Populations (3)
*PHST xxx (3)

Year 1 – Spring Semester
PHEP 618 Epidemiologic Methods II (3)
PHEP 604 Epidemiology of Acute and Infectious Diseases (3)
PHST XXX (3)

Year 2 – Fall Semester
PHEP 607 Epidemiology of Cancer (3)
PHEP 609 Epidemiology of Chronic Diseases (3)
**PHxx elective (3)

Year 2 – Spring Semester
PHxx elective OR
PHEP 650 Advanced Topics in Epidemiology (3)
PHEP 666 Thesis Research (6)

* To be determined by negotiation with Dept. Bioinformatics/Biostatistics
To be selected from course offerings of another SPHIS department

*List of Acceptable Biostatistics (PHST) Courses

PHST 624 Clinical Trials I  
PHST 650 Advanced Topics in Biostatistics  
PHST 680 Biostatistical Methods I  
PHST 681 Biostatistical Methods II  
PHST 661 Probability  
PHST 662 Mathematical Statistics  
PHST 683 Survival Analysis  
PHST 684 Categorical Data Analysis  
PHST 682 Multivariate Analysis

**List of Acceptable Elective Courses in Public Health Sciences (PHxx)

PHEP 606 Genetic and Molecular Epidemiology  
PHEP 611 Nutritional Epidemiology  
PHEP 612 Epidemiology and Bioterrorism  
PHEP 613 Epidemiology of Aging  
PHEP 615 Epidemiology of Maternal/Child Health  
PHCI 671 Preventive Medicine I  
PHCI 672 Preventive Medicine II  
PHCI 605 Survey Research Methods  
PHCI 611 Introduction to Clinical Epidemiology  
PHEH 650 Advanced Topics in Environmental and Occupational Health  
PHKC 650 Advanced Topics in Health Knowledge and Cognitive Sciences  
PHMS 650 Advanced Topics in Health Management and Systems Science

Additional courses may be added pending their development by other departments in the School of Public Health and Information Sciences

** PHD Program Tracks in Epidemiology and Health Services & Outcomes Research: Standard Curricula

Program of Study  
Upon admission to the PhD program, each student will be assigned a faculty advisor who will work with the student to develop a Program of Study that will identify the track, Epidemiology or Health Services and Outcomes Research, and associated required and optional coursework.

Qualifying Exams  
Students will be eligible to sit for the Doctoral Qualifying Examination after completion of two semesters of required coursework. Successful completion of the exam will admit the student to doctoral candidacy. Students who do not successfully complete the exam may be required to take additional or remedial coursework and will be allowed one opportunity to retake the exam.
**Dissertation**

Dissertation work is generally started upon successful completion of the Doctoral Qualifying Exam. Exceptions may be granted upon appeal to the department faculty. Dissertation research may be credited at no more than 9 hours per semester as PHEP 777.

**PhD Track in Epidemiology**

**Competencies**

To graduate, students in the PhD program must demonstrate the following competencies:

- In depth knowledge of the history and philosophy of epidemiology
- Mastery of experimental and observational study designs and the ability to identify optimal designs for specific hypotheses
- Ability to develop and apply
  - Questionnaires
  - Biomarkers for health status, exposure and susceptibility
- Mastery of multivariate analytic methods for evaluating risk and prognosis
- Ability to critically evaluate the published epidemiologic research
- Expertise in one or more epidemiologic specialty such as nutritional, molecular, genetic, cancer, or chronic disease epidemiology
- Practical knowledge of issues in research management including:
  - Formation and leadership of multidisciplinary teams
  - Staffing, budgeting, tracking
  - Subject recruitment and retention
  - Data quality control and data safety management
  - Funding mechanisms and grantsmanship
  - Research ethics and regulations
- Professional quality peer-review, oral and poster presentation, report, grant, and manuscript writing
- Mentoring of junior-peers

**Minimum Requirements**

84 Total Credit Hours

36 credit hours required for MS or equivalent from an accepted program

39 credit hours of required coursework including:

- 9 credit hours of required seminars
- 6 credit hours in minor area of concentration
- 9 credit hours of dissertation research

**Schedule of Courses**

**Year 3 – Fall Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHEP 701</td>
<td>Advanced Epidemiologic Methods (3)</td>
</tr>
<tr>
<td>PHEP 702</td>
<td>Epidemiologic Research Management (3)</td>
</tr>
<tr>
<td>PHEP 613</td>
<td>Epidemiology of Aging (3)</td>
</tr>
<tr>
<td>Minor Elective</td>
<td>(3)</td>
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</tbody>
</table>
Year 3 – Spring Semester
PHEP 611 Nutritional Epidemiology (3)
PHEP 615 Epidemiology of Maternal/Child Health (3)
PHEP 750 Seminars in Epidemiology (3)
Minor Elective*(3)

Qualifying Exam

Year 4 – Summer Semester
PHEP 777 Dissertation Research (optional) (3)

Year 4 – Fall Semester
PHEP 606 Molecular/Genetic Epidemiology (3)
PHEP 612 Epidemiology and Bioterrorism (3)
PHEP 750 Seminars in Epidemiology (3)
PHEP 777 Dissertation (3)

Year 4 – Spring Semester
PHEP 750 Seminars in Epidemiology (3)
PHEP 777 Dissertation (9)

Seminars in Epidemiology
Students in the PhD concentration in Epidemiology will be required to complete at least 9 credit hours of PHEP 750 Seminars in Epidemiology. This group course will be jointly taught by the faculty of the department and designed to provide a collegial experience that provides an opportunity to integrate learning from other courses, discuss hot topics, brainstorm about research ideas, and acquire professional skills in scientific manuscript and grant writing, oral and poster presentations, grantsmanship and peer-review.

Minor Requirement
As a part of their approved Program of Study, students will be required to complete 6 hours of coursework in a minor field of concentration. Areas directly relevant to the science of epidemiology are preferred including, but not limited to, biostatistics, bioinformatics, medical geography, molecular or population genetics, environmental health, toxicology, microbiology, health services research, outcomes research, health knowledge and behavior. These courses may be selected from ones offered within the School of Public Health and Information Science, other departments within the University, or from sources outside the University with permission and acceptance of credit by the Graduate School.

*List of Acceptable Courses for PhD Minor Elective

PHST 624 Clinical Trials I
PHST 650 Advanced Topics in Biostatistics
PHST 680 Biostatistical Methods I
PHST 681 Biostatistical Methods II
PHST 661 Probability
PHST 662 Mathematical Statistics
Students may petition to take courses not on this list with approval of the instructor and the Chair of the Department of Epidemiology and Clinical Investigation Science. All students must provide a written rationale for their choice of minor coursework in a Program of Study.

**PhD in Health Services and Outcomes Research**

**Competencies**

To graduate, students in the PhD program must demonstrate the following competencies:
• In depth knowledge of the history and philosophy of health services & outcomes research
• Mastery of experimental and observational study designs and the ability to identify optimal designs for specific hypotheses
• Ability to develop and apply
  °Methods for evaluating health care systems
  °Methods for assessing population and individual health status, including questionnaires for quality of life, disability and other disease outcomes
  °Biomarkers for disease progression, prognosis, survival
• Competency with statistical analytic methods used in health services & outcomes research
• Ability to critically evaluate the published research
• Expertise in one or more specialty such as health services research, outcomes research, clinical epidemiology, or clinical trials
• Practical knowledge of issues in research management including:
  °Formation and leadership of multidisciplinary teams
  °Staffing, budgeting, tracking
  °Subject recruitment and retention
  °Data quality control and data safety management
  °Funding mechanisms and grantsmanship
  °Research ethics and regulations
• Professional quality peer-review, oral and poster presentation, report, grant, and manuscript writing
• Mentoring of junior-peers

Minimum Requirements
42 Total Credit Hours beyond the Master’s degree
  32 credit hours of coursework including
    18 hours of required courses
    14 hours of electives
  10 credit hours of dissertation research

Schedule of Courses

Fall I Semester

PHCI 603    Program Evaluation (2)
HADM 620    Introduction to the Business of Health Care Systems (3)
PHCI 671    Preventive Medicine I: Community Health (2)
Electives* (5)

Spring I Semester

PHCI 604    Quality Assessment in Health Care (2)
PHCI 605    Survey Research Methods (2)
PHCI 672    Preventive Medicine II: Individual Health Assessment and Risk Factor Modification (2)
Select 1 of the following:
  • PHCI 613 – Epidemiology of Cancer (1)
- PHCI 612 – Epidemiology of Cardiovascular Disease (1)
- PHCI 614 – Epidemiology of Infectious Diseases (1)

Electives* (3)

**Summer II Semester**
PHCI 799   Dissertation Research (optional) (6)

**Fall II Semester**
Select 2 of the following:
- PHCI 642 – Programs and Research in Maternal and Child Health (1)
- PHCI 643 – Programs and Research in Adult Health (1)
- PHCI 644 – Programs and Research in Geriatric Health (1)
- PHCI 645 – Programs and Research in Women’s Health (1)
- PHCI 646 – Programs and Research in Minority Health (1)
- PHCI 647 – Programs and Research in Urban Health (1)

Electives* (6)

PHCI 799   Dissertation Research (2)

**Spring II Semester**
Select 2 of the following:
- PHCI 642 – Programs and Research in Maternal and Child Health (1)
- PHCI 643 – Programs and Research in Adult Health (1)
- PHCI 644 – Programs and Research in Geriatric Health (1)
- PHCI 645 – Programs and Research in Women’s Health (1)
- PHCI 646 – Programs and Research in Minority Health (1)
- PHCI 647 – Programs and Research in Urban Health (1)

PHCI 799   Dissertation Research (8)

* Elective courses may be taken from either the PHCI or PHEP series of courses, based on the student’s Program of Study. Electives may also be selected from the recommended list for the PhD track in Epidemiology with approval of the instructor, student’s advisor, and department Chair.
The Department of Health Knowledge and Cognitive Sciences

https://www.sphis.louisville.edu/hkcs_home.cfm
(502) 852-2491

Department Faculty

Chair
Richard Wilson, D.H.Sc., M.P.H.

Professors
Ronald M. Atlas, Ph.D.
Richard D. Clover, M.D.
William P. McKinney, M.D.

Assistant Professor
Ruth Carrico, Ph.D.
Muriel Harris, Ph.D., M.P.H.
A. Scott LaJoie, Ph.D., M.S.P.H.
Peter L. Walton, M.D.

Programs
The Department of Health Knowledge and Cognitive Sciences represents a unique and innovative approach to key aspects of health information sciences, including health informatics. The Department’s research focus is on health information utilization by and effects on individuals, including traditional and automated techniques in such areas as semantics and vocabularies, information access and integration, risk communication, and decision-making. Partnerships exist or are being formed with local healthcare organizations, other departments and schools in the University, and government and commercial entities.
The Department of Health Management and Systems Sciences

https://www.sphis.louisville.edu/hmss_home.cfm
(502) 852-2491

Department Faculty

Chair
Robert J. Esterhay, M.D.

Professors
Stanley A. Gall, M.D.
Rob P. Steiner, M.D., M.P.H., Ph.D.
Larry I. Palmer, LLB (Associate/Joint Appointment)

Associate Professors
Robert Slaton, Ed.D.
Adewale Troutman, M.D., M.P.H.

Assistant Professors
Raymond E. Austin, Ph.D.
Barry Wainscott, M.D., M.P.H.

The Department of Health Management and Systems Sciences focuses on health systems structures, properties, and behaviors, including effects of and on people and organizations and methods for implementing change.

Interest areas include health information management, health services research, health economics, health regulations and policies, and the structure and dynamics of networks related to information management and systems.

The Department is collaborating with other groups in the University, Louisville Metro Health Department, Kentucky Department for Public Health, Kentucky Cabinet for Health and Family Services, as well as state and local healthcare organizations.

The Department is participating with the Department of Health Knowledge and Cognitive Sciences in courses in health informatics.
Course Descriptions

Department of Biostatistics and Bioinformatics (PHBI/PHDA/PHST)

PHBI 750 Statistics for Bioinformatics
Development of high throughput technologies has changed the face of biological sciences. The high dimensional complicated data generated from DNA sequences, amino acid sequences, genetic maps and polymorphic marker data etc. help to unravel the mysteries of many biological processes. However, sophisticated statistical methods and computational tools are needed to analyze these data. This course will introduce basics of genetics and introduction of such data, knowledge of statistical inference and probability, Introduction to stochastic processes, Analysis of DNA and protein sequences, Hidden Markov models, Evolutionary models etc. This course is developed for individuals interested in pursuing research in computational biology, genomics and bioinformatics. Students are expected to be familiar with some elementary statistics and probability concepts.

PHBI 751 High throughput data analysis
High-throughput technology has changed the dimension of biotechnology. The array of high-speed, highly automated biotechnical equipment DNA sequencers, microarray (DNA, Protein), proteomic analyzers (mass spectrometers) and cell sorters are all designed to capture and process vast amounts of biological data at high speeds. We will briefly discuss some of these technologies. Secondly, this course will concentrate with the process of microarray data mining (analysis) from beginning to end. In particular, this course will provide the researchers and practitioners guidelines to use appropriate statistical methodology for experimental design, image processing, normalization, identifying differentially expressed genes, clustering and classification techniques etc. Introduction to S-PLUS/R library for the data analysis will also be attempted.

PHDA 601 Introduction to Medical Decision Analysis
Introduction to decision analysis in health care. Students will learn the principles and application of decision analysis and to use decision analysis software. Topics: identification of problems suitable for decision analysis, utility theory and measurement, importance and estimation of probability, creation/analysis of decision trees including sensitivity analysis, advanced methods of decision modeling, and illustration and presentation of results.

PHDA 603 Biostatistics-Decision Science Public Health Practicum I
A student is assigned to a health care agency and works with the staff of that agency on a policy issue facing that agency.

PHDA 604 Biostatistics-Decision Science Public Health Practicum II
A study is assigned to a health care agency and works with the staff of that agency on a policy issue facing that agency.

PHDA 605 Ethics and Bioethical Decision Making
A study of ethical issues in contemporary bioethics. Ethical dilemmas in medical science will be analyzed for the philosophical assumptions, interplay of facts and values, the role
of rules and principles, and the contextual factors involved. Such topics as abortion, elective death, genetic engineering, organ transplants, and health care reform will be explored.

**PHDA 606 Health, Law & Policy**
Introduce students to the broad legal and policy context of health care, with diverse topical areas that are useful for demonstrating the broad range of legal and policy responses.

**PHDA 663 Decision Analysis**
This course teaches methods for making decisions in complex situations especially those involving conflicting values, uncertainty, or risk. Thinking from the early foundations in economics through current methods is covered. Included are methods of value or utility elicitation and probability assessment. Analysis methods covered include decision trees, conjoint measurement, and multiattribute utility theory. Also covered are findings from psychology on cognitive errors, which are common in decision making.

**PHDA 666 Master’s Thesis Research**
Mentored research; Thesis Preparation.

**PHDA 673 Biostatistics-Decision Science Research**
A doctoral student rotates through at least two research projects of the Biostatistics-Decision Science Program faculty, conducting research and learning the details of the design, implementation, and analysis of the project. PHDA 673 must be taken initially during the first year of residence in the doctoral program. PHDA 673 may be repeated once, focusing on one research project of the Program Faculty, with the consent of the Graduate Studies Director or the student’s major professor.

**PHDA 690 Utility Theory and Assessment**
A seminar course to study the theory, assessment, and use of utility in health care measurement and research.

**PHDA 701 Advanced Medical Decision Making**
A course to study advanced features of Medical Decision Making including theory, applications, model building, and analysis in health care research.

**PHDA 777 Dissertation Research**
The Ph.D. student may take a total of up to 24 hours credit for the planning, data collection, analysis, and writing of the research project that results in the doctoral dissertation. PHDA 777 must be taken under the direction of the student’s major professor. Dissertation research hours are seen as a major component of the doctoral program.

**PHST 600 Introduction to Biostatistics for Public Health**
An introduction to descriptive and inferential statistics including descriptive methods and graphing, binomial and Gaussian probability theory, estimation, confidence intervals, hypothesis testing, correlation, and regression. One-, two- and multi-group parametric and nonparametric methods will be introduced. Sampling distributions covered include the Z, t, F, and Chi-squared distributions. Multivariate methods will be introduced.
PHST 602 Biostatistics-Decision Science Seminar
Students are given an evaluation protocol for each semester and must turn in a written evaluation of the presentation. The protocols will vary according to the presentation topic, but each will focus on a critical component of research design or analysis.

PHST 610 Statistical Computing and Data Management for Public Health
This course addresses data processing, data management and statistical computing tools utilized most often in the field of public health. Additionally, this course will allow the public health student to master skills in preparing and analyzing public health research data through the use of software packages such as Excel, EPI DATA and SPSS. Emphasis will be on storing and manipulating research data, along with elementary and moderate level data analyses.

PHST 620 Introduction to Statistical Computing
This course addresses fundamentals of statistical computing with special emphasis on software tools employed most often in biostatistics. This course will develop essential skills associated with the preparation and statistical analysis of research data through the use of statistical software packages, such as SAS, SPSS and other software. Emphasis will be on research data management, implementation and interpretation of basic statistical procedures, and documentation of coding and other work.

PHST 630 Applied Statistical Methods
Topics will include linear and multiple regression, analysis of variance, analysis of covariance, logistic regression, survival analysis using Cox regression, and repeated measures. These will be addressed from an applications standpoint, without derivations or other theoretical development. Emphasis will be placed on appropriate use of the different models and interpretation of parameter estimates, etc. Students completing this course will develop the ability to apply statistical methods as implemented in commonly used statistical software and facilitate communication between health sciences researchers and statisticians with regard to interpretation of data analyses and research findings.

PHST 640 Statistical Methods for Research Design in Human Studies
Statistical methods for clinical research and interpretation of the literature. Course includes basic features of design and analysis of clinical research studies looking at cause and effect relationships, surveys, case control studies, cohort studies, and randomized controlled trials. Topics include sampling, sample size calculations, matching, confounding, and methods for analysis of simple and complex studies.

PHST 650 Advanced Topics in Biostatistics
A treatment of one or more topics in advanced biostatistics not usually covered in a regularly offered course. May be repeated under different subtitles.

PHST 660 Mathematical Tools
This course focuses on the basic techniques of analytic geometry, differential and integral calculus, and matrix algebra; topics include limits, the chain rule, higher-order derivatives, partial derivatives, integration by parts, improper integrals, multiple integrals, sequences and series, vector and matrix arithmetic, and eigenvalues.
PHST 661 Probability
This course in introductory probability theory; includes probability spaces, random variables, probability distributions, moments, moment generating functions, mathematical expectation, joint distribution, transformations of random variables, sampling distributions.

PHST 662 Mathematical Statistics
This course in introductory statistical theory; includes limiting distributions, central limit theorem, point estimation, maximum likelihood estimation, least squares, sufficiency and completeness, confidence intervals, Bayesian estimation, Neyman-Pearson theory of hypothesis testing, statistical power, uniformly most powerful tests, likelihood ratio tests, non-central distributions, advanced topics as time permits.

PHST 671 Special Topics in Biostatistics and Decision Science
A treatment of one or more topics in advanced Biostatistics and/or Decision Science not usually covered in a regularly offered course. May be repeated under different subtitles.

PHST 675 Independent Study in Biostatistics
Advanced study conducted under the direction of a faculty member. May be repeated under different subtitles.

PHST 679 Practicum Experience: Biostatistics and Bioinformatics
As a central experience and requirement for the Master of Public Health degree in the School of Public Health and Information Sciences, students must complete a 6 credit hour course—260-contact-hour project—in an external health/health-related setting. This practicum experience, including a final paper or written report and oral presentation, constitutes the final examination. A site for each practicum project may be selected by the student or by one of the School’s departments. Practicum sites will be selected based upon student’s major.

PHST 680 Biostatistical Methods I
A mathematically sophisticated presentation of principles and methods of: exploratory data analysis; statistical graphics; point estimation; interval estimation; hypothesis testing of means, proportions and counts; chi square analysis; rate ratio; and Mantel- Haensel analysis. Matrix algebra is required. Data sets will be analyzed using statistical computer packages; examples will be drawn from the biomedical and public health literature. Emphasis will be placed on methods and models most useful in clinical research.

PHST 681 Biostatistical Methods II
A mathematically sophisticated introduction to: general linear models; regression; correlation; analysis of covariance; one and two-way analysis of variance; and multiple comparisons. Matrix algebra is required. Data sets will be analyzed using statistical computer packages; examples will be drawn from the biomedical and public health literature. Emphasis will be placed on methods and models most useful in clinical research.

PHST 682 Multivariate Statistical Analysis
Focuses on the multivariate statistical methods; topics include the multivariate normal distribution, inference for mean vectors; inference for covariance and correlation matrices, analysis of covariance structure, analysis of serial measurements, factor analysis, and discriminant analysis. Instruction will also be given in the proper use of software to carry out these analyses. Emphasis will be placed on methods and models most useful in clinical research.

**PHST 683 Survival Analysis**
Focuses on statistical methods for analyzing survival data, including both parametric and nonparametric methods. Topics include life-table analysis, proportional hazard models, log-rank tests, parametric survival distributions, graphical methods, and goodness-of-fit tests. Emphasis will be placed on methods and models most useful in clinical research.

**PHST 684 Categorical Data Analysis**
Focuses on statistical methods for analyzing survival data, including both parametric and nonparametric methods. Topics include life-table analysis, proportional hazard models, log-rank tests, parametric survival distributions, graphical methods, and goodness-of-fit tests. Emphasis will be placed on methods and models most useful in clinical research.

**PHST 691 Bayesian Inference and Decision**
Focus on the use of Bayesian probability and statistics in both scientific inference and formal decision analysis. The frequency and subjective interpretations of probability are explored, as well as probability and decision making.

**PHST 697 Integrating Learning and Experience in Public Health**
The course is independent study for bringing together the student’s studies and real-world activities in public health into a culminating experience. The student will integrate what he or she has learned in the classroom, in presentations, in informal discussions, in the practicum, and elsewhere into a paper, a poster, and a presentation. These will represent the student’s practicum experience and results within the context of the concepts and techniques acquired by the student from participation in the MPH program.

**PHST 710 Advanced Statistical Computing I**
This course will cover modern/classical statistical/biostatistical methods like smoothing techniques and data summaries, linear models, generalized linear models, modern nonlinear regression techniques, multivariate statistics using S-PLUS/R and SAS. Several real data examples will be analyzed following the 4th Edition of the book titled "Modern Applied Statistics with S" by Venables and Ripley.

**PHST 711 Advanced Statistical Computing II**
The course covers advanced topics in statistical computing, with an emphasis on biostatistical applications. Topics include matrix factorization methods, numerical optimization, the EM algorithm, random number generation, Monte Carlo techniques, simulation, randomization and resampling methods, bootstrapping, and recursive partitioning. Computer programming will be conducted using MATLAB, R, and SAS IML.

**PHST 724 Advanced Clinical Trials**
Advanced statistical methods for design and analysis of clinical trials. Content includes analysis of complex clinical trial designs, including post-stratification, cross-over, and phases I, II, and III clinical trials. Sample size calculations will be covered. Interim analysis methods and sample size re-estimation methods will be developed.

**PHST 725 Design of Experiments**
The course introduces experimental design principles and covers specific designs in detail. Topics include the completely randomized design, the randomized complete block design, cross-over designs, nested and hierarchical designs, factorial treatment arrangements, incomplete block designs, response surface methodology, and optimal designs. Concepts will be illustrated using examples from the health sciences.

**PHST 726 Clinical Trials Statistics Laboratory**
Statistical methods laboratory to accompany PHCI 624: Clinical Trials I, a.k.a. Design of Clinical Trials. Statistical methods described in Clinical Trials I will be demonstrated and taught with hands-on examples and homework problems. Methods covered include randomization methods, sample size calculations, post-stratification, Phase II early-stopping designs, repeated-measures analysis, survival analysis, and methods to avoid or reduce multiplicity.

**PHST 762 Advanced Statistical Inference**
This course is a mathematically sophisticated introduction to the theory and methods of statistical inference. Students will learn fundamental technical tools that are essential to carry out methodological research in the field of Biostatistics. Emphasis will be placed on how to correctly propose statistical methods in a general setting including concepts such as asymptotic unbiasedness, robust variance estimation and efficiency.

**PHST 780 Advanced Nonparametrics**
A mathematically advanced introduction to theory and methods of nonparametric statistical methods. Course will be useful to students planning to analyze data that do not follow a standard parametric distribution.

**PHST 781 Advanced Linear Models**
An introduction to the theory of linear models, with an emphasis on health sciences applications. Topic coverage includes projections, distributions of quadratic forms under normality, estimation procedures, general linear hypotheses, estimating and testing linear parametric functions, simultaneous inference, multifactor ANOVA models, hierarchical linear models, mixed effects models, and covariance parameter estimation methods. Examples will be illustrated using advanced statistical software.

**PHST 782 Generalized Linear Models**

**PHST 783 Advanced Survival Analysis**
This course is a mathematically advanced introduction to the theory and methods of survival analysis. This course will be useful for students planning to analyze complex
event time data including multivariate survival and multistate data. Also it will be useful for students who are planning to carry out research in the general area of survival analysis.

**PHST 785 Non-Linear Regression**

**Department of Environmental and Occupational Health**

**PHEH 600 Introduction to Environmental and Occupational Health**
This course will provide students the basic concepts and principles of environmental health, including environmental agents in water, air and soil, such as chemicals, biological, and physical agents and other important factors that may constitute a risk to humans. It will also provide basic principles and methods of risk assessment and risk management. This course is designed for all public health practitioners and meets the environmental health requirement for all professional master's degree programs.

**PHEH 610 Occupational Health and Safety**
This course will focus on the prevention of work-related injuries and illnesses as well as the management and control of workplace hazards. Information on the identification of workplace hazards, governmental regulations and issues pertaining to specific industries, and safety management programs will also be presented. The course will also include discussion of principles of ergonomics, including the role of job design in maximizing productivity and injury prevention.

**PHEH 620 Global Issues in Environmental and Occupational Health**
This course will focus on the nature, impact and determinants of health problems among disadvantaged populations in developing countries. A review of the history of international health and key contemporary issues involving global policies will be discussed. This course provides an overview of the physical, chemical, and biological determinants of global environmental change and of potential consequences of these changes on human health.

**PHEH 650 Advanced Topics in Environmental and Occupational Health**
This course will build upon principles acquired in the introductory course entitled Introduction to Environmental Health Science (course number) by presenting advanced concepts of environmental and occupational health sciences and novel factors that may constitute a risk to humans in industrialized and developed countries. Policy required for regulation and alternative strategies for prevention and control of environmental and occupational hazards will be discussed. This course provides in depth examination of current scientific literature on environmental and occupational health published articles.

**PHEH 679 Practicum Experience: Environmental and Occupational Health**
As a central experience and requirement for the Master of Public Health degree in the School of Public Health and Information Sciences, students must complete a 6 credit hour
course—260-contact-hour project—in an external health/health-related setting. This practicum experience, including a final paper or written report and oral presentation, constitutes the final examination. A site for each practicum project may be selected by the student or by one of the School’s departments. Practicum sites will be selected based upon student’s major.

**PHEH 697 Integrating Learning and Experience in Public Health**
The course is independent study for bringing together the student’s studies and real-world activities in public health into a culminating experience. The student will integrate what he or she has learned in the classroom, in presentations, in informal discussions, in the practicum, and elsewhere into a paper, a poster, and a presentation. These will represent the student’s practicum experience and results within the context of the concepts and techniques acquired by the student from participation in the MPH program.

**Department of Epidemiology and Clinical Investigational Sciences (PHCI/PHEP)**

**PHCI 501 From Bench to Bedside: Introduction to Clinical Research**
Designed to introduce students in health professions to the intellectual challenges and rewards of clinical research.

**PHCI 521 Introduction to Clinical Research Administration**
Students will be introduced to the field of clinical research and how it is organized, conducted and regulated.

**PHCI 522 Intermediate Clinical Research Administration**
Students will be introduced to the specific operations of a clinical trial.

**PHCI 601 Evaluating Health Care Literature**
A review of formal methods for evaluating the medical literature including those of the University of Rochester Clinical Pharmacology Group; and the Evidence Based-Medicine Group. Meta-Analysis: sources of information, using medical informatics, selection of trails, pooling of data, analyzing pooled data and interpreting results, problems and limitations of meta analysis will be covered.

**PHCI 602 Health Services and Outcomes Research**
Understanding the multiple dimensions of health status and conceptual basis for measuring health status and outcomes; review and evaluation of the strengths and weaknesses of common measures. Formalization of research questions and design of appropriate methodology including sample selection, measurement, data, collection and statistical analysis.

**PHCI 603 Program Evaluation**
Describes the major strategies for formative, process and outcome evaluation of health care interventions with particular emphasis on the evaluation of government sponsored programs in healthcare.

**PHCI 604 Quality Assessment in Health Care**

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This course would review the major efforts to measure Quality in health care including the development of the HEDIS, SF-36 and other measures, alternative methods risk of adjustment, and the organizations involved in health care quality assurance and accreditation.

**PHCI 605 Survey Research Methods**
Previews the advantages and disadvantages of alternative methodologies for the collection of health data including record reviews, face-to-face and telephone interviews as well as the design of data collection instruments, scale construction, and data management. Special consideration is given to the sources of bias in alternative data collection strategies and to the reliability and validity of the data. Attention is also given to data management issues.

**PHCI 606 Health, Law & Policy**
Will introduce students to the broad legal and policy context of health care, with diverse topical areas that are useful for demonstrating the broad range of legal and policy responses.

**PHCI 610 New Drug & Device Development**
This course introduces the rationale for, practical aspects of, and new issues in drug and device development as well as the relevant industry and government policies and regulations.

**PHCI 611 Introduction to Clinical Epidemiology**
A comprehensive introduction to public health with an emphasis on population-based approaches to health issues. Both classical and clinical epidemiology will be presented. The course will cover health status indicators, including morbidity, mortality, vital statistics and measures of quality of life. The global applications of epidemiology and international health through investigations of the leading causes of morbidity and mortality in developed, developing and under developed nations. Epidemiological concepts will be linked with computer exercises to re-enforce learning and practical applications.

**PHCI 612 Epidemiology of Cardiovascular Disease**
Surveys the current clinical epidemiology studies operating nationally for research on cardiovascular disease (CVD) outcomes in the United States and Europe. Focuses on federal agency documents announcing these programs, and on published literature related to the design and conduct of these studies.

**PHCI 613 Cancer Epidemiology**
This course reviews the epidemiology of selected cancers and the relationship between environmental and genetic factors in cancer etiology. The roles of risk assessment and screening for cancers in selected organ systems are also addressed.

**PHCI 614 Infectious Disease Epidemiology**
This course covers epidemiology of infectious diseases with an emphasis on basic methods as applied to dynamics of transmission, vaccine effectiveness, acute respiratory infections including tuberculosis, diarrheal diseases, sexually transmitted diseases (e.g. HIV), and hepatitis.
PHCI 621 Fundamentals of Biostatistics
An introduction to descriptive and inferential statistics including measurement theory; Bayesian Probability; the logic of hypothesis testing (alpha, beta and power); confidence intervals; the Normal, Student’s t, Chi Square and F sampling distributions and their application will be covered. Computer assisted instruction and laboratory assignments including an introduction to SAS and SPSS.

PHCI 622 Case Control Studies
Advantages and disadvantages of case-control designs, population based controls, matching, sources and types of bias, confounding, statistical methods including Chi Square, loglinear methods, analysis of variance, logistic regression, and McNemar’s Test.

PHCI 623 Design and Analysis of Cohort Studies
Advantages and disadvantages of prospective and retrospective designs, sources of bias in cohort studies, quality of data in retrospective designs, registries, case loss, controlling for confounders, cross classification and procedural methods, multivariate statistical methods, and applications of the general linear model.

PHCI 624 Clinical Trials I: Planning and Design
Phases of trials, experimental designs, inclusion and exclusion criteria, randomization and blinding, the general linear model and mixed and fixed effects repeated measures analysis of variance, intention to treat methods, survival analysis.

PHCI 625 Clinical Trails II
Protocol development; patient recruitment and retention; safety and efficacy; benefit to risk assessment; monitoring and auditing trials; terminating or extending clinical trials; and, regulatory, patent and legal considerations.

PHCI 626 Clinical Trials III: Practicum in Clinical Trials
Designed to give the CREST trainee practical experience in all stages of a Phase III or Phase IV clinical trial including: IRB submission, patient recruitment, safety monitoring and data analysis in accordance with GCP and ICH guidelines.

PHCI 628 Fundamentals of Biostatistics Computing Laboratory
Provides students with an opportunity to learn the biostatistical computing techniques and computing programs required in PHCI 621 Fundamentals of Biostatistics.

PHCI 629 Special Topics in Epidemiologic Research Methodology
Provides an opportunity for students to address specific methodological issues such as bias or confounding or specific statistical problems in clinical research. Topics covered depend upon student interest and faculty availability.

PHCI 630 Pharmacovigilance
Review of Good Clinical Practice (GCP) requirements and quality assurance methods for clinical trials and post-marking surveillance.

PHCI 631 Social and Behavioral Sciences in Health Care
This course introduces public health students to social science perspectives and research on selected topics in health and health care. The course is organized into the following units: the sociology of knowledge and health behavior modeling; the social distribution of health, disease and utilization by social variables; social problems (e.g., violence and substance abuse) as public health concerns; health care industry and policy health behavior and the psychology of illness; international health and health care systems; and genetics and public health.

**PHCI 632 Ethical Conduct of Health Care Research**
An introduction to the ethical principles and topics of medical research and data collection and evaluation. The basic ethical principles to be covered include autonomy, beneficence, rights and justice. Specific topics include: the ethics of treatment of patients versus research on human subjects; informed consent including proxy consent; subject confidentiality in research and publication; and the special problems of pediatric research.

**PHCI 633 Legal Aspects of Biomedical, Behavioral & Public Health Research**
Students will examine the legal, ethical, and policy aspects of current topics and controversies in research ethics, including topics related to human subject protection, research integrity and conflicts of interest.

**PHCI 642 Programs and Research in Maternal and Child Health**
Review of significant Federal and State programs targeted at improving the health of newborns and mothers.

**PHCI 643 Programs and Research in Adult Health**
An intermediate, survey class of the “other chronic diseases”. Focus of the course content is on describing the myriad disease control and client support programs implemented through public health departments, voluntary agencies, and related agencies (e.g. universities and institutes).

**PHCI 644 Programs and Research in Geriatric Health**
Review of special research issues related to the geriatric population, which will include health service, methodological and conceptual issues such as frailty and comorbidity.

**PHCI 645 Programs and Research in Women’s Health**
A review of significant Federal and State programs targeted at improving the health of women. The organization, delivery of service and evaluation of access, cost-effectiveness and quality is stressed.

**PHCI 646 Programs and Research in Minority Health**
A review of significant Federal and State programs targeted to improve the health of minorities. The organization, delivery of service and evaluation of access, cost-effectiveness and quality is stressed.

**PHCI 647 Program & Research in Urban Health**
A review of significant Federal and State programs targeted at improving health of the population in the urban environment. The organization, delivery of service and evaluation of access, cost-effectiveness and quality is stressed.
PHCI 650 Introduction to Medical Decision Analysis
Introduction to decision analysis in health care. Students will learn the principles and application of decision analysis and to use decision science software. Topics: identification of problems suitable for decision analysis, utility theory and measurement, importance and estimation of probability, creation/analysis of decision trees, including sensitivity analysis, advanced methods of decision modeling, and illustration and presentation of results.

PHCI 651 Introduction to Environmental Health
The course will lay a foundation for students to build upon their medical and scientific background in applying clinical skills in the resolution of real, in-the-field, community-based problems. The course will cover: Environmental molecular epidemiology; Environmental toxicology principles and practices; Exposure assessment in environmental sciences; Fundamentals of residential health surveillance; Fundamentals of occupational health surveillance; Air monitoring for toxic substances; principles and practices; Hazardous waste management; Fundamentals of health risk assessment.

PHCI 661 Introduction to Public Health Informatics
Students will learn the fundamentals of HTML; the use of MEDLINE, Ovid, PubMed, and Grateful Med; become familiar with the roles and domains for computer scientists, epidemiologists, policy makers and programmers in information system development; be able to think in terms of information systems and underlying technologic infrastructure; have a basic understanding of computer networking; understanding the basics of database management systems and current database technology.

PHCI 662 Health Care Economics
The course aims to provide a comprehensive groundwork in the economics of health care and a health care sector. The trainee will be able to effectively analyze issues in the health sector from an economic perspective and determine primary and secondary effects of change in the health care market. Attention is given to the basic theory and techniques of cost-benefit, cost-effectiveness and cost-utility analysis as well as methods for valuing outcomes.

PHCI 663 Role of Federal Government in Health Care
This course introduces non-lawyers to the important role of both the Federal and state governments in public health. Their roles in such issues as individual rights and privacy, public health initiatives, and legal rights to access health care are examined using judicial opinions, statutes and regulations.

PHCI 665 Genetics and the Law
Will explore the many legal issues in genetics, including but not limited to reproduction, access to health care, discrimination, forensics, and gene therapy.

PHCI 667 Reproductive Health Law & Ethics
Addresses technological developments in reproduction (e.g., acceptability of human cloning, stem cell research) which has raised a host of legal and ethical concerns.

PHCI 668 Legal Medicine
Focus on the legal principles and constraints applicable to health services and the health professions.

**PHCI 669 Readings in Law, Medicine & Health**
Deals with various special topics in law as they pertain to medicine and health. Particular focus will be directed towards current and emerging topics arising from developments in medicine and science.

**PHCI 671 Preventive Medicine I: Community Health**
This course focuses on the development, implementation and evaluation of disease prevention health promotion programs at the community level. Theories of community organization are reviewed with an emphasis on population based efforts to improve public health.

**PHCI 672 Preventive Medicine II: Individual Health Assessment and Behavioral Risk Factor Modification**
This course examines techniques for assessing and evaluating the health behaviors of individuals and on the techniques and strategies for modifying individual’s risk factors for illness. Risk factors for cardiovascular disease, cancer, infectious diseases, STD’s (e.g. HIV) and other chronic diseases are emphasized.

**PHCI 699 Mentored Research-Thesis Preparation**

**PHCI 796 Effective Grant Writing**
This course is designed to prepare students to write competitive grant proposals. Topics to be covered include overall strategy for grant writing, concerns commonly cited by reviewers, how NIH applications are reviewed, and grant administration.

**PHCI 799 Dissertation Research**

**PHEP 601 Introduction to Epidemiology**
This is an introductory course in the basic science of public health and preventive medicine. Epidemiology is taught from a conceptual as well as practical perspective. The emphasis of the course is for understanding fundamental concepts of disease occurrence in human populations. This class provides a broad synopsis of disease in the United States and around the world; it includes a survey of major causes of death and leading health challenges. In the process of discussing these global, national, regional and local disease patterns, basic epidemiological methods are presented, specifically focusing on terminology, study design, and issues of contemporary practice. This class will instruct non-statistical or non-epidemiological staff in the basic skills for conversing with epidemiologists, reading the professional disease control literature, and drawing upon epidemiological concepts. The course provides instruction in the fundamentals of epidemiological research; both observational approaches and structured methods (e.g., study designs). There is a small amount of calculation involved with the course [calculators should be brought to the class]. The class is taught through lectures, in-class exercises in reading the professional literature, and on-line exercises. This course aims to provide a familiarization with principles of epidemiological reasoning and research methods while surveying trends and patterns for disease in contemporary settings.
PHEP 602 Epidemiological Methods
This is a methods course in the design, conduct, and analysis of epidemiologic research studies [a.k.a. case-control, and cohort]. Classes will be conducted as lectures. The course will provide in-depth training with skills for the design and conduct, but especially the analysis of epidemiologic research studies. The course aims to provide a thorough orientation to these fundamental epidemiological research designs in their use for hypothesis generation, hypothesis testing, and with investigations of chronic disease risks in particular. Students are expected to have a basic understanding of epidemiological and biostatistical concepts, and methods. Likewise, students are expected to have professional-caliber writing and verbal communication skills. The course will not require extensive memorization, but will involve analytic calculations and a grasp of statistical software for their graded assignments. As an advanced skills class, timeliness and product quality will be graded.

PHEP 604 Epidemiology of Acute Infectious Disease
This course will discuss the epidemiology and prevention of infectious disease, focusing on diseases of major impact to world health and emerging diseases, emphasizing the interrelationships of biology and behavior and infectious agents. It will focus on new techniques for research and changes in understanding of disease biology, susceptibility, and pathogens. It will include discussion of the social burden of disease and impact of intervention strategies.

PHEP 606 Genetic and Molecular Epidemiology
The purpose of this course is to examine basic principles of Mendelian inheritance in humans and the fundamentals of gene actions, cytogenetics, biochemical genetics and population genetics.

PHEP 607 Epidemiology of Cancer
This is a survey course of the descriptive epidemiology and clinical studies in practice nationally for research on cancer outcomes in the United States and Europe. The course opens with conventional training in carcinogenesis and progresses to cancer biology. Next is the litany of ‘cancer of...” epidemiological profiles: incidence, prevalence, mortality, distribution, risk factors, high risk populations, key biological markers, priority populations, treatments, history of clinical studies/advances, active clinical trails, etc. From this foundation the class focuses on federal agency documents announcing emerging research programs, and priorities for research. The National Cancer Institute, American Cancer Society, Centers for Disease Control and select other agencies will be highlighted. The course will examine specific published literature related to the design and conduct of these studies. Attention will be given to evaluations of preventive services, clinical care and assessments of disparities related to cancer management outcomes.

PHEP 609 Epidemiology of Chronic Disease
This course provides an opportunity for students to address the epidemiology and prevention of cardiovascular disease, focusing on coronary heart disease, stroke, and end stage renal disease, emphasizing the interrelationships of biological and behavioral aspects. It focuses on established major modifiable risk factors for cardiovascular diseases, putative risk factors, and genetic susceptibility. It describes the social and
economic burden of disease and prevention strategies.

**PHEP 611 Nutritional Epidemiology**
The purpose of this course is to examine epidemiologic methodology in relation to nutritional measures, and to review the current state of knowledge regarding diet and other nutritional indicators as etiologic factors in disease. This course is designed to enable students to better conduct nutritional epidemiologic research and/or to better interpret the scientific literature in which diet or other nutritional indicators are factors under study.

**PHEP 612 Epidemiology and Bioterrorism**
This course provides an opportunity for students to address specific methodological approaches to the detection and response to outbreaks of illness linked to biothreat agents. Topics covered depend upon student interest and faculty availability.

**PHEP 613 Epidemiology of Aging**
This course introduces the demography of aging, epidemiology of chronic disease, functional impairment, dementia, and end of life issues, emphasizing the interrelationships of biological and behavioral aspects. It focuses on theories of aging, assessment of function and disability, and healthcare. It covers perspectives of aging and its implications for individuals, families, and society. It describes the economic impact of an aging society and the impact of a national health care system. It describes ethical and legal issues in a vulnerable population.

**PHEP 615 Epidemiology of Maternal and Child Health**
Concentrating on women of childbearing age, pregnant women, infants and children from one through 21 years, this course provides an introduction to the epidemiology of the health of women and children. The course will allow students to identify the public health basis of maternal and child health, and will provide an introduction to the epidemiology of maternal and child health, data-based needs assessment, and program evaluation.

**PHEP 616 Disease Surveillance**
This course will review issues and methods in the design and implementation of disease surveillance systems. The history of public health surveillance, existing surveillance systems, national and international, for reportable infectious diseases and cancer registries will be reviewed. The course will consider novel approaches to monitoring for sentinel events, linking multiple data systems, surveillance of syndromes and other health-related conditions, and applications to bioterrorism.

**PHEP 617 Field Epidemiology**
This course will focus on the practical aspects of doing field epidemiology, including topics such as: the organization of teams and methods for detecting and investigating disease outbreaks; data collection methods, including the collection, transport, and storage of biological and environmental samples; data analysis using Epi Info, GIS, and other statistical packages; interpretation and communication of findings to public health authorities, the press and general public; intervention, follow-up and evaluation methods; and ethical and legal issues.
PHEP 618 Epidemiologic Methods II
This course reviews epidemiologic methods including stratified and logistic regression analysis, survival and proportional hazards modeling and strategies for model building in multivariate analysis.

PHEP 619 Biology of Disease in Populations
This course provides an overview of the biology and basic pathophysiology of common acute and chronic diseases and conditions from the epidemiologic perspective.

PHEP 650 Advanced Topics in Epidemiology
The purpose of this course is to provide an opportunity for students to address specific issues in epidemiology.

PHEP 666 Thesis Research
This course is for mentored thesis research in the MS Program in Epidemiology. Students are required to complete 6 credit hours of research that culminates in a minimum 30 page original Master’s thesis manuscript.

PHEP 679 Practicum Experience: Epidemiology
As a central experience and requirement for the Master of Public Health degree in the School of Public Health and Information Sciences, students must complete a 6 credit hour course—260-contact-hour project—in an external health/health-related setting. This practicum experience, including a final paper or written report and oral presentation, constitutes the final examination. A site for each practicum project may be selected by the student or by one of the School’s departments. Practicum sites will be selected based upon student’s major.

PHEP 697 Integrating Learning and Experience in Public Health
The course is independent study for bringing together the student’s studies and real-world activities in public health into a culminating experience. The student will integrate what he or she has learned in the classroom, in presentations, in informal discussions, in the practicum, and elsewhere into a paper, a poster, and a presentation. These will represent the student’s practicum experience and results within the context of the concepts and techniques acquired by the student from participation in the MPH program.

PHEP 701 Advanced Epidemiologic Methods
This course provides hands-on experience with advanced statistical methods in epidemiologic analysis under complex study designs and methods for critical analysis of published results and research proposals. Upon completion of this class, students will be able to:

- Describe multiple epidemiologic study designs, including matched case-control, cohort, longitudinal, family and sib designs, and clinical trials.
- Apply and appropriately interpret results from multivariate Cox Proportional Hazards analyses with time-dependent covariates
- Apply and appropriately interpret results from polytomous and ordinal logistic regression models
• Apply and appropriately interpret results from statistical analyses of familial and sib study designs, including tests of linkage and association.
• Demonstrate understanding of the principles and methods of application of meta-analysis of results from several epidemiologic studies
• Provide thorough, critical analyses of three or more published epidemiologic studies to be selected by the instructor
• Demonstrate understanding of the principles for critical review of an NIH-format epidemiology research proposal
• Demonstrate understanding of disease biology in study design, analysis, and critical review

**PHEP 702 Epidemiologic Research Management**
This course provides a comprehensive introduction to the practical methods necessary for conducting epidemiologic research including regulations, databases, sampling, recruitment and tracking, instrument design, and data quality control. Upon completion of this class, students will be able to:

• Describe various methods and sources for ascertaining cases of specific diseases or health related conditions for epidemiologic research, and their respective strengths and limitations
• Describe various methods and sources for sampling or selecting healthy controls, and their respective strengths and limitations
• Describe methods for recruiting and enrolling participants in population-based observational studies and clinical trials, and their respective strengths and limitations
• Describe methods for tracking subjects for follow-up in prospective studies, retention, and compliance with procedures in both observational studies and clinical trials
• Explain the consequences of problems in each of the above with regard to internal and external validity of study findings
• Develop and pilot test a questionnaire for participant or interviewer administration
• Design forms for tracking, recording, and monitoring quality control in the collection of study data from different sources, including questionnaire, physical exam, medical record, and laboratory, using computer systems
• Develop a manual of procedures for a specific study design
• Demonstrate understanding of human subjects research regulations, privacy laws, and research ethics

**PHEP 750 Seminars in Epidemiology**
Doctoral students engage with faculty as junior-peers to develop skills such as research proposal writing, grant budgeting, peer review, manuscript preparation, oral and poster presentation. The content of this course will vary from semester to semester based on the instructor and needs of the students. In general, upon completion of this class, students will be able to:

• Demonstrate ability to interact with faculty and peers in an professional manner
• Display accurate and appropriate understanding of human research ethics and regulations
• Form a research team with 2 or more students and develop a complete NIH-formatted “mock” research proposal, including budget, personnel, research environment, and research plan
• Provide one publication-quality research manuscript that provides: (1) a useful review of epidemiologic literature for a disease; (2) a critical review of epidemiologic methods; or, (3) results from a primary or secondary analysis of data
• Present one poster or oral presentation
• Discuss and critically review recently published research on “hot topics” in epidemiology

**PHEP 777 Dissertation Research**
This course is for mentored dissertation research in the PhD Program in Epidemiology. Students are required to complete 21 credit hours of dissertation research culminating in an original, scholarly body of work in the science of epidemiology that demonstrates a thorough understanding of research methods and ability to conduct independent research.

**Department of Health Knowledge and Cognitive Sciences (PHKC)**

**PHKC 601 Introduction to Health Behavior**
This course reviews theoretical constructs of the causation of health-related behavior, including preventive, early diagnosis, treatment, and rehabilitation behavior. The course then follows a systematic analysis of the theories as they apply to important public health problems. In addition, discussion of the national Healthy People project will be an important component of the course.

**PHKC 602 Cognitive Issues in Health Communication**
Addresses health communication from the standpoint of the various cognitive factors involved in the process of communicating health information, both at the receiving end of the communication and the sending end. The cognitive issues considered include, but are not limited to: selection and transmission of the health information by the sender; reception and filtering of the information by the receiver; storage and retrieval of the information, and principles of dialogue and exchange between two or more communicators. The foundation principles of this course lie in basic cognitive and communication theories; however they are specifically applied to health issues, topics, situations, and roles.

**PHKC 604 Health Decision and Risk Analysis**
This course is a study of how patients, practitioners, researchers, educators, and policy makers understand risk and approach complex decision problems in health, recognizing that multiple outcomes are possible from any given health situation, with variations in the likelihood and desirability of those outcomes. Complex health decisions are approached from the standpoint of the values placed on various health states, the potential for cascading events (both desirable and undesirable), sources of risk and bias, effectiveness of diagnosis and/or treatment decisions, and the allocation of resources. Attention is given to risk analysis and decision making by health care providers, policymakers, payers, researchers, educators, society as a whole, and patients, recognizing that
differences in values, expectations, and informational inputs can vary significantly with role and can have a major effect on both the decision making process and result. Specific focus is placed on the ability of individuals to analyze and ameliorate their own health risks, including the impact of social networks, trusted advisors, and societal factors. Formal decision analysis is also addressed, including an introduction to the use of expected value decision making tools such as decision trees and Markov modeling.

PHKC 606 Health Knowledge Diffusion
In this course, the spread of health knowledge into populations, the acceptance of new information, and its integration into practices among health care professionals and the general public will be examined. Theories of innovation and communication will be used as a framework for examination of deliberate and accidental knowledge acquisition and dissemination.

PHKC 607 Population Health Management
See PHMS 607

PHKC 608 Public Health Program Evaluation
This graduate level course presents the application of program theory, principles and methods in the evaluation of health programs.

PHKC 612 Health Communications Campaign: Theory and Practice
Health Communications Campaigns: Theory and Practice will review principles and concepts of health communication campaigns, with a specific emphasis on application and competency in using health communications to solve public health problems.

PHKC 650 Advanced Topics in Health Knowledge and Cognitive Sciences
This course is an in-depth treatment of one or more advanced topics in Health Knowledge and Cognitive Sciences, not usually covered in a regularly offered course and intended to significantly advance the student’s understanding in the field.

PHKC 679 Practicum Experience: Health Knowledge and Cognitive Sciences
As a central experience and requirement for the Master of Public Health degree in the School of Public Health and Information Sciences, students must complete a 6 credit hour course—260-contact-hour project—in an external health/health-related setting. This practicum experience, including a final paper or written report and oral presentation, constitutes the final examination. A site for each practicum project may be selected by the student or by one of the School’s departments. Practicum sites will be selected based upon student’s major.

PHKC 696 Issues in Public Health
This course will provide students with several broad topical concepts encountered within the field of public health. This course is meant to serve as an introductory course, providing a framework upon which to build all other subsequent core courses. It will also serve as a venue to introduce students to the five core areas of public health (epidemiology, biostatistics, health management and policy, health knowledge and environmental health) through various presentations and activities.

PHKC 697 Integrating Learning and Experience in Public Health
The course is independent study for bringing together the student’s studies and real-world activities in public health into a culminating experience. The student will integrate what he or she has learned in the classroom, in presentations, in informal discussions, in the practicum, and elsewhere into a paper, a poster, and a presentation. These will represent the student’s practicum experience and results within the context of the concepts and techniques acquired by the student from participation in the M.P.H. program.

**PHKC 697 Integrating Learning and Experience in Public Health**
The course is independent study for bringing together the student’s studies and real-world activities in public health into a culminating experience. The student will integrate what he or she has learned in the classroom, in presentations, in informal discussions, in the practicum, and elsewhere into a paper, a poster, and a presentation. These will represent the student’s practicum experience and results within the context of the concepts and techniques acquired by the student from participation in the MPH program.

**PHKC/PHMS 614 Critical Thinking and Program Evaluation**
The course is designed to give students basic skills in the evaluation of health and human service programs in community settings. Student will learn evaluation terminology, ways to conceptualize evaluation tasks, specific evaluation techniques, and guidelines regarding the application and dissemination of evaluation results.

**Department of Health Management and Systems Science (PHMS)**

**PHMS 601 Introduction to Public Health and Administration**
This course emphasizes the practical application of the principles of health care organization to public health at the national, state, and local levels. Course objectives reflect an overview of the principles of managing a public health organization: legal basis of public health, organization and delivery of public health services, health planning and community needs assessment, epidemiological approach to diseases, methods for chronic and infectious disease control, future changes that can impact the provision of public health services, etc. This is a hybrid web-based and face-to-face course.

**PHMS 603 Legal & Bioethical Aspects of Public Health**
This introductory course will focus on the legal and bioethical principles and constraints (including case law, regulations and policy) that are applicable to public health services and the public health professions. How these principles and constraints developed over time, and how they operate in public health practice—based upon in-depth review of case studies—will be examined. Special attention will be directed towards analyzing significant legal cases, current legislation, and public policy, including their bioethical underpinnings and frames of reference, that pertain to the government’s public health authority, the obligations of public health professionals and public health facilities, the interests of the community and society, and the rights and interests of individuals. Students will explore a broad range of current and historically relevant legal, ethics, political, and social topics and issues that bear upon matters such as disease and injury prevention; surveillance; health promotion and access to health services; public health emergencies; standards of practice; regulation of health facilities and the licensing of health professionals; special populations (e.g., children, prisoners, decision-incapacitated); and public health research.
**PHMS 605 Governance and Management of Healthcare Organizations**
This course is designed to provide an understanding of how the multiple dimensions and facets of healthcare result in highly complex and problematic governance and management that is unique to healthcare organizations. Course participants will study the broad and complex nature of consumer demand in healthcare and how it drives organizational purpose and value propositions. Governance and management of healthcare organizations representing the full continuum of care across life span and treatment approaches will be covered. Governance and management of the array of functions within healthcare organizations will be studied, including leadership, resource acquisition and allocation, operations and marketing. The critical nature of transactions with the external system in which healthcare organizations operate and how to manage them will be studied. A systems-theory based approach, informed by complexity theory, will be used to understand healthcare organizations as complex adaptive systems.

**PHMS 607 Population Health Management**
“Population health management” will be defined from perspectives of various stakeholders. Four broad questions will be addressed during the course: 1. Who are the populations and what are their wants and needs for health? 2. What resources are currently used to meet their health needs? 3. What are the processes to meet the health needs of population groups? 4. How is progress measured and marketed? The constructs of population health and medical care will be compared and contrasted, using levels of disease prevention and health promotion and other models. A paradigm of positive health and health protection for individuals and organizations will complement the disease-illness care model. The role of medical care and population health will be examined within the context of socially enmeshed health concerns. Factors influencing the variations in selection and reporting of health status indicators will be explored. Successful and failed health policies will be explored in relationship to the impacts of demand- and supply-side forces on the structure, processes and marketing of population health. Select models of population health management and community change will be studied. Varieties of leadership styles and modes of governance for managing population health will be considered. Tools for assessing organizational resources and needs in the context of the internal and external socio-political environments will be analyzed. Building partnerships and organizational networks will be examined as means to improve population health.
(Cross listed with PHKC 607)

**PHKC/PHMS 614 Critical Thinking and Program Evaluation**
The course is designed to give students basic skills in the evaluation of health and human service programs in community settings. Student will learn evaluation terminology, ways to conceptualize evaluation tasks, specific evaluation techniques, and guidelines regarding the application and dissemination of evaluation results.

**PHMS 615 Introduction to Health Systems**
This course is designed to provide an introduction to the health sector as it currently operates in the US. A systems-theory based approach, informed by complexity theory, will be used to present health systems as complex adaptive networks. Through a review of the history of the health sector the student will learn how the industry has evolved (adapted) to where it is today, and where it may be going in the future. The complex
structure of the health sector will be explored, looking at dynamic interrelationships between patients, government, employers, payers, vendors, educators, institutional providers, practitioners and other participants in the health sector. Health sector financing and cost, in both the public and private sectors, will be reviewed. Additionally, ways in which both money and information move through the complex structure of the health sector will be considered. The impacts of different structures and processes of health on access to and quality of care will be explored. Finally, impacts of new technologies on the future of the health sector will be explored, with an emphasis on information technology.

PHMS 650 Advanced Topics in Health Management and Systems Science
This course will usually focus on one topic in advanced health management and systems sciences, not usually covered in a regularly offered course (or if offered in a regularly offered course, not covered in depth). This course will be repeated under different subtitles.

PHMS 679 Practicum Experience: Health Management and Systems Science
As a central experience and requirement for the Master of Public Health degree in the School of Public Health and Information Sciences, students must complete a 6 credit hour course—260-contact-hour project—in an external health/health-related setting. This practicum experience, including a final paper or written report and oral presentation, constitutes the final examination. A site for each practicum project may be selected by the student or by one of the School’s departments. Practicum sites will be selected based upon student’s major.

PHMS 697 Integrating Learning and Experience in Public Health
The course is independent study for bringing together the student’s studies and real-world activities in public health into a culminating experience. The student will integrate what he or she has learned in the classroom, in presentations, in informal discussions, in the practicum, and elsewhere into a paper, a poster, and a presentation. These will represent the student’s practicum experience and results within the context of the concepts and techniques acquired by the student from participation in the MPH program.
II-4: URLs for Written University Policies for Fair and Ethical Dealings
Appendix II-4: Fairness and Ethics URLs

Human Resources Policies and Procedures
http://www.louisville.edu/admin/humanr/policies/index.htm
including policies and procedures related to:
PER 1.01 EEO/Affirmative Action
PER 1.02 Sexual Harassment
PER 1.03 Conflict of Interest
PER 1.04 Intellectual Property Policy
PER 1.10 Discriminatory Harassment
PER 1.15 Drug-Free Workplace
PER 1.16 Ethical Considerations
PER 2.01 Recruitment and Selection - Professional/ Administrative and Classified Staff
PER 2.04 Employment Applications
PER 2.05 Promotions
PER 2.06 Transfers
PER 2.07 Demotions
PER 2.13 Performance Appraisals
PER 5.02 Unlawful Discrimination
PER 5.03 Grievances
PER 5.04 Appeals

Purchasing Policies and Procedures
http://www.louisville.edu/admin/purchasing/cppolicies.htm
including policies and procedures related to:
Violation of Purchasing Policy And Unauthorized Acts
Ethics in Purchasing
Small, Minority and Women-Owned Business
Purchase by Competitive Sealed Bidding
Purchase by Competitive Negotiation

Student Handbook
http://campuslife.louisville.edu/cloffice/handbook/toc.html
including links for:
Academic Grievance Procedure
ADA Policy
Affirmative Action/Employee Relations
Code of Student Rights and Responsibilities
Disability Resource Center
Guidelines for Respect for Intellectual Property Rights
Hazing and Initiation Activities Policy
Multicultural Center
Office of Minority Affairs
Sexual Harassment Policy
Veterans’ Benefits

Code of Student Conduct
http://campuslife.louisville.edu/cloffice/conduct/index.html

Campus Resources
http://www.louisville.edu/student/vpsa/campusresources.htm
including links for:
Multicultural Academic Enrichment Programs
Disability Resource Center
Vice Provost for Diversity and Equal Opportunity
Bias, Hate and Intolerance Hotline
Multi-Ethnic and Cross Cultural Programs
Diversity Resources
http://www.louisville.edu/provost/diversity/
including links for:
Affirmative Action Office
Arts & Sciences Diversity
Black Faculty & Staff Association
Center for Lesbian Gay Bisexual and Transgender Services
Commission on Diversity and Racial Equality
Commission on the Status of Women
Common Ground
Disability Resource Center
Interfaith Center
International Center
Multicultural Academic Enrichment Program (Formerly The Office of Minority Affairs)
Pan African Studies Department
Upward Bound Program
Vice Provost for Diversity and Equal Opportunity
Women's Center
Women's and Gender Studies
Other Campus Resources and Organizations
Multi-Ethnic and Cross-Cultural Programs (a.k.a. MC-Square, formerly the Multicultural Center)
III-1: Bylaws and Rules, SPHIS
BYLAWS AND RULES

SCHOOL OF PUBLIC HEALTH/HEALTH INFORMATION SCIENCES

UNIVERSITY OF LOUISVILLE
ARTICLE I.  PREFACE

These Bylaws and Rules are the official statement of the organizational structure and the rules of governance and procedures of the Faculty of the School of Public Health/Health Information Sciences, University of Louisville. This document has two parts: The Bylaws and Appendices to the Bylaws. These parts are equally important to the internal operations of the School of Public Health/Health Information Sciences. Changes to the Appendices with the exception of Appendix 5 and Appendix 6 require approval only by the Executive Faculty of the School of Public Health/Health Information Sciences, in accordance with Article IX of these Bylaws. Changes to the Bylaws require approval by the Executive Faculty of the School of Public Health/Health Information Sciences, the President, and the Board of Trustees.

ARTICLE II.  GENERAL FACULTY: MEMBERSHIP AND PRIVILEGES OF MEMBERSHIP

A Member of the General Faculty of the School of Public Health/Health Information Sciences holds a faculty appointment (nontenurable (including part-time), probationary, permanent tenure; see The Redbook, Sec. 4.1.1, or voluntary) in the School of Public Health/Health Information Sciences. General Faculty are entitled to attend meetings of the Executive Faculty (Art. III.1.B).

The officers of the General Faculty are the same as those of the Executive Faculty (Article III, Sec. 2.).

The General Faculty may create ad hoc committees. Such committees report to the General Faculty and/or the Dean, as specified in their charge. Meetings of the General Faculty may be convened at the request of the Dean, a majority vote of the Faculty Forum (Article IV), or by petition of 20 General Faculty or 20 Executive Faculty. General Faculty are eligible to vote at these meetings. Notification of a meeting, together with an agenda, must be transmitted to all General Faculty by the Dean's Office at least five (5) working days before that meeting, unless an emergency mandates meeting at shorter notice. A quorum consists of those faculty present at a duly convened meeting. Parliamentary procedures follow Robert's Rules of Order, Newly Revised.

ARTICLE III.  EXECUTIVE FACULTY

Section 1.  MEMBERSHIP AND PRIVILEGES OF MEMBERSHIP

A. A member of the Executive Faculty of the School of Public Health/Health Information Sciences

1. holds a full-time, academic appointment in the University of Louisville with a primary appointment in the School of Public Health/Health Information Sciences; or

2. may be a part-time or voluntary General Faculty who has been elected to the Executive Faculty. Part-time or voluntary General Faculty may be elected each May by their Department to the Executive Faculty for a term up to the duration of their current appointment. Each Department is entitled to elect one General Faculty to the Executive
Faculty who do not otherwise qualify as Executive Faculty, plus one additional General Faculty member for every ten Executive Faculty qualified under Art. III, Sec. 1.A.1; or

3. may be an Emeritus Faculty and has previously held membership in the Executive Faculty as defined by Art. III, Sec. 1.A.1. and who, by May first of each year, has expressed a desire to his/her Department Chair to be a member of the Executive Faculty.

4. Since it is anticipated that the new School will include many faculty with joint/secondary appointments, for the first five years these faculty will be part of the Executive Faculty as well.

B. Executive Faculty are entitled to vote in meetings of the Executive Faculty, and in School of Public Health/Health Information Sciences and University-wide elections, and on Bylaws and referenda affecting the Executive Faculty's jurisdiction (Art. III, Sec. 4); to serve on the Faculty Forum and on School of Public Health/Health Information Sciences Committees; and to represent the School on University bodies, except where prohibited in other sections of these Bylaws and Rules or in The Redbook and its ADDENDA. Executive Faculty are entitled to vote in meetings of the Department where they hold their primary School of Public Health/Health Information Sciences appointment, except where prohibited in other sections of these Bylaws and Rules or in The Redbook and its ADDENDA. Executive Faculty who are on leave or sabbatical, if they so request, retain their right to vote.

Section 2. OFFICERS AND COMMITTEES

A. OFFICERS:

Officers of the Executive Faculty are described in Appendix 1.

B. STANDING COMMITTEES:

The Executive Faculty may establish Standing Committees by amendment of Appendix 2 of these Bylaws. Dissolution of Standing Committees or major changes in their function requires amendment of Appendix 2.

1. Four Standing Committees fulfill the requirements of The Redbook: Promotions, Appointment, and Tenure; Performance Criteria and Economic Welfare; Faculty Grievance; and Student Academic Grievance. Other Standing Committees of the Executive Faculty are listed in Appendix 2. The Procedures for Selection and Governance, the Membership, and the Responsibilities of the Standing Committees are detailed in Appendix 2.

2. The Executive Faculty may create ad hoc committees.

3. Committees may recommend action to the Faculty Forum, the Executive Faculty, and/or the Office of the Dean, as specified in their charge.
4. The Office of the Dean shall supply administrative and clerical support to the officers and committees of the Executive Faculty.

Section 3. MEETINGS

A. At least one meeting of the Executive Faculty shall be convened during each semester of the academic year. Other meetings may be convened at the request of the Dean, a majority vote of the Faculty Forum, or by petition of 25% of Executive Faculty.

B. An agenda is prepared by the Dean, in consultation with the Vice-Chair and the Secretary of Faculty Forum, and includes: approval of the minutes of the preceding regular meeting and of any special interim meetings; report from the Office of the Dean; committee reports; old business; and new business.

C. Notification of the meeting, together with the agenda, must be transmitted by the Dean's Office to all Executive Faculty at least five working days before the time specified unless an emergency mandates a meeting on shorter notice.

D. A quorum is the majority (greater than 50%) of Executive Faculty.

E. Parliamentary procedures shall be governed by Robert's Rules of Order, Newly Revised.

Section 4. JURISDICTION

Except as otherwise provided in The Redbook of the University of Louisville, the Executive Faculty of the School of Public Health/Health Information Sciences has general legislative powers over all matters pertaining to its own personnel policies, criteria, and procedures; to its own meetings; to amendment of these Bylaws and Rules; and to the admission requirements, curricula, instruction, examinations, and recommendations to the Board of Trustees through the Dean for granting of degrees within the School, as specified in The Redbook, Article 3.3, Sec. 3.3.2.

ARTICLE IV. FACULTY FORUM

The Faculty Forum is the elected representative body of the School of Public Health/Health Information Sciences Executive Faculty. The Forum is a standing committee of the Executive Faculty and provides a structure for effective communication among the faculty of the School of Public Health/Health Information Sciences, its committees, and administration. The Forum provides expeditious exercise of faculty prerogatives as defined in Sec. 3.3.2 of The Redbook of the University of Louisville. It provides timely action on the policy recommendations and actions of the Executive Faculty committees. It also provides a mechanism for individual faculty to present issues to the Executive Faculty.

The operations, membership, officers, and meetings of the Faculty Forum are detailed in Appendix 3.
ARTICLE V. ADMINISTRATIVE UNITS OF THE SCHOOL OF PUBLIC HEALTH

Section 1. DEPARTMENTS

The current Departments of the School of Public Health/Health Information Sciences are listed in Appendix 4.

Section 2. ESTABLISHMENT OF NEW DEPARTMENTS AND DISSOLUTION OF EXISTING DEPARTMENTS

The Dean shall make recommendations through the Vice President for Health Affairs to the Provost, the President of the University, and the Board of Trustees for the establishment or dissolution of academic departments. Such recommendations shall follow only after formal consultation with the faculty members involved, the Council of Chairs and Deans, the Faculty Forum, the Executive Faculty, and in the case of degree granting programs, the Faculty Senate (The Redbook, Art. 3.4, Sec. 3.4.2.A). The formal recommendation from the Executive Faculty, including the vote tallies of the Departmental Faculty involved and of the Executive Faculty, shall accompany the Dean's recommendation.

Action by the Board of Trustees that establishes new departments or dissolves existing departments (The Redbook, Art. 3.4, Sec. 3.4.2.A) shall result in the appropriate change in Appendix 4 without requiring an additional ballot for change of these Bylaws and Rules.

Section 3. SECTIONS OR DIVISIONS

To facilitate the departmental responsibilities of teaching, research, and service, the Dean may establish sections or divisions upon recommendation of the Chair(s) after endorsement by the faculty of the Department(s) involved.

ARTICLE VI. ADMINISTRATIVE OFFICERS

Section 1. THE DEAN OF THE SCHOOL OF PUBLIC HEALTH

A. The Dean is the administrative and educational head of the School of Public Health/Health Information Sciences. The Dean shall report to the Vice President for Health Affairs through whom he/she is responsible for the administration of the School of Public Health/Health Information Sciences in accordance with The Redbook, Sec. 3.2.2.

B. The Dean chairs the Faculty Forum, the Council of Chairs and Deans, the Executive Faculty, and the General Faculty. The Dean also is an ex officio, nonvoting member of all Executive and General Faculty committees, except the Promotion, Appointment and Tenure Committee; the Faculty Grievance Committee; and the Student Academic Grievance Committee.

C. The Dean may create and appoint ad hoc committees.
D. Specific duties and responsibilities, in addition to the items set forth in this section and in The Redbook, Sec. 3.2.2, are detailed in a job description that is approved by the Executive Faculty, the Provost, and the President of the University. The responsibilities of the Dean are detailed in Appendix 5.

Section 2. OFFICERS OF THE DEAN

The appointment of Vice, Associate and Assistant Deans are recommended by the Dean for approval by the Vice President for Health Affairs, the Provost, the President, and the Board of Trustees.

Section 3. THE DEPARTMENT CHAIR

The Department Chair is the administrative and educational head of the Department. The duties of the Department Chair are detailed in The Redbook, Sec. 3.3.5, and in Appendix 6.

ARTICLE VII. THE COUNCIL OF CHAIRS AND DEANS OF THE SCHOOL OF PUBLIC HEALTH

The Council of Chairs and Deans is advisory to the Dean in all matters relating to the administration of the School of Public Health/Health Information Sciences. The Council of Chairs and Deans provides for the development, evaluation, review, and communication of matters of broad concern to the School of Public Health/Health Information Sciences. The Council of Chairs and Deans may provide advice on any topic so requested by the Dean. The membership, officers, and meetings of The Council of Chairs and Deans are detailed in Appendix 7.

ARTICLE VIII. SCHOOL OF PUBLIC HEALTH REPRESENTATIVES TO THE UNIVERSITY FACULTY SENATE AND UNIVERSITY-WIDE COMMITTEES

As provided in The Redbook, the Executive Faculty of the School of Public Health/Health Information Sciences elects representatives to the University Faculty Senate. The qualifications, election procedures and responsibilities of Senators are detailed in Appendix 8.

The School of Public Health/Health Information Sciences selects nominees for University-wide committees (e.g., Faculty Grievance Committee and University of Louisville Athletic Association Board of Directors) and elects representatives to other University-wide Committees (e.g., Faculty Advisory Committee to the Presidential Search). The selection procedures are detailed in Appendix 9.

ARTICLE IX. BYLAWS AMENDMENT AND VOTING PROCEDURES

These Bylaws and Appendices may be amended or revised by action of the Executive Faculty after a proposed amendment or revision has been presented to the Rules, Policies, and Credentials
Committee for its recommendation and then has been approved by the Faculty Forum. Proposed amendments and appendices of the Bylaws must not be in conflict with The Redbook. Changes to the Appendices require approval by the Executive Faculty of the School of Public Health/Health Information Sciences. Changes to Appendix 5 require approval by the Executive Faculty, the Provost, and the President (see The Redbook, Section 3.2.2). Changes to Appendix 6 require approval by the Executive Faculty of the School of Public Health/Health Information Sciences and the University Provost. Changes to the Bylaws, approved by the Executive Faculty, require subsequent approval by the President and University Board of Trustees (see The Redbook, Art. 3.1, Section 3.1.3).

To provide time for discussion by departmental faculty, a proposed Bylaws amendment or referendum affecting Art. III, Sec. 4 may not be voted upon by the Executive Faculty until 10 business days have passed following the date the Faculty Forum voted to forward the proposed amendment for Executive Faculty ballot.

The proposed amendment or referendum must be discussed at a meeting of the Executive Faculty held prior to voting by mail ballot and it must have been circulated to Executive Faculty at least 2 business days prior to the meeting.

If two-thirds of the voting Executive Faculty approve the proposed amendment or referendum, it is passed. If there is less than a quorum at the meeting, a mailed ballot will be required.

Voting for amendments to these Bylaws or Appendices for unit elections and for referenda shall be conducted as follows:

Ballots shall be distributed to all Executive Faculty and shall be collected by the Department Chair or Chair's designee, in sealed double envelopes. The outer envelope must be signed by the voting faculty member. The Department Chair is responsible for ensuring that all ballots received are cast by members of the Department's Executive Faculty. The ballots in the double envelopes are sent to the Secretary of the Executive Faculty. The ballots are opened at the designated time by the Secretary of the Executive Faculty in the presence of ballot tellers and faculty observers. For unit elections, the nominee(s) (with the number to be elected specified on the ballot) receiving the highest number of votes is (are) elected.

ARTICLE X. MISCELLANEOUS PROVISIONS DURING INITIAL PHASE OF THE SCHOOL

These Bylaws and their Appendices have been formulated to serve a School that is fully staffed and operational. Since the School is being built, for the most part, from the ground up, there may be provisions in these Bylaws or their Appendices that cannot be followed as written during the initial phases of the School. This Article contains provisions for dealing with these situations, including expiration of the provisions in this Article.

Section 1. Adjustments for Initially Small Number of Faculty

A. In the event the number of Faculty required by a provision in these Bylaws or their Appendices cannot be met due to insufficient numbers of Faculty meeting the provision's criteria, the Rules and Policy Committee shall recommend to the Dean for approval to adjust
the Faculty number and/or criteria of the provision such that the provision's action can take place.

B. Adjustments once made to a provision in the Bylaws or their Appendices under the provision of this Article may be revised under this Article only if one of the following is the case:

1. The existing adjustment renders the provision untenable according to Section 1.A of this Article.

2. The revised adjustment more closely represents the original number or criteria of the provision.

**Section 2.** Expiration of Provisions in this Article X

The provisions in this Article X shall expire with the earlier of:

A. There is no provision in these Bylaws or their Appendices that is subject to Section 1.A of this Article.

B. Five years have passed since the adoption of these Bylaws and their Appendices.
Appendix 1: Officers of the Executive Faculty

1. Chair: The Dean is the Chair of the Executive Faculty and presides over meetings of the Executive Faculty.

2. Vice-Chair: The Vice-Chair of the Faculty Forum is the Vice-Chair of the Executive Faculty and:
   a. presides in the absence of the Chair; and
   b. with the Secretary, assists the Dean in developing agendas for the Executive and General Faculty meetings.

3. Secretary: The Secretary of the Faculty Forum is Secretary of the Executive Faculty and is responsible for:
   a. assuring that the proceedings of all meetings of the Executive Faculty are recorded and that notices, agendas and minutes are distributed to full-time and part-time faculty, the Dean, the President and the University Archivist;
   b. distributing all mail ballots and serving as Chief Teller (The Secretary of the Executive Faculty receives ballots in double envelopes from the office of each Department Chair. The ballots are opened at the designated time in the presence of ballot tellers and at least one faculty observer.) for elections and referenda;
   c. keeping a permanent record of all elections and referenda;
   d. assuring that all amendments to these Bylaws and Rules are duly recorded and that amended copies of the Bylaws and Rules are periodically distributed to full-time and part-time faculty.

4. Other Officers: The Executive Faculty may have other officers.
Appendix 2: Standing Committees (Except for Faculty Forum)

Section 1. PROCEDURES FOR SELECTION & GOVERNANCE

Committees of the Executive Faculty are governed by the following procedures, unless otherwise provided for in these Bylaws and Rules.

A. Election and Appointment of Members

1. Two-thirds of all committee members will be elected.
   a. The Executive Faculty of each Department may nominate by departmental election one candidate for any committee for which their Department is eligible to nominate at that time.
   b. A ballot listing the nominees is prepared by the Secretary of the Faculty Forum and circulated to all eligible voters within the Executive Faculty. Voting is secret. Ballots are collected in sealed and signed double envelopes by the Departmental Chair and returned to the Secretary for tabulation.

2. The remaining committee members will be appointed by the Dean.

3. At first, the School will be small and house only limited tenured faculty with primary appointments. The membership numbers for committees listed in this Appendix are ideals and may not be feasible at first. The ratio of 2:1 elected/appointed faculty is more paramount than the actual numbers.

4. The following procedures shall be followed to ensure adequate gender and under-represented minority composition across the standing committees of the school of Public Health. As a minimum, one female and one under-represented minority shall be in each of the standing committees. Prior to committee elections each spring, the Rules, Policies, and Credentials Committee (RPCC) shall review committee composition and request appropriate nominees from the Chairs of eligible departments as detailed in Art. VII, Sec. 2.A.2.c. Upon completion of the ballot tally, the Secretary of Executive Faculty shall notify the RPCC of the committee membership. The RPCC shall determine the adequacy of gender and under-represented minority composition of each of the committees listed above. If adjustment is needed, the Dean shall be provided the names of eligible candidates and he/she will appoint an individual to serve. If there are no eligible candidates, the committee will be charged with seeking appropriate advice from the under-represented constituency at the School before voting on issues of significance.

5. Elected, appointed, and at-large committee members shall have a term of office the same as that of other committee members and they may stand for reelection on the next ballot for that committee’s membership. All other criteria for general (Art. VIII, Sec. 1.C) and specific (e.g. rank, tenure) committee membership apply to candidates for elected, appointed and at-large members.
6. In the event of a faculty vacancy in a committee, the Dean shall appoint a replacement, who shall serve for the remainder of the unexpired term of office.

B. General Composition & Organization of Committees

1. An individual may not be elected to more than one standing committee. Faculty Forum membership does not preclude membership in a standing committee.

2. A committee may not have more than one representative elected from any Department.

3. Voting members of the Council of Chairs and Deans are ineligible for elected membership on standing committees.

4. Members of standing committees serve staggered terms of three years; no member may serve more than two consecutive terms.

5. Attendance at committee meetings is mandatory. A record of attendance shall be part of the committee’s normal meeting. Absences (total of excused and unexcused) from more than one-third of a committee’s meetings within an academic year will result in a vacancy at the discretion of the Dean or Dean’s designee.

6. Individuals who hold temporary Executive Faculty status (Art. III, Sec. 1.A.2 and 1.A.3) are not eligible to serve on School of Public Health/Health Information Sciences committees in voting capacity.

C. Student Membership on Executive Faculty Committees

Student membership on Executive Faculty Committees shall be as follows:

- Faculty Forum – Two members
- Student Grievance – Two members
- Council of Chairs and Deans – Two members

Student representatives must be in good academic standing (not on probation) and enrolled full-time. They are selected by the student body under auspices of the established student government. A student may not serve simultaneously on more than one standing committee. The attendance of student and resident members at committee meetings is not mandatory although there should be adequate communication between student members to ensure one student at all meetings. Students jointly cast one consensus vote. If a disagreement occurs, the senior student present casts the deciding vote.
D. Officers

Each committee elects its own Chair from among its Executive Faculty members, except where stated otherwise in descriptions of individual committees and may have other officers. Such Chair and Officers are elected annually.

E. Review of Goals and Responsibilities

Each committee shall review annually its specific goals and responsibilities, recommending appropriate major changes to the Faculty Forum.

F. Subcommittees and Task Forces

Committees may establish subcommittees and task forces to assist them in their work. There are no eligibility restrictions for subcommittee and task force members.

Section 2. POLICY COMMITTEES

These committees report through the Faculty Forum to the Executive Faculty and to the Dean. All committee recommendations shall be acted upon by the Faculty Forum. Any changes in the Bylaws and Rules, personnel documents, or any major policy changes that involve curricular matters require the approval of the Executive Faculty.

A. Rules, Policies and Credentials Committee (RPCC)

1. Membership

This committee shall consist of two elected and one appointed Executive Faculty.

2. Responsibilities

a. Upon the request of the Executive Faculty, the Faculty Forum, the Dean, or by petition of 10 Executive Faculty Members, the Committee shall review these Bylaws and Rules for possible changes and proposed recommendations. Such recommendations shall be forwarded to the Faculty Forum for its recommendation and then, if approved, to the Executive Faculty for action, according to the procedures outlined in Art. XI.

b. Upon the request of the Executive Faculty, the Faculty Forum, the Dean, or by petition of 10 Executive Members, the Committee shall formulate interpretations relative to these Bylaws and Rules. Interpretive recommendations of the Committee are communicated to the Dean and are forwarded to the Faculty Forum for action (Art. IV, Sec. 4). In event of an impasse between the Dean and the Executive Faculty, the Dean’s decision is final, and the record of the objection by the Executive Faculty is forwarded by the Secretary of the Executive Faculty to the President.

c. The Committee develops and reviews procedures whereby departments nominate candidates to University-wide and School of Public Health/Health Information...
Sciences committees as well as procedures for conducting all unit-wide elections. The RPCC reviews the membership of standing committees and the Faculty Forum annually before spring elections to determine which departments are eligible to nominate candidates. The responsibilities, the absence policy, and the probable time commitment associated with committee membership are forwarded by the RPCC to the Department Chairs prior to departmental election of candidates. The Department Chairs shall be instructed to inform nominees of these committee responsibilities and policies to insure that able Faculty are nominated to Committee vacancies. In addition, the Chairs and Faculty shall be instructed to pay particular attention to gender and minority membership across the standing committees. The RPCC shall exercise the procedures in Art. VII, Sec. 1.A.3, to ensure adequate gender and under-represented minority composition of the membership among the committees of the School.

d. The RPCC verifies the eligibility of each candidate and rules on the eligibility of any challenged office holder or candidate. The RPCC shall meet with the newly elected committee members before the new academic year begins to ensure that the elected faculty are aware of the duties involved in the particular committee to which they have been elected; and that the elected faculty do not have standing conflicts that would interfere with attendance at committee meetings. If faculty decline committee membership, the candidate receiving the next highest vote shall be the replacement. The RPCC also initiates necessary changes in the composition of the Faculty Forum to reflect increases or decreases in the size of departments, the inclusion of new departments, and the exclusion of discontinued departments.

C. Committee on Performance Criteria and Economic Welfare

1. Membership

a. This Committee consists of two tenured elected and one tenured appointed Executive Faculty.

b. Members serve staggered terms three years with a limit of two consecutive terms.

2. Responsibilities

a. The Committee develops, forwards for approval, and, when approved, publishes unit guidelines (School of Public Health/Health Information Sciences Policies for Annual Performance Reviews and Performance-Based Salary Increases) that are minimum guidelines for the preparation of departmental procedures and criteria to review the academic performance of faculty.

b. The Committee is responsible for reviewing and approving the criteria and procedures for awarding performance-based salary increases proposed by each Department. It shall ensure that the procedures are clearly written; that they utilize objective, as well as appropriate subjective criteria; and that they follow the minimum guidelines established by the Faculty Senate and The Redbook.
c. The Committee is responsible for working with the Dean and other administrative officers to protect faculty from gross inequities in salaries and other benefits, in accordance with Sec. 4.2.2.A of The Redbook.

Section 3. ACTION COMMITTEES

These committees report directly to the Dean unless otherwise indicated in these Bylaws and Rules. Policy recommendations developed by these committees shall be transmitted to the Faculty Forum for its action. During each academic year, presentations to the Faculty Forum of the activities of each of the action committees are scheduled on a regular basis. These presentations include a summary of the prior year’s activities and plans for the future, requests for changes in scope and membership of the committees, and discussion of policies with Forum members. Major policy changes that involve personnel matters require the approval of the Executive Faculty.

A. Appointment, Promotion, and Tenure Committee

1. Membership

The Committee consists of four elected and two appointed Executive Faculty holding the rank of Professor.

2. Responsibilities

The Committee is responsible for the development of comprehensive academic personnel documents (“Guidelines for Promotion, Appointment and Tenure and for Periodic Career Review in the University of Louisville School of Medicine”). The documents must be prepared with the full participation and approval of the Executive Faculty. The documents must be in compliance with these Bylaws and Rules. The documents shall contain details for criteria discussed in The Redbook and any additional criteria to be considered in faculty appointments, promotions, tenure, annual performance or periodic career reviews. Upon final approval, this document, together with The Redbook, shall establish procedures and be the only criteria for appointment, promotion, tenure and annual and periodic career reviews. Any changes to these personnel documents require approval of the Executive Faculty.

3. Procedures

The committee makes recommendations to the Dean for granting of tenure and on the appointment and promotion of probationary and tenured and term faculty to the rank of Associate Professor and Professor, respectively. The involvement of the Committee in other matters concerning appointments, promotion and annual and periodic career reviews shall be delineated in the unit personnel documents. Any representative from the candidate’s Department shall vacate the meeting during the discussion and abstain from voting.

The Committee is not directly involved in the appointment and reappointment of faculty who hold term appointments. However, the committee shall review and approve
departmental guidelines for such evaluations and reappointments and shall oversee promotion to advanced ranks (Associate Professor and Professor).

B. Faculty Grievance Committee

1. Membership

The committee consists of two elected and one appointed tenured Executive Faculty who are not members of the Council of Chairs and Deans.

2. Responsibilities

The Committee considers faculty grievances according to The Redbook, Sec. 4.4, and makes informal inquiries under The Redbook, Sec. 4.5.3.B.1.b.

C. Student Academic Grievance Committee

1. Membership

The Committee consists of two elected and one appointed Executive Faculty who are not members of the Council of Chairs and Deans and two students. At least two faculty members must be present during grievance proceedings.

2. Responsibilities and Procedures

The responsibilities, procedures and timelines of action for the Student Grievance Committee are delineated in The Redbook, Chapter 6 in Art. 6.6 and Art. 6.8, and in “The University of Louisville Student Academic Grievance Procedure” document. Students who believe they have been treated unfairly, discriminated against, or have had their rights abridged may initiate grievance. In order to comply with accrediting standards, the matters for consideration are limited to those concerning instructional activities, research activities, as well as personal characteristics and behaviors suitable for a career in the field of Public Health.
Appendix 3: Faculty Forum: Options, Membership, Officers, and Meetings

Section 1. Membership

A. The Faculty Forum consists of one Executive Faculty representative elected from each Department listed in Appendix 4. Those departments with more than 10 Executive Faculty may elect a second representative. Departments with more than 20 Executive Faculty may elect a third representative. Two (2) members of the student body are voting members of the Faculty Forum (one consensus vote between them). Voting members of the Council of Chairs and Deans are not eligible for election to the Faculty Forum, but they are represented; one member is elected to represent the Council of Chairs and Deans in the Faculty Forum. There is also a non-voting Faculty Senate liaison.

B. The term of office of faculty representatives to the Faculty Forum is three years, with no representative serving more than two full consecutive terms. Terms of office are staggered to elect one-third of the membership each year. The term of office of student representatives is one year.

C. Representatives are elected by departments before the end of April. Elections are by secret ballot and require a majority vote of a Department’s Executive Faculty. Elected representatives may be recalled by two-thirds of a Department’s Executive Faculty.

D. Attendance at meetings of the Faculty Forum is mandatory. Unexcused absence from two consecutive regular meetings, or three regular meetings during the year, shall result on an automatic vacancy of office. Extenuating circumstances that would justify an excused absence should be reported to the Chair of the Forum. An automatic vacancy shall also result from a total of five absences (excused and unexcused) during the year. In the event of such a vacancy, the Department in question shall conduct a special election within thirty (30) days to fill the unexpired term.

Section 2. Officers

A. The Dean is Chair of the Faculty Forum. The Faculty Forum elects from its ranks a Vice-Chair and a Secretary. These elections are conducted by the Dean. Nominations for officers of the Faculty Forum are made from the floor and must be for faculty members with at least more than one year of his/her term remaining. Student members of the Faculty Forum are ineligible for election as officers and are not counted in the constitution of a quorum. Officers are elected by secret ballot at the first meeting in June and assume office immediately. The term of each elective office is one year with the office holder eligible for re-election. The officer continues to serve as an elected departmental representative. Officers may be removed from their positions on a motion supported by a two-thirds majority of the Faculty Forum membership.

1. The Chair:

   a. presides at all regular and special meetings of the Faculty Forum
b. appoints members to *ad hoc* committees

2. The Vice-Chair:
   a. with the Secretary, assists the Dean to develop agendas for Faculty Forum meetings
   b. assumes the responsibilities of the Chair in the event of the Chair’s absence

3. The Secretary:
   a. assures that the proceedings and resolutions arising from each meeting of the Faculty Forum are recorded
   b. serves as Chief Teller and records all results of all voting arising from each meeting of the Faculty Forum
   c. distributes the notice, agenda and minutes of each Faculty Forum meeting to all members of the Faculty Forum, the President, and the University Archivist, and makes them available to all members of the Executive Faculty
   d. serves as an ex-officio, non-voting member of the Rules, Polices, and Credentials Committee
   e. transmits recommendations of the Faculty Forum to the Office of the Dean

4. The Faculty Forum may establish other officers.

5. The Office of the Dean shall supply administrative and clerical support to the officers and committees of the Faculty Forum.

Section 3. Meetings

The Faculty Forum shall meet monthly, except during the month of July. An agenda and minutes of the previous meetings of the Faculty Forum and Council of Chairs and Deans shall be circulated at least five working days before each Faculty Forum meeting. At regular meetings the agenda includes:

A. approval of the minutes of the preceding regular meeting and of any special interim meetings

B. report from the Office of the Dean

C. committee reports

D. old business

E. new business
Items not included on the agenda may be proposed for discussion and information. The items may be acted on only if agreed by two thirds of the quorum present.
Appendix 4: Departmental List

The School of Public Health and Information Sciences includes the following Departments:

- Epidemiology and Clinical Investigation Sciences
- Environmental and Occupational Health Sciences
- Bioinformatics and Biostatistics
- Health Knowledge and Cognitive Sciences
- Health Management and Systems Sciences
Appendix 5: The Responsibilities of the Dean

The Dean shall be the academic and administrative leader of the School of Public Health/Health Information Sciences. The Dean shall report to the President through the Vice President for Health Affairs and shall administer the School in accordance with the Bylaws and Rules of the School of Public Health/Health Information Sciences and The Redbook and policies of the University of Louisville. The Dean shall be responsible for and have the authority to provide:

♦ Education in accordance with the essentials specified by the degree requirements and accreditation standards;
♦ Quality Public Health initiatives within the University of Louisville, UofL Health Care, and Jefferson County, working in conjunction with the Jefferson County Health Department;
♦ A scholarly environment to include the support of research and other scholarly activity.

In discharging these responsibilities, the Dean shall:

♦ Meet with the President, the Vice Presidents, and other Deans as appropriate in the development of University policies;
♦ Meet with the faculty, staff, students, Faculty Forum, and Council of Chairs and Deans as appropriate in the formulation and administration of policies of the School of Public Health/Health Information Sciences;
♦ Support the concept of a coordinated Health Sciences Center and coordinate the programs of the School of Public Health/Health Information Sciences with other units of the University, as appropriate;
♦ Make recommendations for the appointment, promotion, and tenure of faculty members and departmental chairs; the appointment and continuation of acting departmental chairs, both after consultation with departmental faculty;
♦ Make recommendations on the appointment of Vice, Associate, and Assistant Deans and other medical school administrators;
♦ Be responsible for all final decisions relations to the operation of the School of Public Health/Health Information Sciences within the properly authorized policies of the School of Public Health/Health Information Sciences and the University of Louisville;
♦ Be responsible for the preparation and administration of the budget of the School of Public Health/Health Information Sciences;
♦ Keep the President and the faculty fully informed of the educational and financial status of the School of Public Health/Health Information Sciences;
♦ Cooperate with the University Development Office in fund-raising activities on behalf of the School of Public Health/Health Information Sciences;
♦ Lead the faculty of the School of Public Health/Health Information Sciences in the development and maintenance of high quality instruction, scholarship, healthcare and policies;
♦ Maintain a liaison with students, staff, faculty, alumni and community, including local, regional, state, and national Public Health organizations;
♦ Assign and monitor office and laboratory space within the School of Public Health/Health Information Sciences
♦ Perform such other functions appropriate to the office as may be directed by the President or the Vice President for Health Affairs.
Appendix 6: The Responsibilities of the Departmental Chair and Chair Reviews

Section 1: RESPONSIBILITIES

The Department Chair is the administrative and educational head of the Department and is directly responsible to the Dean. In this capacity the Chair:

A. ensures excellence of the educational program;

B. cooperates with initiatives outside of the Department that School and University leaders set;

C. mentors all faculty and develops formal mentoring programs for junior, women and under-represented minority faculty;

D. recruits and retains adequate numbers of faculty especially women and under-represented minority faculty;

E. develops and oversees the responsible stewardship of departmental budgets;

F. represents the Department in the Council of Chairs and Deans and communicate its proceedings to the departmental faculty;

G. conducts regular faculty meetings at least monthly;

H. is responsible for ensuring the preparation and approval of appropriate departmental documents, such as the mission statement, performance criteria, annual work assignments, and ensuring compliance thereof;

I. recommends to the Dean new faculty appointments and reappointments after a vote by a majority of the Executive Faculty of the Department;

J. submits the recommendation of the Executive Faculty of the Department, along with his/her recommendation to the Dean for each Department member being considered for promotion or tenure;

K. conducts the election of the departmental representative(s) to the Faculty Forum by secret ballot;

L. conducts the election of the departmental nominees for the faculty committees and for the University Faculty Senate by secret ballot and transmits their names to the Secretary of the Executive Faculty;

M. is responsible for collecting sealed mail ballots for Bylaws amendments, referenda, the election of candidate to committees, and the University Faculty Senate, and for transmitting them to the Secretary of the Executive Faculty
N. is the ethical leader of the faculty and in that capacity should act as a role model.

Ballots shall be distributed to all Executive Faculty and shall be collected by the Department Chair or designee in sealed double envelopes, the outer one of which is signed. The Department Chair is responsible for ensuring that all ballots received are cast by members of the Department’s Executive Faculty. The ballots in the double envelopes are sent to the Secretary of the Faculty Forum.

Section 2: REVIEWS OF CHAIRS

A. The composition of the review committee is described in Appendix 9, Section 2 of this document.

B. The review process must include the collection of adequate data to assess each of the Chair responsibilities enumerated above.

C. The final report of the committee to the Dean will specifically comment on the quality of the Chair’s performance in each of the responsibilities enumerated above.
Appendix 7: The Council of Chairs and Deans: Operations, Membership, Officers, and Meetings

Section 1. MEMBERSHIP

A. The Council consists of the Dean, the Department Chairs and Assistant, Associate and Vice Deans of Public Health

B. The Dean may appoint two faculty who are not Executive Faculty and two Executive Faculty to serve as members of the Council.

C. Two graduate students are members of the Council.

Section 2. OFFICERS

A. The Dean, or designee, is Chair of the Council and presides at its meetings.

B. The Dean may appoint a Secretary of the Council who need not be a member.

Section 3. MEETINGS

A. Meetings of the Council shall be held monthly except in July.

B. Special meetings may be convened by the Dean or upon the request to the Dean by three members of the Council. The agenda shall be included in this request.

C. Parliamentary procedures shall be governed by Robert's Rules of Order, Newly Revised.

Section 4. FUNCTION

The Council is advisory to the Dean in all matters relation to the administration of the School of Public Health/Health Information Sciences. The Council provides for the development, evaluation, review and communication of matters of broad concern to the School of Public Health/Health Information Sciences. The Council may provide advice on any topic so requested by the Dean.
Appendix 8: Faculty Senators: Qualifications, Election, Procedures, and Responsibilities

Section 1. QUALIFICATIONS

A. Senators representing the School of Public Health/Health Information Sciences shall have a primary appointment in the School of Public Health/Health Information Sciences.

B. Each Department may have one senator.

Section 2. ELECTION

A. In each Department that elects a senator, election shall be by secret ballot.

Section 3. RESPONSIBILITIES

A. Senators represent the Faculty of the School of Public Health/Health Information Sciences, not their Departments nor themselves in the University Faculty Senate. Consensus opinion of the School’s faculty should be sought and conveyed to the Senate by the senators.

B. Senators shall meet at the beginning of each academic year to elect a liaison with the Faculty Forum.

C. Attendance at meetings of the University Faculty Senate is mandatory. Absence from two consecutive regular meetings or a total of three regular meetings during a Senate year may result in an automatic vacancy of office, unless there are extenuating circumstances. In the event of a vacancy, the Secretary of the Executive Faculty may fill the vacant office with the appropriate, eligible candidate from the previous election or by special election, if necessary.
Appendix 9: Other Committees of the School of Public Health/Health Information Sciences

Section 1. SEARCH COMMITTEES FOR DEPARTMENT CHAIRS

A. Membership

The Committee is appointed by the Dean. The Dean appoints its Chair from among its Executive Faculty. The Committee consists of three Executive Faculty with the rank of professor or associate professor. Gender and minority composition shall be considered in making the appointments. It will also include an Executive Faculty member of the Department concerned, and may have other non-voting members from outside of the School of Public Health/Health Information Sciences Executive Faculty. The non-voting members, however, may not exceed 49% of the Committee’s Executive Faculty.

B. Responsibilities

The Committee shall recommend to the Dean a minimum of two candidates for the Chair of the Department concerned. In developing its recommendation, the Committee must have secured the approval of the majority of the Executive Faculty of the Department concerned. The Dean of the School of Public Health/Health Information Sciences shall consult with the Dean of the Graduate School for Departments with graduate programs. After acceptance by the Dean, the recommendations of the Committee, the Departmental faculty and the Dean are forwarded to the President and the Board of Trustees for approval.

Section 2. REVIEW COMMITTEES FOR DEPARTMENT CHAIRS

A. Purpose

The performance of each Department Chair shall be reviewed at the beginning of the sixth year following the date of appointment, and every five years thereafter. Earlier review may be initiated at any time by the Dean. Additionally, a majority of the tenured Executive Faculty of the Department concerned may request an earlier review of the Chair. Such a request will be considered by the Dean in accordance with The Redbook 3.3.5.D.3.

B. Membership

The Dean shall appoint a three-member committee from a slate of six randomly selected tenured Executive Faculty candidates nominated by the Faculty Forum after consultation with the Chair to be reviewed for potential conflicts of interest. The Dean appoints its Chair.

C. Responsibilities

1. The Committee shall evaluate the Chair’s performance since appointment or last review. The Committee shall seek the opinions of all members of the Department including current students, graduate students, and staff and may seek extramural consultation.
2. The Committee shall conclude its deliberations expeditiously but before the sixth anniversary of the date of appointment or reappointment, and shall, by majority vote, make one of the following recommendations:

a. Endorsement.

b. Provisional endorsement, with specific recommendations that may include an earlier date for the next review.

c. Non-endorsement, delineating the reasons for the recommendation that the Department Chair be replaced.

3. The recommendation of the Committee’s final report shall be presented by the Dean to the Chair of the Department within ninety days following its submission to the Dean and before submission to the President. The Dean will meet with the Executive Faculty of the Department within ninety days to discuss his or her recommendation.
III-2: Professional Practice Plan, SPHIS
RECOMMENDATION TO THE BOARD OF TRUSTEES
CONCERNING THE PROFESSIONAL PRACTICE PLAN
FOR THE SCHOOL OF PUBLIC HEALTH AND INFORMATION
SCIENCES

Board of Trustees—April 10, 2003

RECOMMENDATION:

The President recommends:

That the Board of Trustees approve the Professional Practice Plan of the School of Public Health and Information Sciences (Exhibit A), and

That the Board of Trustees require the School to submit this Plan (or its revision) for the approval of its faculty when twenty-five full-time faculty members, in addition to the dean, hold appointments in the School.

BACKGROUND:

The School of Public Health and Information Sciences anticipates frequent occasions for its faculty to consult with external agencies and to partner with other public or private institutions in research and service activities related to their professional expertise and practice. The Dean and faculty of the School have therefore proposed this Professional Practice Plan to regulate those engagements in order to maintain the overall excellence of the School’s endeavors in the fulfillment of academic responsibilities.

The School has not yet reached the number of full-time faculty required for national accreditation. When that number has been reached, a review of the Professional Practice Plan will ratify its terms. Should any material change in the Plan be required, the revised and faculty-approved Plan will be submitted to the Board of Trustees again.

The Provost joins the President in making this recommendation.

Committee Action: Passed: Did Not Pass: Other: Date: ___________

Assistant Secretary

Board Action: Passed: Did Not Pass: Other: Date: ___________

Assistant Secretary
Exhibit A

University of Louisville
School of Public Health and Information Sciences
Professional Practice Plan

Preamble

A Professional Practice Plan is essential to the School of Public Health and Information Sciences in order to maintain a faculty of excellence in teaching, research, and service, and to provide appropriate control of faculty professional time in order to ensure fulfillment of academic responsibilities.

The objectives of the Professional Practice Plan are to:

a. Define the role and scope of professional practice activities of the faculty.
b. Strengthen relationships between the faculty and the public health community.
c. Provide the faculty remuneration commensurate with their academic and professional qualifications and activities.
d. Encourage an appropriate degree of faculty involvement in public health service.
e. Provide additional financial support for the School of Public Health and Information Sciences.

For those faculty contributing financial support to the School of Public Health and Information Sciences under this Plan, the obligations under this Plan supersede and are in lieu of the obligations of faculty under Section 4.3.3. of the Red book (limiting outside employment to an average of one [1] day per week).

Section I
Scope of Professional Practice Activities

Although this Professional Practice Plan relates to the professional earnings of faculty members, it is recognized by the faculty members of the School of Public Health and Information Sciences that their first and foremost duty is teaching, research, and service on a full-time basis. All services rendered under this Plan are considered to be a part of and necessarily limited by said primary goal.

Section II
Faculty Participation

All faculty members of the School of Public Health and Information Sciences, as defined in Section III of this Plan, are required to participate in the Professional Practice Plan as a condition of the their appointment and employment with the University of Louisville. It is essential for the implementation of this Plan that there be no exceptions. Adoption of the Plan by the Board of Trustees shall be determinative of the rights of the parties relative to the Plan.
It is recognized that faculty members of the School of Public Health and Information Sciences shall not be discriminated against in the allocation of overall University salary increases on account of their having Professional Practice Income.

Section III
Definition of Terms

(A) For the purposes of this Plan, a Faculty Member is an individual who has a primary or joint faculty appointment in the School of Public Health and Information Sciences and who, by contract, custom, or understanding, as indicated by usual University employment records, is employed at 0.80 FTE or greater effort by the University of Louisville. Not included are voluntary faculty or paid part-time faculty of the School of Public Health and Information Sciences whose paid work effort is less than 0.80 FTE.

(B) A Faculty Member’s University Salary is defined as the base plus the supplemental salary paid annually to the Faculty Member by the University, regardless of the source of funds utilized to pay such salary. University Salary excludes any X-pay component.

(C) Professional Practice Income is defined as income from inside or outside the University that is generated by a Faculty Member from professional activities, including, but not limited to, public health service, legal or expert-witness services, honoraria, and consultation services.

Excluded from Professional Practice Income are: prizes, royalties, and patent rights; funds generated from research and training grants; funds from service contracts that are used for the base pay of a faculty; and professional revenue that is included under the School of Medicine’s, School of Dentistry’s or other University-approved practice plans.

Section IV
Professional Practice Plan Policies

(A) Each Faculty Member shall be required to participate in this Plan.

(B) Each Faculty Member shall be employed by the University and shall receive a University Salary.

(C) All Professional Practice Income in this Plan shall be generated under the University’s Research Foundation tax identification and is to be deposited in the School of Public Health and Information Sciences’ account.

(D) Distribution of Professional Practice Income generated by a Faculty Member shall be as follows:

1. Distribution for Dean’s Office: 5%.
2. Distribution for Faculty Member’s Department: 25%.
3. Distribution for Faculty Member: An amount equal to the lesser of the remaining amount or 20% of the Faculty Member’s University Salary shall be distributed in one of the three following manners, the choice of which manner being at the discretion of the Dean and the Chair: (a) as X-pay to the Faculty Member, (b) to a University account for the Faculty Member and to which the Faculty Member can apply expenses that are allowed under University rules, or (c) a combination of (a) and (b). Distribution shall be made quarterly (January, April,
July, and October), calculated on a fiscal year-to-date basis and prorated for the number of months of employment by the University and participation within this Plan during the previous fiscal year-to-date period. The distribution for a quarter shall be done the month following the quarter and shall be determined from the Professional Practice Income that has been generated by the Faculty Member and deposited to the University during the fiscal year-to-date period ending with the quarter, capped by a fiscal year-to-date proration of the 20% maximum, less distributions made in prior quarters of the fiscal year-to-date. Determinations of quarterly distributions are illustrated by the following example, which assumes employment and Plan participation during the full fiscal year (July 1 through June 30):

October distribution: July-September deposits to a maximum of 5% of University Salary.
January distribution: July-December deposits to a maximum of 10% of University Salary less October distribution.
April Distribution: July-March deposits to a maximum of 15% of University Salary less October and January distributions.
July Distribution: July-June deposits (total fiscal year deposits) to a maximum of 20% of University Salary less October, January, and April distributions.

If the Faculty Member’s employment and Plan participation start during the fiscal year, the quarterly distributions will be calculated in a similar manner, but the maximum will be prorated based on the period of employment.

(4) Distribution of any remaining income shall be to the Faculty Member’s Department and shall be used at the discretion of the Chair of the Department. Not withstanding any other provision of this Plan, the Chair and the Faculty Member shall negotiate distribution of any income that is in excess of 50% of the Faculty Member’s University Salary on a case-by-case basis. Such additional distribution shall require approval of the Dean. Any additional amount to be distributed for the Faculty Member shall be done in a manner described in (3), above, the choice of which manner shall be at the discretion of the Dean and the Chair.

(E) Upon request of the Dean and to assure compliance with this Plan, a Faculty Member shall provide copies of his or her Federal Income Tax return and supporting documents for any of the preceding five years, provided the Faculty Member participated in this Plan during the requested year or years.

Section V
Modification of the Plan

As a consequence of its statutory authority, the Board of Trustees of the University of Louisville on their own initiative may modify or rescind this Plan. Before any modification is made in the Plan, the administration shall consult with the Faculty of the School of Public Health and Information Sciences. No modification or rescission shall take place for at least twelve months after its adoption, unless a shorter time is acceptable to 75% of the Faculty Members.

Approved by the Faculty: 01-09-03 (Version 9)
Approved by the Board of Trustees: 04-10-03
IV-1: K-wing Floor Plan
V-1: MPH Courses and Their Mapping to Learning Objectives
### MPH Course Listing for Competencies Matrix

#### Department of Bioinformatics and Biostatistics

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHST</td>
<td>Intro to Biostatistics I</td>
</tr>
<tr>
<td>PHST</td>
<td>Stat Computing and Data Mgmt for Public Health</td>
</tr>
<tr>
<td>PHST</td>
<td>Intro to Statistical Computing</td>
</tr>
<tr>
<td>PHST</td>
<td>Stat. Methods for Research Design in Health Studies</td>
</tr>
<tr>
<td>PHST</td>
<td>Practicum Experience: Bioinformatics and Biostatics</td>
</tr>
<tr>
<td>PHST</td>
<td>Integrating Learning and Experience in Public Health</td>
</tr>
<tr>
<td>PHST</td>
<td>Clinical Trials I</td>
</tr>
<tr>
<td>PHST</td>
<td>Clinical Trials Stats Lab</td>
</tr>
<tr>
<td>PHST</td>
<td>Biostatistical Methods II</td>
</tr>
</tbody>
</table>

#### Department of Environmental and Occupational Health Sciences

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHEH</td>
<td>Intro to Environ. And Occupational Health</td>
</tr>
<tr>
<td>PHEH</td>
<td>Occupational Health and Safety</td>
</tr>
<tr>
<td>PHEH</td>
<td>Global Issues of Environ. And Occupational Health</td>
</tr>
<tr>
<td>PHEH</td>
<td>Advanced Topics in Environ. Health</td>
</tr>
<tr>
<td>PHEH</td>
<td>Practicum Experience: Environ. and Occupational Health</td>
</tr>
<tr>
<td>PHEH</td>
<td>Integrating Learning and Experience in PH</td>
</tr>
</tbody>
</table>

#### Department of Epidemiology and Population Health

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHEP</td>
<td>Intro to Epidemiology</td>
</tr>
<tr>
<td>PHEP</td>
<td>Epidemiological Methods</td>
</tr>
<tr>
<td>PHEP</td>
<td>Advanced Topics in Epidemiology</td>
</tr>
<tr>
<td>PHEP</td>
<td>Practicum Experience: Epidemiology</td>
</tr>
<tr>
<td>PHEP</td>
<td>Disease Surveillance</td>
</tr>
<tr>
<td>PHEP</td>
<td>Field Epidemiology</td>
</tr>
<tr>
<td>PHEP</td>
<td>Integrating Learning and Experience</td>
</tr>
</tbody>
</table>

#### Department of Health Knowledge and Cognitive Sciences

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHKC</td>
<td>Intro to Health Behavior</td>
</tr>
<tr>
<td>PHKC</td>
<td>Health Decision and Risk Analysis</td>
</tr>
<tr>
<td>PHKC</td>
<td>Population Health Management</td>
</tr>
<tr>
<td>PHKC</td>
<td>Practicum Experience: Health Know &amp; Cogn Sci</td>
</tr>
<tr>
<td>PHKC</td>
<td>Issues in Public Health</td>
</tr>
<tr>
<td>PHKC</td>
<td>Integration Learning and Experience in Public Health</td>
</tr>
<tr>
<td>PHKC</td>
<td>Public Health Program Evaluation</td>
</tr>
<tr>
<td>PHKC</td>
<td>Health Communications Campaigns</td>
</tr>
<tr>
<td>PHKC</td>
<td>Critical Thinking and Program Evaluation</td>
</tr>
</tbody>
</table>

#### Department of Health Management and System Sciences

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHMS</td>
<td>Intro to Public Health and Admin</td>
</tr>
<tr>
<td>PHMS</td>
<td>Legal &amp; Bioethical Aspects of Public Health</td>
</tr>
<tr>
<td>PHMS</td>
<td>Governance and Mgmt of Healthcare Organizations</td>
</tr>
<tr>
<td>PHMS</td>
<td>Population Health Management</td>
</tr>
<tr>
<td>PHMS</td>
<td>Intro to Health Systems</td>
</tr>
<tr>
<td>PHMS</td>
<td>Practicum Experience: Health Mgmt and System Science</td>
</tr>
<tr>
<td>PHMS</td>
<td>Integrating Learning and Experience in Public Health</td>
</tr>
</tbody>
</table>
### Graduation Competencies

<table>
<thead>
<tr>
<th>Understanding: Public health knowledge and techniques by demonstrating understanding and application of:</th>
<th>MPH Courses Where Competencies Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic theories and techniques in public health.</td>
<td>PHKC 601 PHKC 614 PHKC 696 PHEP 601 PHMS 601 PHEH 600 PHST 600 PHST 610</td>
</tr>
<tr>
<td>Analysis, interpretation, and presentation of public health data.</td>
<td>X X X X X</td>
</tr>
<tr>
<td>Determinants of health in a population.</td>
<td>X X X X</td>
</tr>
<tr>
<td>Global health and how it factors in national, state, and local levels.</td>
<td>X X X X</td>
</tr>
<tr>
<td>Significant public health initiatives, such as the Healthy People 2010 project and expanded areas of competency and activity needed in public health.</td>
<td>X X X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Public health practice by demonstrating practice and competency in:</th>
<th>MPH Courses Where Competencies Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community experience in public health-related activities.</td>
<td>PHKC 601 PHKC 614 PHKC 696 PHEP 601 PHMS 601 PHEH 600 PHST 600 PHST 610</td>
</tr>
<tr>
<td>Involving the community in identifying and prioritizing its health concerns.</td>
<td>X X</td>
</tr>
<tr>
<td>Planning and implementing public health initiatives, including organizing and managing required resources.</td>
<td>X X X X</td>
</tr>
</tbody>
</table>

### Graduation Competencies

<table>
<thead>
<tr>
<th>Ethics and Values by demonstrating and understanding and application of:</th>
<th>MPH Courses Where Competencies Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaches to the practice of public health, protecting the public’s health, and the concept of health.</td>
<td>PHKC 601 PHKC 614 PHKC 696 PHEP 601 PHMS 601 PHEH 600 PHST 600 PHST 610</td>
</tr>
<tr>
<td>High ethical standards in all professional activities.</td>
<td>X X X X X</td>
</tr>
<tr>
<td>Personal philosophy and values for practicing public health.</td>
<td>X</td>
</tr>
<tr>
<td>Addressing issues in health equity, social justice, and environmental justice.</td>
<td>X X</td>
</tr>
<tr>
<td>Behavior: Personal and Professional Development by demonstrating:</td>
<td>PHKC 601</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Critical thinking and innovative problem solving</td>
<td>X</td>
</tr>
<tr>
<td>Collaborative leadership and trans-disciplinary perspective</td>
<td>X</td>
</tr>
<tr>
<td>Communicating effectively in writing and speaking</td>
<td>X</td>
</tr>
<tr>
<td>Understanding one’s strengths and weaknesses and how they can influence one’s professional effectiveness.</td>
<td></td>
</tr>
<tr>
<td>Giving and taking constructive criticism.</td>
<td>X</td>
</tr>
<tr>
<td>Working both independently and as part of a team, including taking the lead when appropriate.</td>
<td>X</td>
</tr>
<tr>
<td>Basic project management and team building techniques.</td>
<td>X</td>
</tr>
<tr>
<td>Graduation Competencies</td>
<td>MPH Courses Where Competencies Taught</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td></td>
<td>PHEP 601</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>Core</td>
</tr>
<tr>
<td>1. Explain the importance of epidemiology for informing scientific, ethical, economic, and political discussion of health issues.</td>
<td>X</td>
</tr>
<tr>
<td>2. Describe a public health problem in terms of magnitude, person, time and place.</td>
<td>X</td>
</tr>
<tr>
<td>3. Apply the basic terminology and definitions of epidemiology.</td>
<td>X</td>
</tr>
<tr>
<td>4. Identify key sources of data for epidemiological reports.</td>
<td>X X X</td>
</tr>
<tr>
<td>5. Calculate basic epidemiologic data.</td>
<td>X X X</td>
</tr>
<tr>
<td>6. Evaluate the strengths and limitations of epidemiologic reports.</td>
<td>X X X</td>
</tr>
<tr>
<td>7. Draw appropriate inferences from epidemiologic data.</td>
<td>X X X</td>
</tr>
<tr>
<td>8. Communicate epidemiologic information to lay and professional audiences.</td>
<td></td>
</tr>
<tr>
<td>9. Comprehend basic and ethical legal practices pertaining to the collection, maintenance, use and dissemination of epidemiologic data.</td>
<td></td>
</tr>
<tr>
<td>10. Identify the principles and limitations of public health screening programs.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding and application of:</td>
<td></td>
</tr>
<tr>
<td>• Natural histories and impacts of major chronic, infectious, and degenerative diseases.</td>
<td></td>
</tr>
<tr>
<td>• Data needs and analytic methods for determining standard epidemiological measures.</td>
<td></td>
</tr>
<tr>
<td>• Sources of bias in epidemiological investigations.</td>
<td></td>
</tr>
<tr>
<td>• Major determinants of incidence, transmission, prevalence, progression, and distribution of common diseases.</td>
<td></td>
</tr>
<tr>
<td>Graduation Competencies</td>
<td>MPH Courses Where Competencies Taught</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td></td>
<td>PHMS 601 (Care)</td>
</tr>
<tr>
<td>1. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US</td>
<td>X</td>
</tr>
<tr>
<td>2. Discuss the policy process for improving the health status of populations.</td>
<td>X</td>
</tr>
<tr>
<td>3. Describe the ethical and legal bases for public health and health services.</td>
<td>X</td>
</tr>
<tr>
<td>4. Apply quality and performance improvement concepts to address organizational performance issues.</td>
<td></td>
</tr>
<tr>
<td>5. Demonstrate leadership skills for building partnerships.</td>
<td>X</td>
</tr>
<tr>
<td>6. Apply principles of strategic planning and marketing to public health.</td>
<td>X</td>
</tr>
<tr>
<td>7. Communicate health policy and management issues using appropriate channels and techniques.</td>
<td>X</td>
</tr>
<tr>
<td>8. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.</td>
<td>X</td>
</tr>
<tr>
<td>9. Explain methods of ensuring community health safety and preparedness.</td>
<td>X</td>
</tr>
<tr>
<td>10. Apply “systems thinking” for resolving organizational problems.</td>
<td>X</td>
</tr>
</tbody>
</table>

Demonstrate knowledge and critical analysis of theories, techniques, and applications in the following areas:

- Health organization financial management
- Health access, quality, and cost
- Health law and ethics
- Health transaction cost economics
- Complex adaptive systems and health management
- Health legislation and policy

Demonstrate application of knowledge in one or more of the above areas in a real-world, public health setting.
### Graduation Competencies

<table>
<thead>
<tr>
<th>Environmental Health</th>
<th>MPH Courses Where Competencies Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.</td>
<td>PHEH 600 (Core)</td>
</tr>
<tr>
<td>2. Describe the direct and indirect human, ecological and safety effects on major environmental and occupational agents.</td>
<td>X</td>
</tr>
<tr>
<td>3. Specify current environmental risk assessment methods.</td>
<td>X</td>
</tr>
<tr>
<td>4. Describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.</td>
<td>X</td>
</tr>
<tr>
<td>5. Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.</td>
<td>X</td>
</tr>
<tr>
<td>6. Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.</td>
<td>X</td>
</tr>
<tr>
<td>7. Develop a testable model for environmental insult.</td>
<td>X</td>
</tr>
<tr>
<td>8. Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.</td>
<td>X</td>
</tr>
</tbody>
</table>

Demonstrate knowledge and critical analysis of theories, techniques, and applications in the following areas:

- Major sources of environmental and occupational health hazards | X | X | X | X | X | X |
- Mechanisms of illness and injury for environmental and occupational factors | X | X |
- Major health problems with an environmental component | X | X | X | X | X |
- Regulation and legislation of environmental health hazards | X | X | X | X | X |
- Environmental and occupational health policies | X | X | X | X | X |
- Environmental and occupational health risk assessment | X | X | X | X | X | X |

Demonstrate application of knowledge in one or more of the above areas in a real-world, public health setting | X | X | X | X | X | |

*Geography 522: GIS and Public Health
## Graduation Competencies

### Biostatistics

<table>
<thead>
<tr>
<th>Competency</th>
<th>MPH Courses Where Competencies Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the roles biostatistics serves in the discipline of public health.</td>
<td>X PHST 600 (Core) X PHST 610 X PHST 620 X PHST 624 X PHST 640 X PHST 681 X PHST 726</td>
</tr>
<tr>
<td>2. Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.</td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>3. Apply descriptive techniques commonly used to summarize public health data.</td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>4. Describe basic concepts of probability, random variation and commonly used statistical probability distributions.</td>
<td>X X</td>
</tr>
<tr>
<td>5. Apply common statistical methods of inference.</td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>6. Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.</td>
<td>X X X X X</td>
</tr>
<tr>
<td>7. Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.</td>
<td>X X X</td>
</tr>
<tr>
<td>8. Interpret results of statistical analyses found in public health studies.</td>
<td>X X</td>
</tr>
<tr>
<td>9. Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences.</td>
<td>X</td>
</tr>
<tr>
<td>10. Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.</td>
<td>X X X</td>
</tr>
<tr>
<td>Demonstrate use of standard statistical software to analyze health data.</td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>Analyze moderately complex health data using methods involving common linear statistical models.</td>
<td>X X X</td>
</tr>
<tr>
<td>Participate in the design, analysis, and reporting of health data.</td>
<td>X X X</td>
</tr>
<tr>
<td>Accurately interpret and analyze statistical content in the health literature</td>
<td>X X X</td>
</tr>
<tr>
<td>Graduation Competencies</td>
<td>MPH Courses Where Competencies Taught</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Health Behavior</td>
<td>PHKC 601 (Core)</td>
</tr>
<tr>
<td>1. Describe the role of social and community factors in both the onset and solution of public health problems.</td>
<td>X</td>
</tr>
<tr>
<td>2. Identify the causes of social and behavioral factors that affect health of individuals and populations.</td>
<td>X</td>
</tr>
<tr>
<td>3. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.</td>
<td>X</td>
</tr>
<tr>
<td>4. Apply ethical principles to public health program planning, implementation and evaluation.</td>
<td>X</td>
</tr>
<tr>
<td>5. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.</td>
<td>X</td>
</tr>
<tr>
<td>6. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.</td>
<td></td>
</tr>
<tr>
<td>7. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.</td>
<td>X</td>
</tr>
<tr>
<td>8. Describe the merits of social and behavioral science interventions and policies.</td>
<td>X</td>
</tr>
<tr>
<td>9. Describe the steps and procedures for the planning, implementation and evaluation for public health programs, policies and interventions.</td>
<td></td>
</tr>
<tr>
<td>10. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.</td>
<td></td>
</tr>
</tbody>
</table>

Demonstrate knowledge and critical analysis of theories, techniques, and applications in the following areas:

- Health behavior and health-related risk analysis | X | X | X | X | |
- Health knowledge seeking and utilization | X | X |
- Health cognition | X | |
- Health decision making | X | X |
- Health communication and education | X | X | X | |
- Community health promotion | X | X | |

Demonstrate application of knowledge in one or more of the above areas in a real-world, public health setting. | X | X | X |
V-2: Practicum Handbook
University of Louisville

School of Public Health and Information Sciences

Master of Public Health

Practicum Experience Manual
Version 1.0
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2. Consultation with the Concentration Coordinator

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MPH Practicum Coordination Meeting (students)

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Proposal and Learning Contract Preparation and Approval

Project initiation and completion

Meet with Advisory Committee and MPH Coordinator as needed

Midterm Assessment

Final Presentation and Assessment

Flow Scheme for the P.E.
**SUBMISSION TIMELINE**  
To ensure completion of all portion of the practicum, student must fulfill the following:

<table>
<thead>
<tr>
<th>ITEM TO BE SUBMITTED</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum coordination meeting hosted by MPH Program Office</td>
<td>April 1</td>
</tr>
<tr>
<td>Concentration selection notification</td>
<td>April 1</td>
</tr>
<tr>
<td>Assignment of academic mentor by respective concentration coordinators</td>
<td>April 15</td>
</tr>
<tr>
<td>Potential Project and Community Site form due to MPH Practicum Coordinator</td>
<td>May 30</td>
</tr>
<tr>
<td>Practicum field work begins</td>
<td>August 30</td>
</tr>
<tr>
<td>Learning Contract due to Advisory Committee</td>
<td>September 30</td>
</tr>
<tr>
<td>Community Site Profile due to MPH Practicum Coordinator</td>
<td>October 1</td>
</tr>
<tr>
<td>Practicum Project proposal due to Advisory Committee</td>
<td>October 1</td>
</tr>
<tr>
<td>IRB submission (if needed)</td>
<td>Nov 1</td>
</tr>
<tr>
<td>Draft of sections of written report to Advisory Committee:</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>February 15</td>
</tr>
<tr>
<td>Background and Significance</td>
<td></td>
</tr>
<tr>
<td>Nature of the work being addressed</td>
<td></td>
</tr>
<tr>
<td>Value to the community</td>
<td></td>
</tr>
<tr>
<td>Materials and Methods</td>
<td></td>
</tr>
<tr>
<td>Draft of all sections for written report due to Advisory Committee:</td>
<td>April 1</td>
</tr>
<tr>
<td>All previous sections, plus:</td>
<td></td>
</tr>
<tr>
<td>Results</td>
<td></td>
</tr>
<tr>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>Final recommendations</td>
<td></td>
</tr>
<tr>
<td>Executive summary</td>
<td></td>
</tr>
<tr>
<td>Practicum Experience evaluations to MPH Practicum Coordinator</td>
<td>April 15</td>
</tr>
<tr>
<td>Oral presentations with Advisory Committee (NOTE: Final reports must be submitted prior to oral presentation)</td>
<td>April 22-30</td>
</tr>
<tr>
<td>Final poster presentation</td>
<td>May 5</td>
</tr>
</tbody>
</table>
INTRODUCTION

The central theme and goal of the Practicum Experience (P.E.) is to bridge the gap between academia and practice. The P.E. serves as a vehicle to introduce future public health professionals to the field during their formal education. Additionally, the P. E. creates a snapshot of what maybe expected of public health professionals after formal schooling. To achieve this goal, MPH students will be required to synthesize conceptual information presented in their core courses and specialty track, and utilize this information in writing the Learning Contract, in conducting the work specified in the Learning Contract, and in evaluating the completed work.

The P.E. is designed to be completed over the span of two semesters. Primarily during the first semester, the students will develop the Learning Contract that describes the project work plan and identifies the specific project deliverables, with due dates. In the second semester, the students will write the final report and make both an oral and poster presentation.

Within the field of public health, there are three core functions: **assurance**, **assessment** and **policy development** (Institute of Medicine (1988). *The Future of Public Health*. Washington, DC: National Academy Press). Ten essential services of public health have been developed to aid in interpreting and achieving the three core functions, (See Figure 1):

**Figure 1. Ten Essential Services**

- Monitor health status to identify community health problems;
- Diagnose and investigate health problems and health hazards in the community;
- Inform, educate and empower people about health issues;
- Mobilize community partnerships to identify and solve health problems;
- Develop policies and plans that support individual and community health efforts;
- Enforce laws and regulations that protect health and ensure safety;
- Link people to needed personal health services and assure the provision of health care when otherwise unavailable;
- Assure a competent public health and personal health care workforce;
- Evaluate effectiveness, accessibility and quality of personal and population-based health services;
- Research new insights and innovative solutions to health problems.


For each essential service there exist eight areas of competency that have been identified as key components for achieving each essential service (Core Competencies For Public Health Professionals [http://www.phf.org/competencies.htm](http://www.phf.org/competencies.htm). These include:

- Analytic/assessment skills;
- Policy development/program planning skills;
- Communication skills;
- Cultural competency skills;
- Community dimensions of practice skills;
- Basic public health sciences skills;
Financial planning and management skills; and
Leadership and systems thinking skills

**Practicum Experience Learning Objectives**
The P.E. seeks to address the ten essential services and eight core competencies by engaging students with real-time exposure to practicing public health professionals in their work environment. By the completion of the P.E., students will be able to:

- Identify and select a practicum site and project;
- Develop a Learning Contract, a written document stating the specific objectives to be achieved by the project and the “deliverables” required at completion of the project;
- Execute a project from inception to completion that applies and integrates the concepts, methods, and skills acquired in MPH courses to the health problem;
- Participate as a team member in a public health work environment; and,
- Summarize the experience and describe the application of essential services and core competencies through written and oral presentations.

Additionally, the P.E. will provide a rich venue to students to meet the learning objectives of the MPH Program as well as the concentration specific learning objectives unique to each specialty track (see Appendix 1).

It is a goal of both the MPH program and the faculty of the SPHIS to assure that the P.E. will combine didactic learning with practical experience to enable the student to achieve the public health competencies that are necessary to carry out the core functions of public health. It is our vision that relationships garnered with our partners and fellow stakeholders in public health that the P.E. will be a fruitful, positive opportunity for all involved—our students, our school and our community.
I: THE PRACTICUM EXPERIENCE:

A. Definitions, Roles and Responsibilities

**MPH Practicum Coordinator:** The MPH Practicum Coordinator (referred to hereafter as Coordinator) is the point of school-wide contact for the entire P.E. The Coordinator centralizes all work done with the P.E. for each of the five departments. It is strongly recommended that students consult the Coordinator on a regular basis regarding the progress of their practicum project. The Coordinator also serves as the liaison through which the outside community connects with the School of Public Health and Information Sciences. The MPH Practicum Coordinator is:

LaTonia S. Peters, MPH  
852-5933/o  852-3294/f  
email: latonia.peters@louisville.edu

**Student:** The Master of Public Health degree candidate that will be conducting the practicum project at an external health or health-related agency or organization. Prior to enrolling for the P.E a student must have completed all core MPH courses and be concurrently enrolled in the concentration courses.

The student is responsible for:

1) Planning meetings with their Advisory Committee to:
   a. Prepare their project proposal and learning contract;
   b. Review and report on the progress of their project; and,
   c. Plan, prepare, and deliver the written and oral reports of their P.E.

2) Planning meetings as needed with the Coordinator to arrange, implement and discuss any and all portions the P.E. and any other materials required for the successful completion of the P.E.

If for any reason the student experiences difficulty of any kind, personal, professional or otherwise, the student is strongly encouraged to communicate those difficulties to their Academic Mentor, their Community Preceptor or the Coordinator to ensure prompt action.

**Community Preceptor:** The community preceptor is the individual within the agency or organization charged with the responsibility of overseeing the student’s duties at the practicum site. The community preceptor is responsible for ensuring that the project and deliverables are in alignment with the needs of their agency or organization. The community preceptor is a member of the student’s Advisory Committee and serves as the point of community contact for the Coordinator.

As a member of the student’s Advisory Committee, the community preceptor will have the opportunity to participate in the final graded evaluation of the student. The practicum grading will be based on the deliverables specified in the Learning Contract, the students’ performance at the site and other items the Advisory Committee deems necessary in determining the final grade.
Activities of the community preceptor typically include:

- Participation in SPHIS sponsored preceptor orientations, meetings and/or seminars;
- Meeting regularly with the student to monitor progress towards fulfillment of the Learning Contract;
- Meeting with the Academic Mentor to discuss the students performance;
- Participation in the student’s final paper preparation, oral presentation, and poster presentation; and,
- Completing midterm and final student evaluations (Appendices 4 and 6).

Additionally, community preceptors are encouraged to facilitate the student’s learning experience by making them aware of opportunities available within their organization that are relevant to their project, professional interests and development and overall growth as public health professionals.

**Academic Mentor:** The Academic Mentor is a faculty member within the student’s concentration department that leads the student’s Advisory Committee. Assignment of an Academic Mentor for a student is discussed in the MPH Student Handbook. The Academic Mentor is charged with the responsibility of understanding all requirement of the Practicum Experience and ensuring, as far as possible, that the student satisfies those requirements.

The Academic Mentor and Coordinator will discuss on a regular basis student performance and progress. Should the Academic Mentor learn of any student problems or difficulties at the practicum site, the Academic Mentor will serve as the student’s advocate in resolving such issues.

The Academic Mentor will serve as the course director for the P.E. (PHXX 679) and is responsible for compiling and documenting the grade each student receives for each section of the course. Additionally, the Academic Mentor serves as faculty for PHKC 697, *Integrating Learning and Experience in Public Health*. This course is offered each spring and provides the forum for students to present the results of their P.E.

**Advisory Committee:** The Advisory Committee serves to guide the student through their P.E. The Advisory Committee is comprised of: 1) the student; 2) the community preceptor; 3) the Academic Mentor and 4) other stakeholders deemed appropriate for the successful completion P.E. At the request of the student, the Coordinator may sit on a student’s Advisory Committee solely for the purpose of offering guidance. The Coordinator will not take part in the final evaluation or grading of the student’s project. After approval of the Learning Contract and initiation of the practicum project it is recommended that students meet with the members of their advisory committee on a quarterly basis.

**Practicum site:** The practicum site is the location at which students will conduct their projects. Typically, the practicum site location and agency or organization is one and the same. If the site and location are different or vary, the physical location of the agency or
organization will serve as the practicum location for record keeping purposes. It is the responsibility of the student’s Advisory Committee to ensure that all necessary materials (i.e. work space, work equipment, etc.) are in a location conducive to carrying out the P.E. project. Should the agency or organization be unable to provide needed materials (work space, desk, chair, computer, phone, etc.), they should notify the Coordinator or Academic Mentor prior to assigning a student to that site.

**Practicum Proposal:** The Practicum Proposal is a written document that defines the scope of the specific practicum project. The proposal includes a description of the nature of the project, the specific questions (or hypothesis) to be addressed by the project, a background literature search, and a description of the methods required to carry out the project and to analyze any data collected during the project. The intent of the practicum proposal is to bring specificity to the project and to ensure that the scope of the project is feasible. Additionally the practicum proposal provides the needed in the application materials for IRB review.

**Learning Contract:** The Learning Contract is the written document that serves as a binding agreement between the student and the community preceptor. The learning contract specifies the goal(s), objective(s) and deliverable(s) of the P.E. As a binding document, students will be expected to achieve and/or carry out all items contained in the Learning Contract. The Learning Contract must be approved and signed by the Community Preceptor and the Academic Mentor. The Coordinator will maintain a copy of the signed Learning Contract in the MPH Program Office.

**Affiliation Agreement:** In order to begin the process of connecting students to community preceptors and practicum sites, an Affiliation Agreement must be signed by both the community site and SPHIS. The Affiliation Agreement is a legally binding document that addresses all items pertaining to University’s guidelines for student field work. A sample agreement is in the Appendix 7 of this manual. Once the practicum site agrees to host students, the agreement must be signed prior to students beginning any work. Each party will maintain a copy of the fully executed agreement, with the original being housed in the Dean’s Office at SPHIS.

**Student Practice Site Agreement:** This agreement, between the student and SPHIS, provides practice guidelines and specifies a code of conduct for the student while at the practice site. Once the community site and SPHIS agree to the overall terms of the Affiliation Agreement each student must sign the Student Practice Site Agreement. Each party will maintain a copy of the fully executed agreement, with the original being housed in the Dean’s Office at SPHIS.
B. Requirements of the P.E.

The primary requirement prior to beginning the P.E. is the satisfactory completion of all the MPH core courses with an overall GPA of 3.0 or better. Students must also be currently enrolled in the concentration courses of the student’s specialty track.

**Time Commitment:** The P.E. is the time which students will interface with an external health-related setting, the practicum site, to complete a 260 contact-hour project over the span of two semesters. The time commitment of the P.E. is equivalent to 32.5 eight hr workdays and will require students to spend between 1 ½ and 3 days at the practicum site or on P.E. related work over portions of two semesters (see note below). To assure time commitments are met, students should aim to achieve the milestones as specified by the time line of the Learning Contract. Typically, much preparatory work is done in the fall semester, such as completion of the Practicum Proposal, Learning Contract, and IRB approval (if required). Work toward the deliverables specified by the Learning Contract will typically occur in the spring semester. Students should note that all time spent on any items pertaining to the P.E., preparatory or otherwise, counts towards their time commitment. *(NOTE: The P.E. time commitment serves as a guiding principle. Successful completion of the objectives and deliverables specified by the Learning Contract provides the ultimate framework for the time commitment of the P.E.)*

**Selection of a practicum site and community preceptor:** Selection of a practicum site involves not just finding a site but identifying a community preceptor, obtaining the organization’s agreement to both serve as the site and to sponsor the project, working with the Coordinator to ensure the affiliation agreement is in place, and identifying the deliverables specified by the Learning Contract. The practicum site and community preceptor must be approved by the student’s Academic Mentor and department chair prior to developing the Practicum Proposal and Learning Contract. Approval of the community preceptor is based in part on: previous, similar experience with students; years of experience and responsibility within the organization; and ability to assist the student to complete deliverables. The practicum site must also have sign and fully executed Affiliation Agreement with the SPHIS.

*To facilitate the decision-making process regarding the selection of a practicum site and/or a community preceptor, the Coordinator or the Director of the MPH Program may be consulted. You are also encouraged to speak with other faculty and students about their experiences. Remember, the selection of a site and preceptor will be heavily formed by your own interests and desires, as well as concentration-specific goals. Identifying an appropriate site and preceptor go toward creating a successful project.*

Once the community site and advisory committee are identified students must complete the Community Site Profile (See Appendix 3) and turn into their Academic Advisor and the Coordinator.

**Learning Contract and Project Proposal Approval:** The practicum project is a concentration-specific project that must be approved by the student’s Advisory
Committee. The student’s Academic Mentor will work with the student to identify a project, develop a project proposal, and develop the Learning Contract. An approved Learning Contract must be signed by the members of the student’s Advisory Committee and the curriculum coordinator.

**HIPAA and Human Subject training:** Every student must complete both the HIPAA and Human Subject (CITI) training offered through the Office of Research. Completion certificates must be submitted to the Coordinator during the spring semester of Year 1 (date TBA).

**IRB Approval:** All P.E. projects must be submitted to the IRB for approval. This is not to be considered a *pro forma* exercise. The MPH Program embraces and advocates the ethical concepts upon which human subject review is based, and with which the MPH student must become familiar. The IRB approval process, as well as all necessary forms, will be covered in greater detail in the Institutional Review Board section.

**Confidentiality:** Many projects will require students to have access to healthcare and other information pertaining to clients, patients, other students, or regulated institutions as part of the P.E. Such information is protected by state and federal statutes and regulations and must be considered and treated as CONFIDENTIAL.

**Journal Assignment:** Students should keep a written journal, making entries for each week at the practicum site. Entries should include:

1. brief synopsis of activities for that week  
2. specific accomplishments or activities completed  
3. problems that occurred, and how they were resolved  
4. experiences that provided for learning and professional growth

The journal will be submitted as a complete package at the end of the site work of the practicum.

**Mid-Point Review:** The Midpoint Review should occur about halfway through the P.E. and is a time for reflection and feedback. The goal of the Midpoint Review is to help ensure that the P.E. is on track and that the student is making a contribution to the organization. Students must meet with their Community Preceptor and complete the Mid-Point Review Form (Appendix 4) and submit the completed and signed form to their Academic Mentor with a copy to the Curriculum Coordinator.

**Completion of the Project:** On completion of the deliverables of the Learning Contract, the student must prepare an oral presentation, a poster, and a written report of the P.E. The oral report and poster will be presented during the Integrated Learning and Experience in Public Health course (PHKC 697). The student’s Academic Mentor and Community preceptor will provide guidance in the preparation and review of the written
report and oral and poster presentations. More specific guidelines for these tasks will be provided prior to completion of the practicum.

(Note: No student is to begin his/her actual project unless and until approval has been granted by: the Academic Advisory Committee, The Coordinator, and The Institutional Review Board or, if applicable, the MPH Program. Furthermore, no project can be started without a signed Affiliation Agreement and Student Practice Site Agreement.)
II: GRADING AND EVALUATION

Grading:
The grade for the P.E. is based on the student’s completion of the requirements for PHXX 679 Concentration Specific Practicum (6 credit hours) and PHKC 697 Integrating Learning and Experience in Public Health (2 credit hours). PHXX 679 is department specific and is an honor/pass/fail course and PHKC 697 is graded by letter grade.

- **PHXX 679 Fall (Normally 2nd year of the MPH program):** The grade is solely determined by the student’s departmental Academic Mentor and will be based on completion of the following components: 1) identification of the practicum site and the community mentor; 2) completion of the community site profile (Appendix 3), 3) completion of an acceptable practicum proposal and learning contract (Appendix 2); and 4) completion of all IRB requirements.
- **PHXX 679 Spring:** The grade is determined by the student’s Academic Mentor and Community Preceptor. The grading will be based on the following components: 1) completion of the mid-term evaluation; 2) submission of the weekly journal at the conclusion of the work at the practicum site; 3) submission of the written practicum report to the Academic Mentor and Community Preceptor (See Appendix 9 for Written Practicum Report Guidelines) and 4) completion and submission of all performance evaluations (Appendices 5 and 6) to the students academic mentor.
- **PHKC 697:** A third component of the graded P.E. is through the oral and poster presentations in PHKC 697 Integrating Learning and Experience in Public Health (1 credit hours). Students will be required to prepare both an oral and poster presentation of their P.E. and the grade determined by an assessment of each preparation. The Student’s Academic Mentor will grade the written report and the oral and written poster presentations (See Appendices 10 and 11 for Oral Presentation and Poster Guidelines). The Student’s Community Preceptor may also participate in grading the written report and the oral and written poster presentations.

P.E. Evaluations:
The evaluation process will coordinated by the Coordinator.

- **Community Preceptor Student Evaluations:** Each community preceptor will complete a student evaluation. This evaluation will serve as a basis for grading the field portion of the second semester of the P.E. The form for this evaluation is in the Appendix 6.
- **Student Evaluation of the P.E. Experience:** Students will evaluate their Academic Mentor, Community Preceptor and the Practicum Site. These evaluations will be submitted to the MPH Program Director. The forms for these evaluations are found in Appendix 5.

To have successful completed the P.E. students must have completed and submitted all deliverables and assignments to their respective Academic Mentor and Community preceptor, completed all portions of the Learning Contract, and have submitted all evaluations to the course director (Academic Mentor). Students who do not complete all
of these requirements may be at risk of failing the P.E. and not graduating. Final grades will be given by the course director in consultation with the Community preceptor.

Should remediation of any kind be necessary, conditions upon which the remediation will be done will be at the discretion of the Academic Mentor and the Director of the MPH Program.
III: THE PRACTICUM PROPOSAL and LEARNING CONTRACT

The Practicum Project Proposal:
After identifying the P.E. project, the student must bring the project into focus by describing the primary goal(s) and objectives of the project. This is normally done through the development of a practicum proposal. The proposal is designed to bring specificity to the project and ensure that the project is feasible in scope. A project that is too broad cannot be completed in the time frame available.

In addition to helping frame the scope of the project, the practicum proposal serves as an invaluable tool in the IRB process. Identifying the project purpose, providing relevant background information, developing a reasoned methodology are all needed in the application materials for IRB review.

Suggested Proposal Format: The student’s Academic Mentor determines the final content of the practicum proposal however the following are suggestions that may be followed in developing the proposal.

I. Introduction and background: This section should identify the questions, hypothesis, or specific objectives to be addressed by the project; provides a brief review of the literature relevant to the project; and describes the broader concepts and implications of the project work and how the project may be of value to the larger community. Students are encouraged to broadly think about how their individual project fulfills the public health core and concentration competencies.

II. Materials and Methods: This section identifies and describes the procedures and methods the student will use to carry out the project work. Whether the project is a program evaluation using a survey, data analysis using statistical software, development of a business plan, or other type of project, this section lays out exactly how the work will be done. This section will also include any a description of the methods proposed for data collection, reduction, and analysis. (NOTE: For IRB submissions, this section is extremely important. Materials and methods must be clearly spelled out so that the review committee can see exactly what is being done and how it will get done.)

III. Expected Results: Since the project has yet to begin, this section contains projected or expected results rather than actual results. The final written report contains the actual results of the project. For IRB purposes, stating as succinctly as possible clearly expected results will aid the IRB review.

IV. Cited References: Students should consult with their Academic Mentor regarding the format literature citations. A guideline for citation style is given after this section.
Submission of the practicum proposal to the Advisory Committee: The Practicum proposal should include a cover page specifying:

- Practicum title
- Brief description of the practicum site and project
- Names of academic mentor and community site preceptor;

The final version of the practicum proposal must be submitted to the student’s Advisory Committee with the IRB forms needed for an exempt or expedited review.

Search of Peer Reviewed Literature: Once the specific project has been defined, the student will perform a search of peer reviewed literature and write a brief summary of the reviewed literature. The literature review will assist the student in becoming conversant with the vocabulary and concepts utilized by professionals in the field from which the project arises. The literature will also assist the student to frame the objectives of the project and Learning Contract.

The student’s Academic Mentor may specify a specific citation format. If a citation format is not specified students may use their choice of a standard, accepted citation method. The American Journal of Public Health utilizes the American Medical Association/AMA Citation Style for references, as do other public health, medical, and health-related professions. The source publication is the *American Medical Association Manual of Style: A Guide for Authors and Editors.* 9th ed. Cheryl Iverson (Chair), [et al]. Baltimore: Williams & Wilkins; 1998. An illustration of the AMA citation stile may be found at: [http://www.liu.edu/cwis/cwp/library/workshop/citama.htm](http://www.liu.edu/cwis/cwp/library/workshop/citama.htm); [http://www.docstyles.com/amaguide.htm](http://www.docstyles.com/amaguide.htm); [http://healthlinks.washington.edu/hsl/styleguides/ama.html](http://healthlinks.washington.edu/hsl/styleguides/ama.html)

The Learning Contract: The Learning Contract is designed to enumerate the learning objectives of the project, identify the project and site related responsibilities and duties of the student, and identify specific deliverables (including a timeline for delivery) to be completed during the project. Specific components of the Learning Contract includes the:

- **Learning Objectives:** Within the duration of this project and upon the completion of this project, the student will learn the following:...

- **Responsibilities and Duties:** Regarding the specific responsibilities and duties of the project and associated works, the student will be responsible for the following:...

- **Service Deliverables:** Within the duration of this project and upon completion of it, the student will produce the following deliverables associated with this project. *(SPECIAL NOTE:* In addition to the identified service deliverables, all students must complete a final written report, an oral presentation and a poster. These items need not be listed for the services deliverable. Service deliverables are only those required of the community site and project.)*

The completed and approved Learning Contract must be signed by the Student, the Community Preceptor, and the Academic Mentor. The form for the Learning Contract is in Appendix 2.
VI-1: Publications by SPHIS Faculty and Staff During Calendar Years 2003, 2004 and 2005
Publications of SPHIS Faculty and Staff, Calendar Year 2003

   Note: Clover RD, Liaison Representative of American Academy of Family Physicians to ACIP

   Note: Smoot TM, coauthor


   Note: Clover RD, Liaison Representative of American Academy of Family Physicians to ACIP

    Note: Tollerud DJ, coauthor


    Note: Ramos IN, coauthor


Note: Clover RD, Contributor


Note: Tollerud DJ, coauthor


Publications of SPHIS Faculty and Staff, Calendar Year 2004


11. Kyasa MJ, Hazlett L, **Parrish RS**, Schichman SA, Zent CS. Veterans with chronic lymphocytic leukemia/small lymphocytic lymphoma (CLL/SLL) have a markedly increased rate of second malignancy, which is the most common cause of death. *Leukemia & Lymphoma* 2004; 45(3):507-513.


Publications of SPHIS Faculty and Staff, Calendar Year 2005


Note: Baumgartner KB and Baumgartner RN, coauthors


Note: Baumgartner KB and Baumgartner RN, coauthors


Note: Hornung CA, coauthor


(33) Slattery ML, Baumgartner KB, Byers T et al. Genetic, anthropometric, and lifestyle factors associated with IGF-1 and IGFBP-3 levels in Hispanic and non-Hispanic white women. *Cancer Causes & Control* 2005 December;16(10):1147-57.


Note: Ziegler CH, coauthor


Note: Wang C, coauthor


Note: Goldsmith LJ, coauthor


Note: Parrish RS, coauthor


VII-1: Community and Professional Service
Community and Professional Service

Mission

Promote and advance the service activities of the School of Public Health and Information Sciences to our communities and members of the public health professions.

Goals

Promote:
- Public health expertise and research interests of faculty and departments
- Center for Health Hazards Preparedness
- Continuing education offerings
- Current community programs and service activities

Advance:
- Center for Health Hazards Preparedness
- Connections between community and public health partners and SPHIS faculty and resources
- Development of practicum projects for MPH students
- Identification of new partnerships
- Relationships and partnerships to further the mutual needs of the community, School, and University

Activities
- Developing and promoting of current continuing education courses such as public health grand rounds and Center for Health Hazards Preparedness activities
- Maintaining a list of School community partners and projects
- Assisting in the creation of a web-based portal and database to collect, organize and maintain information from faculty and staff about their service activities, research, and publications
- Developing a robust evaluation program to measure the impact of these partnerships and continuing education efforts.
- Demonstrating the impact of partnerships
- Improving the effectiveness and accountability of the programs and services we provide
- Increasing awareness of the ways in which community leadership positions (e.g., community/agency board involvement) can impact the school
- Providing current and accurate data to stakeholders (e.g., Dean’s office, University President’s office, and accrediting bodies) regarding service activities and impact
- Supporting the efforts of the Service Committee to establish and continuously refine the process for identifying new opportunities
- Other activities as needed to meet goals and fulfill mission

Organization

Location: Dean’s Office, reporting to Peter L. Walton, MD, Associate Dean

Director: Ruth Carrico, PhD (10%)
Administrative Assistant: Melissa Schreck (10%)

Service Committee, Robert J. Esterhay, MD, Chair

Issued by the Office of the Dean, 09/15/06
VII-2: Service Committee
Service Committee

Charge

To advise and assist Community and Professional Service in promoting and advancing service by the School to the community and the public health professions, including selection of annual service awards to faculty, staff, and students.

For purposes of the Committee, service is defined as “contributions of professional expertise to the public, including professional practice” (from CEPH Criterion VII). An activity may or may not generate revenue and still be considered as service.

Organization and Composition

- The Committee is an ad hoc committee created by the Dean within the Dean’s Office and reporting to an Associate Dean.
- One person (faculty or staff) selected (elected or appointed) by each department and the Center.
- Up to four persons (faculty or staff) appointed by the Dean’s Office.
- Two MPH students, one 1st year and one 2nd year, selected (elected or appointed) by the School’s KPHA Student Chapter.
- The Director of Community and Professional Service (ex officio).

Support

The Dean’s Office shall supply administrative and clerical support to the Committee.

Term

Members of the Committee other than students shall serve staggered three-year terms and may not serve more than two consecutive terms. Terms for non-student members begin July 1.

Student members of the Committee shall serve for one year. The 2nd year student member shall be selected toward the end of the 1st year prior to being seated on July 1. The 1st year student member shall be selected as soon as practicable after the start of classes for the 1st year cohort. Student terms expire on June 30th. The 1st year student member is not prohibited from being selected as the 2nd year student member.

Rules

- The Committee shall elect a Chair in June of each year, who shall serve from July 1 to June 30. A person may serve as Chair for as many consecutive years as desired by the Committee. In facilitate the startup of the Committee, Bob Esterhay will serve as the Chair for the first year ending June 30, 2007.
- The Chair may be recalled by a two-thirds vote of all members of the Committee.
- A Committee member may be removed by the Dean, by the sponsoring department, or by a two-thirds vote of all members of the Committee.
- Parliamentary procedures shall be governed by Robert’s Rules of Order, Newly Revised.
- The Committee may establish other rules provided that they do not contravene any of the above rules.

Issued by the Office of the Dean, 09/15/06
VII-3: Listing of Statistical Consulting Center Activities
<table>
<thead>
<tr>
<th>Name</th>
<th>Organization</th>
<th>Duration of Service</th>
<th>Title of Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alex Cambon, M.Eng.</td>
<td>James Graham Brown Cancer Center</td>
<td>Nov-04</td>
<td>Meta Analysis - Lung Cancer Radiation Treatment</td>
</tr>
<tr>
<td>Alex Cambon, M.Eng.</td>
<td>James Graham Brown Cancer Center</td>
<td>May-06</td>
<td>Write Statistical Section for Cetuximab HSR Protocol</td>
</tr>
<tr>
<td>Alex Cambon, M.Eng.</td>
<td>James Graham Brown Cancer Center</td>
<td>Jun-06</td>
<td>Research Protocol Review (CSRC 0275)</td>
</tr>
<tr>
<td>Alex Cambon, M.Eng.</td>
<td>James Graham Brown Cancer Center</td>
<td>Feb-06</td>
<td>Research Protocol Reviews</td>
</tr>
<tr>
<td>Alex Cambon, M.Eng.</td>
<td>James Graham Brown Cancer Center</td>
<td>Mar-06</td>
<td>Research Protocol Review</td>
</tr>
<tr>
<td>Alex Cambon, M.Eng.</td>
<td>James Graham Brown Cancer Center</td>
<td>Mar-06</td>
<td>Stem Cell Mobilization Protocol Development</td>
</tr>
<tr>
<td>Alex Cambon, M.Eng.</td>
<td>James Graham Brown Cancer Center</td>
<td>May-06</td>
<td>Research Protocol Review (CRSC 0263)</td>
</tr>
<tr>
<td>Alex Cambon, M.Eng.</td>
<td>James Graham Brown Cancer Center</td>
<td>Aug-05 to Sep-05</td>
<td>Research Protocol Review</td>
</tr>
<tr>
<td>Alex Cambon, M.Eng.</td>
<td>James Graham Brown Cancer Center</td>
<td>Dec-04 to Mar-05</td>
<td>Research Protocol Review</td>
</tr>
<tr>
<td>Alex Cambon, M.Eng.</td>
<td>James Graham Brown Cancer Center</td>
<td>May-06</td>
<td>Research Protocol Review</td>
</tr>
<tr>
<td>Alex Cambon, M.Eng.</td>
<td>James Graham Brown Cancer Center</td>
<td>Aug-05 to Sep-05</td>
<td>Research Protocol Review</td>
</tr>
<tr>
<td>Alex Cambon, M.Eng.</td>
<td>James Graham Brown Cancer Center</td>
<td>Jan-06</td>
<td>Research Protocol Review</td>
</tr>
<tr>
<td>Alex Cambon, M.Eng.</td>
<td>James Graham Brown Cancer Center</td>
<td>Nov-04</td>
<td>Statistical Design for TRAP Lung Cancer Grant Protocol Submission</td>
</tr>
<tr>
<td>Caryn Thompson, Ph.D.</td>
<td>University of Louisville, Biochemistry &amp; Molecular Biology</td>
<td>Feb-05</td>
<td>Statistical Design for Microarray Analysis</td>
</tr>
<tr>
<td>Caryn Thompson, Ph.D.</td>
<td>University of Louisville, CGeMM</td>
<td>Feb-06 to Jun-06</td>
<td>Bioinformatics Core: R/Biodonductor/XML Code to build Interface for data repository</td>
</tr>
<tr>
<td>Caryn Thompson, Ph.D.</td>
<td>University of Louisville, Epidemiology</td>
<td>Jul-04</td>
<td>HCFA Alere</td>
</tr>
<tr>
<td>Caryn Thompson, Ph.D.</td>
<td>University of Louisville, Health Knowledge &amp; Cog Sciences</td>
<td>Mar-06 to Jun-06</td>
<td>Enhance and Translate Record Linkage Program</td>
</tr>
<tr>
<td>Caryn Thompson, Ph.D.</td>
<td>University of Louisville, Medicine</td>
<td>Aug-05 to May-06</td>
<td>Overproduction sphingosine-kinase</td>
</tr>
<tr>
<td>Caryn Thompson, Ph.D.</td>
<td>University of Louisville, Neurology</td>
<td>Apr-05</td>
<td>Modulation of Cytokine Activity in Humans by Pot Therapeutic Agents for Alc Hepatitis</td>
</tr>
<tr>
<td>Caryn Thompson, Ph.D.</td>
<td>University of Louisville, Neurology</td>
<td>Mar-05 to Jun-06</td>
<td>Microarray Analysis</td>
</tr>
<tr>
<td>Caryn Thompson, Ph.D.</td>
<td>University of Louisville, Neurology</td>
<td>Jul-03 to Mar-06</td>
<td>Genetic and Environmental Risk Factors for PSP</td>
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<tr>
<td>Caryn Thompson, Ph.D.</td>
<td>University of Louisville, Neurology</td>
<td>Nov-05</td>
<td>Grimes Study Set,KO vs WT, Oil vs Oil + Naph, Neurology Study</td>
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<td>Caryn Thompson, Ph.D.</td>
<td>University of Louisville, Pediatrics</td>
<td>May-06 to Jun-06</td>
<td>Mouse Genome Microarray Analysis -Diabetic Glomeruli</td>
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<tr>
<td>Caryn Thompson, Ph.D.</td>
<td>University of Louisville, Pharmacology &amp; Toxicology</td>
<td>Oct-05</td>
<td>Methionine Clearance, Alcoholism</td>
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<tr>
<td>Caryn Thompson, Ph.D.</td>
<td>University of Louisville, SPHIS</td>
<td>Jul-04</td>
<td>BRFSS Data</td>
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<tr>
<td>Caryn Thompson, Ph.D.</td>
<td>James Graham Brown Cancer Center</td>
<td>Feb-05</td>
<td>Research Protocol Reviews</td>
</tr>
<tr>
<td>Caryn Thompson, Ph.D.</td>
<td>James Graham Brown Cancer Center</td>
<td>May-05</td>
<td>Research Protocol Reviews</td>
</tr>
<tr>
<td>Caryn Thompson, Ph.D.</td>
<td>James Graham Brown Cancer Center</td>
<td>Dec-05</td>
<td>Research Protocol Review (CSRC 0220)</td>
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<tr>
<td>Caryn Thompson, Ph.D.</td>
<td>University of Louisville, Biochemistry &amp; Molecular Biology</td>
<td>Jun-06</td>
<td>Estrogren-responsive proteome of lung adenocarcinoma</td>
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<tr>
<td>Caryn Thompson, Ph.D.</td>
<td>University of Louisville, Biochemistry &amp; Molecular Biology</td>
<td>Apr-05 to Jun-05</td>
<td>Center for Environmental Systems Biology</td>
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<tr>
<td>Caryn Thompson, Ph.D.</td>
<td>University of Louisville, Medicine</td>
<td>Jan-06 to Jun-06</td>
<td>Predictors of gastroenteritis severity among infants in Lima, Peru</td>
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<tr>
<td>Caryn Thompson, Ph.D.</td>
<td>University of Louisville, Medicine</td>
<td>Apr-05 to Nov-05</td>
<td>Overproduction sphingosine-kinase</td>
</tr>
<tr>
<td>Caryn Thompson, Ph.D.</td>
<td>University of Louisville, Medicine</td>
<td>Dec-05</td>
<td>Gene profiling of the liver in a mouse model of high carb diet-induced hepatic steatosis</td>
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<td>Caryn Thompson, Ph.D.</td>
<td>University of Louisville, Medicine</td>
<td>May-06 to Jun-06</td>
<td>Compliance w/ the use of pedometers in encouraging phys activity in overweight children</td>
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<td>Caryn Thompson, Ph.D.</td>
<td>University of Louisville, Medicine</td>
<td>Jun-06</td>
<td>Anterior vs posterior pelvic c-clamp attachment</td>
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<tr>
<td>Caryn Thompson, Ph.D.</td>
<td>University of Louisville, Molecular, Cellular &amp; Craniofacial Biology</td>
<td>May-05 to Feb-06</td>
<td>Early Life Exposure to Hazardous Waste</td>
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<tr>
<td>Caryn Thompson, Ph.D.</td>
<td>University of Louisville, Neurological Surgery</td>
<td>Dec-05</td>
<td>Analysis of kinematics motion output</td>
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<tr>
<td>Caryn Thompson, Ph.D.</td>
<td>University of Louisville, Neurology</td>
<td>Dec-05 to Jun-06</td>
<td>Microarray Analysis</td>
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<tr>
<td>Caryn Thompson, Ph.D.</td>
<td>University of Louisville, Neurology</td>
<td>Aug-05 to Sep-05</td>
<td>Prevalence of PSP in Mercer Co., Ohio</td>
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<tr>
<td>Caryn Thompson, Ph.D.</td>
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<td>Feb-05</td>
<td>Predictors of Dementia in Parkinson's Disease: a case control study</td>
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<td>Start Date</td>
<td>End Date</td>
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<td>Caryn Thompson, Ph.D.</td>
<td>University of Louisville, Nursing</td>
<td>May-05</td>
<td>Jun-05</td>
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<td>University of Louisville, Obstetrics &amp; Gynecology</td>
<td>Dec-05</td>
<td>Jun-06</td>
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<td>Caryn Thompson, Ph.D.</td>
<td>University of Louisville, Periodontics, Endod &amp; Dent Hyg</td>
<td>Aug-05</td>
<td>Feb-06</td>
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<td>Caryn Thompson, Ph.D.</td>
<td>University of Louisville, Psychiatry &amp; Behavioral Sciences</td>
<td>May-05</td>
<td>Mar-06</td>
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<td>Caryn Thompson, Ph.D.</td>
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<td>Oct-05</td>
<td>Nov-05</td>
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<td>Craig Ziegler, M.S.</td>
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<td>Mar-05</td>
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<td>Jan-05</td>
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<tr>
<td>Institution</td>
<td>Dates</td>
<td>Description</td>
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<tr>
<td>James Graham Brown Cancer Center</td>
<td>Nov-05</td>
<td>Research Protocol Review (CSRC 0216)</td>
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<td>James Graham Brown Cancer Center</td>
<td>Feb-06</td>
<td>Research Protocol Review (CSRC 0229)</td>
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<td>Research Protocol Review (CSRC 0214)</td>
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<td>James Graham Brown Cancer Center</td>
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<td>Research Protocol Review (CSRC 0231)</td>
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<td>Research Protocol Review (CSRC 0207)</td>
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<td>Research Protocol Review (CSRC 0241)</td>
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<td>Research Protocol Review (CSRC 0227)</td>
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<td>Research Protocol Review (CSRC 0222)</td>
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<td>Research Protocol Review (CSRC 0250)</td>
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<td>James Graham Brown Cancer Center</td>
<td>Jan-06</td>
<td>Telehealth intervention for head and neck cancer</td>
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<td>James Graham Brown Cancer Center</td>
<td>Aug-04 to Jan-06</td>
<td>Diagnosis of invasive breast cancer by nipple aspiration</td>
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<td>James Graham Brown Cancer Center</td>
<td>May-04 to Mar-05</td>
<td>Stress, coping, circadian disruption, and breast cancer</td>
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<tr>
<td>James Graham Brown Cancer Center</td>
<td>Nov-05</td>
<td>HPV screening and cervical cancer in India</td>
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<td>James Graham Brown Cancer Center</td>
<td>Mar-04</td>
<td>Novel strategies for lung cancer</td>
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<td>James Graham Brown Cancer Center</td>
<td>Sep-03 to Sep-04</td>
<td>Stress, circadian disruption, and breast cancer outcomes</td>
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<tr>
<td>Louisville Spine Institute</td>
<td>May-04</td>
<td>Sample size calculations for microarray analysis</td>
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<tr>
<td>Louisville Spine Institute</td>
<td>Apr-04 to Aug-04</td>
<td>Evaluating activated charcoal therapy in acetaminophen overdose</td>
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<tr>
<td>Louisville Spine Institute</td>
<td>Jan-06 to Feb-06</td>
<td>Comparison of physician spine CT readings to surgical gold standard</td>
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<tr>
<td>Louisville Spine Institute</td>
<td>May-05 to Jul-05</td>
<td>Predicting epidural spinal injection response with spinal canal dimensions</td>
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<tr>
<td>SPIRI Clinical Trials, NY, NY</td>
<td>Dec-04 to Apr-05</td>
<td>Trial of AT-G090 vs. clindamycin for acne treatment</td>
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<tr>
<td>University of Louisville, Academic Affairs</td>
<td>May-04</td>
<td>Engineering co-ops and worker competency/adaptation</td>
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<tr>
<td>University of Louisville, Anesthesiology</td>
<td>Jan-06 to Mar-06</td>
<td>Eval of Trad and Simulation teaching on Fresh Tissue for Epidural Catheter Placement</td>
<td></td>
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<tr>
<td>University of Louisville, Anesthesiology</td>
<td>Jan-06 to Feb-06</td>
<td>Comparison of long term potentiation in hippocampal samples in glucose against lactose</td>
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<tr>
<td>University of Louisville, Anesthesiology</td>
<td>Mar-04</td>
<td>Evaluation of effectiveness of colonoscopy simulator</td>
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<tr>
<td>University of Louisville, Audiology</td>
<td>Jul-04 to Mar-06</td>
<td>Quantification of hearing loss among percussionists</td>
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<tr>
<td>University of Louisville, Biology</td>
<td>Aug-03</td>
<td>Watering hole habits of African ibex in presence of humans</td>
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<tr>
<td>University of Louisville, Cardiology</td>
<td>Jun-05</td>
<td>Publication trends for the AHA after review binding</td>
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<td>University of Louisville, Cardiology</td>
<td>Oct-04 to Nov-04</td>
<td>Relations B/tw Timing/Duration of Hospitalization and Qual of Care Outcomes in CAD Pat</td>
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<td>University of Louisville, Dermatology</td>
<td>May-06 to Jun-06</td>
<td>Clinical trial of Eldel against seborrhoeic dermatitis (Novartis)</td>
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<td>University of Louisville, Dermatology</td>
<td>Jul-03 to Jul-04</td>
<td>Trial of anti-inflammatory cream effectiveness against propylene glycol</td>
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<td>University of Louisville, Dermatology</td>
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<td>Trial of anti-inflammatory cream reactions to nickel</td>
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<td>Trial of CellCept (non-steroid medication) for refractory dermatitis</td>
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<td>Trial of OLUX for hand dermatitis</td>
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<td>Association between BNP and length of stay in the emergency room</td>
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<td>Effectiveness of naloxone administration to emergency room patients</td>
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<td>University of Louisville, English</td>
<td>Mar-05 to Apr-05</td>
<td>Survey of national university writing centers</td>
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<td>University of Louisville, Env &amp; Occup Health Sciences</td>
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<td>Physiological assessment of damage due to ultrafine particles</td>
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<td>Jan-05</td>
<td>Health Effects of Occupational Exposures in PGDP Workers</td>
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<td>University of Louisville, Epidemiology</td>
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<td>Questionnaire evaluation of long-term effectiveness of ECT therapy for depression</td>
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<td>Survey of awareness of and adherence to Meatless Monday program in Hopkins County</td>
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<td>Obesity and the Built Environment RFP</td>
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<td>University of Louisville, Family &amp; Geriatric Medicine</td>
<td>Mar-05</td>
<td>Effect of Belize trip on interdisciplinary attitudes</td>
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<td>University of Louisville, Health &amp; Phys Ed Sciences</td>
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<td>Benefits of Resistance Training in Heart Failure Patients</td>
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<td>Comparison of stress reduction techniques on vascular function</td>
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<td>Stress reduction and vascular outcomes in meditation therapy</td>
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<td>Combination therapy in community acquired pneumonia</td>
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<td>Sep-04 to Nov-04</td>
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<td>Study of affect and medical decisions making</td>
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<td>Distribution of RNA expression intensity among cell phases</td>
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<td>T-cell expression under therapy</td>
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<td>Survival time in skin cancer induced mice</td>
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<td>Nov-05</td>
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<td>Improvement of tumor engraftment by treatment</td>
<td>University of Louisville, ICT</td>
<td>Jun-04 to Jul-04</td>
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<td>Evaluation of genetically engineered leukemia therapy</td>
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<td>Mechanisms of TGF-beta treated APC-induced antigen tolerance</td>
<td>University of Louisville, ICT</td>
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<td>Efficiency of T-cell proliferation in presence of therapy</td>
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<td>Mar-04 to Jul-04</td>
<td>Doug Lorenz, M.A. University of Louisville, ICT</td>
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<td>Effect of proteins on cellular CAT activity</td>
<td>University of Louisville, ICT</td>
<td>Sep-03 to Dec-03</td>
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<td>CD8+ TCR cell facilitation of stem cell engraftment</td>
<td>University of Louisville, ICT</td>
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<td>Associations between tumor size and SAA concentration</td>
<td>University of Louisville, ICT</td>
<td>May-06</td>
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<td>Multifaceted animal tumor study</td>
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<td>Rubbertown research</td>
<td>University of Louisville, KIESD</td>
<td>Mar-04 to Jun-06</td>
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<td>Enhancing the ability to identify strong entrepreneurial ventures</td>
<td>University of Louisville, Management</td>
<td>Oct-03 to Feb-04</td>
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<td>Estimating potential for wealth creation in entrepreneurial ventures</td>
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<td>A survey of the selective search methodology in entrepreneurs</td>
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<td>Focal hand dystonia and instrument technical playing problems</td>
<td>University of Louisville, Mechanical Engineering</td>
<td>Jan-06 to May-06</td>
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<td>Evaluating competency and group learning in medical education</td>
<td>University of Louisville, Medicine</td>
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<td>Doug Lorenz, M.A. University of Louisville, Medicine</td>
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<td>Hypothermia and comfort measures in trauma</td>
<td>University of Louisville, Medicine</td>
<td>Sep-04 to Oct-04</td>
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<td>Tracking the incidence of lady bug allergies</td>
<td>University of Louisville, Medicine</td>
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<td>Satisfaction questionnaire results and duration of administration</td>
<td>University of Louisville, Medicine</td>
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<td>Reduction of syst inflammation through concomitant treatment of periodontitis and diabetes</td>
<td>University of Louisville, Medicine</td>
<td>Apr-04 to Jul-04</td>
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<td>Effectiveness of biocide combinations against Legionella in water towers</td>
<td>University of Louisville, Microbiology</td>
<td>May-05</td>
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<td>Quality control for waste/wastewater analysis</td>
<td>University of Louisville, Microbiology</td>
<td>Dec-04</td>
<td>Doug Lorenz, M.A. University of Louisville, Microbiology</td>
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<td>Study of glycosyltransferase expression and lung cancer outcomes</td>
<td>University of Louisville, Lou, Molecular, Cellular &amp; Craniofacial Bio</td>
<td>Oct-03</td>
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<td>Neurorecovery network</td>
<td>University of Louisville, Neurological Surgery</td>
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<td>Doug Lorenz, M.A. University of Louisville, Neurological Surgery</td>
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<td>Graft success and buking agent used</td>
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<td>Doug Lorenz, M.A. University of Louisville, Neurology</td>
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<td>Case-control study of sleep apnea and quality of life</td>
<td>University of Louisville, Neurology</td>
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<td>VNS and epilepsy episodes</td>
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<td>Questionnaire and treatment compliance in sleep apneics</td>
<td>University of Louisville, Neurology</td>
<td>May-05</td>
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<td>Loss of bone mass due to antiepileptic therapy</td>
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<td>Apr-04</td>
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<td>Impact of Pain on Cerbral Blood Flow in Preterm Infants</td>
<td>University of Louisville, Nursing</td>
<td>Mar-05</td>
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<td>Urogynecology projects</td>
<td>University of Louisville, Obstetrics &amp; Gynecology</td>
<td>Jan-05 to Mar-06</td>
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<td>Evaluating the incidence of POCS in black women</td>
<td>University of Louisville, Obstetrics &amp; Gynecology</td>
<td>Jun-04</td>
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<td>Effect of additional influenza booster on antibodies in preganant women</td>
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<td>Early hcg readings as a predictor of fetal heartbeat in implanted pregnancies</td>
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<td>Effect of ablation on endometrial cancer outcomes</td>
<td>University of Louisville, Obstetrics &amp; Gynecology</td>
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<td>Parker gynecology projects</td>
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<td>Effectiveness of treatment of post C-section anemia</td>
<td>University of Louisville, Obstetrics &amp; Gynecology</td>
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<td>Ocular stem cell implantation in rats</td>
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<td>Improvement of visual acuity through IVT injection</td>
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<td>Jan-05 to Jul-05</td>
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<td>Effect of intravitreal injections on intraocular pressure</td>
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<td>University of Louisville, Ophthalmology</td>
<td>Identification of inhibitors and stimulators through ocular stimulation</td>
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<td>Vision opacity, mortality, and adverse health states</td>
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<td>Meibomian gland dysfunction and tearfilm instability</td>
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<td>MUC1 variants in human ocular surface tissues</td>
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<td>Analysis of relative gene expression in response to treatment</td>
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<td>Oxycodone and ibuprofen for pediatric pain management</td>
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<td>Pain management in pediatric ER setting</td>
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<td>Predicting child abuse in severe pediatric trauma</td>
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<td>Factors affecting the efficacy of chloral hydrate for pediatric sedation</td>
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<td>Atopic dermatitis and genetic polymorphisms</td>
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<td>Assessment of cardiac troponin levels in children with sickle cell disease</td>
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<td>Inflammation and metabolic dysfunction in childhood OSA</td>
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<td>Intimate partner violence and levels of stress expression</td>
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<td>Timing of tracheotomy and patient outcomes</td>
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<td>Educational intervention in Chicago middle schools</td>
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<td>University of Louisville, Surgery</td>
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<td>Predictors of spinal fusion complications</td>
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<td>Trial of new, harmonic method for tonsillectomy</td>
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<td>Mar-06 to Jun-06</td>
<td>University of Louisville, Surgery</td>
<td>Morbidity associated with methylene blue use in parathyroidectomy</td>
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<td>University of Louisville, Surgery</td>
<td>Comparative morbidity associated with posterolateral and anterolateral hip surgery</td>
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<td>University of Louisville, Surgery</td>
<td>STAR dataset transfer</td>
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<td>University of St. Augustine for Health Sciences, FL</td>
<td>Correlates of quick acceleration in soccer players</td>
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VII-4: Listing of Other Service Activities
APPENDIX VII.4 - LISTING OF SERVICE ACTIVITIES

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<td>Journals – Editorial Board Members</td>
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<td>Grants – Review Grant Proposals</td>
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<td>National, State and Local Advisory Boards and Committees</td>
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<td>Volunteers at Local Service / Educational Organizations</td>
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<td>Consulting</td>
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<tr>
<td>Richard N. Baumgartner, PhD</td>
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<tr>
<td>Alex Cambon, B.S.</td>
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<tr>
<td>Ruth Carrico, PhD</td>
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<td>Richard D. Clover, M.D. Advisory Committee on Immunization Practices, CDC, American Academy of Family Physicians</td>
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<td>Guy Brock, PhD</td>
<td>Bioinformatics</td>
<td>7/1/05 - 6/30/06</td>
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<td>Kathy B. Baumgartner, PhD</td>
<td>American Journal of Epidemiology</td>
<td>2003-present</td>
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<td>Richard N. Baumgartner, PhD</td>
<td>American Journal of Epidemiology</td>
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<td>Obesity Research</td>
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<td>Ruth Carrico, PhD</td>
<td>American Journal of Infection Control</td>
<td>2000 to present</td>
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<td>Scandinavian Journal of Statistics</td>
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<td>Toxicogenomics, Reviewed bioinformatics paper</td>
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<td>Southern Communication Journal</td>
<td>March 2004 - present</td>
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<td>Addison-Wesley (US)</td>
<td>August – November 2004</td>
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<td>1/04 – 12/04</td>
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<td>Waveland Press (Long Grove, IL)</td>
<td>2003</td>
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<td>Medical Decision Making</td>
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<td>July 2005 – present</td>
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<td>BioTechniques, Review manuscript for journal</td>
<td>2004 - present</td>
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<td>Computational Statistics and Data Analysis, Review manuscript for journal</td>
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<td>Reproductive Toxicology</td>
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<td>National Institute for Environmental Health Science / Environmental Health Perspective</td>
<td>May 2006</td>
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<td>David J. Tollerud, M.D., M.P.H.</td>
<td>Institute of Medicine, Gulf War &amp; Health, Volume 2, 3 and 4</td>
<td>2003 - present</td>
<td>Reviewer, Review Coordinator</td>
</tr>
<tr>
<td>David J. Tollerud, M.D., M.P.H.</td>
<td>Institute of Medicine, Veterans &amp; Agent Orange: Presumption of Association between Exposure and Respiratory Cancer</td>
<td>2003</td>
<td>Review Coordinator</td>
</tr>
<tr>
<td>Richard W. Wilson, PhD</td>
<td>Journal of Alcohol and Drug Education</td>
<td>1999-2006</td>
<td>Manuscript reviewer</td>
</tr>
<tr>
<td>Qunwei Zhang, PhD</td>
<td>Environmental Health Perspectives</td>
<td>2005</td>
<td>Manuscript Reviewer</td>
</tr>
<tr>
<td>Qunwei Zhang, PhD</td>
<td>American Journal of Physiology-Lung Cell Molecular Physiology</td>
<td>2006</td>
<td>Manuscript Reviewer</td>
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**GRANTS – REVIEW GRANT PROPOSALS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Name of Organization</th>
<th>Duration of Service</th>
<th>Position</th>
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<tbody>
<tr>
<td>Richard N. Baumgartner, PhD</td>
<td>NIH CASE Study Section</td>
<td>Present</td>
<td>Ad Hoc Reviewer</td>
</tr>
<tr>
<td>Richard N. Baumgartner, PhD</td>
<td>NIH Special Emphasis Panels</td>
<td>Present</td>
<td>Ad Hoc Reviewer</td>
</tr>
<tr>
<td>Kathy B. Baumgartner, PhD</td>
<td>NIH EPIC Epidemiology of Cancer Study Section</td>
<td>03/2005-present</td>
<td>Ad Hoc Reviewer</td>
</tr>
<tr>
<td>Robert J Esterhay, MD</td>
<td>Informatics Training Grant Review National Library of Medicine</td>
<td>2001 - present</td>
<td>Grant Proposal Reviewer</td>
</tr>
<tr>
<td>Jennifer L. Gregg, PhD</td>
<td>USDA National Research Initiative</td>
<td>January 2004 – present</td>
<td>Grant reviewer</td>
</tr>
<tr>
<td>Carlton A. Hornung, PhD, MPH</td>
<td>NIH Study Section: National Institute of Child Health and Human Development ZHD1 MRG-C, Roadmap K12</td>
<td>2006</td>
<td>Reviewer</td>
</tr>
<tr>
<td>Carlton A. Hornung, PhD, MPH</td>
<td>NIH Study Section: National Heart, Lung and Blood Institute, ZHL1 CSR-O, K02 and K08 Awards</td>
<td>2006</td>
<td>Reviewer</td>
</tr>
<tr>
<td>Carlton A. Hornung, PhD, MPH</td>
<td>NIH Study Section: National Heart, Lung and Blood Institute, ZHL1 CSR-J, T32 and T35 Training Grants</td>
<td>2006</td>
<td>Reviewer</td>
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<tr>
<td>Carlton A. Hornung, PhD, MPH</td>
<td>NIH Study Section: National Heart, Lung and Blood Institute, NHLBI: Ad Hoc Reader for SCOR Awards</td>
<td>2006</td>
<td>Reviewer</td>
</tr>
<tr>
<td>Name</td>
<td>Name of Organization</td>
<td>Duration of Service</td>
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<tr>
<td>Robert Jacobs, PhD</td>
<td>National Institute of Occupational Safety and Health Peer Review</td>
<td>2006-07</td>
<td>Review intramural grant proposals for Niosh</td>
</tr>
<tr>
<td>Robert Jacobs, PhD</td>
<td>State of Virginia</td>
<td>2005</td>
<td>Review grant proposals</td>
</tr>
<tr>
<td>John Myers, PhD</td>
<td>National Institute of Mental Health</td>
<td>August 2004 - present</td>
<td>Reviewer</td>
</tr>
<tr>
<td>Abi Rayner, M.D.</td>
<td>Health Resources and Services Administration, Grant reviews</td>
<td>2004</td>
<td>Grant Reviewer</td>
</tr>
<tr>
<td>Tonya M. Smoot, Ph.D.</td>
<td>Reviewer for the CICS Clinical and Integrative Cardiovascular Science study section, NIH</td>
<td>2004 - present</td>
<td>Reviewer</td>
</tr>
<tr>
<td>David J. Tollerud, M.D., M.P.H.</td>
<td>National Institute of Environmental Health Sciences Center, Study Section</td>
<td>1998-2003</td>
<td>Member</td>
</tr>
<tr>
<td>David J. Tollerud, M.D., M.P.H.</td>
<td>National Institute of Environmental Health Sciences Center, Peer Review Committee for K23 Grant applications</td>
<td>2001-2003</td>
<td>Chair</td>
</tr>
<tr>
<td>David J. Tollerud, M.D., M.P.H.</td>
<td>National Institute of Environmental Health Sciences Center, Special Emphasis Panel to review Innovative Environmental Toxicology proposals</td>
<td>2003</td>
<td>Chair</td>
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**NATIONAL, STATE AND LOCAL ADVISORY BOARDS AND COMMITTEES**

<table>
<thead>
<tr>
<th>Name</th>
<th>Name of Organization</th>
<th>Duration of Service</th>
<th>Position</th>
</tr>
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<tbody>
<tr>
<td>Tim Aldrich, Ph.D.</td>
<td>Rubbertown Community Advisory Committee, Work with Rubbertown Community Advisory Committee</td>
<td>6/02-12/04</td>
<td>Committee Member</td>
</tr>
<tr>
<td>Tim Aldrich, Ph.D.</td>
<td>Ford/UAW Chronic Disease Sub-Committee, Chaired Chronic Disease Committee</td>
<td>3/03-6/04</td>
<td>Member</td>
</tr>
<tr>
<td>Richard N. Baumgartner, PhD</td>
<td>Older Americans Independence Ctr, Wake Forest University</td>
<td>1998 – present</td>
<td>Advisory Board</td>
</tr>
<tr>
<td>Richard N. Baumgartner, PhD</td>
<td>Older Americans Independence Ctr, Univ Texas Medical Branch at Galveston</td>
<td>2005 – present</td>
<td>Advisory Board</td>
</tr>
<tr>
<td>Richard N. Baumgartner, PhD</td>
<td>Aging and Cancer Center University of Colorado at Denver</td>
<td>2004 – present</td>
<td>Advisory Board</td>
</tr>
<tr>
<td>Ruth Carrico, PhD</td>
<td>Kentucky Bioterrorism Advisory Board</td>
<td>2000 to present</td>
<td>Member</td>
</tr>
<tr>
<td>Richard D. Clover, M.D.</td>
<td>Louisville and Jefferson County Board of Health, University of Louisville Medicine Liaison</td>
<td>1999 to present</td>
<td>Liaison</td>
</tr>
<tr>
<td>Richard D. Clover, M.D.</td>
<td>Louisville and Jefferson County Board of Health, Health Status Assessment/ Strategic Planning Committee</td>
<td>1996 to present</td>
<td>Committee member</td>
</tr>
<tr>
<td>Richard D. Clover, M.D.</td>
<td>Kentucky Academy of Family Physicians</td>
<td>2003</td>
<td>Past President</td>
</tr>
<tr>
<td>Richard D. Clover, M.D.</td>
<td>Kentucky Academy of Family Physicians, Executive Committee Member</td>
<td>2003</td>
<td>Committee member</td>
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<tr>
<td>Richard D. Clover, M.D.</td>
<td>Kentucky Academy of Family Physicians, Nominating Committee</td>
<td>2003</td>
<td>Chair</td>
</tr>
<tr>
<td>Richard D. Clover, M.D.</td>
<td>Kentucky Academy of Family Physicians Past President’s Committee</td>
<td>2003</td>
<td>Chair</td>
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<tr>
<td>Name</td>
<td>Organization and Role</td>
<td>Years</td>
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<tr>
<td>Richard D. Clover, M.D.</td>
<td>Kentucky Academy of Family Physicians, Foundation, Inc.</td>
<td>1996 to present</td>
<td>Member</td>
</tr>
<tr>
<td>Richard D. Clover, M.D.</td>
<td>Kentucky Medical Association Committee on Community and Rural Health</td>
<td>1997 to present</td>
<td>Committee member</td>
</tr>
<tr>
<td>Richard D. Clover, M.D.</td>
<td>Physician Workforce Committee</td>
<td>1997 to present</td>
<td>Committee member</td>
</tr>
<tr>
<td>Richard D. Clover, M.D.</td>
<td>Patient Safety Task Force</td>
<td>2001 to present</td>
<td>Member</td>
</tr>
<tr>
<td>Richard D. Clover, M.D.</td>
<td>Kentucky Public Health Commissioner, Cabinet for Health and Family Services</td>
<td>2004</td>
<td>Member</td>
</tr>
<tr>
<td>Richard D. Clover, M.D.</td>
<td>United Auto Workers-Ford Community Health Initiative, Advisory Board</td>
<td>2003</td>
<td>Member</td>
</tr>
<tr>
<td>Richard D. Clover, M.D.</td>
<td>United Auto Workers-Ford Community Health Initiative, Steering Committee</td>
<td>2003</td>
<td>Committee member</td>
</tr>
<tr>
<td>Robert J. Esterhay, M.D.</td>
<td>Louisville HIPAA Consortium</td>
<td>2000 to 2003</td>
<td>Chair</td>
</tr>
<tr>
<td>Robert J. Esterhay, M.D.</td>
<td>Kentucky Bioterrorism Advisory Committee</td>
<td>2001 to present</td>
<td>Committee member</td>
</tr>
<tr>
<td>Robert J. Esterhay, MD</td>
<td>Green City Partnership Project Environmental Health Committee</td>
<td>2005 – present</td>
<td>Member</td>
</tr>
<tr>
<td>Robert J. Esterhay, MD</td>
<td>Kentucky TeleHealth Network Board</td>
<td>2001 – present</td>
<td>Member</td>
</tr>
<tr>
<td>Robert J. Esterhay, MD</td>
<td>eHealth Work Group of Kentucky TeleHealth Network Board</td>
<td>2001 – present</td>
<td>Chair</td>
</tr>
<tr>
<td>Robert J. Esterhay, MD</td>
<td>Kentucky e-Health Network Board</td>
<td>2005</td>
<td>Co-Chair</td>
</tr>
<tr>
<td>Robert J. Esterhay, MD</td>
<td>Kentucky Healthcare Infrastructure Authority</td>
<td>2005 – present</td>
<td>Co-Chair</td>
</tr>
<tr>
<td>Robert J. Esterhay, MD</td>
<td>Advisory Group to Kentucky eHealth Network Board</td>
<td>2006 – present</td>
<td>Member</td>
</tr>
<tr>
<td>Frank D. Groves, PhD</td>
<td>Building Epidemiology Capacity in Kentucky project - Kentucky Department for Public Health</td>
<td>2006</td>
<td>Representative to the University Working Group</td>
</tr>
<tr>
<td>Carlton Hornung, Ph.D., M.P.H.</td>
<td>University of Louisville School of Medicine Cardiology Journal Club, Advisor, Lecture/presenter</td>
<td>Sept 2003 – July 2004</td>
<td>Advisor</td>
</tr>
<tr>
<td>Carlton A. Hornung, PhD, MPH</td>
<td>Drug Information Association; Advisory Panel on Physician Certification</td>
<td>2002-2005</td>
<td>Advisor</td>
</tr>
<tr>
<td>Andrew Scott LaJoie, PhD</td>
<td>Center for Women and Families</td>
<td>9/05 to present</td>
<td>Advisor, Research and Education Board</td>
</tr>
<tr>
<td>Larry W. Lewis, Ph.D.</td>
<td>Kentucky Early Mathematics Testing Program, Advisory Board Member</td>
<td>2000 – present</td>
<td>Board Member</td>
</tr>
<tr>
<td>W. Paul McKinney, M.D.</td>
<td>Advisory Committee on Immunization Practices (ACIP), Review of vaccine policy</td>
<td>1998 – present</td>
<td>Liaison Member</td>
</tr>
<tr>
<td>Susan Muldoon, PhD</td>
<td>Invited participant on a community strategic planning process - Mobilization for Action through Planning and Partnerships</td>
<td>Feb-August 2006</td>
<td>Advisor</td>
</tr>
<tr>
<td>Larry I. Palmer</td>
<td>Institute of Medicine of the National Academies - Committee on Ethical Considerations for Revisions to DHHS Regulations for Protection of Prisoners Involved in Research</td>
<td>2005 – Present</td>
<td>Member</td>
</tr>
<tr>
<td>Name</td>
<td>Organization</td>
<td>Years</td>
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<td>Larry I. Palmer</td>
<td>National Institute of Alcohol Abuse (NIAA)</td>
<td>2005 – Present</td>
<td>Ethics Advisor</td>
</tr>
<tr>
<td>Larry I. Palmer</td>
<td>Institute of Medicine of the National Academy of Sciences - Committee on</td>
<td>2004 – Present</td>
<td>Member</td>
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<tr>
<td></td>
<td>Establishing a National Cord Blood Stem Cell Bank</td>
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<tr>
<td>Larry I. Palmer</td>
<td>Louisville Metro Air Pollution Control District Air-Quality Task Force</td>
<td>2003 – Present</td>
<td>Member</td>
</tr>
<tr>
<td>Larry I. Palmer</td>
<td>University of Louisville Hospital</td>
<td>2003 – Present</td>
<td>Member, Medical Staff Ethics Committee</td>
</tr>
<tr>
<td>Larry I. Palmer</td>
<td>Kentuckiana Health Alliance</td>
<td>2003 – Present</td>
<td>Member, Steering Committee</td>
</tr>
<tr>
<td>Larry I. Palmer</td>
<td>Asthma Summit of Kentucky</td>
<td>2003 – Present</td>
<td>Chair, Legislation and Policy Task Force</td>
</tr>
<tr>
<td>Irma N. Ramos, MD</td>
<td>Bridges of Hope</td>
<td>2006</td>
<td>Council Member</td>
</tr>
<tr>
<td>Rudy Parrish, Ph.D.</td>
<td>Health and Education Committee - Louisville Metro Board of Health</td>
<td>June 2004</td>
<td>Member</td>
</tr>
<tr>
<td>LaTonia Peters, M.P.H.</td>
<td>Medical Student Sickle Cell Project</td>
<td>1998 – present</td>
<td>Senior Advisor</td>
</tr>
<tr>
<td>Irma N. Ramos, M.D.</td>
<td>Community Partnership Advisory Board, Neighborhood Place, Bridge of Hope</td>
<td>2004 - 2006</td>
<td>Member</td>
</tr>
<tr>
<td></td>
<td>(Louisville, KY)</td>
<td></td>
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<tr>
<td>Irma N. Ramos, M.D.</td>
<td>National Institute of Environmental Health Sciences Center, Advisory</td>
<td>2005 - 2006</td>
<td>Member</td>
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<tr>
<td>Irma N. Ramos, M.D.</td>
<td>Healthy Start Advisory Board, Louisville Metro Health Department</td>
<td>2005 - 2006</td>
<td>Member</td>
</tr>
<tr>
<td>Mark A. Rothstein, J.D.</td>
<td>Markle Foundation, Privacy and Security Working Group, Connecting for Health:</td>
<td>2002-2003</td>
<td>Member</td>
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<tr>
<td></td>
<td>A Public-Private Collaborative</td>
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<tr>
<td>Mark A. Rothstein, J.D.</td>
<td>U.S. Department of Energy, Medical Advisory Panel for Nuclear Weapons Workers at the Nevada Test Site</td>
<td>1997-2003</td>
<td>Member</td>
</tr>
<tr>
<td>Mark A. Rothstein, J.D.</td>
<td>Kennedy Institute of Ethics, National Information Resource on Ethics and Human Genetics</td>
<td>2004</td>
<td>Advisory Board Member</td>
</tr>
<tr>
<td>Mark A. Rothstein, J.D.</td>
<td>National Coalition for Health Professional Education in Genetics, Advisory Committee</td>
<td>2004</td>
<td>Member</td>
</tr>
<tr>
<td>Mark A. Rothstein, J.D.</td>
<td>Canadian Networks of Centers of Excellence, Expert Panel</td>
<td>2003</td>
<td>Member</td>
</tr>
<tr>
<td>Mark A. Rothstein, J.D.</td>
<td>Department of Health and Human Services, National Committee on Vital and Health Statistics</td>
<td>1999 - present</td>
<td>Member</td>
</tr>
<tr>
<td>Mark A. Rothstein, J.D.</td>
<td>National Committee on Vital and Health Statistics, Subcommittee on Privacy and Confidentiality</td>
<td>2001 – present</td>
<td>Chair</td>
</tr>
<tr>
<td>Mark A. Rothstein, J.D.</td>
<td>National Committee on Vital and Health Statistics, Executive Subcommittee</td>
<td>2001 – present</td>
<td>Member</td>
</tr>
<tr>
<td>Mark A. Rothstein, J.D.</td>
<td>American College of Medical Genetics, Newborn Screening Expert Group</td>
<td>2001-2004</td>
<td>Member</td>
</tr>
<tr>
<td>Mark A. Rothstein, J.D.</td>
<td>Partnership for Prevention, Genetics Advisory Committee</td>
<td>2001-2004</td>
<td>Member</td>
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<tr>
<td>Name</td>
<td>Organization/Committee</td>
<td>Years</td>
<td>Role/Position</td>
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<tr>
<td>Mark A. Rothstein, J.D.</td>
<td>Jewish Hospital, Ethics Committee</td>
<td>2002 – present</td>
<td>Committee Member</td>
</tr>
<tr>
<td>Rob Steiner, MD PhD</td>
<td>The Kentucky Birth Surveillance Registry (KBSR) Advisory Board</td>
<td>1993 – present</td>
<td>Medical epidemiologist and UofL representative</td>
</tr>
<tr>
<td>Rob Steiner, MD PhD</td>
<td>Member, Plexus Learning Networks for Complexity Sciences, participating with both Nursing Learning Network and Clinical Practice Network</td>
<td>2005 – present</td>
<td>Member</td>
</tr>
<tr>
<td>Rob Steiner, MD PhD</td>
<td>Jewish Hospital Primary Care Committee</td>
<td>2004 – present</td>
<td>Participating member</td>
</tr>
<tr>
<td>Rob Steiner, MD PhD</td>
<td>Invited guest as representative for UofL SPHIS to Board of Louisville Metro Health Dept.</td>
<td>2005 – present</td>
<td>Representative</td>
</tr>
<tr>
<td>T. Howard Stone, J.D., LL.M.</td>
<td>Seven Counties Services, Inc., Member, Board of Directors; Chair, Research and Evaluation Committee</td>
<td>2002 -2006</td>
<td>Member</td>
</tr>
<tr>
<td>T. Howard Stone, J.D., LL.M.</td>
<td>U.S. Department of Health and Human Services, Subpart C Subcommittee, Secretary’s Advisory Committee on Human Research Protections</td>
<td>2003</td>
<td>Member</td>
</tr>
<tr>
<td>T. Howard Stone, J.D., LL.M.</td>
<td>Louisville Metro Health Department, Member, Health Care and Education Committee, Board of Health</td>
<td>2002-2004</td>
<td>Member</td>
</tr>
<tr>
<td>David J. Tollerud, M.D., M.P.H.</td>
<td>Scientific Advisory Panel, Western Canada Study on Animal &amp; Human Health Effects Associated with Flare Emissions</td>
<td>2000-2005</td>
<td>Committee Member</td>
</tr>
<tr>
<td>David J. Tollerud, M.D., M.P.H.</td>
<td>Louisville Health, TV program</td>
<td>2004</td>
<td>Interview</td>
</tr>
<tr>
<td>David J. Tollerud, M.D., M.P.H.</td>
<td>Public Radio and TV, Louisville Forum</td>
<td>2004</td>
<td>Panel Member</td>
</tr>
<tr>
<td>David J. Tollerud, MD, MPH</td>
<td>Louisville Metro Government, Air Control District</td>
<td>2006 – present</td>
<td>Committee, STAR Regulation 5.30 Stakeholder Group</td>
</tr>
<tr>
<td>David J. Tollerud, MD, MPH</td>
<td>Louisville &amp; Jefferson County Metropolitan Sewer District</td>
<td>2006</td>
<td>Committee, Wet Weather Team</td>
</tr>
<tr>
<td>David J. Tollerud, MD, MPH</td>
<td>Partnership for a Green City</td>
<td>2005 – present</td>
<td>Chair, Environmental Health Committee</td>
</tr>
<tr>
<td>Barry Wainscott, MD, MPH</td>
<td>Louisville Metro Health Department Syphilis Elimination Advisory Committee</td>
<td>2005-2006 (continuing)</td>
<td>Advisory Committee Member</td>
</tr>
<tr>
<td>Barry Wainscott, MD, MPH</td>
<td>Kentucky Department of Public Health Tuberculosis Advisory Committee</td>
<td>2005-2006 (continuing)</td>
<td>Advisory Committee Member</td>
</tr>
<tr>
<td>Barry Wainscott, MD, MPH</td>
<td>Health and Education Committee of the Louisville Metro Board of Health</td>
<td>2005</td>
<td>Committee Member</td>
</tr>
<tr>
<td>Peter L. Walton, M.D.</td>
<td>Association of American Medical Colleges, Group on Information Resources, Steering Committee Member</td>
<td>2002 to 2005</td>
<td>Committee member</td>
</tr>
<tr>
<td>Cathy R. Whalen, Pharm. D.</td>
<td>Leukine Advisory Board – Berlex</td>
<td>Aug 2003</td>
<td>Advisor</td>
</tr>
<tr>
<td>Cathy R. Whalen, Pharm. D.</td>
<td>University of Louisville Hospital, Research Integrity Office</td>
<td>Nov 2002 – present</td>
<td>Member of Advisory Council</td>
</tr>
<tr>
<td>Cathy R. Whalen, Pharm. D.</td>
<td>University of Louisville Hospital, Serve as Chair of Patient Safety Committee</td>
<td>Jan 2000 – present</td>
<td>Chair</td>
</tr>
<tr>
<td>Name</td>
<td>Name of Organization</td>
<td>Duration of Service</td>
<td>Position</td>
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<tr>
<td>Cathy R. Whalen, Pharm. D.</td>
<td>University of Louisville, Serve as member of the Pharmacy and Therapeutics Committee</td>
<td>Apr 1999 – present</td>
<td>Member</td>
</tr>
<tr>
<td>Cathy R. Whalen, Pharm. D.</td>
<td>University of Louisville Hospital, Serve as member of Quality Council</td>
<td>Jan 2002 – present</td>
<td>Member</td>
</tr>
<tr>
<td>Cathy R. Whalen, Pharm. D.</td>
<td>University of Louisville Hospital, Serve as member of JCAHO Readiness Committee</td>
<td>Apr 1999 – present</td>
<td>Member</td>
</tr>
<tr>
<td>Richard W. Wilson, PhD</td>
<td>KY Agency for Substance Abuse Policy</td>
<td>2000-2006</td>
<td>Member of Expert Panel</td>
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**VOLUNTEERS AT LOCAL SERVICE / EDUCATIONAL ORGANIZATIONS**

<table>
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<tr>
<th>Name</th>
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<th>Duration of Service</th>
<th>Position</th>
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<tr>
<td>Ruth Carrico, PhD</td>
<td>Cardinal Dames</td>
<td>1984 to present</td>
<td>Member</td>
</tr>
<tr>
<td>Ruth Carrico, PhD</td>
<td>Sister Cities of Louisville</td>
<td>1999 to present</td>
<td>Member</td>
</tr>
<tr>
<td>Robert J Esterhay, MD</td>
<td>Children With Diabetes</td>
<td>2000 – present</td>
<td>Founding Member</td>
</tr>
<tr>
<td>Robert J Esterhay, MD</td>
<td>Juvenile Diabetes Research Foundation</td>
<td>2003 – present</td>
<td>Fund Raiser</td>
</tr>
<tr>
<td>Linda Jane Goldsmith, Ph.D., M.S.</td>
<td>Research Louisville!</td>
<td>2003-2004</td>
<td>Judge</td>
</tr>
<tr>
<td>Joy L. Hart, PhD</td>
<td>Swinburne University of Technology, Australia</td>
<td>2005</td>
<td>Evaluation – 2 theses</td>
</tr>
<tr>
<td>Robert Jacobs, PhD</td>
<td>Sierra Club</td>
<td>2005 – 2006</td>
<td>Air pollution education</td>
</tr>
<tr>
<td>Larry W. Lewis, Ph.D.</td>
<td>Friends for Life, Mentor those recently diagnosed with cancer</td>
<td>2003 – present</td>
<td>Volunteer</td>
</tr>
<tr>
<td>Larry W. Lewis, Ph.D.</td>
<td>Spalding University</td>
<td>1988 – present</td>
<td>Piano player</td>
</tr>
<tr>
<td>Larry W. Lewis, Ph.D.</td>
<td>Springdale Community Church, Play piano at various functions</td>
<td>1989 – present</td>
<td>Piano player</td>
</tr>
<tr>
<td>Barbara Parker</td>
<td>FACES/Arthritis Foundation, Support Group Volunteer/ Participate in fundraising events/speaker</td>
<td>1998 – present</td>
<td>Volunteer</td>
</tr>
<tr>
<td>Rudy Parrish, Ph.D.</td>
<td>Research Louisville! Judge for posters</td>
<td>2004</td>
<td>Judge</td>
</tr>
<tr>
<td>Abi Rayner, M.D., M.P.H.</td>
<td>Connie Tyler ARNP, Mentoring</td>
<td>2004</td>
<td>Mentor</td>
</tr>
<tr>
<td>Abi Rayner, M.D., M.P.H.</td>
<td>Leigh Baldwin ARNP, Advising for school health</td>
<td>2004</td>
<td>Advisor</td>
</tr>
<tr>
<td>Tonya M. Smoot, Ph.D.</td>
<td>Louisville Metro Health Department Healthy Start, Member, Advocates group</td>
<td>2003 – present</td>
<td>Advocate</td>
</tr>
<tr>
<td>Tonya M. Smoot, Ph.D.</td>
<td>J Graham Brown School Site Based Decision Making (SBDM) Committee, Decision making body for J. Graham Elementary School</td>
<td>2004-2006</td>
<td>Elected Member</td>
</tr>
<tr>
<td>Tammi Thomas</td>
<td>Bridgepointe Center Parent Advisory Board, Planned and developed activities for childcare center</td>
<td>1/2002 – 6/2005</td>
<td>Member</td>
</tr>
<tr>
<td>Name</td>
<td>Name of Organization</td>
<td>Duration of Service</td>
<td>Position</td>
</tr>
<tr>
<td>---------------------------</td>
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</tr>
<tr>
<td>Tim Aldrich, Ph.D.</td>
<td>Kentucky Department for Public Health, Work with KY statewide asthma control</td>
<td>9/02 – 12/04</td>
<td>Consultant</td>
</tr>
<tr>
<td>Tim Aldrich, Ph.D.</td>
<td>University of Louisville, Dept of Medicine, Division of Gastro-enterology</td>
<td>2002- 2004</td>
<td>Consultant</td>
</tr>
<tr>
<td>Tim Aldrich, Ph.D.</td>
<td>University of Louisville, Department of Surgery, Genetic Cancer Registry - database support</td>
<td>2002- 2004</td>
<td>Consultant</td>
</tr>
<tr>
<td>Tim Aldrich, Ph.D.</td>
<td>Kentucky Cancer Control Program, Cancer control programming, Data product, talks, and training Regional Committees</td>
<td>2002-2004</td>
<td>Consultant</td>
</tr>
<tr>
<td>Tim Aldrich, Ph.D.</td>
<td>Louisville Metro Air Pollution Control District, Leukemia Project - Butadiene and other air pollutants; Oldham County Cluster</td>
<td>2002-2004</td>
<td>Consultant</td>
</tr>
<tr>
<td>Tim Aldrich, Ph.D.</td>
<td>Rubbertown Community Advisory Committee, Database, slides, and educational materials</td>
<td>06/02-12/04</td>
<td>Consultant</td>
</tr>
<tr>
<td>Tim Aldrich, Ph.D.</td>
<td>United Auto Workers-Ford &quot;Healthy Louisville&quot;, Targeted community for Health Promotion activities</td>
<td>03/03-06/04</td>
<td>Consultant</td>
</tr>
<tr>
<td>Ruth Carrico, PhD</td>
<td>University of Louisville Hospital, Assist with Infection Prevention, Control and Quality Improvement activities</td>
<td>July 05-present</td>
<td>Consultant</td>
</tr>
<tr>
<td>Richard D. Clover, M.D.</td>
<td>Kentucky Board of Medical Licensure</td>
<td>1999 to present</td>
<td>Consultant</td>
</tr>
<tr>
<td>Susmita Datta, PhD</td>
<td>Ovarian Cancer Institute, Atlanta, GA</td>
<td>2003-current</td>
<td>Researcher, consultant</td>
</tr>
<tr>
<td>Stanley A. Gall, M.D.</td>
<td>Special Consultant to Division of Maternal Child Health, Department of Adult and Child Health Kentucky, Consultant on Women’s Health Issues</td>
<td>January 2005 to present</td>
<td>Consultant</td>
</tr>
<tr>
<td>Muriel Harris, PhD</td>
<td>Louisville Metro Health Department, Tommie Smith Initiative</td>
<td>2006 – date</td>
<td>Advisor</td>
</tr>
<tr>
<td>Muriel Harris, PhD</td>
<td>Louisville Metro health Department, Leadership Empowerment for Public Health project</td>
<td>2006-date</td>
<td>Advisor</td>
</tr>
<tr>
<td>Muriel Harris, PhD</td>
<td>Louisville Metro Health Department, Center for Health Equity</td>
<td>2006 – date</td>
<td>Advisor</td>
</tr>
<tr>
<td>Joy L. Hart, PhD</td>
<td>Caribbean Climate Change Center, Belize - Area Workshop, St. Lucia</td>
<td>Fall 2004</td>
<td>Team Member / Consultant</td>
</tr>
<tr>
<td>Joy L. Hart, PhD</td>
<td>Health Education Awareness Theatre (HEAT), Glasgow, KY</td>
<td>2004-2005</td>
<td>Team Member/Project Evaluator</td>
</tr>
<tr>
<td>Name</td>
<td>Institution and Details</td>
<td>Dates</td>
<td>Role</td>
</tr>
<tr>
<td>-----------------------------</td>
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</tr>
<tr>
<td>Andrew Scott LaJoie, Ph.D., M.S.P.H.</td>
<td>Jefferson County Medical Society, Consultation with Executive Director; developed survey to identify healthcare cost saving interventions</td>
<td>1/2003 to 6/2003</td>
<td>Consultant</td>
</tr>
<tr>
<td>Andrew Scott LaJoie, Ph.D., M.S.P.H.</td>
<td>University of Louisville, Infection Control, Consultation and grant development to study infection control practices</td>
<td>2003</td>
<td>Consultant</td>
</tr>
<tr>
<td>Andrew Scott LaJoie, Ph.D., M.S.P.H.</td>
<td>University of Louisville, Division of Infectious Diseases, Consultation and grant support to study global patterns of community-acquired pneumonia</td>
<td>2003-2004</td>
<td>Consultant</td>
</tr>
<tr>
<td>Andrew Scott LaJoie, Ph.D., M.S.P.H.</td>
<td>University of Louisville, Department of Psychological and Brain Sciences, Consultation and study design to examine the contribution of exercise to stress reduction</td>
<td>2003-2004</td>
<td>Consultant</td>
</tr>
<tr>
<td>Andrew Scott LaJoie, Ph.D., M.S.P.H.</td>
<td>Association of Theological Studies, Consultation and statistical support to profile incoming students at theological schools</td>
<td>2002-2004</td>
<td>Consultant</td>
</tr>
<tr>
<td>Andrew Scott LaJoie, PhD</td>
<td>James G. Brown Cancer Center</td>
<td>10/05 to present</td>
<td>Associate researcher</td>
</tr>
<tr>
<td>Andrew Scott LaJoie, PhD</td>
<td>Association for Theological Schools</td>
<td>9/04 to present</td>
<td>Statistical consultant</td>
</tr>
<tr>
<td>Andrew Scott LaJoie, PhD</td>
<td>Division of Infectious Diseases, UofL</td>
<td>9/04 to present</td>
<td>Statistical consultant</td>
</tr>
<tr>
<td>Larry I. Palmer</td>
<td>City of Louisville - Facilitate workshop regarding structural issues related to public health (i.e., making Louisville more biker and walker friendly)</td>
<td>Feb. 8, 2005</td>
<td>Facilitator</td>
</tr>
<tr>
<td>William Rising, Ph.D.</td>
<td>Statistician that uses Stata Creation and maintenance of major editing mode for editing Stata statistical code</td>
<td>1999 – present</td>
<td>Consultant</td>
</tr>
<tr>
<td>Rob Steiner, MD PhD</td>
<td>University of Maryland - Ford Motor Company Research Collaborative: RCT for treating Ford Employees with Low Back Pain using Acupuncture, conducted at Ford Truck Plant, Chamberlain Lane, Louisville KY</td>
<td>May 2006 - Spring 2007</td>
<td>Contract Clinical Service Provider – Acupuncturist</td>
</tr>
<tr>
<td>Judah Thornwell</td>
<td>Kentucky Department for Public Health, Leadership role in facilitating development of Kentucky Health Event Network Dashboard</td>
<td>1/1/05 - 4/30/06</td>
<td>Facilitator</td>
</tr>
<tr>
<td>Judah Thornwell</td>
<td>Louisville Health Information Exchange, Inc. (a not-for-profit organization).</td>
<td>1/1/05 - 6/30/06</td>
<td>Organizer and Acting Executive Director during start-up</td>
</tr>
<tr>
<td>Judah Thornwell</td>
<td>VisPlex Association, Inc. (a not-for-profit organization)</td>
<td>7/1/05 - 6/30/06</td>
<td>Organizer and Acting Executive Director during start-up</td>
</tr>
<tr>
<td>Judah Thornwell, B.A.</td>
<td>KY State Government, Focus/MCH Project</td>
<td>March – August 04</td>
<td>Consultant</td>
</tr>
<tr>
<td>Judah Thornwell, B.A.</td>
<td>Kentucky Hospital Association, Participant in Community Surveillance Project</td>
<td>March 04 – June 04</td>
<td>Consultant</td>
</tr>
<tr>
<td>Name</td>
<td>Organization/Project</td>
<td>Duration</td>
<td>Role</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>---------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Judah Thornewill, B.A.</td>
<td>KY State Government, HB 26 Rx Drug Abuse Monitoring Project</td>
<td>February – Dec 04</td>
<td>Consultant</td>
</tr>
<tr>
<td>David J. Tollerud, M.D., M.P.H.</td>
<td>Kennametal, Inc.</td>
<td>1994 – present</td>
<td>Consultant</td>
</tr>
<tr>
<td>David J. Tollerud, MD, MPH</td>
<td>ATI Metalworking Products</td>
<td>2006</td>
<td>Consultant</td>
</tr>
<tr>
<td>David J. Tollerud, MD, MPH</td>
<td>Campbell, Woods, Bagley, Emerson, McNeer &amp; Herndon</td>
<td>2005-present</td>
<td>Consultant</td>
</tr>
<tr>
<td>Barry Wainscott, MD, MPH</td>
<td>Kentucky Department for Public Health Division of Epidemiology Communicable Disease Branch</td>
<td>2005</td>
<td>Acting Branch Manager and Chief Physician</td>
</tr>
<tr>
<td>Barry Wainscott, MD, MPH</td>
<td>Kentucky Department for Public Health, Immunizations, Tuberculosis, Sexually Transmitted Disease, General Communicable Disease, and Epidemiology</td>
<td>2005-2006 (continuing)</td>
<td>Consultant/Liaison</td>
</tr>
<tr>
<td>Barry Wainscott, MD, MPH</td>
<td>Louisville Metro Health Department, Immunizations, Tuberculosis, Sexually Transmitted Disease, General Communicable Disease, and Epidemiology</td>
<td>2005-2006 (continuing)</td>
<td>Liaison</td>
</tr>
<tr>
<td>Richard W. Wilson, PhD</td>
<td>Green River Regional Education Cooperative</td>
<td>2005-2006</td>
<td>Evaluator</td>
</tr>
<tr>
<td>Craig Ziegler, M.S.</td>
<td>Department of Oncology University of Louisville</td>
<td>2002-2003</td>
<td>Consultant</td>
</tr>
<tr>
<td>Craig Ziegler, M.S.</td>
<td>Kent School of Social Work University of Louisville</td>
<td>2002-2003</td>
<td>Consultant</td>
</tr>
<tr>
<td>Craig Ziegler, M.S.</td>
<td>Department of Oncology University of Louisville</td>
<td>2002-2003</td>
<td>Consultant</td>
</tr>
<tr>
<td>Craig Ziegler, M.S.</td>
<td>Department of Oncology University of Louisville</td>
<td>2002-2004</td>
<td>Consultant</td>
</tr>
<tr>
<td>Craig Ziegler, M.S.</td>
<td>Department of Psychology University of Louisville</td>
<td>2003-2005</td>
<td>Consultant</td>
</tr>
<tr>
<td>Craig Ziegler, M.S.</td>
<td>Department of Audiology University of Louisville</td>
<td>2002-2005</td>
<td>Consultant</td>
</tr>
<tr>
<td>Craig Ziegler, M.S.</td>
<td>School of Nursing University of Louisville</td>
<td>2003-2005</td>
<td>Statistician</td>
</tr>
<tr>
<td>Craig Ziegler, M.S.</td>
<td>Department of Psychology University of Louisville</td>
<td>2003</td>
<td>Consultant</td>
</tr>
<tr>
<td>Craig Ziegler, M.S.</td>
<td>School of Nursing, University of Louisville</td>
<td>2003</td>
<td>Consultant</td>
</tr>
<tr>
<td>Craig Ziegler, M.S.</td>
<td>Department of Family and Geriatric Medicine (DFGM) University of Louisville</td>
<td>2003</td>
<td>Consultant</td>
</tr>
<tr>
<td>Craig Ziegler, M.S.</td>
<td>Department of Family and Geriatric Medicine (DFGM) University of Louisville</td>
<td>2003-2004</td>
<td>Consultant</td>
</tr>
</tbody>
</table>
VII-5: Continuing Education Programs by Department
### Appendix VII.5 - Continuing Education Programs

<table>
<thead>
<tr>
<th>Department</th>
<th># of Programs</th>
<th># of Contact Hours</th>
<th># of Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPBS</td>
<td>18</td>
<td>68</td>
<td>1,578</td>
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<tr>
<td>EOHS</td>
<td>56</td>
<td>80</td>
<td>3,850</td>
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<tr>
<td>EPH</td>
<td>7</td>
<td>8</td>
<td>530</td>
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<tr>
<td>BB</td>
<td>29</td>
<td>106</td>
<td>3,378</td>
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<tr>
<td>HMSS</td>
<td>30</td>
<td>42</td>
<td>2,860</td>
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<tr>
<td>Associate, Adjunct and Gratis Faculty</td>
<td>22</td>
<td>150</td>
<td>1,949</td>
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<td>CHHP</td>
<td>127</td>
<td>392</td>
<td>11,089</td>
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<tr>
<td><strong>Totals</strong></td>
<td><strong>289</strong></td>
<td><strong>846</strong></td>
<td><strong>25,234</strong></td>
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</tbody>
</table>

### Department of Health Promotion and Behavioral Sciences

#### Fall 2003

**Introduction to Biostatistics**
Andrew Scott LaJoie  
Attendance: 30; Contact Hours: 10  
Audience: surgeons and surgery fellows  
Location: University of Louisville, Department of Hand Surgery

May 29, 2003

**Stuart Graves Lecture Series: The Challenge of Urban Health Policy**
Coordinator: W. Paul McKinney, MD  
Speaker: Lawrence Palmer, M.D, Endowed Chair in Urban Health Policy, Institute for Bioethics, Health Law and Policy, Professor, Department of Family and Community Medicine, University of Louisville  
Attendance: 80; Contact hour: 1  
Audience: physicians, fellows and medical students

March 18, 2004

**Stuart Graves Lecture Series: Outcomes of Cancer Care, Global Perspectives**
Coordinator: W. Paul McKinney, MD  
Speaker: Michel Coleman, MSc, MFPHM, Professor of Epidemiology and Vital Statistics  
Attendance: 80; Contact hour: 1  
Audience: physicians, fellows and medical students  
Location: University of London, London, England

May 2004

**Sample Size Determination**
Andrew Scott LaJoie  
Attendance: 150; Contact Hour: 1  
Audience: surgeons and surgery fellows  
Location: Indianapolis Hand Center

May 2004

**Sample Size Determination**
Andrew Scott LaJoie  
Attendance: 18; Contact Hours: 2  
Audience: infectious disease fellows and staff  
Location: University of Louisville, Division of Infectious Disease

July 2004

**Conducting Clinical Research**
Andrew Scott LaJoie  
Attendance: 50; Contact Hours: 12  
Audience: medical students and researchers  
Location: University of Louisville, School of Medicine

July 2005

**Post Exposure prophylaxis**
Ruth Carrico, PhD  
Attendance: 30; Contact Hours: 1  
Audience: ID residents, fellows, and attending physicians  
Location: Louisville, KY
July 2005
*Joint Commission on Accreditation of Healthcare Organizations Infection Control Standard 6.10*
Ruth Carrico, PhD  
Attendance: 300; Contact Hours: 1.5  
Audience: Nurses, Infection Control Professionals, Safety officers, quality improvement professionals  
Location: Joint Commission Resources

August 2005
*Clinical Research Methodology Summer Seminars*
Andrew Scott LaJoie, PhD  
Attendance: 40; Contact Hours: 12  
Audience: Medical residents and fellows  
Location: Division of Infectious Diseases

October 2005
*APIC Fall Seminar*
Ruth Carrico, PhD  
Attendance: 50; Contact Hours: 8  
Audience: Infectious Control Professionals  
Location: APIC Fall Seminar

December 14, 2005
*Campus Alcohol Brief Interventions: Assessing Faculty-training Readiness*
Richard Wilson, PhD  
Attendance: 30; Contact Hours: 1  
Audience: Public Health Professionals  
Location: American Public Health Association

February 21, 2006
*Decision Making and Cancer Control*
Andrew Scott LaJoie, PhD  
Attendance: 45; Contact Hours: 1  
Audience: Cancer physicians, students  
Location: Louisville, KY

March 2006
*TB guidelines andAvian Influenza*
Ruth Carrico, PhD  
Attendance: 50; Contact Hours: 3  
Audience: Administrators, quality professionals, and Infectious Control Professionals  
Location: Alliant Medical Group

March 28, 2006
*Reconcilable Differences. Reestablishing relationships between the University and Community*
Muriel Harris, PhD  
Attendance: 5; Contact Hours: 2  
Audience: Public Health Professionals  
Location: Kentucky Public Health Association Annual Conference

April 2006
*Preventing Infection During Construction/Renovation in Healthcare Organizations*
Ruth Carrico, PhD  
Attendance: 80; Contact Hours: 3  
Audience: Healthcare engineers and contractors  
Location: Kentucky Society of Healthcare Engineers

May 2006
*Revised TB Standard*
Ruth Carrico, PhD  
Attendance: 300; Contact Hours: 2  
Audience: Infectious Control Professionals  
Location: HCPro
July 2006
Preventing Device Associated Bloodstream Infection
Ruth Carrico, PhD
Attendance: 100; Contact Hours: 2
Audience: Administrators, quality professionals, and Infectious Control Professionals
Location: Alliant Medical Group

September 21, 2006
Racial Disparities in Obtaining Medical Treatment
Muriel Harris, PhD
Attendance: 100; Contact Hours: 1
Audience: State TB control staff
Location: State Health Department, TB Program

DEPARTMENT OF ENVIRONMENTAL & OCCUPATIONAL HEALTH SCIENCES (EOHS)
2003
Environmental Health Training of Promotoras in Colonias Along the Texas-Mexico Border, National Institute of Environmental Health Sciences (NIEHS)
Irma N. Ramos
Attendance: 500; Contact Hour: 1
Audience: health educators
Location: Smithville, TX

Children and the Environment; National Institute of Environmental Health Sciences (NIEHS)
Irma N. Ramos
Attendance: 15; Contact Hours: 2
Audience: health educators

January 25 and March 22, 2003
A Closer Look at Drinking Water
Coordinator: Irma N. Ramos, MD
The goal of these three-hour workshops was to provide health care professional along the Texas Mexico border education about drinking water and the magnitude of waterborne illnesses in the region. Speakers included: Bryan Smith, MD, TDH Region 11 Director; Kirby Donnelly, PhD, CERH Texas A&M University and Kenneth S. Ramos, PhD, NIEHS CERH Director, Texas A&M University. Funded in part by NIEHS and HRSA/EPA.
Attendance: 100; Contact Hours: 6
Audience: physicians, nurses and other healthcare professionals

February 5, 2003
The Challenge of Health Care Disparities
Larry Palmer
Attendance: 50; Contact Hours: 1
Audience: Public Health Practitioners
Location: Carrollton, KY

February 18, 2003
Human Experimentation and Participatory Action Research
Larry Palmer
Attendance: 25; Contact Hours: 1
Audience: Community Residents
Location: Louisville, KY

February 25, 2003
What Promotoras Need to Know about Drinking Water
Coordinator: Irma N. Ramos, MD
The goal of this three-hour workshop was to provide community health educators of the Lower Rio Grande Valley education about drinking water and waterborne related illnesses. Speakers included: Irma N. Ramos, MD, Director NIEHS COEP, Texas A&M University; Kirby Donnelly, PhD, CERH Texas A&M University and Kenneth S. Ramos, PhD, NIEHS CERH Director, Texas A&M University.
Attendance: 30; Contact Hours: 3
Audience: community health educators
March 11, 2003  
**Medical Liability and Medical Errors**  
Larry Palmer  
Attendance: 10; Contact Hours: 1  
Audience: Surgical Residents  
Location: Louisville, KY

March 14, 2005  
**Comparative Institutional Analysis: A Challenge to Bioethics’ Consent Paradigm**  
Larry Palmer  
Attendance: 100; Contact Hours: 8  
Audience: Law Professors  
Location: Birmingham, AL

March 19, 2003  
**Ethical and Legal Implications of Genetic Testing and Screening**  
Larry Palmer  
Attendance: 100; Contact Hours: 1  
Audience: Researchers, Legislators and Clinicians  
Location: Albany, NY

March 20, 2003  
**An Action Research Agenda for Urban Health Policy**  
Larry Palmer  
Attendance: 25; Contact Hours: 1  
Audience: Physicians  
Location: Louisville, KY

April 15, 2003  
**Ethical and Legal Issues in Environmental Justice**  
Larry Palmer  
Attendance: 20; Contact Hours: 1  
Audience: Community Residents  
Location: Louisville, KY

April 26, 2003  
**What Promotoras Need to Know about Drinking Water; National Institute of Environmental Health Sciences (NIEHS), HRSA, EPA**  
Irma N. Ramos  
Attendance: 30; Contact Hours: 3  
Audience: health educators  
Location: National Institute of Environmental Health Sciences (NIEHS), HRSA, EPA

May 29, 2003  
**The Challenge of Urban Health Policy. Stuart Graves Health Policy Lecture**  
Larry Palmer  
Attendance: 50; Contact Hours: 1  
Audience: Physicians, Medical residents and Medical students  
Location: Louisville, KY

June 18, 2003  
**The FDA and Prescription Drugs from Foreign Countries. Panel Discussion, State of Affairs**  
Larry Palmer  
Attendance: Community; Contact Hours: 1  
Audience: General Public Radio Audience  
Location: Louisville, KY

June 7, 2003  
**Teaching Ethically Charged Topics to Non-lawyers: The Case of Physician-Assisted Suicide.**  
Larry Palmer  
Attendance: 25; Contact Hours: 1  
Audience: Health Law Teachers  
Location: Wilmington, DE
August 3, 2003
*Genetic Research with African-Americans: The Ethical, Social, and Legal Implications*
Larry Palmer  
Attendance: 25; Contact Hours: 1  
Audience: Researchers, Clinicians, Research Coordinators  
Location: Philadelphia, PA

August 8, 2003
*The Uses and Misuses of Nuremberg: Bioethics in a Time of War. Panel Participant*
Larry Palmer  
Attendance: 20; Contact Hours: 1  
Audience: Lawyers  
Location: San Francisco, CA

August 11, 2003
*Medical Liability and Patient Safety*
Larry Palmer  
Attendance: 500; Contact Hours: 0.5  
Audience: Lawyers  
Location: San Francisco, CA

August 23, 2003
*Health Disparities: Addressing Minority Access to New Genetic Health Care Tools, The Challenges and Impact of Human Genome Research for Minority Communities*
Larry Palmer  
Attendance: 100; Contact Hours: 1  
Audience: Community Activists, Health Care Providers, Graduate Students  
Location: Chicago, IL

August 27, 2003
*Public Health Law and the Ethical Problems for the Practitioner*
Larry Palmer  
Attendance: 75; Contact Hours: 1  
Audience: Lawyers, Judges, Public Health Practitioners  
Location: Indianapolis, IN

September 8, 2003
*Policy Options for Improving Health Services*
Larry Palmer  
Attendance: 200; Contact Hours: 1  
Audience: Policy Makers, Health Care Providers, Health Policy Advocates  
Location: Frankfort, KY

September 17, 2003
*Patient Safety and Quality: Emerging Legal Issues*
Larry Palmer  
Attendance: 25; Contact Hours: 1  
Audience: Lawyers  
Location: Louisville, KY

September 22, 2003
*Enabling Safer Health Care: A Statewide Effort to Align Perspectives on Accountability and Responses to Adverse Events; Facilitator*
Larry Palmer  
Attendance: 75; Contact Hours: 1  
Audience: Policy Makers, Researchers, Health Care Providers  
Location: Waltham, MA

October 18, 2003
*Minimizing Social Harms—Race, Ethnicity, and Stigma; Ethics Education for Genetic Researchers (EDGE) Workshop*
Larry Palmer  
Attendance: 60; Contact Hours: 1  
Audience: Researchers, Clinicians, Research Coordinators  
Location: Seattle, WA
November 25, 2003
*Medical Malpractice Panel Discussion, State of Affairs*
Larry Palmer
Attendance: Community; Contact Hours: 1
Audience: General Public Radio Audience
Location: Louisville, KY

January 29, 2004
*Confronting Racial and Ethnic Disparities in Health Care*
Larry Palmer
Attendance: 20; Contact Hours: 1
Audience: University Faculty
Location: Louisville, KY

February 5, 2004
*Diversity and Health Disparities in Urban and Rural Areas*
Larry Palmer
Attendance: 50; Contact Hours: 1
Audience: Medical students and faculty
Location: Louisville, KY

February 19, 2004
*Public Health Law in the 21st Century, Moderator*
Larry Palmer
Attendance: 100; Contact Hours: 1
Audience: Lawyers
Location: La Jolla, CA

March 9, 2004
*The Ethical, Social and Legal Implications of Genomics: The Problem of Environmental Health*
Larry Palmer
Attendance: 50; Contact Hours: 1
Audience: Clinicians, Researchers
Location: Louisville, KY

May 6, 2004
*The Ethical, Social and Legal Implications of Kentucky’s Public Health Law*
Larry Palmer
Attendance: 50; Contact Hours: 1
Audience: Public Health Practitioners
Location: Louisville, KY

August 19, 2004
*End of Life Decision Making Ethics*
Larry Palmer
Attendance: 35; Contact Hours: 1
Audience: Physicians, Medical Residents
Location: Madisonville, KY

August 19, 2004
*End of Life Decision Making Ethics*
Larry Palmer
Attendance: 20; Contact Hours: 1
Audience: Physicians
Location: Hartford, KY

August 24, 2004
*Researcher Responsibilities and Potential Liabilities in Biobanking*
Larry Palmer
Attendance: 100; Contact Hours: 1
Audience: Researchers, Clinicians
Location: Phoenix, AZ
September 7, 2004  
*Workshop on Air Quality and Urban Planning, Facilitator*  
Larry Palmer  
Attendance: 20; Contact Hours: 1  
Audience: Government Officials, Planners  
Location: Louisville, KY

September 9, 2004  
*Public Health Law Infrastructure: Lessons learned from SARS*  
Larry Palmer  
Attendance: 25; Contact Hours: 1  
Audience: Researchers, Federal Public Health Officials, Physicians  
Location: Argonne, IL

September 13, 2004  
*Policy Issues in Health Disparities and Inequities in Kentucky*  
Larry Palmer  
Attendance: 200; Contact Hours: 1  
Audience: Law professors, Physicians, Graduate students  
Location: Covington, KY

September 14, 2004  
*Ethical and Policy Issues for Health Care Providers in Diverse Communities*  
Larry Palmer  
Attendance: 35; Contact Hours: 1  
Audience: Hospital Administrators  
Location: Shelbyville, KY

October 7, 2004  
*Minimizing Social Harms—Race, Ethnicity, and Stigma; Ethics Education for Genetic Researchers (EDGE) Workshop*  
Larry Palmer  
Attendance: 75; Contact Hours: 1  
Audience: Researchers, Clinicians, Research Coordinators  
Location: Research Triangle, NC

October 15, 2004  
*Jay Katz: From Harms to Risks. Symposium—A World Less Silent: Celebrating Jay Katz's Contributions to Law, Medicine, and Ethics*  
Larry Palmer  
Attendance: 50; Contact Hours: 1  
Audience: Law professors, Physicians, Graduate students  
Location: New Haven, CT

October 21, 2004  
*Lessons from the Tuskegee Syphilis Experiments*  
Larry Palmer  
Attendance: 75; Contact Hours: 1  
Audience: Law students, Law faculty, Public Health students  
Location: St. Louis, MO

October 30, 2004  
*International Smoking Panel, Chair*  
Larry Palmer  
Attendance: 50; Contact Hours: 1  
Audience: Researchers, Graduate Students, Clinicians  
Location: Louisville, KY

November 15, 2004  
*Minimizing Social Harms—Race, Ethnicity, and Stigma; Ethics Education for Genetic Researchers (EDGE) Workshop*  
Larry Palmer  
Attendance: 60; Contact Hours: 1  
Audience: Researchers, Clinicians, Research Coordinators  
Location: New Haven, CT
December 1, 2004
Ethical and Policy Implications of the Kentucky Health Insurance Research Project.
Larry Palmer
Attendance: 30; Contact Hours: 1
Audience: KY Health Insurance Research Project Steering Committee (Includes: Health Care Providers, Policy Makers, Legislators, Insurance Providers)
Location: Frankfort, KY

December 7, 2004
Research Subject Protections for the 21st Century
Larry Palmer
Attendance: 30; Contact Hours: 1
Audience: Intramural Researchers at NIAA
Location: Washington, D.C.

2005
Childhood Asthma
David J. Tollerud, MD, MPH
Attendance: 30; Contact Hours: 1
Audience: Teachers
Location: Louisville, KY

2005
Estimating chemical exposure in a uranium enrichment, gaseous diffusion plan
David J. Tollerud, MD, MPH
Attendance: 25; Contact Hours: 1
Audience: Hygienists
Location: American Industrial Hygiene Conference

2005
Overview of School of Public Health & Information Sciences
David J. Tollerud, MD, MPH
Attendance: 25; Contact Hours: 1
Audience: Hygienists
Location: Louisville, KY

January 25, 2005
Ethical Implications of the Kentucky Health
Larry Palmer
Attendance: 30; Contact Hours: 1
Audience: KY Health Insurance Research Project Steering Committee (Includes: Health Care Providers, Policy Makers, Legislators, Insurance Providers)
Location: Frankfort, KY

April 5, 2005
The Ethical, Legal, and Social Implications of Cancer Prevention
Larry Palmer
Attendance: 20; Contact Hours: 1
Audience: Researchers, Clinicians
Location: Louisville, KY

April 11, 2005
Minimizing Social Harms—Race, Ethnicity, and Stigma; Ethics Education for Genetic Researchers (EDGE) Workshop
Larry Palmer
Attendance: 70; Contact Hours: 1
Audience: Researchers, Clinicians, Research Coordinators
Location: Baltimore, MD

October 2005
Emerging Environmental Issues Affecting Women and Children’s Health: What Healthcare Professionals Should Know
David J. Tollerud, MD, MPH
Attendance: 50; Contact Hours: 2
Audience: Physicians, nurses, social workers and health care professionals
Location: Louisville, KY
October 2005
Emerging Environmental Issues Affecting Women and Children’s Health: What Healthcare Professionals Should Know
Irma N. Ramos, MD
Attendance: 50; Contact Hours: 2
Audience: Physicians, nurses, social workers and health care professionals
Location: Louisville, KY

October 4, 2005
Cytokines and NO Release from Peripheral Blood Neutrophils after Exposure to Metal Nanoparticles: In Vitro and in Vivo Study
Qunwei Zhang
Attendance: 100; Contact Hours: 2
Audience: Occupational Health professionals and Toxicologists
Location: 2nd International Symposium on Nanotechnology and Occupational Health

2006
Superfund Site Assessment and Remediation in the Coeur d’Alene River Basin
David J. Tollerud, MD, MPH
Attendance: 40; Contact Hours: 1
Audience: Researchers
Location: Superfund Basic Research Program Annual Meeting

2006
Ranch Hands Report
David J. Tollerud, MD, MPH
Attendance: 25; Contact Hours: 3
Audience: Researchers
Location: National Academies of Science, IOM & AFHS, and Veterans Administration

May 23, 2006
Oxidative-stress Potency of Ultrafine Particles in Mouse Pulmonary Microvascular Endothelial Cells
Qunwei Zhang
Attendance: 150; Contact Hours: 3
Audience: Pulmonary medicine professionals and Toxicologists
Location: American Thoracic Society International Conference

DEPARTMENT OF EPIDEMIOLOGY AND POPULATION HEALTH
October 10, 2004
ALLHAT Collaborative Research Group
Abi Rayner Attendance: 58; Contact Hour: 2
Audience: physicians

November 14-18, 2004
Toward Unbiased Estimation of the Effects of Risk Factors in the Presence of Latent Confounders Estimated with Error by Simulation-Extrapolation in Cox Proportional Hazard Model: The Example of Intentional Weight Loss and Mortality Rate; NAASO
Chenxi Wang
Attendance: 250; Contact Hour: 1
Audience: physicians and medical professionals
Location: Obesity Society 2004 Annual Scientific Meeting

April 27, 2004
Overview of Research Responsibilities
Cathy R. Whalen, Pharm.D.
Attendance: 22; Contact Hour: 1
Audience: pharmacists and researchers
Location: University of Louisville Hospital

May 26, 2004
Introduction to Clinical Research
Carlton Hornung
Attendance: 30; Contact Hour: 1
Audience: physicians
Location: University of Louisville Residents Program
July 15, 2004
Introduction to Clinical Research
Carlton Hornung
Attendance: 20; Contact Hour: 1
Audience: research nurses
Location: University of Louisville Nursing Research Group

October 2005
Inflammation and Aging
Richard Baumgartner, PhD
Attendance: 100; Contact Hours: 1
Audience: Obesity Researchers
Location: American College of Epidemiology

May 9, 2006
Quality of Life Among Breast and Cervical Cancer Survivors
Kathy B. Baumgartner, PhD
Attendance: 50; Contact Hours: 1
Audience: Cancer Researchers
Location: Louisville, KY

DEPARTMENT OF BIOSTATISTICS AND BIOINFORMATICS (BB)
August 8, 2004
A Method for Conducting Recurrent Events Analysis for Clinical Trials, Using the Andersen-Gill Model as a Starting Point; American Statistical Association
Alex Cambon
Attendance: 15; Contact Hour: 0.5
Audience: statisticians
Location: American Statistical Association

August 3-4, 2004
Introduction to Clinical Trials; American Statistical Association
Linda Jane Goldsmith, Ph.D.
Attendance: 50; Contact Hours: 6.5
Audience: statisticians
Location: American Statistical Association

March 5, April 2, April 23, 2004
Biostatistics/Decision Science Workshops
Coordinator: William Rising, PhD
A HRSA grant was used to bring in speakers to give hands-on, four-hour training sessions in topics of interest primarily to the statistical community and others interested in Decision Science and Bioinformatics. Speakers included: David Allen, University of Kentucky; Karl Broman, Johns Hopkins Bloomberg School of Public Health and Rafael Irizarry, Johns Hopkins Bloomberg School of Public Health.
Attendance: 45; Contact Hours: 12
Audience: biostatisticians, decision scientists, bioinformatics and biochemists

February – October 2004
Biostatistics Seminars
Coordinator: William Rising, PhD
This series of fourteen presentations highlighted research of U of L faculty and outside speakers. Speakers included: Scott Emerson, University of Washington (web broadcast w/ discussion); Karl Broman, Johns Hopkins, Bloomberg School of Public Health; William Rising, University of Louisville; David Allen, University of Kentucky; Michelle Qin, University of Pennsylvania; Martin Weinrich, University of Louisville; Chin-Shang Li, St. Jude Children’s Research Hospital; Doug Lorenz, University of Louisville; Rafael Irizarry, Johns Hopkins Bloomberg School of Public Health; Alex Cambon, University of Louisville; Steve McCabe, University of Louisville
Attendance: 168 ; Contact Hours: 14
Audience: biostatisticians, statisticians, bioinformatics and biochemists
September 2003
Most cost-effective week of gestation in which to screen pregnant women for HIV
John Meyers, PhD
Attendance: 300; Contact Hours: 2
Audience: Researchers
Location: United States Conference on AIDS

October 2003
Maximizing the cost-effectiveness of Prenatal HIV Screening
John Meyers, PhD
Attendance: 150; Contact Hours: 2
Audience: Researchers
Location: Society for Medical Decision Making

November 2003
Public Health Issues Increase the Effectiveness of Teaching Developmental Mathematics
John Meyers, PhD
Attendance: 50; Contact Hours: 2
Audience: Researchers
Location: Society for Advancement of Developmental Education

October 2004
Morbidity Costs and Cost-Effectiveness Analysis
John Meyers, PhD
Attendance: 150; Contact Hours: 2
Audience: Researchers
Location: Society for Medical Decision Making

March 2005
Modeling Religion’s Influence on HIV Progression and Mortality
John Meyers, PhD
Attendance: 150; Contact Hours: 1
Audience: Researchers
Location: International Biometric Society

April 2005
Transition from Use of Alcohol to Dependence of Alcohol: A Loglinear Analysis
John Meyers, PhD
Attendance: 30; Contact Hours: 1
Audience: Researchers
Location: Providence, RI

June 9, 2005
Selecting an appropriate clustering algorithm for analyzing microarray data
Somnath Datta, PhD
Attendance: 30; Contact Hours: 0.5
Audience: Researchers
Location: St. Louis, MO

August and September, 2005
Multistate Models
Somnath Datta, PhD
Attendance: 30; Contact Hours: 0.5
Audience: Academic Researchers
Location: Norwegian Academy of Science and Letters

Sept. 2005 – present (once per week during Fall and Spring Semesters)
Biostatistics Lecture Series
John Meyers, PhD
Attendance: 1125 (estimate 25 per session); Contact Hours: 45
Audience: Researchers
Location: University of Louisville, School of Public Health
September 2005  
**Rank Tests**  
Somnath Datta, PhD  
Attendance: 30; Contact Hours: 1  
Audience: Statisticians and Researchers  
Location: American Statistical Association, KY Chapter

September 2005  
**Measuring the Quality of Life of Dyads: The Mother-Newborn Dyad**  
John Meyers, PhD  
Attendance: 20; Contact Hours: 1  
Audience: Researchers  
Location: Department of Bioinformatics-Biostatistics Lecture Series

October 2005  
**Multistate Models**  
Somnath Datta, PhD  
Attendance: 30; Contact Hours: 1  
Audience: Faculty and Students  
Location: Lexington, KY

October 2005  
**Influence of Expectation of Compensation on Quality of Life**  
John Meyers, PhD  
Attendance: 150; Contact Hours: 2  
Audience: Researchers  
Location: Society for Medical Decision Making

October 2005  
**Measuring Quality of Life at the Dyad Level**  
John Meyers, PhD  
Attendance: 150; Contact Hours: 2  
Audience: Researchers  
Location: Society for Medical Decision Making

December 2005  
**Survival Analysis**  
Somnath Datta, PhD  
Attendance: 50; Contact Hours: 0.5  
Audience: Academic Researchers  
Location: Forum for Interdisciplinary Mathematics

December 2005  
**Validation of clustering techniques in microarray data**  
Somnath Datta, PhD  
Attendance: 50; Contact Hours: 0.5  
Audience: Researchers  
Location: American Statistical Association, Kentucky Chapter

December 3, 2005  
**Feature Selection in Mass Spectrometry Data for Cancer Classification**  
Somnath Datta, PhD  
Attendance: 25; Contact Hours: 0.5  
Audience: Researchers  
Location: Auburn, AL

January 2006  
**Joint Effects in CEA: The Kidney Donor-Recipient Dyad**  
John Meyers, PhD  
Attendance: 20; Contact Hours: 1  
Audience: Researchers  
Location: Louisville, KY
January 2006
*Research Tachypomp*
L. Jane Goldsmith, Ph.D.
Attendance: 40; Contact Hours: 1
Audience: Cancer researchers
Location: Louisville, KY

April 21 – 23, 2006
*Pooling in microarray experiments: Presentation as part of Biostatistics of Microarrays Workshop*
Caryn Thompson
Attendance: 60; Contact Hours: 0.25
Audience: Attendees of UT-ORNL-KBRIN Bioinformatics Summit 2006
Location: University of Tennessee, Oak Ridge National Labs, Kentucky Biomedical Research Infrastructure Network

April 22, 2006
*Bioinformatics Summit - Biostatistics of Microarrays*
Rudy Parrish, PhD
Attendance: 200; Contact Hours: 2
Audience: Researchers
Location: University of Tennessee / Oak Ridge National Laboratory / Kentucky Biomedical Research Infrastructure Network
(Workshop organizer)

April 22, 2006
*Cluster Microarray Data*
Somnath Datta, PhD
Attendance: 50; Contact Hours: 1
Audience: Researchers
Location: UT-ORNL-KBRIN Bioinformatics Summit, Clustering Microarray Data

June 2006
*Clustering*
Somnath Datta, PhD
Attendance: 50; Contact Hours: 0.5
Audience: Academic Researchers in Bioinformatics
Location: Zhejiang University, China

July 2006
*Biostatistics*
L. Jane Goldsmith, Ph.D.
Attendance: 35; Contact Hours: 2
Audience: E.M. residents
Location: Louisville, KY

July 2006
*Invited Discussant Genomics*
Somnath Datta, PhD
Attendance: 125; Contact Hours: 0.5
Audience: Academic Researchers in Bioinformatics
Location: International Biometric Society

**DEPARTMENT OF HEALTH MANAGEMENT AND SYSTEMS SCIENCES (HMSS)**
November 11, 2003
*Update on Congenital and Acquired Thrombophilia*
Stanley Gall, MD
Attendance: 50; Contact Hour: 1
Audience: physicians and fellows
Location: Grand Round Presentation for the Department of Obstetrics and Gynecology, University of Louisville

October 29, 2003
*Vaccinations In Pregnancy Perinatal Resources Board Review Course*
Attendance: 225; Contact Hour: 1
Audience: physicians
Location: Perinatal Resources Board Review Course
October 29, 2003
*Congenital and Acquired Thrombophilia in Pregnancy; Perinatal Resources Board Review Course*
Attendance: 225; Contact Hour: 1
Audience: physicians
Location: Perinatal Resources Board Review Course

September 23, 2003
*Sexually Transmitted Diseases and Public Health*
Attendance: 30; Contact Hour: 1
Audience: public health practitioners and educators
Location: Lecture for University of Louisville School of Public Health, University of Louisville

August 6, 2003
*Influenza Conference at CDC*
Attendance: 30; Contact Hour: 1
Audience: physicians, nurses and public health
Location: Atlanta, GA

June 18-19, 2003
*ACOG Liaison to the Advisory Committee for Immunization Practices (ACIP) at the CDC*
Attendance: 400; Contact Hour: 1
Audience: physicians and public health
Location: CDC

June 12-13, 2003
*Visiting Professor at Resident's Research Day*
Attendance: 120; Contact Hour: 1
Audience: physicians
Location: Baylor Medical Center Dallas, Texas Maternal Immunization

April 6-7, 2003
*What the Health Care Provider Should Know About Bioterrorism: Sponsored by Association of Teachers of Preventative Medicine (ATPM)*
Attendance: 25; Contact Hour: 1
Audience: physicians and medical educators
Location: Washington, D.C.

March 25, 2003
*Update on Management of Complicated Intraabdominal Infection*
Attendance: 35; Contact Hour: 1
Audience: physicians and medical educators
Location: Jackson, MS

March 14, 2003
*Infectious Diseases Update, Lecture for Kentucky Department of Public Health*
Attendance: 50; Contact Hour: 1
Audience: physicians, nurses and public health
Location: Louisville, KY

January 28, 2003
*Update In Complicated Intraperitoneal Infections*
Attendance: 30; Contact Hour: 1
Audience: physicians and medical educators
Location: Nashville, TN

January 27, 2003
*Therapy of HPV Disease*
Presentation for Division of Colon and Rectal Surgery, University of Louisville
Attendance: 15; Contact Hour: 1
Audience: physicians
Location: Louisville, KY
January 10, 2003
Lecture #1 Maternal Immunization
Lecture #2 Congenital and Acquired Thrombophilia In Pregnancy
Presentation at the 17th Annual Sanford Cole Symposium
Attendance: 120; Contact Hour: 1
Audience: physicians and medical educators
Location: Miami, FL

June 28, 2004
Research Meeting on Respiratory Syncytial Virus (RSV)
Attendance: 40; Contact Hour: 1
Audience: physicians and medical researchers
Location: Toronto, Ontario

September 7, 2004
Adult Immunization
Presentation East End Rotary Club of Louisville
Attendance: 40 people; Contact Hour: 1
Audience: general public
Location: Louisville, KY

September 13-14, 2004
Research Meeting on Pertussis Johns Hopkins Symposium
Attendance: 40; Contact Hour: 1
Audience: physicians and medical educators
Location: Baltimore, MD

September 23, 2004
Lecture #1 Diagnosis and Management of Congenital and Acquired Thrombophilia
Lecture #2 Primary Care Issues In OB-GYN, Perinatal Resources Postgraduate Course
Attendance: 200; Contact Hours: 2
Audience: physicians, medical researchers and educators
Location: Orlando, FL

October 26, 2004
Maternal Immunization
Visiting Professor at Morehouse College of Medicine Primary Care Course
Attendance: 250; Contact Hour: 1
October 30 – November 4, 2004
Audience: physicians and medical educators
Location: Atlanta, GA

Fall 2004
Immunizing Pregnant Women
Lecture at ACOG District V Annual Meeting
Attendance: 120; Contact Hour: 1
Audience: physicians and medical educators
Location: Kona, HI

November 13-14, 2004
Pertussis Conference
Attendance: 40; Contact Hour: 1
Audience: physicians
Location: Key Biscayne, FL

November 17, 2004
Lecture #1 Maternal Immunization
Lecture #2 The Effect of Obesity on Maternal and Neonatal Outcomes, Annual Perinatal Conference
Attendance: 150; Contact Hours: 2
Audience: physicians, medical researchers and educators
Location: WI
March 3, 2005
*Tong len Meditation Part I: A Technique for Compassionate Care*
Rob Steiner, MD, PhD
Attendance: 50; Contact Hours: 1
Audience: Public Health Practitioners
Location: Louisville, KY

May 11, 2005
*Brain Science in the 21st Century: Complexity, Coordination & Consciousness*
Rob Steiner, MD, PhD
Attendance: 40; Contact Hours: 1
Audience: Physicians and Researchers
Location: Louisville, KY

May 25, 2005
*Complexity-science based Collaboration Methodologies and Technologies*
Judah Thornewill
Attendance: 80; Contact Hours: 1
Audience: Local state and federal public health works and technology providers in the public health information network (PHIN) space
Location: Centers for Disease Control Public Health Information Networks

June 3, 2005
*Tong len Meditation Part II: A Technique for Compassionate Care*
Rob Steiner, MD, PhD
Attendance: 30; Contact Hours: 2
Audience: Nurses, Social Work and Certified Nursing Assistants
Location: Louisville, KY

September 16, 2005
*Formation of a Kentucky Health Information Exchange*
Robert J Esterhay, MD
Attendance: 75; Contact Hours: 1
Audience: Physicians
Location: Kentucky Chapter-American College of Physicians American Society of Internal Medicine

February 10, 2006
*Kentucky / Louisville Health Information Exchange: eHealth Trust™ Demonstration Project*
Robert J Esterhay, MD
Attendance: 150; Contact Hours: 1.5
Audience: Epidemiologists, physicians and other health professionals
Location: American College of Preventive Medicine 2006 and American College of Medical Quality

April 8, 2006
*Community Benefits associated with Family Medicine Residency Training Programs*
Rob Steiner, MD, PhD
Attendance: 30; Contact Hours: 2
Audience: Family Physicians, with emphasis on organizational leaders and Academic Chairmen
Location: Koloa, Kauai, Hawaii

May 9, 2006
*Meditation as a Means for Preventing Professional Burnout*
Rob Steiner, MD, PhD
Attendance: 20; Contact Hours: 1.5
Audience: Social workers, psychotherapists
Location: Louisville, KY

September 29, 2006
*Pay for Performance: Will It Be a Piece of the Puzzle, The Health Information Technology Puzzle: Where Do you Fit In?*
Rob Steiner, MD, PhD
Attendance: 150; Contact Hours: 8
Audience: Administrative Leaders in State and Regional Health Care
Location: Carmel, IN
ASSOCIATE, ADJUNCT AND GRATIS FACULTY

January 14, 2003
Effects of HIPAA Law on Corrections, American Correctional Association Winter Conference,
T. Howard Stone, J.D., LL.M.
Attendance 75; Contact Hour: 1
Audience: correctional health professionals and administrators
Location: Charlotte, NC

January 13, 2003
Health Care for Offenders: Legal & Ethical Considerations for Management, Security and Providers
T. Howard Stone, J.D., LL.M.
Attendance 75; Contact Hour: 1
Audience: correctional health professionals and administrators
Location: American Correctional Association Winter Conference

March 14, 2003
Overview: The Regulatory Context of Genetic Research
T. Howard Stone, J.D., LL.M.
Attendance 50; Contact Hour: 1
Audience: genetic researchers, sponsors and reviewers
Location: San Diego, CA

April 15, 2003
Workshop: HIPAA and the Confidentiality of Prisoner Health Information, National Commission on Correctional Health Care's Clinical Updates in Correctional Health Care Conference
T. Howard Stone, J.D., LL.M.
Attendance 75; Contact Hour: 1
Audience: correctional and public health professionals
Location: Anaheim, CA

April 14, 2003
Update of Privacy Behind Bars: HIPAA and the Confidentiality of Prisoner Health Information, National Commission on Correctional Health Care’s Clinical Updates in Correctional Health Care Conference
T. Howard Stone, J.D., LL.M.
Attendance 75; Contact Hour: 1
Audience: correctional and public health professionals
Location: Anaheim, California

May 20, 2003
Duty to Warn or Protect Others Based Upon a Subject’s Genetic Information, National Institutes of Health
T. Howard Stone, J.D., LL.M.
Attendance 50; Contact Hour: 1
Audience: genetic researchers, sponsors and reviewers
Location: Bethesda, MD

June 27, 2003
Health Information, Privacy and HIPAA: Setting the Record Straight, National Commission on Correctional Health Care and the American Bar Association Criminal Justice Section
T. Howard Stone, J.D., LL.M.
Attendance 75; Contact Hour: 1
Audience: correctional and public health professionals
Location: Chicago, IL

August 9, 2003
The Impact of HIPAA on Corrections, American Correctional Association, 133rd Congress of Correction
T. Howard Stone, J.D., LL.M.
Attendance 75; Contact Hour: 1
Audience: correctional and public health professionals
Location: Nashville, TN

September 17, 2003
Regulations, the IRB & the Law Regarding Prisoners as Subjects, Center for Mental Health Services & Criminal Justice Research
T. Howard Stone, J.D., LL.M.
Attendance 30; Contact Hours: 8
October 7, 2003
*Ethics Education for Correctional Health Care Professionals: Patient Confidentiality, National Commission on Correctional Health Care 27th National Conference on Correctional Health Care*
T. Howard Stone, J.D., LL.M.
Attendance 75; Contact Hour: 1
Audience: correctional and public health professionals
Location: Austin, TX

October 8, 2003
*Research Involving Prisoners: Legal and Ethical Considerations, National Commission on Correctional Health Care 27th National Conference on Correctional Health Care*
T. Howard Stone, J.D., LL.M.
Attendance 75; Contact Hour: 1
Audience: correctional and public health professionals

October 17, 2003
*Overview: The Regulatory Context of Genetic Research, Fred Hutchinson Cancer Research Center*
T. Howard Stone, J.D., LL.M.
Attendance 50; Contact Hour: 1
Audience: genetic researchers, sponsors and reviewers
Location: Seattle, WA

November 17, 2003
*Duty to Warn or Protect Others Based Upon a Subject's Genetic Information, Center for Genetic Medicine*
T. Howard Stone, J.D., LL.M.
Attendance 50; Contact Hour: 1
Audience: genetic researchers, sponsors and reviewers
Location: Northwestern University, Chicago, Illinois

February 20, 2004
*The Legal Context of Genetic Research, Stanford University Center for Biomedical Ethics*
T. Howard Stone, J.D., LL.M.
Attendance 50; Contact Hour: 1
Audience: genetic researchers, sponsors and reviewers
Location: San Francisco, CA

March 12, 2004
*The Legal Context of Genetic Research*
T. Howard Stone, J.D., LL.M.
Attendance 50; Contact Hour: 1
Audience: genetic researchers, sponsors and reviewers
Location: Washington University Medical Center

April 23, 2004
*The Legal Context of Genetic Research, Broad Institute (Whitehead Institute for Biomedical Research, Massachusetts Institute of Technology and Harvard Medical School)*
T. Howard Stone, J.D., LL.M.
Attendance 50; Contact Hour: 1
Audience: genetic researchers, sponsors and reviewers
Location: MA

August 4, 2004
*Prisoners as Human Research Subjects: Legal and Ethical Considerations for Correctional Policy*
T. Howard Stone, J.D., LL.M.
Attendance 75; Contact Hour: 1
Audience: correctional health professionals and administrators
Location: American Correctional Association Congress of Corrections
October 7, 2004
**Overview: The Legal Context of Genetic Research**, National Institute of Environmental Health Sciences
T. Howard Stone, J.D., LL.M.
Attendance 50; Contact Hour: 1
Audience: genetic researchers, sponsors and reviewers
Location: NC

November 11, 2004
**Ethics, Legal and Policy Context for Regulating Genetic Research**
T. Howard Stone, J.D., LL.M.
Attendance 50; Contact Hour: 1
Audience: genetic researchers, sponsors and reviewers
Location: University of Utah

November 16, 2004
**Clinical Ethics for Correctional Health Care Professionals**, National Conference on Correctional Health Care
T. Howard Stone, J.D., LL.M.
Attendance: 75; Contact Hour: 1
Audience: correctional and public health professionals
Location: National Commission on Correctional Health Care

September 7, 2004
**Health Informatics Applications of Geographic Information Systems (GIS): from Data Visualization to Spatial Analysis**
Carol. L. Hanchette
Attendance: 19; Contact Hours: 4
Audience: public health
Location: American Medical Informatics Association (AMIA)

Coordinators: Mark Rothstein and Cathy Rupf, Institute for Bioethics, Health Policy and Law
**EDGE: Education in Genetic Ethics:** EDGE is a research ethics training program that offers short-term (1 to 1½ day) courses specifically tailored for researchers and other persons who work or have interests related to research in human genetics. The program is funded by the National Human Genome Research Institute of the National Institutes of Health (1 R25 HG02503). EDGE responds to the unmet needs of genetic researchers who desire subject-specific training in the ethical, legal and social implications of genetic research. Three organizations provided speakers for these workshops: Institute for Bioethics, Health Policy and Law, Stanford Center for Biomedical Ethics and The Hastings Center. Speakers included: Institute for Bioethics, Health Policy and Law: Mark A. Rothstein, JD; T. Howard Stone, JD, LLM, Amy R. Schofield, JD, MPH, Larry I. Palmer, LLB; Stanford Center for Biomedical Ethics: Barbara A. Koenig, PhD, Mildred Cho, PhD, Henry T. Greely, JD, Sara L. (Sally) Tobin, PhD, MSW. 14 courses are reported to date.
Attendance: 700; Contact Hours: 126 (approx)
Audience: genetic ethicists, researchers and IRB members

**CENTER FOR HEALTH HAZARDS PREPAREDNESS (CHHP)**
The following is a brief description of the types of programs offered is provided along with a listing of the programs conducted by the faculty and staff of the Center for Health Hazards Preparedness.

**Level 1: Recognition and Prevention of Emerging Infectious Diseases and Biological Agents.** This course is the cornerstone bioterrorism presentation developed by CHHP faculty. The instructor reviews a spectrum of diseases which include, but are not limited to, smallpox, chickenpox, monkeypox, measles, anthrax, viral hemorrhagic fevers, tularemia, botulism, plague, avian influenza, pertussis and SARS. Key points of emphasis include physical presentation of the disease, transmission, epidemiology, prevention strategies, protective measures and notification. The discussion draws attention to recognition of critical differential diagnostic features. Specific lesions that may be simulated using moulage (theatrical make-up) which include various stages in the evolution of anthrax lesions, viral hemorrhagic fever, poxviruses, multiple variant forms of smallpox (discrete, confluent, flat and hemorrhagic), and the range of normal and pathologic reactions to smallpox vaccine.

**Level 2: Comprehensive Case Management.** This training begins with a five to seven minute video of a scenario using a role player (RP) to present a simulated infectious disease. Each video will show “staged” patient encounters in a variety of settings (e.g. hospitals, clinics, laboratories). During the case, the physician interacts with the patient to gather pertinent medical history. In the process, s/he will describe the salient physical findings as well as demonstrate appropriate use of protective equipment and isolation environments. The last portion of the video will describe the internal and external response to the risks posed by that individual patient and highlight specific concerns of both the clinician and patient. After the video, the instructor guides participants through content elements specific to their job responsibilities. The clinician’s choices and patient responses as viewed in the video forms the basis for expanded discussion. A demonstration of specimen collection may be incorporated using moulage. This could include an aspiration of vesicles and pustules from pox lesions,
punch biopsies for lesions suspicious for cutaneous anthrax, blood cultures and nasopharyngeal washing to collect samples for respiratory viruses. By engaging in dialogue, participants are able to demonstrate an understanding of the specific diseases, application, problem solving abilities and alternative responses. The first video in the series, “Respiratory Illness: A Case Review,” involves an RP who presents in an emergency room with pneumonia-like symptoms and history allowing the presenter to discuss both SARS and avian influenza.

Level 2: Identification of Biothreat Agents and Safe Handling and Transport of Specimens. This intermediate level presentation is directed to those who collect and ship specimens as well as laboratory technicians and technologists who may be called upon to identify an unknown microbiologic agent submitted to their facility directly from a patient or via transport by mail or courier. It also focuses on the proper handling of agents within the laboratory, prevention of exposure to other personnel, and correct techniques involved in the unpacking of specimens and the packaging of materials to be sent to reference laboratories for definitive identification.

Level 1: Medical Management of Chemical Incidents for Health Professionals. This lecture presents the major groups of chemical agents considered to be terrorist threats, including nerve agent (organophosphate cholinesterase inhibitors), vesicants (mustard agents, lewisite), cyanide (formerly blood agents), incapacitating agents, riot-control agents and pulmonary agents (e.g. phosgene, chlorine, ammonia). An overview of the toxicological properties of each group, the reported human effects of use of each agent during mass exposure and studies of individual case reports are presented. Management of large group exposure focuses on decontamination, triage, acute mental health issues and the selection of appropriate antidotes.

January-August, 2003
The Kentucky Department for Public Health Meetings to Prepare for Smallpox Vaccination Participant Meetings
Gina Wesley, Ph.D., Michelle Thompson
Attendance: 42; Contact Hour: 1
Audience: physicians, nurses and public health
Location: Frankfort, KY

Smallpox Vaccination Train-the-Trainer Series
Attendance: 236; Contact Hours: 4
Audience: physicians, nurses and public health
Location: Franklin County, Fayette County, Jefferson County, Warren County

Recognition and Prevention of Emerging Infectious Diseases and Biological Agents
Paul McKinney, M.D., James Snyder, Ph.D., Ruth Carrico, Ph.D., RN, CIC, Gina Wesley, Ph.D.
Attendance: 78; Contact Hours: 4
Audience: physicians, nurses, hospital administration and allied health
Location: Norton’s Audubon Hospital, Louisville, KY

Bioterrorism Preparedness: Using Standardized Patients
Gina Wesley, Ph.D.
Attendance: 55; Contact Hour: 1
Audience: physicians
Location: University of Louisville School of Medicine Alumni Reception and Presentation

Bioterrorism Preparedness and Diagnostics
James Snyder, Ph.D., Gina Wesley, Ph.D.
Attendance: 100; Contact Hours: 4
Audience: psychiatrists, psychologists, social workers and nurses
Location: Twenty-ninth Annual Advances in Clinical Psychiatry and Psychopharmacology

Bioterrorism Preparedness: Using Standardized Patients
Gina Wesley, Ph.D.
Attendance: 150; Contact Hours: 3
Audience: medical students
Location: Pre-orientation for Incoming University of Louisville Medical Students

Bioterrorism Preparedness: Using Standardized Patients
Gina Wesley, Ph.D., Michelle Thompson
Attendance: 70; Contact Hours: 2
Audience: physicians, nurses and public health
Location: Northern Kentucky Independent Health Department
Recognition and Prevention of Emerging Infectious Diseases and Biological Agents
Paul McKinney, M.D., Michelle Thompson
Attendance: 42; Contact Hour: 1
Audience: physicians, medical students
Location: University of Louisville School of Medicine, Dept. of Family Medicine Grand Rounds

Recognition and Prevention of Emerging Infectious Diseases and Biological Agents (Level 1 and 2)
James Snyder, Ph.D., Stanley Gall, M.D., Ruth Carrico, Ph.D., RN, CIC, Linda Goss, RN, BS, CIC, James Snyder, Ph.D., Michelle Thompson
Attendance: 103; Contact Hours: 8
Audience: nurses, public health, allied health and first responders
Location: Texas Department of Public Health

September - December, 2003
Recognition and Prevention of Emerging Infectious Diseases and Biological Agents
Ruth Carrico, Ph.D., RN, CIC, Michelle Thompson
Attendance: 48; Contact Hours: 2
Audience: infectious control practitioners
Location: Kentuckiana Chapter of APIC Louisville, KY

Recognition and Prevention of Emerging Infectious Diseases and Biological Agents
Ruth Carrico, Ph.D., RN, CIC, Michelle Thompson
Attendance: 50; Contact Hours: 2
Audience: nurses
Location: Medical Reserve Corps Training Louisville, KY

Recognition and Prevention of Emerging Infectious Diseases and Biological Agents
Mark Pfeiffer, M.D., Michelle Thompson
Attendance: 55; Contact Hours: 2
Audience: physicians
Location: Kentucky Medical Association’s Alumni Reception

Recognition and Prevention of Emerging Infectious Diseases and Biological Agents
Ruth Carrico, Ph.D., RN, CIC, Michelle Thompson
Attendance: 35; Contact Hours: 2
Audience: general public
Location: The Knowledge Enriches You Program (KEY), University of Louisville

Recognition and Prevention of Emerging Infectious Diseases and Biological Agents
Richard Clover, M.D., Paul McKinney, M.D.
Attendance: 34; Contact Hours: 5
Audience: physicians
Location: American Academy of Family Physicians Annual Scientific Assembly

Recognition and Prevention of Emerging Infectious Diseases and Biological Agents
Ronald Atlas, Ph.D., Paul McKinney, M.D., Gina Wesley, Ph.D., Michelle Thompson
Attendance: 48; Contact Hour: 1
Audience: congressional staff members
Location: Innovations in Medical Education Luncheon, University of Louisville

Recognition and Prevention of Emerging Infectious Diseases and Biological Agents
Richard Clover, M.D., Paul McKinney, M.D., Gina Wesley, Ph.D.
Attendance: 49; Contact Hours: 3
Audience: physicians and medical educators
Location: Academy of American Medical Colleges Annual Meeting

Recognition and Prevention of Emerging Infectious Diseases and Biological Agents
Paul McKinney, M.D., Gina Wesley, Ph.D.
Attendance: 306; Contact Hour: 1
Audience: dentists and dental hygienists
Location: University of Louisville School of Dentistry Alumni Day
Bioterrorism Training for Emergency Room Residents
William Smock, M.D., Linda Goss, RN, BS, Michelle Thompson
Attendance: 28; Contact Hours: 2
Audience: physicians
Location: University of Louisville Hospital

Recognition and Prevention of Emerging Infectious Diseases and Biological Agents
Stanley Gall, M.D., Michelle Thompson
Attendance: 178; Contact Hours: 4
Audience: nursing students
Location: Kentucky Association of Nursing Students Annual Conference

Recognition and Prevention of Emerging Infectious Diseases and Biological Agents
Ruth Carrico, Ph.D., RN, CIC, Linda Goss, RN, BS, CIC, Michelle Thompson, John Gillespie
Attendance: 85; Contact Hours: 4
Audience: physicians, nurses, public health and first responders
Location: Missouri Emergency Response Conference

Recognition and Prevention of Emerging Infectious Diseases and Biological Agents
Norton Healthcare Continuing Education
Vicki Carver, RN, Michelle Thompson
Attendance: 49; Contact Hours: 2
Audience: nurses and emergency department staff
Location: Louisville, KY

October 2003
Bioterrorism: Recognition and Response
W. Paul McKinney, MD
Attendance: 20; Contact Hours: 2
Audience: family practitioners
Location: American Academy for Family Physicians (AAFP)

November 2003
Bioterrorism: Recognition and Response
W. Paul McKinney, MD
Attendance: 20; Contact Hours: 2
Audience: physicians
Location: American Association for Medical Colleges (AAMC)

March 2, 2004
Recognition and Prevention of Emerging Infectious Diseases and Biological Agents
Region 7 Bioterrorism Training
Linda Goss, RN, BS, CIC
Attendance: 60; Contact Hours: 2
Audience: nurses and public health
Location: London, KY

March 3, 2004
Emergency Health Powers Task Force Training and Drill
Ruth Carrico, Ph.D., RN, CIC, Michelle Thompson
Attendance: 48; Contact Hours: 16
Audience: Homeland Security Agents, firefighters, first responders and public health
Location: Louisville, KY

March 11, 2004
Recognition and Prevention of Emerging Infectious Diseases and Biological Agents
Alliant Medical Management Group Presentation
Ruth Carrico, Ph.D., RN, CIC, Michelle Thompson
Attendance: 28; Contact Hours: 2
Audience: nurses and administrators
Location: Louisville, KY
March 18, 2004
Recognition and Prevention of Emerging Infectious Diseases and Biological Agents
Hardin Memorial Hospital Emergency Preparedness Conference
Ruth Carrico, Ph.D., RN, CIC, Michelle Thompson
Attendance: 78; Contact Hours: 2
Audience: nurses, emergency department staff and EMS
Location: Elizabethtown, KY

March 25, 2004
Recognition and Prevention of Emerging Infectious Diseases and Biological Agents
West Virginia Public Health Nurses Disaster Preparedness Conference
Ruth Carrico, Ph.D., RN, CIC, John Gillespie, Michelle Thompson
Attendance: 108; Contact Hours: 4.5
Audience: nurses and public health
Location: West Virginia

Emergency Room Recertification Training
University of Louisville Hospital
William Smock, M.D., Michelle Thompson
Attendance: 28; Contact Hour: 1
Audience: physicians, nurses and emergency department staff

April 2004
Recognition and Prevention of Emerging Infectious Diseases and Biological Agents
Kentucky Board of Nursing
Ruth Carrico, Ph.D., RN, CIC, Michelle Thompson
Attendance: 45; Contact Hours: 2
Audience: nurses
Location: Louisville, KY

April 2004
Recognition and Prevention of Emerging Infectious Diseases and Biological Agents
CASE: Media Fellowship
Paul McKinney, M.D., Richard Clover, M.D., Gina Wesley, Ph.D., Ronald Atlas, Ph.D., James Snyder, Ph.D., Robert Esterhay, M.D., Peter Walton, M.D., Michelle Thompson
Attendance: 9; Contact Hours: 10
Audience: new reporters, writers and media personnel
Location: University of Louisville

May 2004
Recognition and Prevention of Emerging Infectious Diseases and Biological Agents
Lincoln Trails District Health Department Training, Kentucky
Ruth Carrico, Ph.D., RN, CIC, Michelle Thompson
Attendance: 51; Contact Hours: 2
Audience: nurses, allied health and public health
Location: Elizabethtown, KY

May 2004
Recognition and Prevention of Emerging Infectious Diseases and Biological Agents
Cumberland District OSHA Conference
Linda Goss, RN, BS, CIC
Attendance: 102; Contact Hours: 2
Audience: hospital administrators and infection control
Location: Somerset, KY

May 2004
Response to Terrorism 2004: American Community Preparedness Conference
Gina Wesley, Ph.D., Paul McKinney, M.D., William Smock, M.D.
Attendance: 800 (approx); Contact Hours: 2.5
Audience: Homeland Security Agents, firefighters, first responders and public health
Location: Louisville, KY
May 2004
Biocerberism Preparedness: Using Standardized Patients
South Carolina Public Health Association Conference
Gina Wesley, Ph.D.
Attendance: 296; Contact Hour: 1
Audience: nurses and public health
Location: South Carolina

May 2004
Recognition and Prevention of Emerging Infectious Diseases and Biological Agents
Tenth Annual Educational Strategies Workshop for Teaching Microbiology and Immunology to Medical Students
Richard Clover, M.D., Uldis Streips, Ph.D., Michelle Thompson, John Gillespie
Attendance: 100; Contact Hours: 3
Audience: physicians and medical educators
Location: South Carolina

June 2004
Recognition and Prevention of Emerging Infectious Diseases and Biological Agents
Ruth Carrico, Ph.D., RN, CIC, Stanley Gall, M.D., James Snyder, Ph.D., Linda Goss, RN, BS, CIC
Attendance: 200; Contact Hours: 8
Audience: physicians, nurses, public health and allied health
Location: Rural Public Health Preparedness Conference

August 4, 2004
Recognition and Prevention of Emerging Infectious Diseases and Biological Agents
Bellarmine University Nursing Course
Ruth Carrico, Ph.D., Michelle Thompson
Attendance: 48; Contact Hours: 2
Audience: nurses and nurse educators
Location: Louisville, KY

August 8-10, 2004
Recognition and Prevention of Emerging Infectious Diseases and Biological Agents
Ohio State Association of Professionals Infection Control and Epidemiology Conference
Ruth Carrico, Ph.D., RN, CIC, Linda Goss, RN, BS, CIC, Gina Wesley, Ph.D., Michael Goodrow
Attendance: 159; Contact Hours: 7
Audience: nurses, EMS and public health
Location: Columbus, OH

August 10, 2004
Biocerberism Preparedness: Using Standardized Patients
Sister Cities Program
Gina Wesley, Ph.D., Michelle Thompson
Attendance: 27; Contact Hours: 2
Audience: medical students and general public
Location: Louisville, KY

August 19, 2004
Preparing the Public Health Workforce to Respond to Biocerberism
Videoconference, University of Louisville
Gina Wesley, Ph.D., Melissa Schreck
Attendance: 70; Contact Hour: 0.5
Audience: public health
Location: Louisville, KY

August 20, 2004
Anti-Terrorism Advisory Council
Gina Wesley, Ph.D.
Attendance: 70; Contact Hours: 2
Audience: Representatives from Kentucky Department for Public Health and forty health and state agencies
Location: Frankfort, KY
August 22-28, 2004
Recognition and Prevention of Emerging Infectious Diseases and Biological Agents (Level 1 and 2)
Puerto Rico Department of Health (7 programs)
Richard Clover, M.D., Stanley Gall, M.D., Ruth Carrico, Ph.D., RN, CIC, Michael Goodrow
Attendance: 106; Contact Hours: 32
Audience: physicians, nurses, public health and allied health
Location: Puerto Rico

August 23, 2004
Recognition and Prevention of Emerging Infectious Diseases and Biological Agents
Association of Professionals in Infection Control and Epidemiology (APIC) Meeting
Ruth Carrico, Ph.D., RN, CIC, Jim Snyder, Ph.D., D(ABMM)
Attendance: 30; Contact Hours: 5
Audience: infectious control practitioners
Location: Dayton, OH

September 8, 2004
Kentucky State Department for Public Health Bioterrorism Advisory Board
Gina Wesley, Ph.D.
Attendance: 60; Contact Hour: 1
Audience: Representatives from Kentucky Department for Public Health and forty health and state agencies
Location: Frankfort, KY

September 16, 2004
Effective Synergy between the Internist and Microbiologist in Responding to Bioterrorism and Emerging Infectious Diseases
James Snyder, Ph.D.
Attendance: 75; Contact Hour: 1
Audience: physicians, medical students, allied health and microbiologist
Location: University of Louisville, Grand Rounds

September 22, 2004
Bioterrorism Preparedness: Using Standardized Patients
Gina Wesley, Ph.D., Michelle Thompson
Attendance: 15; Contact Hours: 3
Audience: medical educators
Location: Association of Standardized Patient Educators Annual Conference

September 23 and October 3, 2004
Recognition and Prevention of Emerging Infectious Diseases and Biological Agents
Medical Reserve Corps Training
Ruth Carrico, Ph.D., RN, CIC, Linda Goss, RN, BS, CIC, Michelle Thompson
Attendance: 70; Contact Hours: 4
Audience: nurses and nursing students
Location: Louisville, KY

October 5, 2004
Recognition and Prevention of Emerging Infectious Diseases and Biological Agents
Hardin Memorial Hospital
Ruth Carrico, Ph.D., RN, CIC, Linda Goss, RN, BS, CIC, James Snyder, Ph.D., Gina Wesley, Ph.D., Ted Feldman, M.D., Michelle Thompson
Attendance: 46; Contact Hours: 5
Audience: nurses, hospital administrators and allied health
Location: Elizabethtown, KY

October 5, 2004
Recognition and Prevention of Emerging Infectious Diseases and Biological Agents
The Board of Overseers of the University of Louisville
Richard Clover, M.D.
Attendance: 50; Contact Hours: 1
Audience: general public
Location: Louisville, KY
October 11, 2004
Recognition and Prevention of Emerging Infectious Diseases and Biological Agents
Ruth Carrico, Ph.D., RN, CIC, Linda Goss, RN, BS, CIC
Attendance: 20; Contact Hours: 2
Audience: nurses
Location: Emergency Nursing Seminar

October 11, 2004
Bioterrorism Preparedness: Using Standardized Patients
Gina Wesley, Ph.D.
Attendance: 300; Contact Hours: 2
Audience: nurses and nurse educators
Location: E3 Nursing Summit

October 15, 2004
Recognition and Prevention of Emerging Infectious Diseases and Biological Agents
University of Louisville School of Nursing Faculty
Ruth Carrico, Ph.D., RN, CIC, Linda Goss, RN, BS, CIC
Attendance: 30; Contact Hours: 2.5
Audience: nurses and nurse educators
Location: Louisville, KY

October 30, 2004
Bioterrorism Preparedness: Using Standardized Patients
Gina Wesley, Ph.D., Michelle Thompson
Attendance: 30; Contact Hour: 1
Audience: University staff
Location: Bi-Annual Premedical Advisors Meeting

October 30, 2004
Bioterrorism Preparedness: Using Standardized Patients
University of Louisville Alumni Dinner
Gina Wesley, Ph.D., Michelle Thompson
Attendance: 200; Contact Hour: 1
Audience: physicians
Location: Louisville, KY

November 4, 2004
Recognition and Prevention of Emerging Infectious Diseases and Biological Agents
Fifth Annual Women in Agriculture Conference
William Hacker, M.D., Michelle Thompson
Attendance: 24; Contact Hour: 1
Audience: general public
Location: Louisville, KY

November 17, 2004
Recognition and Prevention of Emerging Infectious Diseases and Biological Agents
Emergency Response Conference 2004
Ruth Carrico, Ph.D., RN, CIC, William Smock, M.D., Michelle Thompson
Attendance: 20; Contact Hours: 8
Audience: first responders
Location: San Diego, CA

Responding to the Threat of Bioterrorism in 2004: An Update for Health Professionals
The purpose of this series of presentations was to update health professionals on the major events and recent developments impacting policy and planning for potential acts of biological terrorism. Presentations were broadcast via videoconference from University of Louisville to remote locations throughout Kentucky.

April 19, 2004
Public Health Challenges in the Detection and Response to Bioterrorism
Adewale Troutman, M.D., MPH
Attendance: 45; Contact Hours: 2
Audience: physicians, nurses, public health and allied health

April 26, 2004
Bioterrorism 2004: The First Two Years Post-9/11 and an Assessment of Future Needs
Ron Atlas, Ph.D.
Attendance: 50; Contact Hours: 2
Audience: physicians, nurses, public health and allied health

May 20, 2004
**Emerging Infectious Agents in an Age of Bioterrorism**
Ruth Carrico, Ph.D., RN, CIC
Attendance: 43; Contact Hours: 2
Audience: physicians, nurses, public health and allied health

May 24, 2004
**The Decision to Invoke Quarantine: Public Health Legal and Policy Issues**
T. Howard Stone, J.D., LL.M.
Attendance: 69; Contact Hours: 2
Audience: physicians, nurses, public health and allied health

June 10, 2004
**Smallpox Immunization Campaign of 2003: Lessons Learned and Implication for the Future**
Robert Esterhay, M.D.
Attendance: 18; Contact Hours: 2
Audience: physicians, nurses, public health and allied health

June 21, 2004
**Valid Threat or Hoax? Laboratory Support for Biothreat Agent Recognition**
James Snyder, Ph.D.
Attendance: 49; Contact Hours: 2
Audience: physicians, nurses, public health and allied health

January 26, 2005
**Recognition and Prevention of Emerging Infectious Diseases and Biological Agents**
*Franklin County Volunteer Nursing Corps*
Ruth Carrico, Ph.D., RN, CIC, Linda Goss, RN, BS
Attendance: 54; Contact Hours: 4
Audience: nurses, nursing students and allied health
Location: Franklin County, KY

February 24, 2005
**Psychology of Terrorism**
Gina Wesley, Ph.D.
Attendance: 40; Contact Hour: 1
Audience: general public
Location: University of Louisville

March 3, 2005
**Recognition and Prevention of Emerging Infectious Diseases and Biological Agents**
*Medical Reserve Corps Training*
Ruth Carrico, Ph.D., RN, CIC
Attendance: 35; Contact Hours: 2
Audience: nurses and nursing students
Location: Spalding University, Louisville, KY

March 23, 2005
**Emergency Department Preparedness**
William Smock, M.D.
Attendance: 20; Contact Hours: 2.5
Audience: physicians
Location: University of Louisville Hospital

March 26, 2005
**Recognition and Prevention of Emerging Infectious Diseases and Biological Agents**
*Bullitt County Health Department*
Ruth Carrico, Ph.D., RN, CIC
Attendance: 28; Contact Hours: 3
Audience: nurses, public health and allied health
Location: Bullitt County, KY
April 22, 2005
*ENT Botulism Training*
William McKinney, M.D
Attendance: 9; Contact Hours: 3
Audience: physicians
Location: University of Louisville, School of Medicine

April 23, 2005
*Recognition and Prevention of Emerging Infectious Diseases and Biological Agents (Level 2)*
*Kentucky Nurse Practitioners and Midwife Conference*
Nancy Kern, R.N.
Attendance: 26; Contact Hours: 1.5
Audience: nurse practitioners and midwives
Location: Lexington, KY

May 10, 2005
*Recognition and Prevention of Emerging Infectious Diseases and Biological Agents (Level 2)*
*Hopkinsville Public Health Nurses*
Colonel James Snyder, Ph.D., Ruth Carrico, Ph.D.
Attendance: 36; Contact Hours: 7
Audience: nurses, public health and allied health
Location: Hopkinsville, KY

May 17, 2005
*Recognition and Prevention of Emerging Infectious Diseases and Biological Agents*
*Bullitt County Health Department*
Ruth Carrico, Ph.D., RN, CIC
Attendance: 10; Contact Hours: 3
Audience: nurses and public health
Location: Bullitt County, KY

May 19-20, 2005
*Recognition and Prevention of Emerging Infectious Diseases and Biological Agents*
*Association of Professionals Infection Control and Epidemiology Meeting*
Ruth Carrico, Ph.D., RN, CIC and Colonel James Snyder, Ph.D, D(ABMM)
Attendance: 30; Contact Hours: 5
Audience: infection control practitioners
Location: Cleveland, OH

June 9, 2005
*Recognition and Prevention of Emerging Infectious Diseases and Biological Agents*
*Medical Reserve Corps*
Ruth Carrico, Ph.D.
Attendance: 38; Contact Hours: 2
Audience: nurses and nursing students
Location: Spalding University, Louisville, KY

June 23, 2005
*Identification of Biothreat Agents, Safe Handling and Transport of Specimens*
Colonel James Snyder, Ph.D, D(ABMM)
Attendance: 28; Contact Hours: 2
Audience: microbiologists, lab directors and allied health
Location: Pathology Conference, University of Louisville (Standardized Patient Cases)

June 19, 2005
*Recognition and Prevention of Emerging Infectious Diseases and Biological Agents (Level 1 and 2)*
*Association of Professionals Infection Control and Epidemiology National Conference*
Ruth Carrico, Ph.D.
Attendance: 84; Contact Hours: 3
Audience: infection control practitioners
Location: Baltimore, MD
Summer 2005
*The Herpes Zoster Vaccine: A Promising Strategy for Reducing the Public Health Burden of Herpes Zoster & Its Complications*
Richard Clover, MD
Attendance: 300; Contact Hours: 2
Audience: Physicians
Location: Hay Market Medical

September 9-10, 2005
*Roles of Health Professionals in the Early Detection and Response to Terrorism: Biological, Chemical, and Radiation Hazards*
Ron Atlas, Ph.D., Richard Clover, M.D., Paul McKinney, M.D., William Yasnoff, M.D., Ph.D., Ruth Carrico, Ph.D., RN, CIC, Gina Wesley, Ph.D., Thomas Inglesby, M.D., Robert Esterhay, M.D., Peter Walton, M.D., James Snyder, Ph.D., William Smock, M.D., Rob Sprang, Adewale Troutman, M.D., MPH, Matt Zahn, M.D., Doran Christensen, DO, MPH, Michael Dobbs, M.D., William Hacker, M.D., Michelle Thompson, and Deonna Williams
Attendance: 93; Contact Hours: 12
Audience: physicians, nurses, public health, dentists and EMS
Location: Louisville, KY

February 2003- July 2005
*Recognition and Prevention of Emerging Infectious Diseases and Biological Agents*
*The Community Based Emergency Response Program, Louisville Metro Health Department*
James Snyder, Ph.D., Ruth Carrico, Ph.D., RN, CIC, Linda Goss, RN, BS, CIC, Michelle Thompson
This collaborative program with the Louisville Metro Health Department is designed to offer public health practitioners from across the United States an opportunity to experience first hand one of the nation’s most successful public health, community emergency response systems. Participants meet key representatives and response personnel from agencies in the community that the health department will work with during emergencies.
Attendance: 330 (approx); Contact Hours: 8
Audience: public health, nurses and EMA personnel
Location: Louisville, KY

October 6-7, 2005
*Influenza: What Goes Around Comes Around*
Ruth Carrico, Ph.D., RN, CIC
Attendance: 190; Contact Hours: 1
Audience: physicians, mental health professionals, public health and allied health
Location: Lansing, MI

October 13, 2005
*Public Health Practice Education Summit*
Theresa F. Mayfield, DMD
Attendance: 39; Contact Hours: 1.5
Audience: public health
Location: Lexington, KY

October 18, 2005
*Pandemic Influenza: Will It Occur and Are We Prepared?*
Stanley A. Gall, MD
Attendance: 65; Contact Hours: 1
Audience: physicians
Location: Louisville, KY

October 25, 2005
*Emerging Infections in an Age of Bioterrorism*
Ruth Carrico, Ph.D., RN, CIC
Attendance: 24; Contact Hours: 1
Audience: nurses and nursing students
Location: Louisville, KY

October 27, 2005
*Pandemic Flu and Avian Flu*
Ruth Carrico, Ph.D., RN, CIC
Attendance: 388; Contact Hours: 1
Audience: physicians, nurses, advanced practice nurses, public health and facility staff
Location: Iselin, NJ
October 28, 2005
*Infection Prevention, Control and Epidemiology in a Changing Healthcare Environment*
Ruth Carrico, Ph.D., RN, CIC
Attendance: 47; Contact Hours: 1.25
Audience: nurses
Location: Louisville, KY

October 28, 2005
*Update on Vaccines*
Richard Clover, MD
Attendance: 100; Contact Hours: 2
Audience: Physicians and nurses
Location: Tuscaloosa, AL

November 1, 2005
*Moulage- What the Best Dressed Exercises Wear*
Gina Wesley, Ph.D, Michelle Thompson and Deonna Williams
Attendance: 31; Contact Hours: 1
Audience: public health
Location: Lansing, MI

November 4, 2005
*KY Psychological Association Annual Meeting*
Andrew S. LaJoie, Ph.D., MPH
Attendance: 30; Contact Hours: 1
Audience: mental health professionals
Location: Louisville, KY

November 10, 2005
*Modeling and Managing Complex Systems*
P. Jeffery Potash, Ph.D. and John F. Heinbokel, Ph.D.
Attendance: 28; Contact Hours: 1
Audience: Physicians, nurses, public health, community health worker, EMS and allied health
Location: Louisville, KY

November 18-19, 2005
*Roles of Health Professionals in Early Detection and Response to Terrorism*
Ruth Carrico, Ph.D., RN, CIC, Richard Clover, MD, W. Paul McKinney, MD, Michael Dobbs, MD
Attendance: 132; Contact Hours: 12
Audience: Physicians, nurses, dentists, mental health professionals, public health and medical students
Location: Harlingen, TX

December 16, 2005
*Pandemic Influenza: Will It Occur and Are We Prepared?*
Stanley A. Gall, MD
Attendance: 33; Contact Hours: 1
Audience: Physicians, nurses, pharmacist, public health, community health workers and biosafety officers
Location: Louisville, KY

January 13, 2006
*(HFMA), Avian Flu Pandemic*
W. Paul McKinney, MD
Attendance: 85; Contact Hours: 1
Audience: hospital financial administration
Location: Louisville, KY

February 9, 2006
*Influenza Immunization*
Richard D. Clover, MD
Attendance: 150; Contact Hours: 1
Audience: Physicians
Location: Waco, TX
February 15, 2006
Kentucky Psychological Association Hurricane Katrina: The Disaster, Response, and Early Stage of Intervention (Module 1)
William Hacker, MD, Brain Quail, Renelle Grubbs and Andrew Scott LaJoie, PhD (coordinator, Department of Health Promotion and Behavioral Sciences)
Attendance: 62; Contact Hours: 3
Audience: mental health professionals
Location: Louisville, KY

February 17, 2006
Bioterrorism Recognition and Response: Application for Infection Control Professionals
Ruth Carrico, Ph.D., RN, CIC, Linda Goss, RN, CIC, Richard Wilson, DHSc, MPH
Attendance: 64; Contact Hours: 4
Audience: nurses, public health, EMS, allied health and hospital administration
Location: Denver, CO

February 22, 2006
KPA Module 2&3: Assessment of Child Disaster Victims / Treatment of Child Disaster Victims
Ginny Sprang, Ph.D., Adrienne Whitt, Sharon Katz and Andrew Scott LaJoie, PhD (coordinator, Department of Health Promotion and Behavioral Sciences)
Attendance: 96; Contact Hours: 6
Audience: mental health professionals
Location: Lexington, KY

March 8, 2006
KPA Module 4&5: Assessment of Adult Disaster Victims / Treatment of Adult Disaster Victims
Ginny Sprang, Ph.D., Adrienne Whitt, James Clark, Ph.D. and Andrew Scott LaJoie, PhD (coordinator, Department of Health Promotion and Behavioral Sciences)
Attendance: 110; Contact Hours: 6
Audience: mental health professionals
Location: Lexington, KY

March 23, 2006
New Tuberculosis Guideline and Avian Influenza
Ruth Carrico, Ph.D., RN, CIC
Attendance: 35; Contact Hours: 3
Audience: nurses and healthcare administrators
Location: Louisville, KY

March 28, 2006
KPA Module 6: Assessment and Treatment of Older Persons
Adrienne Whitt, Sharon Katz and Andrew Scott LaJoie, PhD (coordinator, Department of Health Promotion and Behavioral Sciences)
Attendance: 36; Contact Hours: 3
Audience: mental health professionals
Location: Lexington, KY

March 30, 2006
Bioterrorism
James Snyder, Ph.D.
Attendance: 27; Contact Hours: 1
Audience: physicians
Location: Evansville, IN

April 19, 2006
Preparing and Protecting the Healthcare Worker
Ruth Carrico, Ph.D., RN, CIC
Attendance: 62; Contact Hours: 1
Audience: public health
Location: Shepherdsville, KY
April 19, 2006
University of Louisville Influenza Pandemic Tabletop Exercise
Richard Clover, MD, W. Paul McKinney, MD, Ruth Carrico, Ph.D., RN, CIC and Dennis Sullivan
Attendance: 61; Contact Hours: 3
Audience: University faculty, staff and administrators
Location: Louisville, KY

April 21, 2006
Surge Capacity
Ruth Carrico, Ph.D., RN, CIC
Attendance: 78; Contact Hours: 1
Audience: contractor/healthcare engineers
Location: Louisville, KY

April 27, 2006
KPA Module 7: African-American Children, Adolescents and Families
Nancy Boyd-Franklin, Ph.D. and Andrew Scott LaJoie, PhD (coordinator, Department of Health Promotion and Behavioral Sciences)
Attendance: 68; Contact Hours: 3
Audience: mental health professionals
Location: Louisville, KY

April 27, 2006
KPA Module 8: African-American Adults and Families
Nancy Boyd-Franklin, Ph.D. and Andrew Scott LaJoie, PhD (coordinator, Department of Health Promotion and Behavioral Sciences)
Attendance: 56; Contact Hours: 3
Audience: mental health professionals
Location: Louisville, KY

April 28, 2006
KPA Module 9: Older African-American Persons and Families
Nancy Boyd-Franklin, Ph.D. and Andrew Scott LaJoie, PhD (coordinator, Department of Health Promotion and Behavioral Sciences)
Attendance: 43; Contact Hours: 3
Audience: mental health professionals
Location: Louisville, KY

May 8, 2006
Louisville Metro Pandemic Summit
W. Paul McKinney, MD, Adewale Troutman, MD, MPH (Department of Health Systems)
Attendance: 321; Contact Hours: 8
Audience: public health, physicians, nurses, allied health, EMS, firefighters and general public
Location: Louisville, KY

May 17, 2006
Red Cross Nursing Corps
Ruth Carrico, Ph.D., RN, CIC
Attendance: 23; Contact Hours: 1
Audience: nurses
Location: Louisville, KY

May 18, 2006
Immunization Update and H5N1—Avian Influenza/Bird Flu
Richard Clover, MD
Attendance: 140; Contact Hours: 1.5
Audience: physicians
Location: Norma, OK

May 19, 2006
Best Practices in Primary Care
Richard Clover, MD
Attendance: 300; Contact Hours: 1
Audience: physicians
Location: Anaheim, CA
May 24, 2006

Challenges and Opportunities for Health Professionals in Public Health Preparedness and Infection Control
Ruth Carrico, Ph.D, RN, CIC, Stanley A. Gall, MD, W. Paul McKinney, MD, Michelle Thompson and Deonna Williams
Attendance: 39; Contact Hours: 7.5
Audience: physicians, nurses, public health, EMS, allied health and emergency medicine staff
Location: Mayfield, KY

May 24, 2006

The Value of a Tabletop Exercise for Pandemic Influenza
Richard Clover, MD
Attendance: 70; Contact Hours: 0.75
Audience: nurses, physician assistants, public health, EMS, firefighters and police officers
Location: LaGrange

May 25, 2006

Challenges and Opportunities for Health Professionals in Public Health Preparedness and Infection Control
Ruth Carrico, Ph.D, RN, CIC, Stanley A. Gall, MD, W. Paul McKinney, MD, Michelle Thompson and Deonna Williams
Attendance: 31; Contact Hours: 3
Audience: physicians, nurses, public health, allied health and emergency medicine staff
Location: Mayfield, KY

May 30, 2006

Healthcare Worker Immunization
Richard Clover, MD, Philip Bressoud, MD, Matthew Zahn, MD and Robert Brawley, MD
Attendance: 127; Contact Hours: 3
Audience: physicians, nurses, advanced practice nurses, mental health professionals and public health
Location: Louisville, KY

June 14, 2006

Respiratory Disease Transmission using Biosimulation
Ruth Carrico, Ph.D, RN, CIC
Attendance: 700; Contact Hours: 1
Audience: nurses
Location: Tampa, FL

June 15, 2006

When Disaster Strikes: Will You be Ready?
Attendance: 160; Contact Hours: 4
Audience: nurses
Location: Tampa, FL

June 20, 2006

Avian Flu
James Snyder, Ph.D.
Attendance: 125; Contact Hours: 1
Audience: medical technologists
Location: Bowling Green, KY

June 22, 2006

Emerging Infectious Diseases and Biothreats: Implications for Practice
Ruth Carrico, Ph.D., RN, CIC, Linda Goss, RN, CIC
Attendance: 37; Contact Hours: 3
Audience: nurses, public health, allied health and health department support staff
Location: Mt. Sterling, KY

July 18, 2006

Lessons from the Neurosurgical Theater: Operations Iraqi Freedom
Gerald Grant, MD
Attendance: 45; Contact Hours: 1
Audience: physicians, nurses, advanced practice nurses, dentists and public health
Location: Louisville, KY
July 27, 2006
Medical Management of Chemical Incidents for Healthcare Professionals
Michael Dobbs, MD, and Lana Lynch, MPH
Attendance: 13; Contact Hours: 2
Audience: nurses and safety officers
Location: Louisville, KY

July 28, 2006
Medical Management of Radiation Incidents for Healthcare Professionals
William Smock, MD, Robert Jacobs, Ph.D, David Tollerud, MD, MPH, Andrew Cline, MPH, Gina Wesley, Ph.D., LuAnn Hubson, MD, Dan McClung, RRPT and Patrick Gission, RRPT, CHMM
Attendance: 13; Contact Hours: 2
Audience: nurses, EMS, radiation staff and medical students
Location: Louisville, KY

August 9, 2006
Louisville HRT
Attendance: 15; Contact Hours: 1.5
Audience: Public health, emergency planners
Location: Louisville, KY

August 15, 2006
Medical Management of Chemical Incidents for Healthcare Professionals
Michael Dobbs, MD and Kathy Jenkins
Attendance: 7; Contact Hours: 2
Audience: nurses, radiation manager, clinical coordinators and nuclear medicine
Location: Louisville, KY

August 15, 2006
Avian/Pandemic Influenza
W. Paul McKinney, MD
Attendance: 53; Contact Hours: 1
Audience: physicians, nurses, physician assistances, pharmacist, safety officers and lab director
Location: Madisonville, KY

August 16, 2006
Medical Management of Chemical Incidents for Health Professionals
Michael Dobbs, MD and Kathy Jenkins
Attendance: 5; Contact Hours: 2
Audience: nurses
Location: Louisville, KY

August 25, 2006
Integrating Dental Professionals into a Disaster Response
Theresa Mayfield, DMD, Ron Bajuscek, DMD, Rebecca Rogers
Attendance: 32; Contact Hours: 6
Audience: dentists and public health
Location: Lexington, KY

August 31, 2006
Pharmaceutical Response to Chemical Incidents
Don Kupper, MBA
Attendance: 14; Contact Hours: 1.5
Audience: pharmacist and hospital administrators
Location: Louisville, KY
VIII-1: SPHIS Policies for Annual Reviews and Performance-Based Salary Increase
A. Annual reviews aim to enhance the quality of the faculty by recognizing and rewarding performance in terms of the department's and the unit's goals and objectives. Annual reviews and performance-based salary increase (PBSI) evaluations should reflect the same values as promotional and other career reviews. They should document yearly progress toward promotion or satisfactory periodic career review. Annual reviews shall become part of the record to be used in the reviews specified in the preamble to Redbook Article 4.2 such as mid-tenure, tenure, promotional and periodic career reviews.

B. The Dean may use up to 5% of the funds allocated to the School of Public Health/Health Information Sciences for salary increases for a particular year to award special, one-time payments to faculty members for exceptional effort or achievement beyond that rewarded in the regular salary increase process. The criteria and amount of such rewards shall be reported annually by the Dean to the members of the Faculty Forum and PCEW committee and the Provost.

C. Each department shall award salary increases based upon performance as documented in annual reviews. Annual reviews shall provide qualitative feedback on performance in each category (teaching, research and service) of the work assignment for the year under review. The departmental documents establishing the process for awarding salary increases shall be consistent with the policies contained in this document.

1. Each faculty member, in conjunction with the departmental chair shall develop an annual Faculty Work Plan for the upcoming calendar year. The written Faculty Work Plan must be approved by the chair and filed in the department office by December 31 of each year. These work plans shall specify the work assignment and percentage efforts in each category (teaching, research and service) and provide a basis for the subsequent annual performance evaluations.

   The Faculty Work Plan for probationary (pre-tenure) faculty must contain provisions for demonstrating broad proficiency in all three categories (teaching, research and service).

2. All decisions concerning salary increases shall be made in accordance with criteria and procedures contained in departmental documents adopted by a majority vote of the executive faculty with primary appointment in the department. To assure compliance with these School of Public Health/Health Information Sciences Policies, the departmental documents shall be reviewed and approved by the Performance Criteria and Economic Welfare Committee. Only those plans or revisions which are approved by the Performance Criteria and Economic Welfare Committee of the School of Public Health/Health Information Sciences by December 31 may be used as the basis for faculty performance evaluations or PBSI awards for the next year.

3. Based on the approved criteria of the department, only the faculty whose overall performance is judged to be satisfactory or above will receive a salary increase. In addition,
only the faculty whose performance in their major area of work assignments is judged to be satisfactory or above will receive a salary increase. These increases shall not be across-the-board, and should reflect an award structure that is based on performance on the Annual Work Plan. The amount of the increase will be appropriate to the performance and the size of the pool for salary increases in a given year.

a. It is recognized that sometimes recommendations for zero salary increases are not the result of unsatisfactory performance, but rather may be due to fiscal limitations or voluntary surrender of merit increase by a faculty member.

b. A recommendation by a chair to the dean for a zero salary increase based on unsatisfactory performance must be submitted for approval of the provost. This recommendation shall include the reasons for the zero salary increase and specific suggestions for improving any performance considered to be unsatisfactory. Simultaneously, a copy of the recommendation shall be given to the faculty member involved.

c. The Departmental Plan must also contain clear indications of or reference to minimum levels of acceptable performance in each category of the work assignment.

4. The Departmental Plan shall specify criteria and procedures by which annual reviews are related to salary decisions made by the chair of the unit. In identifying the criteria to be used for performance evaluations, reference may be made to departmental, unit or university Promotion, Tenure and Periodic Career Review Policies or other applicable documents. Although the department may specify criteria in addition to those enumerated in these documents, the criteria must be clear and accessible to every faculty member of the department. Only those criteria contained in or specifically referenced by the Departmental Plan may be used in the evaluation of faculty performance or in the determination of salary increases. The Departmental Plan shall include each of the following provisions:

a. The procedures used for judging faculty performance and recommending PBSI awards must be clearly described in the Departmental Plan. These procedures must be consistent with those described in these Unit Policies and the Redbook. These procedures must include an identification of the person(s) or committee responsible for evaluating annual faculty performance and making recommendations of PBSI to the departmental chairperson. This departmental PBSI body may be an elected, appointed or ex officio committee or may be the departmental chair alone.

b. At the beginning of each year, each faculty member will be provided an opportunity to present documentation of performance and effort relative to his or her Faculty Work Plan of the preceding calendar year. This documentation must be received by the chair by February 1.

c. Departments may elect to use up to a three year average. In this case, the annual performance evaluation based on the Faculty Work Plan will be used (along with the previous two annual evaluations - an average of a three-year time period of performance evaluations or the time period the individual has been a faculty member of the University if less than three years) as the basis for the award of performance-based salary increases.
This procedure is suggested and would avoid penalizing faculty members who demonstrate exceptional productivity during years in which there is little or no money available for salary increase. The performance evaluation shall characterize an individual faculty member’s performance as Satisfactory or above if the performance meets or exceeds the minimum levels of performance. An Unsatisfactory performance rating indicates that the faculty member has not met the minimum departmental criteria in that category of work assignment. A faculty member who obtains an overall rating of “unsatisfactory” or a rating of “unsatisfactory” in the category of greatest percentage effort (as specified in the Faculty Work Plan) for the most recent year shall not be given a performance-based raise, i.e., a three-year average should not be used.

d. The department chairperson is responsible for reviewing and approving the performance evaluations and PBSI recommendations made by the departmental PBSI body, if one exists. Each faculty member in the School of Public Health/Health Information Sciences will receive an annual written performance evaluation, recommendations for improvement if necessary, and relative data relating to their salary increase and departmental norms from the departmental chairperson by March 15. Each faculty member shall be given timely opportunity to respond to these recommendations and his or her performance evaluation so that timely adjustments may be made before the dean's final recommendation.

e. A faculty member regardless of work assignment will be eligible for the maximal salary increase given in the department if optimal performance on his/her work assignment is demonstrated. No faculty will be penalized for having a lower percentage (or no work assignment) in any of three areas (teaching, research or service) on his/her annual work plan. No part of the merit raise pool may be designated to reward activities in a given area and thus be rendered inaccessible to faculty with no work assignment in that area.

f. In calculating the final amount of the salary increase the percentage efforts on the annual work assignment must be taken into consideration (i.e., used as a weighting factor).

The PBSI calculation for a “Faculty X” with 30% Teaching, 50% Research and 20% Service assignment must be calculated as follows:

<table>
<thead>
<tr>
<th>Faculty Work Plan</th>
<th>Rating</th>
<th>Score</th>
<th>Max Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATEGORY</td>
<td>Assign</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td>30</td>
<td>2</td>
<td>60</td>
</tr>
<tr>
<td>Research</td>
<td>50</td>
<td>1</td>
<td>50</td>
</tr>
</tbody>
</table>
Personnel Documents, School of Public Health/Health Information Sciences  
Appendix A
Approved by the Board of Trustees, September 13, 2002

<table>
<thead>
<tr>
<th>Service</th>
<th>20</th>
<th>1</th>
<th>20</th>
<th>40</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>130</td>
<td>200</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Rating:  2 = Excellent, 1 = Proficient, 0 = Unsatisfactory.

The formula for the salary increase for “Faculty X” would be the Score of “Faculty X”/Total score of the departmental faculty x $ amount available for the salary increases

Because the criteria for judging scholarship and the procedures used in making determinations of faculty performance vary substantially among various departments of the School of Public Health/Health Information Sciences, each department shall develop a Departmental Plan for Annual Review with their own clear definitions of the rating categories (excellence, proficient and unsatisfactory) for faculty performance and for calculating PBSI. However, the School's definitions as provided in Appendix A of the PAT Document must be generally followed.

(Please Note: The method described is consistent with the promotional criteria in which excellence in the area of greatest work effort is required for promotion and above average performance in an area of greatest effort is rewarded more than above average performance in an area that does not comprise a large part of the faculty member's work assignment.)

5. Appeals to reconsider performance evaluations and/or salary adjustments may be made to the School of Public Health/Health Information Sciences Performance Criteria and Economic Welfare Committee by April 22. This committee will make recommendations for changes, if any, to the department chair no later than May 7.

6. The dean shall report annually to the Faculty Forum and to the provost the frequency distribution of the percentage salary increases received by all faculty members in the School of Public Health/Health Information Sciences and a description of the evaluation systems used to arrive at such salary increases.

7. The department must preserve the annual reviews. Individual faculty members shall be responsible for maintaining the documentary evidence supporting each annual review through the next tenure, promotion or periodic career review. The chair of the department shall be responsible for maintaining copies of the annual reviews for inclusion in career reviews.

8. Departmental policies for salary increases may be amended following the same process by which they were adopted and must be approved by the Performance Criteria and Economic Welfare Committee of the School of Public Health/Health Information Sciences as explained under C2.

A calendar of important dates is attached.
Recommended by School of Public Health/Health Information Sciences Faculty Forum August/02
Recommended by the School of Public Health/Health Information Sciences Executive Faculty August/02
Recommended by the School of Public Health/Health Information Sciences Faculty Forum August/02
Approved by the School of Public Health/Health Information Sciences Executive Faculty August, 2002.

Confirmed by the Faculty Senate, September 4, 2002.

Approved by the Board of Trustees, September 13, 2002.
VIII-2: Draft Course Evaluation Form
1. This class met during the regularly scheduled time.

2. The syllabus was made available during the first or second class meeting.

3. The course objectives were stated clearly in the syllabus.

4. The course objectives were met.

5. The method of grading was explained clearly in the syllabus.

6. The evaluation procedures (tests, assignments, etc.) measured my progress in the course.

7. The classroom space was adequate.

8. Classroom presentations were valuable.

9. The course text(s) or readings were useful.

10. The coursework helped me master the course materials.

11. My knowledge of the course topic(s) has increased as a result of taking this course.

12. The instructor returned graded coursework in a timely manner.

13. The instructor made good use of class time.

14. The instructor’s style of presentation was effective.

15. The instructor stimulated interest in the subject matter.

16. The instructor was well informed about the subject matter.

17. The instructor was well prepared for class.

18. The instructor provided opportunities for students to ask questions.

19. The instructor treated me in a courteous, professional manner.

20. I would recommend this instructor to other students.

21. Overall, I am satisfied with this course.

22. Overall, I am satisfied with this instructor.

23. On average, how many hours per week outside of class did you spend on this course?

24. I was absent _______ times from this class.

25. Do you have any comments about guest lecturers?

Please use the space below or the back of this form to provide comments on the instructor and/or the course, e.g. teaching effectiveness, course materials, exams, textbooks, teaching style, etc. More room for comments is available on the back of this page.

______________________________________________________________________________________________

______________________________________________________________________________________________

Please return this evaluation to your department representative.
Thank you!
VIII-3: SPHIS Diversity Plan
University of Louisville

Diversity Planning Manual

School of Public Health and Information Sciences

October 2005-2008

University of Louisville
Unit Diversity Assessment

C/S/D School of Public Health and Information Sciences

What is the current status of employee diversity in your unit? What efforts have been made and what outcomes achieved over the past five years?

Assessment of Current Status:

The School of Public Health and Information Sciences (SPHIS) was re-activated in July 2002. The five departments in the SPHIS are Epidemiology and Clinical Investigation Sciences; Environmental and Occupational Health Sciences; Bioinformatics and Biostatistics; Health Knowledge and Cognitive Sciences; and, Health Management and Systems Sciences.

- July 1, 2002, we had a total of 32 employees: 50% (16) were Caucasian male; 44% (14) were Caucasian female; and, 6% (2) were African American female.

- July 1, 2004, we had a total of 43 employees: 49% (21) were Caucasian male; 5% (2) were African American male; 2% (1) were other male; 33% (14) were Caucasian female; 9% (4) were African American female; and 2% (1) Hispanic female. The increase in male and female African American employees in the SPHIS represents a concerted effort by the Dean and Chairs to identify and recruit talented African Americans.

- August 30, 2005, we had a total of 63 employees: 43% (27) were Caucasian male; 3% (2) were African American male; 6% (4) were other male (Asian and Indian); 35% (22) were Caucasian female; 8% (5) were African American female; and 5% (3) Asian, Hispanic and Indian females.

Efforts have been made in the recruitment of African American/Black faculty and professional staff over the past 3 years with the diversity in the school increasing from a representation of African Americans of 6% AA/Black females in 2002 to 22% non Caucasian faculty that includes AA/Blacks, Asians, Hispanics and Indians. The School has an African American faculty/staff complement of 11% (7).

Basis for Assessment:

Data is collected by the Schools administrative department that keeps track of faculty and staff numbers and level of diversity.

Approved ________________________________ Date ___________________________
University of Louisville
Unit Diversity Assessment

C/S/D School of Public Health and Information Sciences Sub-Unit (optional) ____________________________

How would you assess the racial climate in your unit? On what evidence is this assessment based?

Assessment of Current Status:
Administration, faculty, staff and students of the School of Public Health and Information Sciences believe that the School has a responsibility to promote and encourage diversity, and that the school does encourage and promote diversity in all areas including racial/ethnic, gender and respect for age, sexual orientation and disability. The majority of respondents said they have not experienced any racial tension between races and overall did not believe issues of race are a problem in the school.

Basis for Assessment:
The assessment was based on the analysis of data from the University of Louisville Diversity Survey that was competed by faculty, staff and students of the School in September 2005. The response rate was 55%. The data gathered will serve as the baseline for assessing the diversity climate over time in the SPHIS. The survey will be conducted annually.

Approved ________________________________ Date ________________________________
University of Louisville

Unit Diversity Assessment

What is the current status of curricular and programmatic diversity in your unit? What efforts have been made and what outcomes achieved over the past five years?

Assessment of Current Status:

Diversity in the curriculum that includes issues of racial/ethnic groups and gender is addressed through various aspects of the curriculum in teaching, research and service. The principle of diversity is also incorporated in the development of grants and in partnerships with the community. Projects have included a focus on racial minority populations and other diverse populations in the Metro area as well as in other areas of the Commonwealth. The school will continue to take steps to incorporate principles of diversity in relevant points throughout the curriculum in teaching, research and service.

Basis for Assessment:

Each department chair was asked to assess curricular diversity in each of their units. The statement above is a summary of their responses.

Approved _________________________________    Date ___________________________
University of Louisville

Unit Diversity Assessment

C/S/D School of Public Health and Information Sciences  Sub-Unit (optional) ________________________________

What is the current status of student diversity in your unit? What efforts have been made and what outcomes achieved over the past five years?

Assessment of Current Status:

Although over the last 3 years the racial and gender diversity of the student body has remained fairly constant the August 2005 class of professional public health degree seeking students has improved the school's diversity. The student body in the School of Public Health and Information Sciences is more diverse with racial and ethnic populations that include Caucasians, African Americans/Blacks, Asian/Pacific Islanders and Hispanics. However it continues to strive to meet the goals established in the University’s Score Card. Local and national outreach efforts continue to be made to increase representation of minority and underrepresented groups in the student body.

Basis for Assessment:

The University of Louisville’s and the School of Public Health and Information Sciences student tracking systems.

Approved ________________________________  Date __________________________
What are the current retention and graduation rates for African American students and students from other under-represented groups enrolled in your unit? How satisfied are students in general with their in- and out-of-class experiences?

**Assessment of Current Status:**

The School of Public Health and Information Sciences has a one hundred percent (100%) retention and graduation rate. Overall students were satisfied with their in-class experiences. There is currently no assessment of the out-of-class experience. As students get involved in practicum projects outside the school environment this experience will also be assessed.

**Basis for Assessment:**

The School of Public Heath and Information Sciences student tracking system is used to assess retention and graduation rates. End of course evaluations were used to assess their in-class experience.
University of Louisville

Unit Diversity Assessment

C/S/D School of Public Health and Information Sciences

What is the current status of diversity education for faculty, staff and administrators in your unit? What efforts have been made and what outcomes achieved over the past five years?

Assessment of Current Status:

At this time, there is no formal diversity education program offered specifically in the SPHIS. However, the dean and executive committee are committed to ensuring awareness of the importance of diversity education in the promotion of sound public health principles. In the last year a Diversity Committee has been formed to ensure ongoing educational activities and to monitor the informational needs of faculty, staff and administrators.

Basis for Assessment:

Minutes from Diversity Committee meetings.

Approved ________________________________

Date ________________________________
University of Louisville

Unit Diversity Assessment

C/S/D School of Public Health and Information Sciences

What is the current status of diversity education for students in your unit? What efforts have been made and what outcomes achieved over the past five years?

Assessment of Current Status:

Diversity in the curriculum is addressed through various aspects of the curriculum and is included by faculty in the course of teaching and supervising student activities. As practicum placements are established in the newly created professional program, students will have the opportunity to increase their diversity education through community placements. The school will continue to take steps to incorporate principles of diversity in relevant points throughout the curriculum in teaching and research.

Basis for Assessment:

Minutes of meetings and discussions with course instructors and faculty.

Approved _____________________________

Date _____________________________
The Diversity Plan supports the attainment of The School of Public Health and Information Sciences scorecard goals for 2008 listed below.

### Employee Related Goals
- By 2008, the School of Public Health and Information Sciences will increase the number of full-time women faculty to twelve.
- By 2008, the School of Public Health and Information Sciences will increase the number of full time African American faculty to three.
- By 2008, the School of Public Health and Information Sciences will have at least one African American executive, administrative or managerial employee.
- By 2008, the School of Public Health and Information Sciences will have at least one African American Endowed Chair and Professor
- By 2008, the School of Public Health and Information Sciences will have at least one female Endowed Chair and Professor.

### Student Related Goals
- By 2008, at least 15 African American students will receive master’s degrees.
- By 2008, at least 2 African American students will receive doctoral degrees.
- By 2008, at least 3 women will receive doctoral degrees.
School of Public Health and Information Sciences Diversity Plan
2005-2006
<table>
<thead>
<tr>
<th>Area/Issue</th>
<th>Proposed and Continuing Initiatives</th>
<th>Assessment Strategy</th>
<th>Responsible Person(s)</th>
<th>Reporting Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity among faculty, administrators and staff</td>
<td>SPHIS Diversity Advisory Committee</td>
<td>Minutes of meetings</td>
<td>Diversity Committee Chair</td>
<td>Quarterly</td>
</tr>
<tr>
<td></td>
<td>Identify strategies for minority faculty, administrators and staff recruitment efforts</td>
<td>List of schools statewide and nationally for recruiting minority faculty developed Job announcements in diverse media Analysis of data on new hires for faculty, administrators and staff</td>
<td>PAT Chair Dean/Department Chairs Diversity Committee</td>
<td>Quarterly</td>
</tr>
<tr>
<td></td>
<td>Distribute Scorecard goals to five SPHIS departments' chairs</td>
<td>Compliance with scorecard goals</td>
<td>Dean’s Office Executive Committee</td>
<td>Annual</td>
</tr>
<tr>
<td></td>
<td>Asses diversity climate</td>
<td>Diversity survey conducted</td>
<td>Diversity Committee</td>
<td>Annual</td>
</tr>
<tr>
<td>Diversity among graduate students</td>
<td>Develop outreach plan for student recruitment into SPHIS academic and professional programs</td>
<td>Plan developed for working with “feeder” schools</td>
<td>MPH Coordinator/ Administrative assistants /Associate Dean responsible for academic affairs</td>
<td>Quarterly</td>
</tr>
<tr>
<td></td>
<td>Undertake outreach to state and regional undergraduate campuses</td>
<td>Report of outreach plan activities</td>
<td>MPH Coordinator/ Administrative Assistants/ Associate Dean responsible for academic Affairs</td>
<td>Quarterly</td>
</tr>
<tr>
<td></td>
<td>Present program information to diverse student bodies on U of L campus</td>
<td>Undergraduate minority students have information about career possibilities public health and courses offered by SPHIS</td>
<td>MPH Coordinator/ Administrative Assistants</td>
<td>Quarterly</td>
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<tr>
<td>Area/Issue</td>
<td>Proposed and Continuing Initiatives</td>
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<td>Interaction among students and with faculty</td>
<td>Facilitate the creation of the Student Assembly</td>
<td>Association formed. Minutes of meetings</td>
<td>Associate Dean responsible for academic affairs</td>
<td>Annual</td>
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<tr>
<td>Assess and document activities and diversity climate</td>
<td>Log of student activities. Diversity survey/student feedback on current initiatives and recommendations</td>
<td>Associate Dean responsible for student affairs/Program Coordinators/Diversity Committee</td>
<td>Annual</td>
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<tr>
<td>Ensure faculty mentoring opportunities</td>
<td>Log of student and mentor pairings</td>
<td>Course Directors/Program Coordinators</td>
<td>Annual</td>
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<tr>
<td>Retention and graduation</td>
<td>Assess and document diversity/climate in current student evaluation instruments in all programs</td>
<td>Instruments reviewed with recommendations for revisions. Assessments conducted</td>
<td>Diversity Committee/Consultant Chairs/Program Directors</td>
<td>Bi-Annual/Annual</td>
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<tr>
<td>Monitor student enrollment and graduation rates (Masters and Doctoral)</td>
<td>Review of student performance data bases</td>
<td>Associate Dean responsible for academic affairs/Office of Student Services</td>
<td>Bi-Annual</td>
<td></td>
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<tr>
<td>Curricular and Programmatic diversity</td>
<td>Review course content for diversity</td>
<td>Report on the extent of curricular content diversity</td>
<td>Diversity Committee/ Course Directors</td>
<td>Annual</td>
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<tr>
<td>Strategies to improve minority health</td>
<td>Packets with samples demonstrating the inclusion of minority health distributed to chairs</td>
<td>Diversity Committee</td>
<td>Each Semester</td>
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<tr>
<td>Identify and secure SPHIS subscriptions to journals and reporting agencies</td>
<td>Subscriptions to journals and reporting agencies covering diverse health</td>
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<td>Program Directors/Chairs</td>
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<td>including content on diversity</td>
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<td>Education</td>
<td>Invite internal U of L</td>
<td>Report(s) presented</td>
<td>Dean/ Diversity Committee</td>
<td>Annual</td>
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<td>for</td>
<td>/external expert to present</td>
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<td>administrators, faculty</td>
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<td>and staff</td>
<td>Plans developed for Uof L</td>
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<td>Report to faculty, staff and</td>
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<td>students on diversity in the SPHIS</td>
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School of Public Health and Information Sciences Diversity Plan
2006-2007
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<td>Review scorecard goals against current status of faculty and staff</td>
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<td>Asses diversity climate</td>
<td>Diversity survey conducted</td>
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<td>Annual (Fall semester)</td>
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<td>Diversity among graduate students</td>
<td>Review outreach plans for student recruitment into SPHIS academic and professional programs</td>
<td>Plan developed for working with “feeder” schools in Eastern Kentucky and Illinois</td>
<td>MPH Coordinator/Administrative assistants/Associate Dean responsible for student affairs/Director of the MPH Program</td>
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<tr>
<td>Present program information to diverse student bodies on U of L campus</td>
<td>Undergraduate minority students have information about career possibilities public health and courses offered by SPHIS</td>
<td>MPH Coordinator/Administrative Assistants</td>
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<td>Interaction among students and with faculty</td>
<td>Assess and document activities and diversity climate</td>
<td>Log of student activities. Diversity survey/student feedback on current initiatives and recommendations</td>
<td>Associate Dean responsible for student affairs/Program Coordinators/Diversity Committee</td>
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<td><strong>Ensure faculty mentoring opportunities</strong></td>
<td>Log of student and mentor pairings</td>
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<td></td>
<td><strong>Improve student input to the Diversity Committee</strong></td>
<td>Two student member to join the Diversity Committee</td>
<td>Associate Dean for Student Affairs and Diversity Committee</td>
<td>Fall 2006</td>
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<tr>
<td></td>
<td><strong>Provide opportunities for faculty/staff/student interactions e.g. luncheons, film showing etc.</strong></td>
<td>Evidence of activities e.g. Flyers</td>
<td>Diversity Committee</td>
<td>Annual</td>
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<td>Retention and graduation</td>
<td><strong>Finalize policies that relate to faculty/staff recruitment and retention; student recruitment</strong></td>
<td>Review of student performance data bases</td>
<td>Associate Dean for Student Affairs/Office of Student Services</td>
<td>Annual</td>
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<td>Monitor student enrollment and graduation rates (Masters and Doctoral)</td>
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<td></td>
<td><strong>Distribute Manuals</strong></td>
<td>Completed manuals</td>
<td>Diversity Committee</td>
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<td>Curricular and Programmatic diversity</td>
<td>1. The Health of Diverse Populations: A Compilation of Journal Articles</td>
<td>Monitor use of materials through faculty and student e-mail surveys</td>
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<td>2. Learning and Teaching in a Diverse Classroom</td>
<td>Monitor changes in curricular offerings and course content through e-mail surveys</td>
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<td>New and revised courses including content on diversity</td>
<td>Assessment of range of courses offered by the SPHIS</td>
<td>Diversity Committee</td>
<td>Annual</td>
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<tr>
<td>Identify and secure SPHIS subscriptions to journals and reporting agencies</td>
<td>Subscriptions to journals and reporting agencies covering diverse health care issues and populations</td>
<td>Program Directors/Chairs</td>
<td>Annual</td>
<td></td>
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<tr>
<td>Education for administrators, faculty, staff and students</td>
<td>Invite internal U of L /external expert to present seminars on diversity to</td>
<td>Plans developed for UofL and external experts</td>
<td>Dean/Diversity Committee</td>
<td>Bi-Annual</td>
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<td></td>
<td>• Faculty/staff/students</td>
<td>Seminar(s) take place</td>
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<td>• Students</td>
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<td></td>
<td>Organize film opportunities</td>
<td>Activity(ies) takes place</td>
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<td>Organize other event/social that reflects and honors diversity in student body</td>
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<td></td>
<td>Report to faculty, staff and students on diversity in the SPHIS</td>
<td>Report(s) presented</td>
<td>Diversity Committee</td>
<td>Annual</td>
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VIII-4: Ensuring Diversity in Faculty, Staff and Students
Ensuring Diversity
In
Faculty, Staff and Students
Policies and Procedures

Developed by

School of Public Health and Information Sciences
Diversity Committee

Fall 2006
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INTRODUCTION AND BACKGROUND

Diversity Statement

The School of Public Health and Information Sciences has adopted the following statement on diversity:

“The diversity mission of the School of Public Health and Information Sciences is to create an environment in which each person can achieve his or her full potential independent of ethnicity, race, gender, age, disabilities, sexual orientation or religion, beliefs, or absence thereof.

“The School holds that diversity encompasses:

- Human diversity, characterized by physical appearance, personal characteristics, life experiences and preferences.
- Cultural diversity, characterized by beliefs, attitudes, values, customs, history, geography and norms.
- Research, teaching and service diversity, characterized by academic preparation, theoretical approaches and community based applications.

“The School aims to build a diverse community that is both nurturing and challenging with a philosophy of diversity based on the respect for one another and recognition that each person brings unique attributes, talents and contributions to the School.”

Responsibilities of the School

The School will develop and revise as needed all policies and practices to avoid biases and barriers to inclusion. It will ensure recognition of diversity in institutional decision making, committees, policy development, planning and institutional goals.

Diversity Officer and Diversity Committee

To realize its diversity mission and goals, the School has established the position of Diversity Officer and the Diversity Committee within the Dean’s Office.

The Diversity Officer is responsible for executing and coordinating diversity activities for the School. He or she serves as Chair of the Diversity Committee and reports to an Associate Dean. The Diversity Officer is a member of the Executive Faculty of the School and is appointed by the Dean.

The Diversity Committee is charged as follows:

- To develop and revise policies and procedures to promote and monitor diversity in all aspects and activities of the School of Public Health and Information Sciences, in accordance with University of Louisville guidelines, School Bylaws and Rules, and the School’s Diversity Statement (below).
- To work in conjunction with the Rules, Policies, Credentials Committee in monitoring progress toward and achievement of established diversity goals, and to report the findings annually to the Dean.
Diversity and the School’s Bylaws and Rules

The Bylaws and Rules of the School contain the following with regard to diversity.

Section 1. PROCEDURES FOR SELECTION & GOVERNANCE

A. Election and Appointment of Members

... 4. The following procedures shall be followed to ensure adequate gender and under-represented minority composition across the standing committees of the school of Public Health. As a minimum, one female and one under-represented minority shall be in each of the standing committees. Prior to committee elections each spring, the Rules, Policies, and Credentials Committee (RPCC) shall review committee composition and request appropriate nominees from the Chairs of eligible departments as detailed in Art. VII, Sec. 2.A.2.c. Upon completion of the ballot tally, the Secretary of Executive Faculty shall notify the RPCC of the committee membership. The RPCC shall determine the adequacy of gender and under-represented minority composition of each of the committees listed above. If adjustment is needed, the Dean shall be provided the names of eligible candidates and he/she will appoint an individual to serve. If there are no eligible candidates, the committee will be charged with seeking appropriate advice from the under-represented constituency at the School before voting on issues of significance.

Appendix 9: Other Committees of the School of Public Health/Health Information Sciences

Section 1. SEARCH COMMITTEES FOR DEPARTMENT CHAIRS

A. Membership

The Committee is appointed by the Dean. The Dean appoints its Chair from among its Executive Faculty. The Committee consists of three Executive Faculty with the rank of professor or associate professor. Gender and minority composition shall be considered in making the appointments. It will also include an Executive Faculty member of the Department concerned, and may have other non-voting members from outside of the School of Public Health/Health Information Sciences Executive Faculty. The non-voting members, however, may not exceed 49% of the Committee’s Executive Faculty.
MONITORING GOALS, POLICY, PROCEDURES, AND PROCESSES

The Diversity Committee will review all policies and practices in the School for biases and barriers to inclusion, as consistent with University and School bylaws, rules, and policies; and recognition of diversity in institutional decision making, policy development, planning, institutional goals and, working with the Rules, Policies, and Credentials Committee, composition of committees. It will assess issues of diversity as they affect faculty, staff and students and will make recommendations to the Dean annually and as necessary.

The assessment of policies, practices and outcomes will take place during the summer months (May-July) of each year preceding the start of a new academic year. Data for the study will include existing data bases, reports of meetings and survey data.

The School will:

- Actively recruit and retain a diverse faculty, staff and student body that includes minorities, women and persons with disabilities.
- Develop and monitor policies that support diversity.
- Support regular training for faculty and staff in issues of diversity.
- Establish curricula that reflect inclusion and diversity.

Discussion: The recruitment and retention of diverse faculty, staff and students will be monitored through data bases and reports of processes and outcomes. Equity and diversity climates will be assessed. All data will be analyzed by gender, race and ethnicity and disabilities.

An annual review of processes and outcomes will assess the effectiveness of the policies and procedures of the School by its performance against its scorecard and other benchmarks, including trends and available national and local data and other measures to be developed.

The following documents and materials will be subject to review:

- Policies and procedures of the School and its departments and academic programs.
- Data associated with advertising and hiring and retention of faculty and staff.
- Data bases of student admission, retention and achievement.
- Reports of outcome measures identified by the School.
- Diversity survey reports.

The Diversity Committee will monitor faculty, staff and student data as set out in the planned review cycle and submit an annual report to the Dean. Following review and approval by the Dean, a summary report will be made available to faculty, staff and students as appropriate.

In addition, roundtables held as part of the assessment of the diversity climate will serve as mechanisms for engaging in critical discussions about the ways in which the School creates an inclusive environment, and treats and responds to its diverse community.
DEVELOPING AND REVISING MEASURES OF STUDENT DIVERSITY

Introduction

The Diversity Committee will have responsibility for developing and monitoring measures of diversity. It will assess existing measures of student diversity annually and develop new measures as appropriate. It will make its recommendations to the Dean.

Procedure for developing and revising measures of student diversity

The Diversity Committee will recommend additional measures of student diversity. The Diversity Officer will supervise the process for developing and revising measures by:

- Presenting the problem and need for additional or revised measures of student diversity to the Diversity Committee.
- Reviewing the School’s bylaws, rules, policies and procedures, including its Diversity Statement (above).
- Reviewing existing measures and outcomes.

In reviewing existing measures, the following will be considered:

- Goals and objectives set by the school for student diversity.
- Elements of student diversity that contribute to these goals and objectives.
- Elements of student diversity that the School currently measures.
- Outcomes contained in:
  - University and School scorecard.
  - Student data for the current and past three years.
- Measures of student diversity that are currently used.

If there are elements of student diversity that the School wishes to measure but are not available with existing data and instruments, the Diversity Committee will move to the next phase of developing new measures.

In developing new measures, the following will be considered:

- Elements of student diversity that are missing from existing measures.
- Elements of student diversity that the School wants to measure.
- Possible measures of student diversity to assess the goal by:
  - Considering what is measurable through the use of existing data.
  - Selecting measures appropriate for assessing the goal.
- Measures of student diversity not currently available for assessing the goal.
- Resources needed to measure selected elements of student diversity not currently available by:
  - Reviewing available resources,
  - Selecting measures appropriate for assessing the goal.
- Data collection needs for added measures
- Adoption and adaptation of existing measures of student diversity
- Data collection processes for additional measures.
STRATEGIES FOR RECRUITMENT AND RETENTION OF A DIVERSE BODY OF FACULTY, STAFF AND STUDENTS

With the goals of increasing the recruitment, growth and retention of a diverse faculty, staff and student body and of promoting racial, ethnic and cultural diversity in the School, the Diversity Committee will participate in the review of strategies used for the recruitment of faculty, staff and students.

A formal review of the strategies will be undertaken annually and recommendations will be submitted to the Dean.

Efforts must be continually made to identify and eliminate barriers within the University and within the School that prevent faculty and staff from applying or obtaining jobs for which they are qualified and that prevent students from applying or being admitted to programs for which they are qualified.

Strategies for recruiting and retaining diversity among faculty, staff and students must be monitored and revised periodically to meet the established goals.

University of Louisville Diversity Resources may be found at http://www.louisville.edu/provost/diversity/

Faculty

Establish Diversity-Sensitive Search Committees. A diverse search committee should be in place for recruitment for each position. Each department should make a concerted effort to appoint a search committee that represents a cross section of diverse faculty that includes members who will monitor the affirmative action efforts of the search committee. If necessary, representation of minorities from other departments should be considered as non voting members who will constitute no more than 49% of the committee.

Develop Position Announcements. Before initiating a search for a faculty position, the position description should be carefully reviewed by the search committee, the chair of the department, and the Dean’s Office. The position should reflect the needs of the department and should be drafted broadly to attract the largest available pool of potential candidates. The development of policies that encourage spousal or partner hiring and family relocation programs should be considered to attract a more diverse pool of candidates to faculty positions.

Advertise the Position Widely. Search efforts should include a large number of available venues for publicizing the position, including national publications, personal contacts, listservs, mailing lists, professional and academic conferences, and Web sites. Advertisements are required to state that the University is an “Equal Opportunity/Affirmative Action Employer” and that “all qualified applicants are encouraged to apply, including minorities and women.” An effective faculty affirmative action program is important to ensure that positions are advertised properly within organizations and publications that target women and minority audiences. The development of position announcements should include:

- A strong statement in the posting and advertising about the importance of diversity at the University and School.
- A clear invitation to minorities, women and persons with disability to apply.
Outreach. In order to increase the numbers of superior applicants for faculty positions, search committee members should write letters or place phone calls to their colleagues to ask about promising candidates, particularly minority and women candidates. In addition, committee members should attend conferences or meetings primarily attended by minorities for the purpose of recruiting, provided timing of the search and the conferences is not an issue. Contact with minority professional associations should also be encouraged.

Monitor the Selection Process. The department should establish procedures for selection that require applications to be read by more than one person so as to minimize the possibility that qualified candidates may be overlooked. Search committees should prepare written de-selection documents that describe the reason for rejecting candidates. The Dean or department chair should review these documents and review the committee selections process to ensure that they meet the selection criteria listed in the position announcement and that qualified candidates were not denied an equal opportunity to compete for the position.

Accommodate for Special Needs. Flexibility to accommodate special needs is important in the recruitment. It is important to understand and accommodate faculty with care giving- or disabilities-related needs. Departments may explore full- or part-time appointments for faculty who desire those arrangements. Faculty should be informed of their options under the University and School policies to request leave, modify work schedules or other possible accommodations. Departments also should consider care-giving and medical needs of faculty in scheduling meetings and service assignments, if feasible.

Create a Diverse Climate. Develop a community that values and advances a climate of inclusion, diversity, and equity for all individuals through education and programming. Develop campus partnerships to enhance knowledge of campus group, offices, and units. Establish collaborative working relationships.

Staff

Establish Diversity-Sensitive Search Committees. A diverse search committee should be in place for recruitment for each position for which a search committee is required by University policy or is considered desirable by the hiring department and the Dean's Office. Each department should make a concerted effort to appoint a search committee that represents a cross section of diverse employees that includes members who will monitor the affirmative action efforts of the search committee.

Develop Position Announcements. Before initiating a search for a staff position, the position description should be carefully reviewed by the search committee, if formed, and the department chair or position supervisor and Dean’s Office. The position should reflect the needs of the department or unit and should be drafted broadly to attract a large pool of qualified candidates.

Advertise the Position Widely. Search efforts should include a large number of available venues for publicizing the position, including personal contacts, listservs, mailing lists, and School and University Web sites. Advertisements are required to state that the University is an “Equal Opportunity/Affirmative Action Employer” and that “all qualified applicants are encouraged to apply, including minorities and women.” An effective affirmative action program is important to ensure that positions are advertised.
properly within organizations and publications that target women and minority audiences. The development of position announcements should include:

- A strong statement in the posting and advertising about the importance of diversity at the University and School.
- A clear invitation to minorities, women and persons with disability to apply.

Outreach. In order to increase the numbers of superior applicants for staff positions, search committee members, if applicable, and others who may know about the vacancy should write letters or place phone calls to their colleagues to ask about qualified candidates, particularly minority and women candidates.

Monitor the Selection Process. The department or unit should establish procedures for selection that require applications to be read by more than one person so as to minimize the possibility that qualified candidates may be overlooked. The selection of the candidate must be based on clearly articulated performance criteria and clear guidelines for the skill sets being sought. The Dean’s Office and department chair or position supervisor should review these documents and review the committee selection to ensure that qualified candidates were not denied an equal opportunity to compete for the position.

Accommodate for Special Needs. Flexibility to accommodate special needs is important in recruitment. Departments and units may explore full- or part-time appointments for staff who desire those arrangements and where compatible with the position. Staff should be informed of their options under the University and School policies to request leave, modify work schedules or other possible accommodations. Departments also should consider care-giving responsibilities and medical needs of staff in scheduling meetings, if feasible.

Create a Diverse Climate. Develop a community that values and advances a climate of inclusion, diversity, and equity for all individuals through education, training and programming. Develop campus partnerships and enhance knowledge of campus resources for a diverse faculty, staff and student body. Establish collaborative working relationships.

Students

Establish Diversity-Sensitive Recruitment. Particular attention should be given to recruiting efforts in Historically Black Colleges and Universities (HBCUs), other minority serving institutions and on the UofL campus to minority students. Special effort should be made to follow up on minority student applications, particularly if the application was incomplete and its review would be dependent on its completion. Materials distributed at conferences and college fairs should demonstrate and reflect a value for diversity. Provide information to students about opportunities to finance their degree with resources of which they may not be aware.

Materials. Develop print materials for distribution at conferences and college fairs and sent out in mailings that demonstrate and reflect the School’s value in having a diverse faculty and student body. The web-site of the school must also be updated periodically to reflect the school’s value for diversity. Care must be taken to ensure that processes are not exclusionary. Materials must reflect the information and resources that support potential students from underrepresented minority groups and students with disabilities. Issues of concern among students include financial aid/resources, academic resources and support, and quality of intellectual life.
Establish Diversity-Sensitive Selection. Ensure a selection process that is free from bias, and an admission process that is based only on the selection of students who are qualified to enter the field of public health. Particularly monitor the exclusion of minorities and other underrepresented groups.

Monitor the Selection Process. The admissions committee should establish procedures for selection that require applications to be read by more than one person so as to minimize the possibility that qualified candidates may be overlooked. The selection of the candidate must be based on clearly articulated performance criteria and clear guidelines. Establish a norm where a diverse student body is a desired attribute. The committee chair should review data related to offers and selections periodically to ensure that qualified candidates were not denied an equal opportunity to compete for a place.

Create and Support Diverse Curriculum and Pedagogy. Provide curricula that include multicultural content through 1) inclusion of a variety of perspectives, 2) discussions of social contexts, including issues of equity and justice, and 3) activities that foster critical thinking and the development of self-awareness. Identify and minimize pedagogical and related barriers to student learning.

Create a Diverse Climate. Create a campus of faculty and staff diverse in human, cultural, research, teaching and service characteristics. A diverse faculty often reflects a school’s commitment to educational equity. Develop a community that values and advances a climate of inclusion, diversity, and equity for all individuals through education/training and programming. Develop campus partnerships and enhance knowledge of campus resources for a diverse student body. Create a campus that cares for each other and shares their talents and gifts. Issues of concern among students include affirmative action, financial aid/resources, academic resources and support, and quality of intellectual life. Provide information to students about University resources, offices and departments for support services (e.g., African-American Affairs, the Women’s Center, computing services, libraries, Disability Resource Center).
<table>
<thead>
<tr>
<th>FACULTY</th>
<th>STRATEGIES</th>
<th>PROPOSED STEPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance recruitment and retention of a widely diverse faculty with emphasis on racial and ethnic minorities</td>
<td>Establish a diversity-sensitive search committee and monitor the selection process</td>
<td>Search committee should represent a diverse cross section of the faculty and include members who will monitor the affirmative action efforts of the search committee.</td>
</tr>
<tr>
<td></td>
<td>Advertise the position properly within organizations and publications that target women and minority audiences</td>
<td>Include available venues for publicizing the position, including national publications, personal contacts, listservs, mailing lists, professional and academic conferences, and Web sites.</td>
</tr>
<tr>
<td></td>
<td>Perform a non-discriminatory interview</td>
<td>Matters related to the candidate’s race, ethnicity, ancestry, or national origin should not be open for discussion except when brought up by the candidate and only under limited circumstances.</td>
</tr>
<tr>
<td></td>
<td>Accommodate for special needs</td>
<td>Develop family friendly program, such as spousal/partner hires and family relocation program. Departments may explore full time or part-time appointments for faculty that desire those arrangements</td>
</tr>
<tr>
<td></td>
<td>Create a climate of diversity during the recruitment process</td>
<td>Incorporate diversity into all discussions of recruitment. Develop a welcoming, diverse and equitable environment through program, services, and social events.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Be flexibility and accommodate special needs is important in the recruitment. Consider care-giving responsibilities and medical needs of faculty in scheduling meetings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop a community that advances a climate of inclusion, diversity, and equity for all individuals through education and programming.</td>
</tr>
<tr>
<td>STAFF</td>
<td>STRATEGIES</td>
<td>PROPOSED STEPS</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Enhance recruitment and retention of a widely diverse staff with emphasis on racial and ethnic minorities</td>
<td>Establish a diversity-sensitive search committee (as appropriate) and monitor the selection process</td>
<td>Search committee should represent a diverse cross section of the faculty and include members who will monitor the affirmative action efforts of the search committee. Incorporate diversity into all discussions of recruitment. Schedule on site visits to target constituencies and associated organizations. Advertise in appropriate media.</td>
</tr>
<tr>
<td>Perform a non-discriminatory interview</td>
<td></td>
<td>Matters related to the candidate’s race, ethnicity, ancestry, or national origin should not be open for discussion except when brought up by the candidate and only under limited circumstances.</td>
</tr>
<tr>
<td>Develop and sustain professional development opportunities and education for all staff</td>
<td></td>
<td>Offer professional development training on diversity competence. Develop diversity awareness seminars, speakers forum, social justice education</td>
</tr>
<tr>
<td>Accommodate for special needs</td>
<td></td>
<td>Develop family friendly program.</td>
</tr>
<tr>
<td>Create a diverse climate during the recruitment process</td>
<td></td>
<td>Develop a welcoming, diverse and equitable environment through program, services, and social events</td>
</tr>
<tr>
<td>STUDENTS</td>
<td>STRATEGIES</td>
<td>PROPOSED STEPS</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Enhance recruitment and retention of a widely</td>
<td>Establish diversity-sensitive recruitment.</td>
<td>Pay particular attention to recruiting in Historically Black Colleges and Universities (HBCUs), other minority-serving institutions and on the University campus to minority students. Follow up on minority student applications, particularly if the application was incomplete. Distribute materials that demonstrate and reflect a value for diversity.</td>
</tr>
<tr>
<td>diverse student body with emphasis on racial and</td>
<td>Materials</td>
<td>Develop materials that demonstrate and reflect the School's value in diversity. Materials must reflect the information and resources that support potential students from underrepresented minority groups and students with disabilities.</td>
</tr>
<tr>
<td>ethnic minorities</td>
<td>Establish diversity-sensitive selection.</td>
<td>Ensure a bias free selection and admission process.</td>
</tr>
<tr>
<td></td>
<td>Monitor the selection process.</td>
<td>Ensure procedures for selection require applications be read by more than one person. Establish a norm where a diverse student body is a desired attribute. Review data periodically to ensure that practices were not exclusionary.</td>
</tr>
<tr>
<td></td>
<td>Create and support diverse curricula and pedagogy.</td>
<td>Provide curriculum offerings that reflect multicultural content through 1) inclusion of a variety of perspectives, 2) discussions of social contexts, including issues of equity and justice, and 3) activities that foster critical thinking and the development of self-awareness. Identify and minimize pedagogical and related barriers to student learning.</td>
</tr>
<tr>
<td></td>
<td>Create a diverse climate</td>
<td>Create a campus of faculty and staff diverse in human, cultural, research, teaching and service characteristics. Develop a community that values and advances a climate of inclusion, diversity, and equity. Develop campus partnerships and create a campus that cares for each other and shares their talents and gifts.</td>
</tr>
</tbody>
</table>
APPENDIX

1. Resources:
   
   b. Databases/directories:
      
      ii. Minority and Women Doctoral Directory (MWDD). MWDD is a registry that maintains up-to-date information on employment candidates who have recently received, or are soon to receive, a Doctoral or Masters degree in their respective field from one of approximately two hundred major research universities in the United States.
      
      iii. National Minority Faculty Identification Program (NMFIP). An online service to member institutions and minority candidates seeking first-time or advanced faculty positions in higher education. Member institutions can search the database and download the desired vitae.
      
      iv. The New England Directory of African-American, Latino/a, Native American and Asian American Doctoral Scholars (NEBHE). The NEBHE is a Directory of advanced graduate students of color who are in the last phase of the doctoral work at various campuses. Students listed here express a strong interest in joining the professoriate.
      
      v. Academic360. This Web site is a collection of Internet resources pulled together for people interested in academic positions. It includes links to faculty, staff, and administrative announcements. It provides direct links to job announcements from nearly 1,800 colleges and universities in the USA, Canada, Australia, and the UK.

2. Recruitment Networks and Organizations
   
   Academic360. This Web site is a collection of Internet resources pulled together for people interested in academic positions. It includes links to faculty, staff, and administrative announcements. It provides direct links to job announcements from nearly 1,800 colleges and universities in the USA, Canada, Australia, and the UK.

3. Job Fairs
   
   Diversity Job Fairs online: http://www.diversity.com/index.php
IX-1: MPH Marketing Plan
Situation Analysis: The MPH program would like to double its enrollment in the coming years and is not currently receiving a pool of qualified applicants that will allow it to achieve these results.

Objective: Successfully recruit a pool of quality applicants sufficient to meet class size goals for the 2007-2008 academic year.

Applicants must have a bachelor’s degree from an accredited institution or its equivalent, a recommended GPA of 3.0 on a 4.0 scale, test scores (GRE, GMAT, MCAT, LSAT, or DAT), TOEFL exam score of 250 (computer-based) or 600 (paper-based) – if applicable.

Key Messages:

1. Professional opportunities: The MPH program at the University of Louisville’s School of Public Health and Information Sciences prepares students for successful careers in public health and related fields through a program that stresses what’s needed to get and enjoy rewarding jobs, including leadership positions.

2. Public health education for today and tomorrow: The MPH program at University of Louisville’s School of Public Health and Information Sciences provides students with an education that combines today’s and tomorrow’s needs in public health, preparing them to lead the health field in the 21st century.

3. It is not too late to apply to begin a vital health career: The MPH program at the University of Louisville’s School of Public Health and Information Sciences is currently accepting applicants for the MPH program’s cutting-edge curriculum, offering concentrations in biostatistics, health behavior and cognition, environmental and occupational health, epidemiology, and health management.

Target Audiences:

- Qualified applicants not admitted to the U of L School of Medicine, School of Dentistry and graduate programs of the School of Nursing (as FERPA allows);
- Graduates of regional institutions in public health-related fields, including Pre-medicine, Nursing, Chemistry, Biology, Psychology, Business, Education & Counseling, Sociology, Social Work, Management Information Systems, Communication, Anthropology, and others.
- Professionals in the public health, nursing, and other health sciences fields looking for additional education or career advancement, who are in a position to enroll full-time.
Target Feeder Schools and Professional Organizations:

- University of Louisville
- University of Kentucky
- Kentucky State University
- Bellarmine University
- Centre College
- Transylvania
- Georgetown College
- NKU
- WKU
- EKU
- Murray State
- Morehead State
- University of Cincinnati
- Xavier University
- IU Southeast
- IU Bloomington
- IUPUI
- Butler University
- University of Evansville
- Wabash College
- Hanover College
- University of Southern Illinois, Carbondale
- Depauw
- Louisville Metro Health Department

Communications Executions:

1. What is Public Health? Handout and PowerPoint Presentation (Q&A with concrete examples)

2. Brochure with Tear-Off-Mail Back information card (500) print and pdf, detail about curriculum

3. Poster with Mail Back Card (Less detail, more attention getting)

4. Mailing to Career Services and Advisors Include letter, posters, brochure, way to email for pdf files

5. Mailing to students not accepted to medical/dental school beginning in January and continuing through April Letter and brochure
6. Develop internal process for following up on recruitment contacts and increasing number of completed applications through ongoing contact with prospective students.

7. Student Group Campaign: SPHIS staff contact student organizations and ask for opportunity to make presentation at a meeting of each organization. Call to action: Consider a public health career track, use MPH to enhance marketability and career options, still time to apply.
   ~ AED (Biology)
   ~ Minority Association of Pre-med Students
   ~ Society of Undergraduate Chemistry Students
   ~ Society of Porter Scholars
   ~ McNair Scholars Program
   ~ Pre-dental Society

8. News Item Placement: Attempt to place a short news item stating degrees offered, admissions requirements, and application deadlines & contact information in selected publications or newsletters of selected organizations:
   ~ Kentucky Health and Fitness (monthly)
   ~ Courier Journal
   ~ Lexington Herald-Leader
   ~ JCMA Newsletter
   ~ Louisville Metro Health Department
   ~ Kentucky Department of Public Health
   ~ Kentucky Public Health Association
   ~ Kentucky Nurse
   ~ KDA Today
   ~ Indianapolis Star
   ~ Cincinnati Paper
   ~ Business First
   ~ Indiana public health organizations
   ~ U of L internal publications

9. Place web stories on U of L site in December, January, February and March
IX-2: Application Summary Sheet
University of Louisville
School of Public Health and Information Sciences
MPH APPLICATION EVALUATION FORM

NAME: ___________________________ STUDENT ID NO. ___________________________

___ GPA

<table>
<thead>
<tr>
<th>GPA</th>
<th>Score</th>
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<tbody>
<tr>
<td>3.50 and up</td>
<td>45</td>
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<tr>
<td>3.00-3.49</td>
<td>40</td>
</tr>
<tr>
<td>2.99 – 2.75</td>
<td>30</td>
</tr>
<tr>
<td>2.74 – 2.50</td>
<td>20</td>
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<td>&lt; 2.5</td>
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___ GRE or OTHER TEST SCORE

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<tr>
<th>Score</th>
<th>Possible Points</th>
<th>GRE (Verbal + Quantitative)</th>
<th>PCAT</th>
<th>Score</th>
<th>Possible Points</th>
<th>GRE AAW</th>
<th>PCAT</th>
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<tr>
<td>15</td>
<td>&gt;1000</td>
<td>&gt;50%</td>
<td>5</td>
<td>&gt;5</td>
<td>4-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>800-1000</td>
<td>40-50%</td>
<td>3</td>
<td>3-4.9</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>600-800</td>
<td>20-40%</td>
<td>2</td>
<td>2-2.9</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>&lt;600</td>
<td>&lt;20%</td>
<td>0</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Possible Points</th>
<th>MCAT</th>
<th>GMAT</th>
<th>DAT</th>
<th>LSAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>26+</td>
<td>540+</td>
<td>18+</td>
<td>155+</td>
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</tr>
<tr>
<td>15</td>
<td>23-25</td>
<td>520-539</td>
<td>16-17</td>
<td>150-154</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>20-22</td>
<td>500-519</td>
<td>14-15</td>
<td>140-149</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>17-19</td>
<td>480-499</td>
<td>12-13</td>
<td>130-139</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>&lt;17</td>
<td>&lt;480</td>
<td>&lt;12</td>
<td>&lt;130</td>
<td></td>
</tr>
</tbody>
</table>

___ PERSONAL STATEMENT (Content, Grammar, Spelling, etc.) Strong = 5-10 pts; Weak = 0-5 pts

___ REFERENCES

<table>
<thead>
<tr>
<th>SCORE</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three (3) favorable references</td>
<td>15</td>
</tr>
<tr>
<td>Two (2) favorable references/1 neutral/1 negative</td>
<td>10</td>
</tr>
<tr>
<td>One (1) favorable reference/2 neutral/1 negative</td>
<td>5</td>
</tr>
</tbody>
</table>

___ WORK EXPERIENCE

<table>
<thead>
<tr>
<th>Work Experience</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 10 years</td>
<td>20</td>
</tr>
<tr>
<td>6 to 10 years</td>
<td>15</td>
</tr>
<tr>
<td>1 to 5 years</td>
<td>10</td>
</tr>
<tr>
<td>Volunteer</td>
<td>0 - 5</td>
</tr>
</tbody>
</table>

___ PROFESSIONAL DEGREE (U.S. Ph.D., M.D. or other doctorate) = 15 pts

___ TOTAL POINTS  70-ABOVE=ACCEPTED   50-69=COMMITTEE DECISION   49–BELOW=NOT ADMITTED
IX-3: Application Guidelines for International Students
School of Public Health and Information Sciences (SPHIS)
Master of Public Health (M.P.H.) Program
Application Guidelines for International Students

Minimum Requirements

- A bachelor’s degree from an accredited institution or its equivalent.

- A recommended minimum GPA of 3.0 on a 4.0 scale.

- A Graduate Record Examination (GRE) exam score which is less than 3 years old and is a minimum combined score of 800.

- If applicable, Test of English as a Foreign Language (TOEFL) exam with a minimum score of 250 on the computer-based version OR a minimum score of 600 on the paper-based version.

Application Materials

- A Graduate School application. (see www.louisville.edu)

- A non-refundable $50 application fee.

- Three current letters of recommendation (within the past 12 months). Letters must be addressed to the SPHIS MPH Admissions Committee.

- Resume or curriculum vitae.

- A personal statement that is a clear, substantive one-page description of your professional and research experience as it relates to your goals in public health and the MPH program.

- Official GRE and TOEFL exam scores.
- Official copy of transcript in foreign language AND Certified official copy of transcript translated word for word in English
  Suppressed transcripts will not be accepted.

- Transcripts must be evaluated by one of the following services:
  Educational Credential Evaluators, Inc.
  Phone: (414) 289-3400
  Fax: (414) 289-3411
  email: eval@ece.org
  http://www.ece.org

  Education Evaluators International, Inc.
  Phone: (562) 431-2187
  Fax: (562) 493-5021
  email: Gary@educei.com

  Education International, Inc.
  Phone: (781) 235-7425
  Fax: (781) 235-6831
  email: edint@gis.net
  http://www.educationinternational.org

  Educational Perspectives, nfp.
  Phone: (312) 421-9300
  Fax: (312) 421-9353
  email: info@educational-perspectives.org
  http://www.educational-perspectives.org

  Educational Records Evaluation Service, Inc.
  Phone: (916) 921-0790
  Fax: (916) 921-0793
  email: edu@eres.com
  http://www.eres.com

  Evaluation Service, Inc.
  Phone: (845) 223-6455
  Fax: (845) 223-6454
  email: esi2@frontiernet.net
  http://www.evaluationservice.net

  Foreign Academic Credential Service, Inc.
  Phone: (618) 656-5291
  Fax: (618) 656-5292
  http://www.facsusa.com

  The Foreign Educational Document Service
  Phone: (209) 948-6589

  Global Credential Evaluators, Inc.
  Phone: (512) 528-0908
The required documentation is a comprehensive course by course report which

- lists all subjects completed at the post-secondary level
• provides a U.S. semester credit and grade equivalent for each course
• provides a U.S. grade point average (GPA) or a 4.0 scale, and
• designates the level (upper or lower) of each undergraduate course (for applicants who have selected education as their primary purpose)

Please forward all materials to:
Office of Graduate Admissions • University of Louisville • Louisville, KY 40292

For further information, contact the School of Public Health and Information Sciences
502.852.3299 • https://www.sphis.louisville.edu/MPH • sphisweb@louisville.edu
IX-4: Recruitment Materials

Recruitment materials are included separately.
IX-5: Student Orientation Agenda
University of Louisville
School of Public Health and Information Sciences (SPHIS)
New Student Orientation
August 10, 2006
DRAFT Agenda As of 3/15/06

Please Note: Orientation will be held in the K-wing, 4th floor, Computer Lab.

8:00 – 8:15 Students Arrive

Continental Breakfast

8:15 – 8:25 Welcome/Introduction  Dean Richard D. Clover, MD
8:25 – 8:35 History of SPHIS  Assoc. Dean Peter Walton, MD
8:35 – 8:45 Accreditation  Assoc. Dean W. Paul McKinney, MD
8:45 – 9:00 Student/Staff Introductions and General Info for the Day
9:00 – 9:45 HSC Walking Tour  Bonnie Dean

BREAK

10:00 – 10:30 Graduate School/Academic Honesty  Jenny Madden, Director, Graduate Student Services
Courtney Kerr, Academic Coordinator Senior

10:30 – 10:45 Academic honesty policy/ review/sign  Assoc. Dean Peter Walton, M.D.

10:45 – 11:00 Safety and Security  Department of Public Safety
11:00 – 11:30 Sexual Harassment  Malinda Durbin

11:30 – Noon Departmental Introductions
  Bioinformatics and Biostatistics
  Environmental and Occupational Health
  Epidemiology and Clinical Investigation Sciences
  Health Knowledge and Cognitive Sciences
  Health Management and System Sciences
  Center for Deterrence of Biowarfare and Bioterrorism

Noon – 12:30 Technological Issues  Jason Banta
12:30 – 1:30  BBQ Cookout
Meet and greet current students, faculty and staff.

1:30 – 2:30  Student IDs  Abell Administration
Parking permits  Parking Garage

2:30 – 3:00  HSC Bookstore
Use of Facilities
Computer Lab
Lockers
Bldg. Info/Key Cards
Classroom Locations
Classroom Etiquette

3:00 – 3:30  Questions
Student Organizations

Afternoon Snack

3:30 – 5:00  Break-out Sessions*
MPH:  Master in Public Health Program – stays in computer lab
MSPH/PhD:  Department of Bioinformatics and Biostatistics – Conf.
Rm. 4019
MSc:  CREST Program
PhD:  Department of Epidemiology and Clinical Investigation Sciences – Room 4007

*All sessions will go over course registration based on the degree program.
IX-6: Sample Surveys
ABOUT YOU
Degree you received:
○ MS in Biostatistics-Decision Science
  ○ Decision-Science
  ○ Biostatistics
○ Master of Science (MSc)
○ Master of Public Health (MPH)
  ○ Epidemiology
  ○ Biostatistics
  ○ Health Management
  ○ Health Promotion
  ○ Environmental and Occupational Health
○ PHD in Biostatistics-Decision Science
  ○ Decision-Science
  ○ Biostatistics
○ PhD in Public Health Sciences
  ○ Epidemiology
  ○ Health Services & Outcomes
  ○ Translational
○ MD/MSc
○ MSPH/PHD in Applied Mathematics
○ Other ____________________

Gender:
○ Male
○ Female

Age group:
○ 20 or under
○ 21-25
○ 26-35
○ 36-45
○ Over 45

Race:
○ Caucasian
○ African-American
○ Hispanic
○ Asian
○ Native American
○ Not listed

Enrollment status:  ○ Full-time student  ○ Part-time student
Credits completed at U of L, to date, towards your current degree program option:
○ 0-10 credits completed
○ 11-19 credits completed
○ 20 or more credits completed

Current employment status:
○ Working as a field professional/researcher
○ Working in a job not related to your degree
○ Not employed

If employed:
○ Fewer than 20 hours a week
○ 20-40 hours a week
○ More than 40 hours a week

Do you have a degree other than the Public Health Degree you are pursuing?
○ Yes ○ No
If “Yes”, in what? ______________________

What are your reasons for returning to the School of Public Health and Information Sciences for graduate studies?
○ Continuing Education
○ Interest in Research
○ Career Change
○ Professional Development
○ Other

If graduating, future plans: *(mark all that apply)*
○ Continuing with current Public Health employment
○ Seeking a job not related to your degree
○ Have accepted a job related to your degree
○ Pursuing a higher level degree in your field
○ Have already accepted a job not related to your degree
○ Pursuing a degree in another field
○ Seeking a job related to your degree

Which Computer Center on campus do you use most often?
○ North
○ South
○ HSC
○ SPHIS 4006 Lab
○ SPHIS Grad Student Lab
○ A department lab
○ Do not use campus computers

Will you be staying in Louisville after graduation?
○ Yes ○ No ○ Uncertain

*Please rate using this scale: E=Excellent, VG=Very Good, G=Good, F=Fair, P=Poor.*

UNIVERSITY OF LOUISVILLE
Campus admissions and registration services
The availability through UofL libraries of the books, journals, reference materials, and online databases needed to complete my course assignments and research
My overall impression of student life at U of L
My overall impression of academic standards at U of L
My overall impression of U of L as an institution of higher learning

SCHOOL OF PUBLIC HEALTH AND INFORMATION SCIENCES
Courtesy and friendliness of school office staff
Helpfulness of the school's Student Services
Helpfulness of the degree program coordinator
Condition of the school classrooms and other physical facilities
Services provided by Kornhauser Health Sciences Library, as they relate to my degree program
My overall impression of academic standards at the School of Public Health and Information Sciences

SPHIS GRADUATE PROGRAM FACULTY
Interest shown by the faculty in my academic progress
Opportunities provided by the faculty to ask questions in class
Knowledge and skills of the faculty regarding the subject matter
Explanations of complex education issues and topics provided by the faculty
Ability of the faculty to communicate course material effectively
Availability of the faculty for help outside the classroom
My overall impression of the program faculty

SPHIS GRADUATE PROGRAM
The program maintained strong academic standards
The program provided me with the opportunity to advance my education
The hardware and computing resources in the computing labs are well maintained and updated to meet students' needs to complete assignments
There are enough computers available among the computing labs to meet my needs to complete assignments
I enjoyed this program as a field of study
Enough program courses were offered during each semester for me to complete my degree as I planned
Program courses were offered during times convenient for me to complete my degree as I planned .......
I developed a strong appreciation for critical thinking as a graduate program student
I developed better problem-solving skills related to public healthcare as a graduate program student ......
The program provided me with opportunities to improve my oral communication skills
The program provided me with opportunities to improve my written communication skills
The program provided me with opportunities to function effectively as a member of a team
The program provided me with opportunities for advanced learning experiences in a variety of settings
The program clearly articulated the need for lifelong learning in order for me to pursue a successful career
The program helped me develop a strong sense of social, moral and ethical responsibilities as they relate to the field of study
The program provided me with opportunities to understand and use basic technologies that I am likely to encounter as a professional
The program exposed me to advanced population and community based patient care techniques
The program emphasized leadership and decision making process in a real world setting
The program emphasized the improvement of public healthcare through application of theory and research
The program emphasized health assessment and disease management within community dynamics ....
The program exposed me to group dynamics and “team playing”
The program taught me to analyze, understand and develop logical research based solutions to public health problems
The program taught me biomedical and statistical research / analysis methods
The program exposed me to current issues and topics in the field
The program provided me with opportunities to apply health solutions to improve the quality of life in a community based setting
As a graduate of the program, I feel adequately qualified to function as a public health professional in today’s world

OVERALL IMPRESSION OF SPHIS PROGRAMS
My overall impression of academic standards at the School of Public Health and Information Sciences
My overall impression of the SPHIS graduate program
My overall impression of the value of the degree I received
Likelihood I would recommend the SPHIS graduate program to a friend or family
Likelihood I would recommend graduate of the program to my current employer.
ABOUT YOU
Degree you received:
○ MS in Biostatistics-Decision Science
  ○ Decision-Science
  ○ Biostatistics
○ Master of Science (MSc)
○ Master of Public Health (MPH)
  ○ Epidemiology
  ○ Biostatistics
  ○ Health Management
  ○ Health Promotion
  ○ Environmental and Occupational Health
○ PHD in Biostatistics-Decision Science
  ○ Decision-Science
  ○ Biostatistics
○ PhD in Public Health Sciences
  ○ Epidemiology
  ○ Health Services & Outcomes
  ○ Translational
○ MD/MSc
○ MSPH/PHD in Applied Mathematics
○ Other ______________________

Gender:
○ Male
○ Female

Age group:
○ 20 or under
○ 21-25
○ 26-35
○ 36-45
○ Over 45

Race:
○ Caucasian
○ African-American
○ Hispanic
○ Asian
○ Native American
○ Not listed

Enrollment status:
○ Full-time student
○ Part-time student
Credits completed at U of L, to date, towards your current degree program option:
- 0-10 credits completed
- 11-19 credits completed
- 20 or more credits completed

Current employment status:
- Working as a field professional/researcher
- Working in a job not related to your degree
- Not employed

If employed:
- Fewer than 20 hours a week
- 21-30 hours a week
- 31-40 hours a week
- More than 40 hours a week

Do you have a degree other than the degree you are pursuing?  
- Yes
- No

If “Yes”, in what? ________________

What are your reasons for returning to the School of Public Health and Information Sciences for graduate studies?
- Continuing Education
- Interest in Research
- Career Change
- Professional Development
- Other

Which Computer Center on campus do you use most often?
- North
- South
- HSC
- SPHIS 4006 Lab
- SPHIS Student Lab
- A department lab
- Do not use campus computers

Please rate using this scale:  E=Excellent, VG=Very Good, G=Good, F=Fair, P=Poor.

UNIVERSITY OF LOUISVILLE
Campus admissions and registration services
The availability through UofL libraries of the books, journals, reference materials, and online databases needed to complete my course assignments and research
My overall impression of student life at U of L
My overall impression of academic standards at U of L
My overall impression of U of L as an institution of higher learning

SCHOOL OF PUBLIC HEALTH AND INFORMATION SCIENCES
Courtesy and friendliness of school office staff
Helpfulness of the school’s Student Services
Helpfulness of the degree program coordinator
Condition of the school classrooms and other physical facilities
Services provided by Kornhauser Health Sciences Library, as they relate to my degree program
The Student Government represents the concerns and issues of the students.

**SPHIS GRADUATE PROGRAM FACULTY**
Interest shown by the faculty in my academic progress
Opportunities provided by the faculty to ask questions in class
Knowledge and skills of the faculty regarding the subject matter
Ability of the faculty to communicate course material effectively
Availability of the faculty for help outside the classroom
Faculty enthusiasm for teaching
Fairness of testing and grading by faculty
Faculty are sensitive to my needs
My overall impression of the program faculty

**SPHIS GRADUATE PROGRAMS**
The hardware and computing resources in the computing labs are well maintained and updated to meet students' needs to complete assignments
There are enough computers available among the computing labs to meet my needs to complete assignments
Enough program courses were offered during each semester for me to complete my degree as I planned
Program courses were offered during times convenient for me to complete my degree as I planned
I developed a strong appreciation for critical thinking as a graduate program student
I developed better problem-solving skills related to public health as a graduate program student
The program provided me with opportunities to improve my oral/written communication skills
The program provided me with opportunities to function effectively as a member of a team
The program provided me with adequate opportunities for advanced learning experiences in a variety of settings
The program helped me develop a strong sense of social, moral and ethical responsibilities
The program provided me with opportunities to understand and use basic technologies that I am likely to encounter as a professional
The program emphasized leadership and decision making process in a real world setting
The program emphasized the improvement of the community through application of theory and research
The program emphasized health assessment and disease management within community dynamics
The program exposed me to group dynamics and “team playing”
The program taught me to analyze, understand and develop logical research based solutions to public health problems
The program exposed me to current issues and topics in the field
The program provided me with opportunities to apply solutions to improve the quality of life in a community based setting
My academic advisor is approachable.
My academic advisor is concerned about my success as an individual.
My academic advisor helped me set goals to work toward.

**OVERALL IMPRESSION OF SPHIS PROGRAMS**
My overall impression of academic standards at the School of Public Health and Information Sciences
My overall impression of the SPHIS graduate program
My overall impression of the value of the degree I received
Likelihood I would recommend the SPHIS graduate program to a friend or family
Likelihood I would recommend graduate of the program to my current employer.
The Master of Public Health program is assessing the curriculum, to assure that what we teach meets the needs of potential employers of our students. If you are not familiar with the Master of Public Health program, a brochure is enclosed.

To help us with our curriculum assessment, we are asking you to complete this survey. Please rate these skills according to their **importance for employment opportunities in your organization**, by putting an X in the appropriate box. This survey should take 10 minutes or less.

### ANALYTIC SKILLS

<table>
<thead>
<tr>
<th>Not Important</th>
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<td>Survey design</td>
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<td>Program evaluation</td>
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### COMPUTER SKILLS

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<tr>
<td>Spreadsheet software</td>
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<td>Presentation software</td>
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<td>Statistical software</td>
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<td>Database application use</td>
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### MANAGEMENT SKILLS

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<tr>
<td>Design of community programs</td>
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<tr>
<td>Program implementation</td>
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</table>
Quality improvement
Development of mission and goal statements
Development of policy options
Analysis of organizational structure
Human resource management
Determination of priorities

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<tr>
<th>COMMUNICATION SKILLS</th>
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<th>Extremely Important</th>
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<tr>
<td>Cultural sensitivity</td>
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<td>Presentations to lay and media audiences</td>
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<td>Presentations to professional audiences</td>
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<tr>
<td>Preparation of reports</td>
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<td>Organizing and leading meetings</td>
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Are there other skills that your organization needs in persons graduating with a master's degree in the health field? If so, please list.

Your Name_____________________________Organization_________________________________

We appreciate your help with our survey. Please return it in the enclosed envelope. If you may have a job opening or a project that could be undertaken by one of our students during their practicum, please feel free to contact our office.

University of Louisville
School of Public Health and Information Sciences
MPH Program Director
555 S. Floyd Street, Suite 4026
Louisville, KY 40292
Phone – (502) 852-0196
DRAFT
UNIVERSITY OF LOUISVILLE
SCHOOL OF PUBLIC HEALTH AND INFORMATION SCIENCES
ALUMNI SURVEY

ABOUT YOU
Degree you received:
○ MS in Biostatistics-Decision Science
  ○ Decision-Science
  ○ Biostatistics
○ Master of Science (MSc)
○ Master of Public Health (MPH)
  ○ Epidemiology
  ○ Biostatistics
  ○ Health Management
  ○ Health Promotion
  ○ Environmental and Occupational Health
○ PHD in Biostatistics-Decision Science
  ○ Decision-Science
  ○ Biostatistics
○ PhD in Public Health Sciences
  ○ Epidemiology
  ○ Health Services & Outcomes
  ○ Translational
○ MD/MSc
○ MSPH/PHD in Applied Mathematics
○ Other ___________________

Gender:
○ Male
○ Female

Age group:
○ 20 or under
○ 21-25
○ 26-35
○ 36-45
○ Over 45

Race:
○ Caucasian
○ African-American
○ Hispanic
○ Asian
○ Native American
○ Not listed

Current employment status:
○ Working as a field professional/researcher
○ Working in a job not related to your degree
Options:
- Pursing additional degree
- Not employed

If employed:
- Fewer than 20 hours a week
- 21-30 hours a week
- 31-40 hours a week
- More than 40 hours a week

Current annual income:
- Less than $30K
- $30K - $50K
- $51K - $100K
- More than $100K

State in which you currently reside:
- Kentucky
- Indiana
- Other ______________

Please rate using this scale: E=Excellent, VG=Very Good, G=Good, F=Fair, P=Poor.

UNIVERSITY OF LOUISVILLE
My overall impression of student life at U of L
My overall impression of academic standards at U of L
My overall impression of U of L as an institution of higher learning

SPHIS GRADUATE PROGRAMS
The critical thinking skills I developed as a student are important in my career
The understanding of methods, theories and processes related to public health are important in my career
The problem-solving skills I developed as a student are important in my career
The oral and written communication skills I developed as a student are important in my career
The program helped me build the interpersonal skills necessary to serve as an effective professional
The program provided me with opportunities to function effectively as a team member
The program exposed me to leadership and management skills needed in my field of study
The program provided me with opportunities to understand many of the technologies that I have used as an effective public health professional
The program helped me develop a sense of social, moral and ethical responsibilities as they related to public health practice
The program provided me with opportunities to apply solutions to improve the quality of life in my community
I have created and applied innovative solutions to specific problems related to my career
I have contributed to the progress of public health in the state of Kentucky

OVERALL IMPRESSION OF SPHIS PROGRAMS
My overall impression of academic standards at the School of Public Health and Information Sciences
My overall impression of the SPHIS graduate program
My overall impression of the value of the degree I received
Likelihood I would recommend the SPHIS graduate program to a friend or family
Likelihood I would recommend graduate of the program to my current employer.
IX-7: SPHIS Student Association Bylaws
School of Public Health and Information Sciences Student Association
Bylaws

The students of the University of Louisville School of Public Health and Information Sciences (“SPHIS”) have adopted these Bylaws and thereby establish the SPHIS Student Association (“Association”).

1 NAME AND PURPOSE OF ORGANIZATION

The organization established by adoption of these Bylaws is named the “School of Public Health and Information Sciences Student Association” or “SPHIS Student Association” and referred to in these Bylaws as “the Association.”

The purpose of the Association is to empower the students of SPHIS to make group decisions, take group actions, and participate in governance of SPHIS through an organization that is operated entirely by and for the students of SPHIS.

The intent of the Association is to become a Registered Student Organization in the University of Louisville. Since the degree-granting entity for SPHIS degrees is the Graduate School, the Association may not be a member of the University of Louisville Student Government Association. However, the Association is allowed to have one representative on the Graduate Student Council.

2 MEMBERS

2.1 Membership

A member of the Association is any student currently enrolled in a degree program in SPHIS, whether full-time or part-time. For a student to be considered currently enrolled, the student must be enrolled in at least one course. A newly enrolled student in a degree program in SPHIS is not a member until the first day of classes for the semester in which the student is first enrolled. If a member leaves the degree program in which he or she is enrolled, he or she is no longer a member.

2.2 Privileges of Members

Members may:
  - Vote in elections or referenda of the Association
  - Run for elected positions in the Association
  - Serve on SPHIS Council of Chairs and Deans and SPHIS Faculty Forum
  - Serve as representative of SPHIS on Graduate Student Council
  - Petition for a meeting or vote by entire membership on one or more issues
2.3 Meetings

A meeting of the members of the Association may be called by:
- Resolution of the Student Board
- Resolution of the Student Executive Committee
- Petition signed by at least 20 members

A quorum for a member meeting is a simple majority of the membership. Resolutions enacted in
a member meeting require an affirmative vote of a simple majority of members present at the

3 STUDENT BOARD

3.1 Purpose

The Student Board (“Board”) is the representative governance body of the Association.

3.2 Membership

The Board consists of the following voting members, each of whom is a member of the
Association:
- Four Officers of the Association (President, Vice President, Secretary, Treasurer)
- One Representative of each SPHIS Department
- The Chairs of Committees established by the Board
- One Representative of new members

The Officers of the Student Board are the Officers of the Association.

3.2.1 Department Representatives

The members of the Association affiliated with a Department of SPHIS may have one
representative on the Board. This representative is elected by action of the members of
Association who either are in a degree program within the Department or are in a concentration
provided by the Department. The representative may not be an Officer. The representative is
elected prior to the end of classes in each spring semester. The representative for the Department
may be recalled by a vote of two-thirds of the members of the Association who are affiliated
with the Department, after which a replacement representative may be elected.

3.2.2 New Member Representative

The members of the Association who first became members at the start of classes for the fall
semester are “new members.” New members are entitled to elect one representative to the Board,
who will be named within one month after the start of classes for the fall semester. The
representative for new members may be recalled by a vote of two-thirds of new members, after
which a replacement representative may be elected.
3.3 Jurisdiction

The Board has power to take any action it deems suitable with the exception of those actions requiring vote of the entire Association membership, enumerated in Sec. 8.

3.4 Meetings

The Board meets monthly when classes are in session. Special sessions between scheduled meetings may be convened by the Chair, the Student Executive Committee, or request of three members of the Board. Meetings are open to any member of the Association, but only members of the Board may vote. A quorum for meeting is a simple majority of its members. The agenda includes at a minimum a review of all actions taken by the Student Executive Committee since the last meeting of the Board. Parliamentary procedures follow *Robert's Rules of Order, Newly Revised*.

4 OFFICERS

4.1 President

The President is elected and serves as Chair of the Board and as Chair of the Student Executive Committee.

4.2 Vice President

The Vice President is elected and assists the President as requested by the President and serves as Chair for meetings of the Board or the Student Executive Committee when the President is not able to.

4.3 Secretary

The Secretary is elected and is responsible for keeping minutes of all meetings of the Association membership, the Board, and the Student Executive Committee. The Secretary is also responsible for running all elections and votes of the Association membership.

4.4 Treasurer

The Treasurer is elected and is responsible for collecting, managing, and disbursing monies of the Association and for reporting the financial state and activities of the Association.

5 STUDENT EXECUTIVE COMMITTEE

5.1 Purpose

The Student Executive Committee (“Executive Committee”) is the executive body of the SPHIS Student Association and serves as the governance body when the Board cannot be convened in special session in a timely manner.
5.2 Membership

The Executive Committee is composed of the Officers of the Association. The Chair is the President.

5.3 Jurisdiction

The Executive Committee takes actions as directed by the Board. When it is not possible to obtain decisions or directives from the Board in a timely manner, the Executive Committee may act on behalf of the Board on all matters within the jurisdiction of the Board. All actions taken by the Executive Committee on behalf of the Board are subject to review by the Board.

5.4 Meetings

The Executive Committee meets as needed and as determined by it. The Executive Committee may conduct some or all of its meetings by phone or email as it determines to be appropriate.

6 COMMITTEES

The Board may form various Committees for various purposes and functions. A Committee may be standing or ad hoc. The Chair of each Committee is elected by the membership of the Association (see Sec. 7) at the next election and is a member of the Board. The members of a Committee must be members of the Association and are appointed by the Chair of the Committee.

7 ELECTIONS BY ASSOCIATION MEMBERSHIP

7.1 Elected Positions

The following positions are elected by the membership of the Association:
- President
- Vice President
- Secretary
- Treasurer
- Committee chairs
- Representatives on the SPHIS Council of Chairs and Deans
- Representatives on the SPHIS Faculty Forum
- Representatives on the Graduate Student Council

7.2 Election Procedures

Elections take place in the spring semester prior to the end of classes. Persons wishing to run for an elected position submit their names to the Secretary, along with a brief statement about themselves, how they envision the duties, and why they should be elected. Candidates must be members of the Association who anticipate being members the entire next academic year. The
Secretary is responsible for holding the election, including distributing ballots (whether paper or electronic), collecting ballots, counting and verifying votes, and announcing the results.

To be elected to position, a candidate must receive a simple majority of votes cast. In the event no candidate receives a majority of the vote, the Secretary schedules a runoff election between the candidates receiving the highest two vote totals, including ties. The candidate receiving a plurality of the votes cast in a runoff election is elected to the office. In the event a tie occurs for the plurality vote, the sitting Board decides the winner among those candidates who tied.

8 ACTIONS REQUIRING VOTE OF MEMBERSHIP

Approval by a simple majority of votes cast by the membership of the Association is required to take any of the following actions:

- Amendment to these Bylaws
- Institution of or increase in dues or fees to be paid by members to the Association

9 ESTABLISHMENT OF OTHER STUDENT ORGANIZATIONS

The Association may establish or assist in the establishment of other student organizations that may or may not be affiliated with the Association. However, approval by or action of the Association is not required for a student organization to be formed.

10 RATIFICATION AND AMENDMENT OF BYLAWS

These Bylaws are ratified and in force upon approval by a simple majority of votes cast by those persons who would qualify to be members if the Association existed. Ratification may occur at a meeting or by ballot.

These Bylaws may be amended by approval of a simple majority of votes cast by the members of the Association. Amendments are proposed by the Board or by petition of at least 20% of the Association membership. Approval of amendments may occur at a member meeting or by ballot.

11 SPECIAL CONSIDERATIONS

Notwithstanding anything to the contrary elsewhere in these Bylaws and only for the academic year in which these Bylaws are ratified, the following special considerations will be in force:

- Elections for all positions will be held as soon as practicable after ratification. Elections will also take place in the spring semester as specified herein.
- New members are those members who first enrolled in their degree the same academic year that these Bylaws were ratified.

Ratified on October 18, 2005.
X-1: Quality Assurance Framework
QUALITY ASSURANCE FRAMEWORK AT THE UNIVERSITY OF LOUISVILLE

EXTERNAL ACCOUNTABILITY
1. Institutional Accreditation
2. Program Accreditation
3. Council on Postsecondary Education
4. Other Government Agencies

INTERNAL QUALITY IMPROVEMENT
1. University Management, Planning, and Budgeting
2. University Scorecard
3. Unit Scorecard
4. Program Review Decision and Follow-Through

ACADEMIC PROGRAM REVIEW:
1. Cyclical Reviews
2. Ongoing Data Collection
3. Ongoing Narrative Development

ACADEMIC PROGRAM DATA BASE:
1. Statistical Overview
2. Other Management and Planning Indicators

OUTCOMES ASSESSMENT:
1. Student Outcomes Assessment Plans
2. Alumni Outcomes
3. Employer Surveys

UNIVERSITY DATA WAREHOUSE
QUALITY MEASUREMENT SYSTEM
UNIT AND PROGRAM – SPECIFIC DATA COLLECTION
Quality Assurance Framework for the School of Public Health and Information Sciences

EXTERNAL ACCOUNTABILITY
1. CEPH Accreditation
2. SPHIS Advisory Board
3. Council on Postsecondary Education
4. Public Health and Community Agencies

INTERNAL QUALITY IMPROVEMENT
1. SPHIS Management, Planning, and Budgeting
2. University Scorecard
3. Unit Scorecard
4. Program Reviews and Assessments

ACADEMIC PROGRAM REVIEW:
1. Cyclical Reviews
2. Ongoing Data Collection
3. Ongoing Narrative Development

ACADEMIC PROGRAM DATA BASE:
1. Statistical Data and SPHIS Information
2. SPHIS Student Databases and Records

OUTCOMES ASSESSMENT:
1. Current Student Survey
2. Graduating Student Survey
3. Employer Satisfaction Survey

SPHIS DEPARTMENTAL DATA

QUALITY MEASUREMENT SYSTEM AND EVALUATION

SPHIS SPECIFIC DATA COLLECTION