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December 10, 2012

Dear Drs. Ness, Kohl, and Lairson,

In response to your letter of October 3, 2012, I am pleased to provide you with a review of Dr. Kay Bartholomew to aid in your decision about her promotion to the rank of full professor. I have read all the materials you provided me, including the four articles, Dr. Bartholomew's personal statement, and your departmental guidelines and criteria.

To date, Dr. Bartholomew has co-authored more than 60 peer reviewed articles, 38 of them as first or second author, with nine more articles currently in various stages of review; a number of her articles appear to be co-authored with students which we, at Carolina, feel is especially worthy of note. Although several faculty in my department who were recently promoted from associate to full professor have co-authored a somewhat greater number or first-authored publications than has Dr. Bartholomew, her national and international prominence as well as influence in the area of Intervention Mapping, and her mastery of the art of maintaining journal articles at all stages of the research trajectory, speak cogently to a breadth and depth of scholarship, and a profound impact on the creation and dissemination of new knowledge in her research area, that negate any reservations one might have about number of publications and readiness for promotion. Moreover, her seminal book on Intervention Mapping, which has been in print through three editions since 2001, is internationally renowned and assigned as the main text in many graduate level health behavior, public health, or health education programs. Our program at Carolina has long required several of the chapters from *Intervention Mapping* as core readings for our program course for MPH students. Dr. Bartholomew noted in her personal statement that her article, *Intervention*

Mapping: A Process for Developing Theory and Evidence-Based Health Education Programs, that was derived from this book, is the fourth most frequently cited article in the history of *Health Education and Behavior*, an impressive accomplishment and demonstration of her impact on the field.

Five Roles for Using Theory and Evidence in the Design and Testing of Behavior Change Interventions, from *The Journal of Public Health Dentistry* (2011), by Bartholomew & Mullen, demonstrates in a clearly written effort, Bartholomew's ability to translate the importance of public health theory across disciplines and stresses the importance of thoughtfully planned dissemination of results. It is a compelling paper that articulates the importance of research anchored in theory while outlining, using a logic model, exactly how investigators can effectively select and use theory to design and test interventions.

Maximizing the Impact of the Cystic Fibrosis Family Education Program: Factors Related to Program Diffusion, published in *Family & Community Health*, (January, 2000), is also a very clearly written, accessible article about theory's role as applied to research. In this publication Bartholomew thoughtfully discusses Diffusion of Innovation theory and Social Cognitive theory. Her goal is to prevent inadequate diffusion of useful programs. She stresses that planning must include interventions aimed at influencing program adoption, implementation, maintenance, and institutionalization and should be included in funding considerations as well. She uses her experience evaluating a Cystic Fibrosis program as an excellent example to highlight the need for a planning model such as Intervention Mapping to guide dissemination of effective program results.

I hope I have made clear that, in my opinion, promotion for Dr. Bartholomew from associate to full professor in the Division of Health Promotion and Behavioral Sciences at UTHSC-H School of Public Health is well-deserved and highly appropriate. Dr. Bartholomew's vita and personal statement suggests she has achieved national and international recognition in health behavior change research, particularly for her contribution of Intervention Mapping. She has developed a substantial record of original scholarship, demonstrated a mastery of active engagement in research, and achieved an admirable level of funded research; indeed her grant coverage/percentage effort appears to be close to 100%, which would put her among the top ranks for faculty in my department at UNC. What is more, she has accomplished this strong track record of scholarship in the context of carrying an extraordinary teaching and mentoring load that far surpasses that of many full professors in my department, not to speak of an active commitment to service-learning through her Intervention Mapping workshops around the country and around the world. All this while serving as Associate Dean for Academic Affairs at UTHSC-H School of Public Health for the last three years. These are impressive achievements!

From a review of the materials in her packet it is also clear to me that Dr. Bartholomew's dedication to teaching, mentoring, and institutional good citizenship at UTHSC-H has been exemplary. Her CV, with its dozens of workshops, mentees, training grants, and other pedagogical initiatives, shows a deep commitment to innovative instruction and talent as a mentor. It also reveals a striking commitment to her role as a change agent in the effort to improve instruction, including the formation of a student/faculty writing group that produced an impressive number of papers (6) in the past year.

Having chaired my department for more than 13 of the past 17 years, I think I speak from experience when I say that I would welcome the opportunity to hire Dr. Bartholomew as a

full professor at UNC, not to speak of being certain she would be promoted, on the basis of her record, to full professor if she were at UNC as an associate professor.

If I can be of any further help, please do not hesitate to contact me at (919) 966-3903 or at jearp@email.unc.edu.

Sincerely,

A handwritten signature in cursive script, reading "Jo Anne L. Earp". The signature is written in dark ink and is positioned above the printed name.

Jo Anne L. Earp, ScD
Professor