Criterion 4
Faculty, Staff, and Students
4.1 Faculty Qualifications

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

CEPTH Required Documentation

a. A table showing primary faculty who support the degree programs offered by the school. It should present data effective at the beginning of the academic year in which the self-study is submitted to CEPH and should be updated at the beginning of the site visit. This information must be presented in table format, organized by department, specialty area or other organizational unit as appropriate to the school and must include at least the following: a) name, b) title/academic rank, c) FTE or % time, d) tenure status or classification*, e) gender, f) race, g) graduate degrees earned, h) discipline in which degrees were earned, i) institution from which degrees were earned, j) current teaching areas, k) current research interests, and l) current and past public health practice activities. *Note: classification refers to alternative appointment categories that may be used at the institution.

b. If the school uses other faculty in its teaching programs (adjunct, part-time, secondary appointments, etc), summary data on their qualifications should be provided in table format, organized by department, specialty area or other organizational unit as appropriate to the school and must include at least: a) name, b) title/academic rank, c) title and current employment, d) FTE or % time allocated to teaching program, e) gender, f) race, g) graduate degrees earned, h) discipline in which degrees were earned, and i) contributions to the teaching program.

c. Description of the manner in which the faculty complement integrates perspectives from the field of practice, including information on appointment tracks for practitioners, if used by the school.

d. Identification of outcome measures by which the school may judge the qualifications of its faculty complement, along with data regarding the performance of the school against those measures for each of the last three years.

e. Assessment of the extent to which this criterion is met.
Introduction

One of the school’s primary objectives is to “recruit and retain a diverse faculty who are leaders in research, scholarship, education, service, and the global application of public health to human welfare” (Faculty/Staff Objective #1). Our faculty members serve the public, not only as leaders and advisers in the classroom and laboratory, but also as leaders and catalysts in national and global public health arenas, with their work recognized and featured in professional publications and scientific journals, at conferences, and in the mainstream media.

In 2004, the university conducted a Faculty Retention Survey to assess faculty satisfaction; the survey was administered again just to public health faculty in 2007. Results from both years indicated that faculty members generally were satisfied with their work environment but perceived UNC’s salaries and benefits to be less favorable than at peer institutions. The school assessed salaries at other schools of public health (based on information provided by ASPH in 2008) and found, however, that SPH faculty salaries are comparable to peer institutions in the aggregate, although there are pockets where there are gaps between UNC and peer institutions. This is discussed with department chairs during yearly salary reviews. Also discussed are gaps in a department’s faculty in light of such factors as discipline, diversity, and level and type of experience. Where we agree that the gap is an important one, we seek additional funds to support recruitment. While not always successful, we have received significant university support for key hires and retentions.

Factors that university and school faculty identified as important in retention are shown below, in order of importance. In both survey years, SPH faculty perceived colleagues as a vital element in retention:

2007 (SPH Faculty) 2004 (All UNC Faculty)
1. Colleagues in the department Colleagues in the department
2. Support for research Reputation of the department
3. Academic rank offered Support for research
4. Reputation of the department Academic rank offered

In 2007, the university made available funds that could be used to retain faculty who were being recruited by other universities. The school was able to take advantage of this funding and successfully retained several faculty members. Bridge funding has also been an asset to faculty and departments; (see criterion 3.1.a.).
4.1.a. Primary Faculty

**Required Documentation:** A table showing primary faculty who support the degree programs offered by the school. It should present data effective at the beginning of the academic year in which the self-study is submitted to CEPH and should be updated at the beginning of the site visit. This information must be presented in table format, organized by department, specialty area or other organizational unit as appropriate to the school and must include at least the following: a) name, b) title/academic rank, c) FTE or % time, d) tenure status or classification*, e) gender, f) race, g) graduate degrees earned, h) discipline in which degrees were earned, i) institution from which degrees were earned, j) current teaching areas, k) current research interests, and l) current and past public health practice activities. *Note: classification refers to alternative appointment categories that may be used at the institution.

The School of Public Health has 212 full-time faculty housed in its seven academic departments and one academic program. (See Appendix 4.1.a.1. – 4.1.a.3. [Template F], Faculty Who Support Degree Programs. The first table provides information on rank, gender, race/ethnicity, and education; the second on tenure status and appointment, teaching and research areas, and public health activities; the third identifies faculty members with joint appointments). Of the full-time faculty members, 131 are in tenure-track positions and 781 are in fixed-term positions (non-tenure track, ranked clinical and research positions). For brief profiles of current, full-time faculty members, see [http://www.sph.unc.edu/school/about_the_faculty.html](http://www.sph.unc.edu/school/about_the_faculty.html). (Curricula vitae of all faculty members are available either through the SPH website: [http://www.sph.edu](http://www.sph.edu); Advanced Search/SPH Directory, by name; or in the Resource File, for those who preferred not to post a CV online.)

In addition to five visiting professorships funded via the Gillings gift (two of whom already were full professors at the school; see Criterion 4.2.b.), the school has 18 endowed professorships at various stages of funding, which provide opportunities for faculty development and will also help the school continue to attract faculty of the highest caliber. The school further benefits from three Kenan Professorships and two Alumni Professorships, for a total of 28 "named" professorships (see Appendix 4.1.a.4. for those holding these professorships).

4.1.b. Other Faculty

**Required Documentation:** If the school uses other faculty in its teaching programs (adjunct, part-time, secondary appointments, etc), summary data on their qualifications should be provided in table format, organized by department, specialty area or other organizational unit as appropriate to the school and must include at least: a) name, b) title/academic rank, c) title and current employment, d) FTE or % time allocated to teaching program, e) gender, f) race, g) graduate degrees earned, h) discipline in which degrees were earned, and i) contributions to the teaching program.

There are 461 part-time faculty members with specific teaching (and sometimes also research) roles, including both fixed-term and adjunct appointments (see Appendix 4.1.b.)
[Template G], Other Faculty Used to Support Teaching Programs). These include 10 joint appointments within the school (i.e., interdepartmental) and 58 joint appointments involving units outside of the school. The part-time faculty members who have joint appointments with other schools in the university (e.g., the School of Medicine, College of Arts and Sciences) bring a welcome interdisciplinary vision to their teaching and research. (See Appendix 4.1.a.3.)

4.1.c. Integration of Practice Perspective

**Required Documentation:** Description of the manner in which the faculty complement integrates perspectives from the field of practice, including information on appointment tracks for practitioners, if used by the school.

The school enjoys an international reputation for advancing public health practice through excellence in teaching, research, and service, and through a commitment to engage with state public health leaders and the public health community. One of the school’s primary objectives is for “faculty and staff to contribute to their own professional advancement through active service in public health and scientific organizations at the state, national, and international levels” (Faculty/Staff Objective #3). In addition, the work of the University of North Carolina Tomorrow Commission (*Final Report, December 2007* [http://www.nctomorrow.org](http://www.nctomorrow.org)) guides the school’s practice orientation. The Tomorrow Commission, made up of business, education, government, and nonprofit leaders from across North Carolina, has outlined six strategies to enhance UNC’s service to the state, several of which fit well with the school’s own service goals: boosting global readiness, increasing citizens’ access to higher education, improving public education, facilitating economic transformation, improving health and the environment, and strengthening the university’s outreach and engagement.

More than half of the full-time faculty have public health practice experience (see Appendix 4.1.a.1.). Many full-time faculty members consider themselves practice-based, and many part-time and adjunct faculty members work primarily in the field of practice. Faculty contributions to practice include serving in fieldwork positions, providing practice-related research services, and integrating practice perspectives into their own research, courses, and student dissertations. Some faculty members provide technical assistance to the field of practice through consulting opportunities, especially in conjunction with the North Carolina Institute for Public Health (see Criterion 3.2.b.).

In addition, the school in February 2005 created a new fixed-term category, professor of the practice of public health. This category is intended to attract field-specific experts from outside of academia to the school. Such individuals typically are successful professionals in their given field, whose contributions to teaching, research, or service upon joining the university community have their foundation in their prior nonacademic achievements. Four individuals currently hold the rank of professor of the practice of public health. In MCH, Miriam Labbok, MD, MPH, MMS, FACPM, IBCLC, FABM, is director of the Center for Infant
and Young Child Feeding and Care. Diane Rowley, MD, MPH, former director of the Research Center in Health Disparities at Morehouse College, directed development at CDC of a conceptual framework that is now being applied to the MCH Disparities Program. In BIOS, Lisa LaVange, PhD, is director of the Collaborative Studies Coordinating Center. In HPM, Sandra Greene, DrPH, is director of the Carolina Cost and Quality Initiative. Leah Devlin, DDS, MPH, former North Carolina State Health Director, joined HPM in fall 2009. Other practice appointments are in process.

Some departments provide especially strong links to practice. For example, many of the teaching faculty members in Public Health Leadership have had substantial practice experience, and most students in their leadership track are working public health and related professionals. The same applies to the Executive DrPH faculty and students in HPM and to selected other programs in HPM; Edward Baker, NCIPH director, is a research professor in HPM. All departments have some faculty members with practice experience, relationships with public health agencies, and preceptors with strong public health practice experience. In addition, many of the centers with which the school collaborates have extensive community and public health practice ties. This is especially true for the Health Promotion and Disease Prevention Center and the Injury Prevention Center.

4.1.d. Outcome Measures

**Required Documentation:** Identification of outcome measures by which the school may judge the qualifications of its faculty complement, along with data regarding the performance of the school against those measures for each of the last three years.

In addition to desired diversity outcomes (addressed in Criterion 4.3.), the school assesses the quality of its faculty, and support for faculty, along four broad dimensions. These are (1) leadership in research, scholarship, education, service, and the global application of public health to human welfare; (2) active service in public health and scientific organizations at the state, national, and international levels; (3) outstanding productivity, and discovery and the application of discovery, within a collegial and collaborative context, and (4) faculty mentoring opportunities. See table 4.1.d. for the metric currently serving to measure achievement of each of these outcomes. The school is developing a process to assess the validity of the metrics and to add others to measure additional aspects of the objectives.

In addition, each department has defined outcome measures across the teaching, research, practice/service categories that are suitable to its discipline(s). In some cases, departments also define expectations/standards for faculty. Typically, each faculty member updates his or her documents annually in preparation for a review with the department chair (see Criterion 4.2.c.). Some departments have developed highly quantitative metrics that specify such variables as numbers of articles published in a defined time frame, dollars obtained, and courses taught. In other cases, the assessment is more qualitative. At the time of salary reviews, chairs and the dean review the data for each faculty member.
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<tr>
<td><strong>Sustain the highest quality faculty and staff and their ability to contribute to public health</strong></td>
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<td>Balance the ratio of tenure-and tenure-track faculty to fixed-term faculty</td>
<td>Number of Core tenured/tenure track faculty to Core fixed-term faculty</td>
<td>2:1</td>
<td>126:81</td>
<td>124:84</td>
<td>130:78</td>
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<td>Maintain faculty with public health practice experience</td>
<td>Balanced ratio between faculty with and without public health practice experience</td>
<td>50% faculty with public health practice experience</td>
<td>67%</td>
<td>N/A</td>
<td>50%</td>
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<td>Increase the number of Professors of the Practice</td>
<td>Number of Professors of the Practice</td>
<td>Minimum of 1/department/program</td>
<td>2 faculty in 2 departments</td>
<td>3:2</td>
<td>5:3</td>
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<td>Increase the number of distinguished/named professors</td>
<td>Number</td>
<td>30</td>
<td>25</td>
<td>25</td>
<td>28</td>
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<td>Cultivate the School of Public Health as an environment conducive to outstanding productivity, and discovery and the application of discovery, within a collegial and collaborative context</td>
<td>Demonstrable impact of teaching, research, and service</td>
<td>N/A</td>
<td>See Appendix 3.1.a for impact summaries of research/projects</td>
<td>See Appendix 3.1.a for impact summaries of research/projects</td>
<td>See Appendix 3.1.a for impact summaries of research/projects</td>
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<td>Mentor faculty to optimize their success and promote excellence</td>
<td>New tenure track assistant professors assigned to mentors</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%*</td>
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NA: Not applicable; not available
* This included one BIOS, four ENVR, two EPID, four HBHE, one HPM, and one NUTR faculty member.
4.1.e. Assessment of Faculty Qualifications

**Required Documentation:** Assessment of the extent to which this criterion is met.

**Strengths**

- Percent of faculty who hold PhDs, or the highest degree in the relevant field
- Extremely broad scope of disciplines, backgrounds, interests, and experience, both across and within departments of the school
- Faculty across the school are highly productive, with strong publication track records, in most cases
- System of post-tenure review to assure that faculty members continue to be productive
- Access to leadership and teaching excellences resources on the UNC campus
- Growth in the number of faculty overall
- Twenty-eight named professorships in the school
- Sixty-nine joint appointments between departments in the school and with departments outside the school (26 have primary appointments in the school and 43 have primary appointment outside the school and secondary with the school), as well as over 400 adjunct faculty who contribute to both the teaching and research endeavors of our mission
- Professor of the Practice appointment attracts practitioners and acknowledges the importance of meaningfully integrating practice with teaching and research
- Strong collegiality among faculty, both within and between departments—few barriers to collaboration across departments, schools, and centers
- Supportive university environment that attracts outstanding faculty
- Extremely collaborative environment across the health affairs schools
- Retention funds have been available for faculty being recruited elsewhere on whose retention we place very high priority

**Challenges**

- Retaining faculty (30% reported being recruited over the past three years, reflecting their quality)
- Maintaining salaries/raises and benefits at levels that are comparable to our peers
• Increasing faculty diversity

• Maintaining up-to-date, easily accessible data on faculty and staff characteristics, such as diversity

**Future Directions**

• Increase diversity of faculty through full-time, part-time, and adjunct appointments. We have been assured that diversity funds will be available again, and we will use them to recruit additional faculty members

• Increase number of endowed chairs

• Increase number of professors of the practice

• Increase number of faculty members with a global health focus

**This Criterion is met.**