

Public Health Leadership Program Faculty Expectations

Mission / Organization:

The Public Health Leadership Program (PHLP or the Program) is an interdisciplinary academic program in the Gillings School of Global Public Health with the mission to *“create public health leaders with the vision and ability to anticipate and solve future health challenges wherever they occur throughout the world.”* PHLP offers an MPH degree and certificate education. There are four MPH tracks in which students can enroll: health care and prevention, the global online MPH, leadership, and occupational health nursing. Although the curriculum varies by MPH track, all tracks provide coursework covering three common themes: leadership, practice and interdisciplinary teamwork. In addition to the MPH, PHLP administers five graduate online certificates: core concepts of public health, field epidemiology, global health, occupational health nursing and public health leadership.

Faculty are hired by the Program, and while they may teach primarily students in a specific MPH track, they are expected to support the overall program goals and support students in all of the PHLP MPH tracks and certificates as needed by the Program.

Purpose of this document:

This document outlines the teaching, research, practice, service and administration expectations for PHLP faculty. The Attachment provides additional details of the expectation for promotion in the different faculty tracks. Our goal in PHLP is to provide an innovative environment for our students where they can learn and be mentored by leaders in public health. To obtain that goal, we strive to provide a collaborative environment for faculty to further their careers and obtain recognition as national and international leaders in public health.

Expectations

Teaching:

Teaching, including advising and mentoring, is the primary role of faculty in PHLP. As an interdisciplinary program, faculty are encouraged to collaborate with other departments, schools and institutions in meeting the mission of the program by cross-listing of courses, team teaching / co-teaching of courses within and across departments/schools, and providing guest lectures within and across departments/schools. As a program focused on practice, faculty are encouraged to involve practitioners as collaborators and guests in the classroom, and include applied practice examples wherever feasible.

Full time faculty are expected to teach courses as assigned by the Director. It is preferred that faculty be assigned courses within their area of expertise. In PHLP, we strive to distribute teaching and advising responsibilities equitably across all faculty members. The number of courses expected is based on the faculty track. New course development or major revamping of existing courses may be credited as equivalent to teaching a course. Co-teaching will be recognized with partial teaching credit. Teaching expectations for each faculty track, and considerations for advancement in the track are detailed in the Attachment. Teaching assignments will be discussed in the annual goals meeting between the director and the faculty member.

Reductions in teaching expectations may be made under specific circumstances. Faculty members with major administrative responsibilities may be eligible for a reduction in the expected annual teaching workload. Faculty members who have joint appointments with other departments / schools, or who receive salary support from other departments / schools or external entities for teaching, practice or research activities, or who have 9 month or part-time appointments may have adjusted teaching expectations in a manner proportionate to the level of PHLP salary support.

While teaching loads may be adjusted based on unique circumstance as described above, advising loads are not subject to reduction based on outside funding. All faculty are expected to advise MPH students. Attempts will be made to match student interests with faculty interests as possible, but the primary consideration will be balancing the workload across faculty. While certificate students do not write master's papers, they do require advising, which is typically provided by the faculty director of the certificate. Certificate students require less advising time, approximately $\frac{1}{2}$ that of MPH students. As a general rule of thumb, serving as the primary advisor (including masters paper advisor) to 10 MPH students (or 20 certificate students) is seen as an equivalent workload as teaching a one credit course. Advising loads reflect the needs of the Program and may go up or down with class size. We will attempt to assure no faculty member advises more than 30 MPH students (or the equivalent) at a time.

Research and Scholarly Productivity

Faculty members are encouraged to participate in research and contribute to the generation of new knowledge. This expectation can be met through applied or basic research in any area of public health or public health practice and through research related to improvements in teaching and scholarly practice. Faculty research activities are expected to lead to scholarly products, such as publications, technical reports or presentations at state, national or international meetings. PHLP faculty are expected to generate at least the number of scholarly products necessary for promotion in their specific faculty track, as detailed in the Attachment.

Practice

Practice activities are an important role for faculty in PHLP. The advancement of scholarly practice and the provision of service to the public health/medical care community

(local/state/national, global), both within and outside the University, is expected of all PHLP faculty. These activities could include participation on task forces, technical expert panels, boards, committees and community activities, such as local boards of health. Practice can also include serving as a consultant to other departments, schools, and institutions (local, state, national or global) with or without payment. PHLP faculty should seek to serve in a leadership capacity through their practice engagement to provide both demonstration of leadership and examples to be used in teaching. Faculty are expected to participate in at least one area of practice per year, with leadership roles in practice activities expected for advancement in the faculty rank as detailed in the Attachment.

General administration and Service

Faculty members are expected to engage fully in academic activities of PHLP, the School and the University. These activities should include, but are not limited to, participating in orientation sessions for students, attending student and alumni events, participating in graduation celebrations, attending faculty and staff meetings, participating in PHLP retreats and special meetings. Additionally, all faculty members are expected to provide service to the Program, School and University. This may include Program activities such as admissions committees, the curriculum committee, marketing events and participation in administrative committees for each concentration. School and University commitments may involve representing the Program or School on ad hoc or standing committees. Service assignments will be made in discussions between the Program director and the faculty member, with the goal of balancing the obligations across faculty members.

Procedures

1. Faculty workload policies are reviewed by the directors committee, distributed to all faculty and discussed annually at a Program faculty meeting.
2. The assignment of teaching, departmental school or university service, and administrative duties to individual faculty members is the responsibility of the Director of the Program. For faculty with joint appointments, this will be done in consultation with the department in which the faculty member is jointly appointed.
3. Assignments are communicated by the Program Director to the faculty member on an annual basis. Teaching assignments are made with the goal of leveraging faculty expertise. Advisee assignments are made by the Program Director and Graduate Studies Director based on Program enrollment and may fluctuate from year to year.
4. A discussion of faculty goals, interests and success in meeting the PHLP faculty expectations will be part of the annual review process for faculty.

PHLP Faculty Promotion Guidelines

		Research		Teaching		Engagement	
		Scholarly Productivity	Grants, contracts and funding	Teaching and course responsibilities	Mentoring and Advising	Community service and Practice	Professional Service & Administration
Clinical Track	Assistant to Associate	2 scholarly products per year Faculty are encouraged to write with students	Collaboration and support to colleagues funding or contract efforts will be favorably considered in the promotion process	Teach 3-4 courses per year Maintain high quality evaluations Provide guest lectures in other courses	Advise assigned share of MPH students	Service to one community organization in the time period	Record of service to the department, university or profession
	Associate to Full	2 scholarly products per year Faculty are encouraged to write with students	Collaboration and support to colleagues funding or contract efforts will be favorably considered in the promotion process	Teach 3-4 courses per year Maintain high quality evaluations Demonstrate innovation in teaching	Advise assigned share of MPH students	Service to one community organization in the time period Demonstrated leadership in a practice or public service activity	Record of service to the department, university or profession Mentorship of junior faculty
Research Track	Assistant to Associate	4 scholarly products per year Faculty are encouraged to write with students	Average 50% funding on external grants or contract – not necessary to be PI	Teach 2 courses per year Maintain high quality evaluations	Advise assigned share of MPH students	Service to one community organization in the time period	Record of service to the department, university or profession
	Associate to Full	4 scholarly products per year Faculty are encouraged to write with students	Average 50% funding on external grants or contract At least one grant as PI Expectation of continued funding	Teach 2 courses per year Maintain high quality evaluations	Advise assigned share of MPH students	Service to one community organization in the time period Demonstrated leadership in a practice or public service activity	Record of service to the department, university or profession Mentorship of junior faculty

		Research		Teaching		Engagement	
		Scholarly Productivity	Grants, contracts and funding	Teaching and course responsibilities	Mentoring and Advising	Community service and Practice	Professional Service & Administration
Tenure Track	Assistant to Associate	4 scholarly products per year Faculty are encouraged to write with students	Average of 50% funding on external, multi-year grants; high probability of continued funding in the future	Teach 2 courses per year Maintain high quality evaluations	Advise assigned share of MPH students	Demonstrated leadership in a practice or public service activity; Service to one community organization in the time period	Record of service to the department, university or profession
	Associate to Full	4 scholarly products per year Faculty are encouraged to write with students	Average of 50% funding on external, multi-year grants; high probability of continued funding in the future; At least one, multi-year grant	Teach 2 courses per year Maintain high quality evaluations	Advise assigned share of MPH students	Demonstrated leadership in a practice or public service activity; Service to one community organization in the time period	Demonstrated leadership in professional and service; Service to one community organization in the time period Mentorship of junior faculty