

Public Health Leadership Program
Faculty Expectations
(revised November 2020)

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 serves as the administrative home to three MPH concentrations and offers certificate education. The three MPH concentrations under PHLP are: leadership in practice, placed-based health and population health for clinicians. Additionally, PHLP faculty support a global health cross-school MPH concentration. PHLP administers three graduate online certificates: global health, field epidemiology and public health leadership. PHLP concentrations are offered in varied formats – residentially, online and in an remote campus in Asheville, NC.

Faculty are hired by the Program, and while they may teach primarily students in a specific MPH concentration, they are expected to support the overall program goals and support students in all of the PHLP MPH concentrations and certificates as needed by the Program. Faculty innovation and interprofessional activities are encouraged.

Purpose of this document:

This document outlines the teaching, scholarship, practice and service 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 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, mentoring 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 ½ 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.

Scholarship

Faculty members are encouraged to participate in scholarship 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 innovations related to improvements in teaching and scholarly practice. Faculty are expected to lead to scholarly products – examples of demonstrations of scholarship appropriate to each track are provided in the Attachment. 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 and Service

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.

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.

Attachment: Detailed Expectations for Promotion and Tenure in PHLP

Tenure Track Faculty

Tenure Track: Assistant to Associate:

- **Scholarship**
 - **Publications/Scholarly Products:**
 - 4 scholarly products per year
 - Encouraged to write with students
 - **Grants**
 - Average of 50% funding on external, multi-year grants
 - High probability of continued funding in the future
- **Teaching**
 - Teach at least 2 PHLP (or SPGH) courses per year
 - Maintain high quality evaluations
 - Mentor assigned share of MPH students
- **Practice and Service**
 - **Department/School/UNC**
 - Record of service to the department or university
 - **Profession**
 - Record of service to the profession
 - **Community/Public Service**
 - Demonstrate leadership in a practice or public health service activity
 - Service to one community organization in the time period

Tenure Track: Associate to Full:

- **Scholarship**
 - **Publications/Scholarly Products:**
 - 4 scholarly products per year
 - Encouraged to write with students
 - **Grants**
 - Average of 50% funding on external, multi-year grants
 - At least one multi-year grant
 - High probability of continued funding in the future
- **Teaching**
 - Teach at least 2 PHLP (or SPGH) courses per year
 - Maintain high quality evaluations
 - Mentor assigned share of MPH students
- **Practice and Service**
 - **Department/School/UNC**
 - Record of service to the department or university
 - Mentorship of junior faculty
 - **Profession**

- Record of service to the profession
- **Community/Public Service**
 - Demonstrated leadership in a practice or public health service activity
 - Service to one community organization in the time period

Fixed Term Faculty

The criteria below describe the performance expectations for PHLP faculty in the context of the School APT manual. This document does not pre-empt the School APT manual but is meant to provide guidance to our faculty on how the expectations are relevant to PHLP.

Fixed term faculty are designated as appointed to one of the following tracks: Research, Teaching or Professor of the Practice. The track for promotion will be identified in the Chair's letter in the promotion package.

Fixed term: Research Track



Fixed Term: Research Track Assistant to Associate Professor

- **Scholarship**
 - **Publications/Scholarly Products:**
 - 4 scholarly products per year
 - Encouraged to write with students
 - **Grants**
 - Average of 50% funding on external, multi-year grants (not necessary to be the PI)
- **Teaching**
 - Teach at least 2 PHLP (or SPGH) courses per year
 - Maintain high quality evaluations
 - Mentor assigned share of MPH students
- **Practice and Service**
 - **Department/School/UNC**
 - Record of service to the department or university
 - **Profession**
 - Record of service to the profession
 - **Community/Public Service**
 - Service to one community organization in the time period



Fixed Term: Research Track Associate to Full

- **Scholarship**
 - **Publications/Scholarly Products:**
 - 4 scholarly products per year
 - Encouraged to write with students
 - **Grants**
 - Average of 50% funding on external, multi-year grants
 - At least one grant as PI

- Expectation of continued funding
- **Teaching**
 - Teach at least 2 PHLP (or SPGH) courses per year
 - Maintain high quality evaluations
 - Mentor assigned share of MPH students
- **Practice and Service**
 - **Department/School/UNC**
 - Record of service to the department or university
 - **Profession**
 - Record of service to the profession
 - **Community/Public Service**
 - Service to one community organization in the time period

Fixed Term Teaching Track



Fixed Term: Teaching Track Assistant to Associate Professor

- **Scholarship**
 - **Evidence of Scholarship**
 - We expect faculty to demonstrate evidence of scholarship in the subject areas taught. Examples of this might include: development of case studies, use of innovative teaching approaches, development of methods to be used by practitioners; engaging with practitioners; translating content across professional settings and applied practice based activities that combine academic expertise and real world problem-solving. Scholarly publications, technical reports and presentations are some of the ways this may be demonstrated, as well as descriptions in the career focus statement.
 - 5 scholarly products in the time since arriving at UNC or in the seven years preceding promotion.
 - **Grants**
 - Collaboration and support to colleagues with funding or contract efforts will be favorably considered in the promotion process but is not required.
- **Teaching**
 - Teach at least 3-4 courses per year
 - Maintain high quality evaluations
 - Provide guest lectures in other courses
 - Mentor assigned share of MPH students
- **Practice and Service**
 - **Department/School/UNC**
 - Record of service to the department or university
 - **Profession**
 - Record of service to the profession
 - **Community/Public Service**
 - Practice is an important aspect of our program. Service to one community organization in the time period covered is expected.



Fixed Term: Teaching Track Associate to Full

- **Scholarship**
 - **Evidence of Scholarship**
 - We expect faculty to demonstrate evidence of scholarship in the subject areas taught. Examples of this might include: development of case studies, use of innovative teaching approaches, development of methods to be used by practitioners; engaging with practitioners; translating content across professional settings and applied practice based activities that combine academic expertise and real world problem-solving. Scholarly publications, technical reports and presentations are some of the ways this may be demonstrated, as well as descriptions in the career focus statement.
 - 5 scholarly products in the time since promotion to associate
 - **Grants**
 - Collaboration and support to colleagues with funding or contract efforts will be favorably considered in the promotion process but is not required.
- **Teaching**
 - Teach at least 3-4 courses per year
 - Maintain high quality evaluations
 - Demonstrate innovation in teaching
 - Mentor assigned share of MPH students
- **Practice and Service**
 - **Department/School/UNC**
 - Record of service to the department or university
 - **Profession**
 - Record of service to the profession
 - **Community/Public Service**
 - Practice is an important aspect of our program. Service to one community organization in the time period covered is expected.
 - Demonstrate leadership in a practice or public health service activity