

**University of North Texas Health Science Center
School of Public Health**

Faculty Workload Guidelines

Each faculty position in the School of Public Health is assigned expectations at the school level that are summarized in this document and specified annually in the individual's faculty contract. These expectations are the basis for annual faculty performance evaluation (FPE). The FPE is based on the faculty member's performance in the three strategic goal areas of instruction, research, and service. Specifically, the FPE will provide quantitative and qualitative measures that will assess each faculty member's performance in nine areas, i.e., teaching, mentoring, publications, external funding, salary recovery, grant submissions, health-related service, professional service, and Health Science Center (HSC) and/or School of Public Health (SPH) service. The faculty member's performance in these nine areas is presented annually through the Faculty Profile. A faculty member should typically allocate 35 percent of his or her time to teaching, 10 percent to mentoring/educational training, 40 percent to research, and 15 percent to service. These percentages may vary with rank and specific expectations in each area.

EXPECTATIONS

Teaching and Mentoring/Educational Training

Teaching. Each faculty member in the School is expected to teach four courses per academic year with three courses typically assigned to classroom or online instruction and one course equivalent to mentoring and other educational training or advising. (See Mentoring/Educational Training below.) A classroom or online course is assumed to be three student credit hours. (See the "WORKLOAD CHANGES" section below for guidelines on changes to the standard teaching load.) The faculty member's performance as an instructor will be assessed using an evaluation of each his or her course's accomplishment of specified learning outcomes based on student perceptions. The IDEA Course Evaluation System is used for this purpose. Specifically, the average of the IDEA corrected percentile score will be used to assess each course each semester or summer session. This assessment will provide constructive criticism from the students that can be used by the course instructor to improve the overall quality of the course. In addition, the department chair will review other instructional related activities by the faculty member including but not necessarily limited to the review of the course syllabus for each offering with regard to its format and content, faculty participation in instructional training, new (especially technology-mediated) course development, leadership in program curriculum development, leadership in comprehensive examination development and implementation, peer evaluations based on classroom observation, student written comments, and information from student focus groups.

Mentoring/Educational Training. All tenure track faculty are expected to mentor students and faculty as appropriate to their rank. The faculty member's performance as a mentor will be assessed based on the number of doctoral students mentored as advisor or dissertation director, the number of doctoral or master's students receiving graduate assistantships made possible by a faculty member, number of junior faculty mentored with regard to teaching, publication, grant writing and salary recovery, or other academic projects mentored by a faculty member for a student or junior faculty member, e.g., presentations, co-authorships. As noted above, faculty members will perform mentoring activities throughout the year for the equivalent of approximately a three credit hour course in addition to their three classroom or online course teaching load.

Research

Publications. Faculty members are expected to be active in scholarship each year. The faculty member's performance as a scholar will be assessed based on the number of articles published in peer-reviewed journals. Faculty members are expected to publish two first author equivalent articles annually. The same scoring system that is used in the promotion and tenure process will apply to this evaluation, i.e., author equivalents are 1.0 for first authorship, 0.5 for second and third authorship, and 0.3 for fourth and subsequent authorship. If the final author is the senior author on the article, the reviewer should consider the individual's contribution in assigning authorship equivalency. To serve as a proxy for quality, the publication equivalent is doubled for impact factors between .75 and 1.75 and tripled for impact factors greater than 1.75. The impact factor cutoffs of <0.75, 0.75-1.75, and >1.75 represent the 5-year (2003-2007) average terciles for all journals listed in the *Journal Citations Reports-Sciences and Social Sciences* editions. Faculty who publish in peer-reviewed journals with no or low impact factors must provide supporting documentation to justify impact factors greater than .75.

External Funding. Faculty members are expected to support their scholarly activity through external as well as internal funding. External funding may include seed grants provided by the Health Science Center. The level of external funding will be assessed based on the total dollar value that a faculty member is awarded as principal investigator or co-principal investigator of a project.

Salary Recovery. The faculty member's performance as a productive researcher also will be assessed based on the percent of the faculty member's salary recovered through external sources such as grants, contracts, or consulting or other sources such as seed grants. Each faculty member will be expected to recover a minimum of 25 percent of his or her salary through external or internal sources. Incentive compensation will be based on the stipulations in the Faculty Compensation Plan. Faculty members who fail to achieve the 25 percent salary support expectation over a two year period, i.e., average of 25 percent over the period, will have one or more courses assigned to their annual teaching load or additional administrative duties. The amount of teaching or other duties assigned will depend on the extent of salary reduction achieved.

Grant Submissions. To acquire funding to support their scholarly activity and recover a portion of their salary, faculty members are expected to submit grants and/or contracts to governmental agencies, foundations, or other funding sources. Faculty performance in this regard will be assessed as the number of grants submitted and the total dollar value of the grants and/or contracts. Faculty members should receive credit for a submission if they are assigned any significant role in the grant or contract proposal.

Service

Health-related Service. All faculty members are expected to be active in health-related service. The nature of the involvement is left to the discretion of the faculty member and the extent of involvement is dependent on the faculty member's rank and other responsibilities. The faculty member's performance regarding health-related service will be assessed based on relevant activities that improve the health of populations and that increase the visibility of the faculty member and/or the School of Public Health with local, state, national or international community partners. This service is restricted to *pro bono* work offered by the faculty member. Faculty members will be recognized for each organization on which the faculty member serves for 20 hours per year or more and greater weight

should be given for service as the leader of a group for which there is 20 hours per year or more of service.

Professional Service. All faculty members are expected to be active in professional service. The nature of the involvement is left to the discretion of the faculty member and the extent of involvement is dependent on the faculty member's rank and other responsibilities. The faculty member's performance regarding professional service will be assessed based on relevant activities that advance the profession and/or increase the visibility of the faculty member and/or the School of Public Health with local, state, national or international professional societies related to community health or health services. This will be restricted to *pro bono* work offered by the faculty. Faculty members will be recognized for each organization on which the faculty member serves for 20 hours per year or more and greater weight should be given for service as the leader of a group for which there is 20 hours per year or more of service.

University Service. All faculty members are expected to be active in service at the Health Science Center. The nature of the faculty member's participation is determined by the department chair and/or requests made by the Dean or other university officials. Typically during their first two years of employment, faculty members entering a department directly from a doctoral program are not assigned university level service and are asked to perform limited school level service. The extent of involvement for other faculty members is dependent on the faculty member's rank and other responsibilities. The faculty member's performance regarding university service will be assessed based on active participation in standing and *ad hoc* university, school and departmental committees that maintain and enhance quality education and/or promotes research or service. Faculty members will be recognized for each committee on which they serve for 20 hours per year or more, and will received greater recognition for service in a leadership role.

FACULTY PRIMARILY IN ADMINISTRATIVE ROLES

A limited number of faculty members will be assigned administrative duties for over 75 percent of their workload. These faculty members will be exempt from these expectations. Specific expectations will be established annually for each of these individuals, which will be the basis of their evaluation.

WORKLOAD CHANGES

The standard workload for faculty members may change due to factors such as external funding, teaching needs, and other projects. More specifically, faculty members may reduce their teaching load from the required four courses per year by increasing the percentage of their salary that they support from external sources. Faculty members who support 50 percent of their salary will be expected to teach only two classroom or online courses per year and those covering 70 percent will be expected to teach one classroom or online course per year. All faculty members will be expected to teach one course per year in addition to their course equivalent mentoring and/or other educational training or advising.