FACULTY EXPECTATIONS

EXPECTATIONS FOR SCHOOL OF PUBLIC HEALTH FACULTY IN THE TRADITIONAL, INVESTIGATOR, CLINICIAN-EDUCATOR AND CLINICIAN-SCHOLAR TRACKS

(Amended October 2009)

There are four ladder tracks in the School of Medicine: Traditional (tenure) Track, Investigator Track, Clinician-Scholar Track and Clinician-Educator Track. Assistant Professors are generally not designated with regard to track, with the exception of the Clinician-Educator track where designation may occur after at least one year in rank. Faculty typically enter a particular track at the Associate Professor level or higher.

This document describes the expectations for all Assistant Professors and faculty in the Traditional, Investigator Track, Clinician-Educator Track, and Clinician-Scholar Track with regard to meeting their obligations to the School, and provides guidance as to how to allocate effort to fulfill these obligations. It provides a general approach to guide faculty in their careers. It is not an attempt to dictate a portfolio, but is designed to provide guidelines to develop a balance between various activities to allow the development of a successful career. The University Faculty Handbook spells out criteria for individuals with regard to appointment and promotion. The attached document addresses general effort expectations. As indicated below, there will be individual differences, but this document sets standards and serves as a template for faculty at different points in their career. However, it is the expectation that nothing substitutes for high quality scholarship.

1. WHY HAVE EXPLICIT EXPECTATIONS?

A. Goals:

• To give faculty guidance on how to allocate their effort and productivity. By providing such guidance, faculty will know what is expected; will have a feeling of equity across faculty in terms of expectations and rewards; and can offer, or receive, better mentoring.
• To be explicit when hiring new faculty as to the expectations that they will be asked to meet.

B. Caveats:

• Faculty may have extraordinary achievements that are not adequately dealt with by any guidelines. Such individual differences will always occur and many will be beneficial to the School and will be rewarded accordingly.
• It is difficult to provide detailed and incontrovertible guidance. However, some basic tenets are virtually universal at the School of Public Health. For instance, the emphasis on research and external funding is consistent with the high research and publication standards set at the Medical School; junior faculty need to know of these standards for the purposes of promotion.
• By necessity, these expectations focus more on inputs than on outputs, that is, they are concerned about effort allocation and funding and not about, for example, quality and impact of publications. This is motivated in large part by the difficulty in accurately...
measuring intellectual achievements and also, in part, by the need for self supported research through extramural funding.

It should be noted that professional productivity, quality and quantity of publications, reputation, etc. is judged by output at times of promotion and are also examined via the annual report.

2. ASSUMPTIONS

A. Expectations will vary by rank; there is a natural life-cycle pattern of the careers of most faculty. Newly hired Assistant Professors need time to meet the standard expectations for faculty as they gradually achieve substantial outside funding. (See below for specific details.)

B. Faculty are motivated by an interest in their research and a desire to impart new knowledge that would be affirmed by professional recognition by their peers. In addition, the goal of adding and imparting knowledge through research or public health practice, publications and teaching will be recognized over time by promotion through the faculty ranks.

C. It is recognized that there are differences in the teaching, research and practice demands and commitments across and within different Divisions in the School.

D. These expectations apply to all Assistant Professors and faculty in the Traditional, Clinician-Educator, Clinician-Scholar and Investigator Tracks. Investigator Track faculty are welcome to teach, but should devote most of their effort to funded research. Clinician-Educator Track faculty will spend more effort in teaching activities and public health practice and Clinician-Scholar Track faculty will have either clinical or comparable public health practice.

3. EXPECTATIONS

A. Undesignated Assistant Professor

Assistant professors, though undesignated at the time of recruitment should be working towards a track. Thus, the second term should be directed towards establishing a trajectory appropriate to the track to be chosen.

Assistant Professors in their first term are expected to gradually move toward obtaining outside funding, including serving as a co-investigator on others’ grants. Emerging evidence of independent funding as a Principal Investigator and development of a scholarly research program are goals that must be attained before promotion to Associate Professor. A typical profile might be as follows:

First 3-year term appointment:

1st Year: 0% outside funding, teach 1 course & other School of Public Health activities as below.

2nd Year: 30% outside funding, teach 1-2 courses & other School of Public Health
activities as below.

3rd Year: 50% outside funding, teach 1-2 courses & other School of Public Health activities as below.

Second 3-year term appointment:

By the beginning of the second term, as indicated above, the assistant professor in consultation with the Division Head or department chair will be positioning towards one of the tracks.

4th Year: Beginning to meet the School of Public Health standard faculty expectations for the individual track (see below).

B. Traditional Track

Standard Faculty Expectations (applicable for second three-year appointment as Assistant Professor and all Traditional [tenure] Track faculty)

As a guideline faculty effort will be allocated as follows:

- 55-70% effort devoted to funded research. This research should reflect the development of an independent line of scholarship as indicated by establishing a track record as a principal investigator on externally funded research.
- 15-30% effort devoted to teaching and student related activities. This would involve teaching two courses in the case of 55% effort devoted to funded research, or one course in the case of 70% of effort devoted to funded research and also include other trainee (MPH, Ph.D., postdoctoral fellows) related activities such as advising, reading theses, supervising research.
- All Traditional Track faculty are expected to be good citizens and provide some level of service to the School. To fulfill this requirement, each faculty member is expected to be an active participant of a major standing or ad hoc YSPH committee or Chair another YSPH Committee or facilitate a major seminar series for YSPH.

10-15% effort devoted to School of Public Health, University, and other professional activities. This would include on average:

Membership on Committees (Medical School, or University; standing and ad hoc) Participation in faculty meetings, student open house, graduation activities, mentoring, interviewing candidates, etc.

Professional activities outside of Yale (e.g. serving on NIH study sections, editorial boards, etc.)

Other Guiding Principles
Although the relative proportion of effort devoted to these areas of activity will vary over the course of one’s academic career, the expectation is that all mid-career and senior faculty will generate at least 55% of their salary through externally-supported research. At this level of funding, faculty will be expected to teach two courses, including one core course or a course viewed as essential by the Division, and engage in other academic activities consistent with the mission of the school (e.g., student advising and reading essays).

Faculty are strongly encouraged to generate support beyond the 55% minimum expectation. Faculty who cover at least 70% of their salary will be expected to teach one course and engage in the full range of student-related activities. Those who cover 80% or more of their salary will still be expected to teach one course, but may negotiate with their Division Head for a shift in advising responsibilities.

Funding below 55% is considered unacceptable on a long-term basis (for example, more than three years). Faculty are expected to generate this level of outside funding to help cover their salary.

Senior faculty will be expected to take on administrative tasks, including mentoring junior faculty and interpreting guidelines for promotion.

Formal administrative functions, such as Division Head, are to be funded by School resources and given recognition according to the point system. In all cases, however, faculty should still have a healthy research agenda with reasonable levels of outside funding.

Professional activities outside of Yale (e.g., serving on NIH study sections, editorial boards, etc.) will generally aid in developing faculties’ professional abilities and reputation. These activities are rewarded through greater professional recognition, a criterion for academic advancement. These can also positively influence the capacity to raise funds for the School and ones own research.

C. Clinician-Educator Track

See attached guidelines defining the Clinician-Educator Track as applied to public health practice in the School of Public Health.

Those faculty in the Clinician-Educator track are expected to teach a minimum of 2 courses (either departmental core or divisionally required), have 55% outside funding and participate in other School of Public Health activities as below.

All Clinician-Educator faculty are expected to be good citizens and provide some level of service to the School. To fulfill this requirement, each faculty member is expected to be an active participant of a major standing or ad hoc YSPH committee or Chair another YSPH Committee or facilitate a major seminar series for YSPH.

As a guideline faculty time could be allocated as follows:
- 55-70% effort devoted to funded public health practice and research;
- 15-30% effort devoted to teaching and student-related activities;
• 10-15% effort devoted to other School of Public Health, University, professional and community activities (as above);

D. **Clinician-Scholar Track**

Faculty in the Clinician-Scholar track would typically have 55 - 70% outside funding, reflecting the development of an independent line of scholarship, and also teach one to two courses and participate in other School of Public Health activities as below.

As a guideline faculty time will be allocated as follows:

- 55 - 70% effort devoted to funded public health practice and research;
- 15 - 30% effort devoted to teaching. This would involve teaching one to two courses and also include other trainee (MPH, Ph.D., postdoctoral fellows) related activities such as advising, reading theses, supervising research.
- All Clinician-Scholar track faculty are expected to be good citizens and provide some level of service to the School. To fulfill this requirement, each faculty member is expected to be an active participant of a major standing or ad hoc YSPH committee or Chair another YSPH Committee or facilitate a major seminar series for YSPH.

10-15% of time devoted to School of Public Health, University, and other professional and community activities (as above);

E. **Investigator Track**

Faculty in the Investigator track would typically have full outside funding, and particularly a strong track record as a principal investigator on externally funded research. However, they could teach and participate in other School of Public Health activities as below.

As a guideline faculty effort will be allocated as follows:

- 70-85% effort devoted to funded research;
- 0 - 15% effort devoted to teaching and student related activities. This would involve teaching one course in the case of 70% of time devoted to funded research and also include other trainee (MPH, Ph.D., postdoctoral fellows) related activities such as advising, reading theses, supervising research.
- All Investigator track faculty are expected to be good citizens and provide some level of service to the School. To fulfill this requirement, each faculty member is expected to be an active participant of a major standing or ad hoc YSPH committee or Chair another YSPH Committee or facilitate a major seminar series for YSPH.

10-15% time devoted to School of Public Health, University, and other professional activities. This would include on average:

Membership on Committees (Medical School, or University; standing and ad hoc)
Participation in faculty meetings, student open house, graduation activities, mentoring, interviewing candidates, etc.

Professional activities outside of Yale (e.g. serving on NIH study sections, editorial boards, etc.)

Final (Revised) October 2009