

Boston University School of Public Health

Faculty Development Committee

March 14, 2012

Notes

Present: Marianne Prout, Vicky Parker, Bobbie White, Lisa Sullivan, Deb Bowen (by phone), Betty Ollen

**Comments on FDA**

Vicky: We need clarification of the instructions for completing the FDA. Can the chair make comments after the faculty member has signed? Does the faculty member get to see those comments? What does the signature mean? Simply that a meeting has taken place? Or that the faculty member has seen, or agreed to, the chair's additional comments.

Bobbie and Lisa: this is done differently in different departments. In some departments, the chair makes those additional comments during the meeting, so that the faculty member sees them before signing the document.

**Proposal for faculty development funds**

Vicky: what kind of money are we talking about?

Marianne: some where between \$150K - \$175K

Someone: How much are we talking about per person? Answer: About \$2K.

Lisa: I think that's too much. I think it's more reasonable to ask for \$1K per person per year.

Bobbie: I disagree and I'll tell you why: Some of the departments have travel money that they can distribute to their faculty. I think that money should be returned to central and then we should ask for additional funds to make up the amount to \$2K per person per year. The money should only be given to fully engaged faculty.

Lisa: Our department has that money; it pre-dates me. I don't know why we have it except that we aren't usually PIs on grants. So that money may have been given to us so that we could go to meetings.

(Someone points out that teaching faculty may actually need it more than faculty with research grants, because travel and other items can be built into grant budgets.)

Bobbie: For example, VA people who are not on campus most of the time and who are not teaching should not get it. They can get money from the VA to go to VA conferences. And if they have research grants through the VA, they can use money from the grant for faculty development.

Vicky: I agree. But there are some VA people, like Rani Elway, who teach and advise students. How do you define “fully engaged”?

Deb B: If you teach, advise significantly or run your grants through BUSPH.

Lisa: It should be proportional to your effort at BUSPH.

Deb F: There are other models, for example, a lifestyle model. One could argue that more money should be given to younger faculty to help them in the beginning years.

Bobbie: But there are start-up funds to help them.

Vicky: What do you mean?

Bobbie: You know. The department gives them a computer, a telephone, other support.

Marianne: But there is no coverage for publication costs, none for travel, none to explore new areas other than the areas you are already concentrating on. Except for the SPH pilot research program.

Lisa: In the questions you sent us yesterday in item #1, exclude sabbaticals.

Deb B: And exclude bridge funds.

Vicky: We should approach this as if this is just a step, step 1. For example, there could be other funds in the future for a group of faculty to get together and explore ideas. Or more money to add to the pool.

Marianne: What about the problem that some departments have travel funds and some don't.

Lisa: Include that money: it should be reallocated.

Deb: There needs to be a department by department assessment of what the “travel” budget is for each department. We can ask the chairs.

Vicky: Will the chairs be as honest as Lisa has been?

Someone: We can ask Pat or we can ask Tom.

Bobbie: Tom can give us that information quickly and accurately.

Vicky: In terms of funds given back to be reallocated for faculty development, we need to not give back funds that allow program directors or department administrators to go to conferences.

Question: How do we define “Proportional engagement”?

Lisa and Vicky: We need to have clear categories: half time or greater, and less than half time.

Bobbie: Would we give money to people who are less than half time?

Marianne: We don’t want to run into Bob’s reduced time policy. Sometimes policies run into other policies.

Lisa: But that’s really directed at people who want to reduce from, say, 100% to 75%.

If we think of this proposal as an initial step in the process of funding faculty development, we should say that we are beginning by not giving any money to anyone who is less than half time. That can change later in the process.

Marianne: But we don’t want to base it on the way payroll defines who is less than half-time. That’s a whole convoluted mix we don’t want to get into.

Vicky: Base it on what the BUSPH financial effort is. Ask Pat.

Bobbie: There are problems of what the definition of full-time is. It depends on how long you have been around and what your salary agreement is. For example, Sue Fish is less than full-time, but receives full-time benefits.

Vicky: For how many years can the money be rolled over?

Deb F: Let it be accumulated up to X amount. If the money isn’t being used after a period of time, it should be forfeited.

Marianne: Have a number of years. 3 years. Who approves the dispersal and accounts for the funds? This should not be a “taxed” fund like a -9.

Lisa: that way you could use it for foreign travel.

Bobbie: Those are taxed at 10% a year.

Lisa: The money needs to be restricted. It’s meant for faculty development: books, journals. What if you do conference calls on your cell phone from the airport? Can it be used for that?

Bobbie: Or what if you need a new I-pad? I use mine for everything.

General agreement: there should be some flexibility in how the funds are administered.

Marianne: So we will be asking for \$2K for people whose effort is half-time or greater at BUSPH.

**After the meeting**

Deb F: There should be some funds, say \$20K, that those who are ineligible for FD funds can apply for if they have something special they want to do. It can be competitive. But it allows people to feel included if they don't meet the more than half-time definition.

It also might be useful in the proposal submitted to Bob to use the language from the A & P guidelines, approved in September 2009 (attached), that broadly define the range of activities that encompass faculty responsibilities. It would put the rationale for giving all faculty who are half-time or more into context.