VII. Resources for Faculty Development and Advancement

1. Faculty Mentoring Program

Overview

The Boston University School of Public Health (SPH) is committed to ensuring that our faculty members are in the best possible position to succeed professionally. Early stage faculty members in particular require and deserve access to mentorship during this important period of their careers. The SPH Faculty Mentoring Program is a structured approach that provides guidelines for selecting mentors, formalizes the responsibilities and goals of the mentee and mentor, and includes participation, oversight and evaluation by the SPH Faculty Development Committee. This program capitalizes on the strengths of SPH and will better position all faculty, and especially early stage faculty, to navigate increasingly complex demands of their careers, to thrive professionally, and to be active members of the SPH community. Informal mentoring relationships continue to be highly valued as a complement to this program.

Mentoring Program

We recognize that each mentoring relationship is different. Mentoring needs and relationships often change over time according to evolving interests, needs, time commitments, and other factors. This Mentoring Program is required for the first three years of an early career faculty member's appointment at SPH and is also available to any faculty member who is interested in participating.

The program is coordinated by the Associate Dean for Research and Faculty Advancement and by the Director of Faculty Development. The overall goal of the program is to provide support in the following key areas: orientation to the institution, excelling at teaching and research, understanding the criteria for annual reviews, positioning the faculty member for promotion, developing professional networks, achieving career goals, and promoting work/life balance.

It is well recognized that team-based approaches to mentoring are far more effective than approaches that rely on a single mentor. There is also extensive evidence that mentorships are more successful if the mentee plays a role in selecting his/her mentors. The goal is that within three months of arriving at SPH, all early career faculty members will have formed a mentoring team that includes: (1) a primary mentor, (2) the department representative to the Faculty Development Committee, and (3) the department chair or center director (as appropriate).

Forming a mentoring team. The Director of Faculty Development and the mentee's department representative to the Faculty Development Committee will meet with the mentee to provide guidance on identifying potential primary mentors that fit the mentee's professional interests and individual needs. The process will include: (1) clarification of the mentee's specific needs and preferences, (2) identification of potential mentors based on expertise and shared interests, and (3) preliminary meetings with potential mentors. In most cases, the primary mentor will be a mid-career or senior faculty member at SPH, but in some cases may also come from the BU School of Medicine. Faculty mentoring will be considered part of faculty's citizenship activities, part of our collective responsibility for promoting collaboration and strengthening our community. Guidance for forming a mentoring team will be available through the SPH Faculty Development Committee and posted on the website.

Roles and responsibilities. Once the mentorship team is formed, it is important that the mentee and mentors jointly delineate goals, timelines, meeting schedules, and mutual responsibilities. In particular, timely deliverables, prompt feedback, and open communication are critical to the success of a mentoring team. To that end, the mentee and primary mentor will develop a mentorship agreement to formalize the relationship. Templates for such agreements will be available through the SPH Faculty Development Committee and posted on the website.

Program administration. It is expected that the mentee will meet with the primary mentor at least quarterly (or more often if desired) and with the department representative to the Faculty Development Committee every six months. In addition to providing guidance to the mentee, these semi-annual meetings with the department representative will help the Faculty Development Committee to monitor individual mentorships and the mentoring program overall. Each department chair or center director will meet with the faculty member at least annually as part of the Annual Faculty Review process, or more frequently throughout the year as requested or needed. The mentorship agreement will be reviewed annually by the mentee and mentors, at which point it will be continued, modified, or concluded. Accordingly, each mentoring relationship could be as short as one year or continue for as long as there is mutual interest. If the mentee is participating in the mentorship program as he/she prepares for promotion, the mentor would be involved in this process to the extent desired.

Monitoring and evaluation. Institutional support and oversight are important to ensure that the mentoring team is working for the mentee and the mentoring team. To that end, every six months the Faculty Development Committee department representatives will meet with their department chair or center director to discuss the mentees in their department and follow up with primary mentor, as necessary. It is expected that the mentee and mentoring team will review and adapt the mentorship goals at least annually and more often if needed. In particular, prior to the mentee's Annual Faculty Review, it is recommended that the mentee and primary mentor meet to strategize about the coming year and adapt the mentorship arrangement to ensure that it is consistent with the mentee's evolving professional development needs.

The Mentoring Program will be discussed at monthly meetings of the SPH Faculty Development Committee, which will provide an opportunity for department representatives to share their experiences and concerns and to address issues as they arise. Additionally, Dean McClean and Professor Fredman will review the progress of each participating faculty member annually to ensure that their mentoring plans are in accord with their professional goals and achievement.

Information about the SPH Mentoring Program will be included in the offer letter to new early career faculty, as well as contact information for the Director of Faculty Development and the faculty member's departmental representative to the Faculty Development Committee. We believe that providing this information at the outset will facilitate the formation of mentorship teams early in the faculty member's career and underscore the commitment to faculty mentoring at SPH.

2.   Annual Discretionary Funds

Each faculty member with a primary faculty appointment at SPH (above the rank of Instructor) has an individual discretionary account. Funds in these accounts can be used at the discretion of the faculty member to support their research, teaching, and service activities and to invest in their own professional growth and development.

Each year, faculty members who are at or above 50% effort on July 1 will receive $2,000 deposited directly into their individual discretionary account. Typical costs charged to discretionary funds include salary and fringe for research assistants, postdoctoral fellows, or students; professional travel; laboratory and office supplies; publication fees; costs of equipment, books, journals, and electronic resources; and services purchased from research support facilities or other professional support services. All expenses from discretionary funds need to be fully documented with reference to the professional activity being conducted.

These accounts may also contain start-up funds and/or be supplemented by internal BU sources (e.g. awards etc). Expenses can be charged to the discretionary account via the department administrator at the request of the faculty member, and any unused funds will carry over from year to year.

Please refer to Section VII.2 Guidance on Use of Discretionary Funds for more details about the use, restrictions, and administration of discretionary accounts.

3.   Sabbatical

The Boston University School of Public Health (SPH) grants sabbatical leaves for the purpose of encouraging faculty members to engage in scholarly research or other activities leading to professional growth and an increased capacity for service to the University. After each period of at least six years of full-time service at Boston University, faculty members may be considered for a sabbatical leave consisting of one half year at full salary coverage or one full year at 50% salary coverage. To make sabbatical leave possible, responsibilities within the department will be adjusted to take account of the faculty member's absence. A faculty member on sabbatical leave retains all employee benefits during the leave period.

Please refer to Section VII.5 Guidelines for Faculty Leaves for more details.

4. Pilot Award Program

Excellence and innovation in research and education are central to the mission of the Boston University School of Public Health. The SPH Pilot Awards Program, cosponsored by the BU Clinical & Translational Science Institute, includes multiple funding opportunities to support the varied needs of SPH faculty members. As noted in the following descriptions, pilot opportunities are also supported through generous donations to the Robert F. Meenan Faculty Support Fund.

Early Career Catalyst Award
The SPH Research Committee selects promising pilot project applications from junior faculty members with primary appointments at SPH (assistant professor ranks, modified or unmodified titles). These awards are intended to assist junior faculty as they launch their independent research careers. The awards may be used for the collection of preliminary data, equipment, or research assistance necessary to strengthen a grant application to be submitted within one year of the award. To further advance the focus areas that emerged from our Strategic Thinking efforts, preference is given to applications that address urban living, aging and wellbeing, health across the lifecourse, and/or health systems. The maximum award amount per recipient is $20,000.

Early Career Catalyst Awards are supported by the Robert F. Meenan Faculty Support Fund. This fund was established by contributions from alumni, Dean's Advisory Board members, faculty, staff and students in honor of former Dean Robert F. Meenan to support competitive pilot research grants for junior faculty. These grants encourage the entrepreneurial spirit fostered by Dean Meenan at SPH throughout his 22-year tenure, supporting the efforts of early faculty to improve the health of populations at home and abroad.

Established Investigator Innovation Award
The SPH Research Committee selects innovative pilot project applications from established investigators with primary appointments at SPH (associate or full professor ranks, modified or unmodified titles). These awards may be used for the collection of preliminary data, equipment, or research assistance necessary to prepare competitive applications for larger extramural awards. Priority is given to pilot proposals that are interdisciplinary in nature and that cross departments within SPH. The application for extramural funding is to be submitted within one year of the award. To further advance the focus areas that emerged from our Strategic Thinking efforts, preference is given to applications that address urban living, aging and wellbeing, health across the lifecourse, and/or health systems. The maximum award amount per recipient is $20,000.

Educational Innovation Award
The SPH Education Committee funds promising pilot project applications from SPH faculty who teach or manage an educational program at SPH. These awards are intended to strengthen the School's competency-based educational programs through innovation in teaching, assessment, or evaluation. Priority is given to pilot proposals that are interdisciplinary in nature, have the potential for impact, and have the capacity for implementation more broadly across SPH. Awardees are required to demonstrate scholarship generated by the pilot and are required to present at least one Boston University educational symposia (i.e. McCahan Medical Campus Education Day, the Center for Teaching and Learning Educational Innovation Conference, the Annual Assessment Symposium, or a workshop for SPH faculty and staff). The maximum award amount per recipient is $20,000.

Awards to Develop Center or Program Project Grant Applications
SPH welcomes the submission of innovative and promising pilot proposals to support activities necessary to prepare competitive center or program project grant applications. Applicants must be established investigators with primary appointments at SPH (associate or full professor ranks, modified or unmodified titles).

Applications to Host National or International Events

The SPH Governing Council welcomes the submission of proposals to host national or international meetings and symposia that bring visibility to SPH and advance our mission. There is no standard amount of funding, recognizing that a large high profile event would likely require more funding than a small lower profile event. However, in general, the expectation is that most requests will be <$5,000 for events on the scale of our Deans level events. Requests for more than $5,000 would be considered and evaluated in the context of the event/proposal details, and it would be a rare event that would receive more than $10,000. Faculty members with primary appointments at SPH (any track, any rank) are welcome to apply.

Instructions for Submission

An updated Request for Applications (RFA) is issued twice annually with deadlines of September 1 and March 1 for Early Career Catalyst Awards, Established Investigator Innovation Awards, and Educational Innovation Awards. Applications to Develop Center/Program Grant Applications or to Host National/International Events are considered on a rolling basis. Additionally, we recognize that off-cycle opportunities occasionally arise that require resources more urgently.

Applications must include:

- a cover sheet that includes the project title, investigators (with their affiliations), and a brief abstract that can be shared with donors (maximum 250 words)
- a description of the background, specific aims, approach, and timeline (maximum three pages). Applications for Early Career Catalyst and Established Investigator Innovation awards must include details about the funder, funding mechanism, due date, and an explanation of why the pilot project is necessary to submit a competitive application
- a budget and budget justification that includes an explanation of why the proposed pilot project cannot be conducted without the requested funds
- references

Pilot funds may not be used for publication fees, travel to conferences, faculty salaries, or indirect costs at other institutions. The expectation is that these pilot awards will be for one year. Applications will be reviewed by the Research Committee, Education Committee, or Governing Council, as appropriate.

Pilot Account Administration

Faculty must obtain all necessary approvals (e.g. IACUC, IRB) prior to receiving access to pilot funds, as appropriate. All pilot project accounts are located in a central SPH Pilot Accounts Fund Center, and expenses can be charged to the pilot account via the department administrator at the request of the faculty member and in accordance with the approved pilot budget. Faculty members are expected to complete pilot award progress reports as requested.

5. SPH Resources for Teaching and Advising

The SPH Education Office provides an extensive portfolio of resources in support of teaching and advising that can be found at: bu.edu/sph/teaching. The teaching and advising portal provides quick and easy access to the following information:

- Academic Calendar
- Academic Policies
- Advising Information
- Course Evaluations
- Course Meeting Dates
- Course Preparation
- Education Committee
- Educational Technology
- Online Modules
- Lifelong Learning
- Writing Resources
- Teaching Strategies

6. Boston University Medical Campus Resources for Faculty Support

There are a number of faculty professional development programs available to all faculty on the Boston University Medical Campus. A brief listing is below and more information can be found at bumc.bu.edu/fpf/professional-development/.

The **Early Career program** is a longitudinal faculty development program for instructors and assistant professors across BUMC. The Early Career program includes peer and senior mentoring, experiential career development seminars, and the completion of an academic project. Applications are accepted in March and April, and the program runs from September through May annually.

The **Mid-Career Faculty Leadership Program** (MFLP) is a longitudinal faculty development program for late assistant and all associate professors at BUSM and SPH. The MFLP uses experiential and project-based learning to engage participants in 360 evaluation, self-reflection, inter-disciplinary collaboration, broad peer and senior mentoring networks, and the enhancement of transformational education, clinical, research, and strategic leadership skills. Participants meet for six 2-day modules from July through June.

The **Minority Leadership Program** is a longitudinal leadership and career development program for under-represented minority faculty members. The program uses self-assessment and reflection, experiential learning, and peer and senior mentorship. The goals are to provide faculty with the tools necessary to navigate a successful career in academic medicine, and to foster leadership skills that enable participants to positively affect change in their current and future roles.

The **Women's Leadership Program** is a longitudinal program for women faculty on the Boston University Medical Campus. The program uses self-assessment and reflection, experiential learning, and peer and senior mentorship to provide faculty with the tools necessary to navigate a successful career in academic medicine, and to foster leadership skills that enable participants to positively affect change from where they stand. Participants meet on Wednesday afternoons from 3-5pm for 15 sessions from September to June.

BUMC Emerging Leaders Program is a two-day workshop that focuses on developing the leadership skills of some of our most promising early and mid-career faculty and brings together faculty from across Boston University.

Individual career consultations and CV reviews are available to all faculty members to improve the effectiveness of their CVs, and to strategize for career advancement and promotion. Faculty may meet with Emelia Benjamin (Assistant Provost, Faculty Development, BUMC) or Robina Bhasin (Director, Faculty Development, BUMC) throughout the year on a first-come-first serve basis.

7. Boston University Resources for Faculty Support

Boston University has numerous resources available to faculty on both campuses. Please see Section II.2. BU Faculty Resources for more information.