

Faculty Handbook

Revised November 29, 2018



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I. Introduction

The Boston University School of Public Health aspires to provide the best possible environment for its faculty to engage in their work towards the school's core purpose: Think. Teach. Do. For the Health of All. To that end, the Faculty Handbook is intended to collect in one place the policies and procedures that apply to all faculty at the School, and that shape the context in which faculty operate. The School's work aspires to advance our core mission and to live by our core values:

SPH Mission

To improve the health of local, national, and international populations, particularly the disadvantaged, underserved, and vulnerable, through excellence and innovation in education, research, and service.

SPH Values

Our values drive what we do and how we do it. We are deeply committed to igniting positive change in the world. We seek to create a respectful, collaborative, diverse, and inclusive community within SPH, and to promote justice, human rights, and equity within and across our local and global communities. We are bold in our pursuit of knowledge that matters, creative in our pursuit of solutions, and innovative in our education. In all we do, it is our engagement with people, communities, and institutions in the world beyond our academic walls that leads to success.

This handbook is a 'living document' and will change and evolve over time as the school's policies and procedures evolve. Changes to the contents of the handbook will follow the "Procedures for Reviewing and Approving Major Policy and Planning Initiatives" described in [Section IX](#). The most up-to-date policies and procedures is to be found in the electronic version of this handbook at bu.edu/sph/facultyhandbook. A physical faculty handbook is provided to new faculty when joining SPH for ease of reference, but all faculty are encouraged to keep sections up to date as they are communicated to the community.

The School's most recent Strategic Plan, articulated in 2015-2016, is in Section III.2 and at bu.edu/sph/strategymap. This informs central action by the school in support of its core purpose. At heart, we are convinced that a school is only as great as its faculty and this handbook aims to be part of an effort to create the best possible environment for our faculty to work. Each member of the faculty and staff is listed in the SPH directory: bu.edu/sph/directory. Faculty members also have BU Profiles, which details their research and publications, profiles.bu.edu. All faculty are encouraged to keep this information as up to date as possible.

II. Boston University Policies & Campus Life

Boston University provides policies and resources for all faculty, most of which are compiled in the BU Faculty Handbook (bu.edu/handbook/) or at BU Faculty Central (bu.edu/faculty/). All SPH policies align with University policies and the University policy takes precedent in any cases of disagreement.

1. BU Faculty Handbook: bu.edu/handbook
 - a. Governance and structure: bu.edu/handbook/governance/
 - i. Constitution of the BU Faculty Assembly and Faculty Council
 - ii. Constitution of the BU Council
 - iii. Charters and Statutes
 - iv. University bylaws
 - v. University administrative structure – org chart
 - b. Ethics: bu.edu/handbook/ethics/
 - i. Academic freedom
 - ii. Copyright policy
 - iii. External professional activity
 - iv. Faculty involvement in University digital courses
 - v. Gift policy
 - vi. Misconduct in scholarship and research
 - vii. Policy on conflicts of interest for employees
 - viii. Policies on conflicts of interest in research
 - ix. Working with minors: bu.edu/policies/ethics-governance/protection-of-minors-collection/protection-of-minors/
 - c. Human Resources/Workplace Issues: bu.edu/handbook/human-resources/
 - i. Workplace violence prevention policy
 - ii. Equal opportunity/affirmative action
 - iii. Grievance procedure
 - iv. Sexual misconduct policies and procedures
 - v. Suspension or termination for cause
 - vi. Temporary disability policy
 - vii. Pay transparency policy
 - d. Leaves and absences: bu.edu/handbook/leaves-absences/
 - i. Faculty retirement and Emeritus status
 - ii. Family and medical leave policies (FMLA)
 - iii. Childbirth leave and workload reduction
 - iv. Discontinuation policy and consequent faculty terminations
 - v. Sabbaticals and leaves of absence

2. BU Faculty Resources: bu.edu/faculty
 - a. For New Faculty - getting started at BU: bu.edu/faculty/for-new-faculty/
 - b. Human Resources/Benefits: bu.edu/hr/new-employee-resources/benefits/
 - c. Teaching and Educational Resources: bu.edu/faculty/teaching-resources/
 - d. Student Health Services; helping students in distress: bu.edu/shs/behavioral-medicine/
 - e. Family Educational Rights and Privacy Act (FERPA): bu.edu/reg/academics/ferpa/
 - f. Research Support: bu.edu/research/support/
 - g. Faculty Development Resources: bu.edu/faculty/development-resources/
 - h. Faculty and Staff Assistance Office: bu.edu/fsao/
 - i. Office of the Ombuds: bu.edu/ombuds/
 - j. Office of Family Resources: bu.edu/family/
 - k. Babysitting services: bu.edu/family/referral-services/in-home-carebabysitting/
 - l. Childcare centers on campus: bu.edu/family/childcare-centers-on-campus/
3. University Holiday and Intersession Schedule: bu.edu/calendar/holidays.html
4. Technology and Communications
 - a. BU Information Services and Technology: bu.edu/tech/
 - b. BUMC Information Services and Technology: bumc.bu.edu/it/
 - c. BU Today: bu.edu/today

III. The School of Public Health

1. SPH Bylaws and Organizational Chart

ARTICLE I. Administration

A. Relation to the University and Medical Campus

The School of Public Health is a school at Boston University, located on the Boston University Medical Campus. The School is subject to the policies and procedures of Boston University, the University Provost, and the Medical Campus Provost.

B. Mission of the School

The mission of the School shall be to improve the health of local, national, and global populations, particularly the disadvantaged, underserved, and vulnerable, through excellence and innovation in research, education, and service.

C. The Dean

The Dean will have direct oversight over all educational, research, and service programs and over the administrative and budgetary aspects of the School.

The Dean will:

1. Be responsible for the review and analysis of existing educational, research, service, and administrative programs, identification of program problems, and development of recommendations for improvement.
2. Develop annually, with the department chairs and heads of administrative units, a budget for the School for submission to the Medical Campus Provost, University Provost, and the President of the University.
3. Negotiate contracts with faculty and staff subject to University policies and approvals.
4. Approve in advance of submission all applications for grant monies for the support of teaching, training, or research.
5. Coordinate the activities of the School with the other Medical Campus schools.
6. Preside at meetings of the School Assembly.
7. Chair the Governing Council.
8. Be an ex officio member of all standing committees.
9. Appoint the chairs of all committees except the Governing Council.
10. Approve the members of all committees except the Governing Council.
11. Have such other duties, responsibilities, and authority as may be delegated to the Dean from time to time by the Medical Campus Provost, University Provost, or the President of the University.

D. Organizational Units

1. The organizational units of the School shall be departments, school-wide centers, and administrative offices. Organizational units of the School as of this version of the bylaws are summarized in the organizational chart appended as Appendix A.
2. Requests for creation, modification, and elimination of departments and centers may be initiated by the School's faculty, associate deans, or Dean, and must be approved by the Governing Council and University Provost. Requests for the creation, modification, and elimination of administrative offices may be initiated by the School's faculty, associate deans, or Dean, and must be approved by the Governing Council.
3. Faculty appointments are made to a department, though faculty may work interdepartmentally and within centers and offices as agreed upon with their department chair.

E. The Associate Deans

Associate deans will be appointed by the Dean and shall serve at the pleasure of the Dean. They will perform such duties as are assigned to them by these bylaws and by the Dean.

1. **Senior Associate Dean**
A senior associate dean may be appointed by the Dean to represent the School in the absence of the Dean and to perform such duties as requested by the Dean. The position of senior associate dean may be assigned to a person who holds another associate dean position. Should the Dean choose to appoint a current associate dean to the position of senior associate dean, Section G1 of this article will not apply to such an appointment.
2. **Associate Dean for Education**
The Associate Dean for Education is responsible for overseeing all of the School's academic programs. Responsibilities include curriculum planning and review, academic policy creation and implementation, faculty educational development activities, and student academic discipline.
3. **Associate Dean for Research and Faculty Advancement**
The Associate Dean for Research and Faculty Advancement is responsible for promoting and coordinating the School's research programs and for overseeing the School's faculty development efforts. Responsibilities include, but are not limited to, the review and evaluation of research programs, recommending measures to enhance the quantity and quality of research at the School, creating research training and mentoring programs for faculty, overseeing the School's Faculty Handbook, and distribution of the School's pilot grant research program.
4. **Associate Dean for Public Health Practice**
The Associate Dean for Public Health Practice is responsible for the School's practice programs and for its linkages with external organizations. Responsibilities include promoting the School's engagement with the global public health practice community, strengthening connections with public health agencies, and promoting public health practice activities throughout the School.
5. **Associate Dean for Administration**
The Associate Dean for Administration is responsible for the School's administrative and financial portfolio, including long-term strategic financial planning, human resources administration, sponsored research administration, building operations, infrastructure, and space planning, and works closely with the Dean and the other associate deans on all matters related to school operations.

F. Other Administrative Appointments

1. The Dean may appoint other associate or assistant deans who shall serve at the pleasure of the Dean.
2. The Dean will appoint the chairs of the departments who will serve at the pleasure of the Dean.
3. The Dean may appoint the directors or heads of academic and research units who shall serve at the pleasure of the Dean.

G. Process for Appointing Associate Deans, Assistant Deans, and Department Chairs

1. Prior to appointing an associate dean, assistant dean, or department chair, the Dean shall seek the advice of department chairs, associate deans, assistant deans, faculty, staff, and students and shall convene an advisory committee.
2. The Dean may appoint Acting Chairs, Acting Associate Deans, and Acting Assistant Deans at the Dean's sole discretion.
3. Associate Deans may appoint assistant deans in consultation with the Dean.

ARTICLE II. Committees

A. Governing Council

1. The Governing Council will be the senior governance body for the School.
2. The Governing Council will be comprised of all associate deans, all department chairs, designated school-wide center directors, the elected chair and a second designated representative of the SPH Faculty Senate, the elected chair of the SPH Staff Senate, a designated representative on behalf of the SPH Student Senate, and other members as designated on the organizational chart in Appendix A.
3. The Dean will chair the Governing Council.
4. The Governing Council will have approval authority for planning, budgeting, space, school-wide policy setting, and other strategic activities. It will advise the Dean on senior administrative appointments.
5. The Governing Council will consider matters referred to it by the Dean, the Faculty Senate, the Staff Senate, the department chairs, and the Student Senate.
6. The Governing Council will establish and follow formal procedures for gathering written input from the Faculty Senate, the Staff Senate, the department chairs, and the Student Senate whenever it is considering a major strategic or policy decision. Such procedures will be reviewed as indicated in the SPH policy on procedures for reviewing and approving major policy and planning initiatives, available in the SPH Faculty Handbook.
7. All standing committees of the School will report to the Governing Council. All committees may have sub-committees to help carry out the work of the committee. All standing committees are listed in the organizational chart in Appendix A of these bylaws.
8. The Governing Council will meet at least six times per year at the call of the Dean.

B. Appointments and Promotions Committee

1. The Appointments and Promotions Committee will be comprised of at least one member from each department, who shall be appointed by the respective department chair and approved by the Dean, with one member appointed chair by the Dean.
2. The committee will develop and periodically update a formal set of policies and procedures on faculty appointments and promotions. Updates to the guidelines must be compatible with the applicable sections of the University's Faculty Handbook and approved by the Governing Council.
3. The committee shall consider all faculty promotions and appointments in accordance with established policies and procedures. Once approved by the committee, recommendations for appointment or promotion will be made to the Governing Council for their consideration.
4. The committee will keep a current roster of all SPH faculty members.

C. Education Committee

1. The Education Committee will be comprised of the Associate Dean for Education, who shall serve as chair, at least one faculty member from each department, who shall be appointed by the respective department chair and approved by the Dean, and at least one student.
2. The committee shall:
 - a. Consider all matters related to the School's curriculum and academic policies.
 - b. Evaluate periodically the School's curriculum.
 - c. Review periodically academic policies and procedures.
 - d. Make recommendations for changes in policies as necessary or desirable. Recommendations for significant policy changes will follow the approval procedure outlined in the SPH policy on procedures for reviewing and approving major policy and planning initiatives, available in the SPH Faculty Handbook.
 - e. Review and approve proposed competencies, degree programs, and courses.
 - f. Oversee the School's education prizes and awards.

D. Research Committee

1. The Research Committee will be comprised of the Associate Dean for Research and Faculty Advancement, who shall serve as chair, at least one faculty member from each department, who shall be appointed by the respective department chair and approved by the Dean, and at least one student.
2. The committee shall:
 - a. Consider all matters related to the School's research programs and policies.
 - b. Review periodically research policies and procedures.
 - c. Make recommendations for changes in policy as necessary or desirable. Recommendations for significant policy changes will follow the approval procedure outlined in the SPH policy on procedures for reviewing and approving major policy and planning initiatives, available in the SPH Faculty Handbook.
 - d. Coordinate efforts to develop research clusters and centers.
 - e. Manage the School's small grants program.
 - f. Oversee the School's research prizes and awards.

E. Practice Committee

1. The Practice Committee will be comprised of the Associate Dean for Practice, who shall serve as chair, at least one faculty member from each department, who shall be appointed by the respective department chair and approved by the Dean, and at least one student.

2. The committee shall:
 - a. Consider all matters related to the School's practice programs and policies
 - b. Review periodically practice policies and procedures.
 - c. Make recommendations for changes in policy as necessary or desirable. Recommendations for significant policy changes will follow the approval procedure outlined in the SPH policy on procedures for reviewing and approving major policy and planning initiatives, available in the SPH Faculty Handbook.
 - d. Manage the School's partnership links with outside organizations.
 - e. Oversee the School's practice prizes and awards.
- F. Administrative Council
1. The Administrative Council will be comprised of the Associate Dean for Administration, who shall serve as chair, and at least one administrative member from each department.
 2. The council shall:
 - a. Implement University policies and practices pertaining to the School's finance, sponsored research, human resources, operations, and compliance-related issues.
 - b. Serve as the main communication channel for these policies and practices to the department chairs, faculty, and staff, and, as appropriate, to students.
- G. Other Committees
- The Dean may establish other standing and ad hoc committees.
- H. Process for Appointing Chairs and Members of Committees
1. The chairs of the standing and ad hoc committees, except for those otherwise specified in these bylaws, shall be appointed by the Dean.
 2. Additional members of committees may be appointed by the committee chairs subject to approval by the Dean.
 3. Committee membership may consist of faculty, staff, students, alumni, and individuals from outside the School.
 4. Where specific committee members are serving as ex officio members, they will have full voting privileges unless otherwise noted.
- I. Conduct of Meetings
1. A quorum of a committee shall be a simple majority of the members.
 2. A quorum must be present for a formal vote to be taken on any matter.
 3. A simple majority of members present shall be required to approve a measure.
 4. Committees shall retain copies of agendas and make a record of their actions.

ARTICLE III. Faculty

- A. Faculty Membership and Voting Privileges
1. The faculty will be comprised of all persons, at all ranks and tracks, who hold primary, secondary, adjunct, or emeritus appointments at SPH, as indicated in the Appointment and Promotions Guidelines in the Faculty Handbook.

2. All members of the faculty and staff may participate in discussions at School Assemblies, but only those with primary faculty appointments may vote.
- B. Powers of the Faculty
1. The faculty will have the authority to recommend candidates for degrees.
 2. Whenever a Dean is to be appointed, the faculty will elect representatives to an advisory committee as provided by University policy. Advisory committee candidates shall present their qualifications at a special meeting of the faculty called by the Faculty Senate. Following this meeting, a vote will be taken electronically, and the names of the candidates receiving the greatest number of votes will be forwarded to the University Provost.
- C. Duties of the Faculty
1. Faculty members will carry out teaching, research, service, administration, citizenship, and other duties for such periods as agreed upon with the chairs of their respective departments, the Dean, and the Medical Campus Provost.
 2. Faculty will remain in service throughout the year except for appropriate vacation periods.
 3. Faculty members are expected to attend regular and special School Assemblies.
 4. All members of the faculty will complete an annual review and submit it to their department chair. They will then meet with the chair to discuss the evaluation and the performance expectations for the coming year.
 5. Members of the faculty will also submit other reports as the Dean may require.
- D. School Assemblies
1. School Assemblies, with the Dean or their alternate acting as chair, will be convened at least twice during the academic year.
 2. Forty members of the faculty will constitute a quorum to transact faculty-related business during School Assemblies.
- E. The Faculty Senate
1. The Faculty Senate will be an elected body that represents the faculty of the School.
 2. The purpose of the Faculty Senate is to consider and act, or recommend action, as appropriate, on all matters affecting the academic and professional concerns of the faculty of the School, including any matters as may be referred to it by the Dean or the Governing Council.
 3. The Faculty Senate will be governed by its own bylaws, which it alone will have the power to amend. Those bylaws are available in the SPH Faculty Handbook.

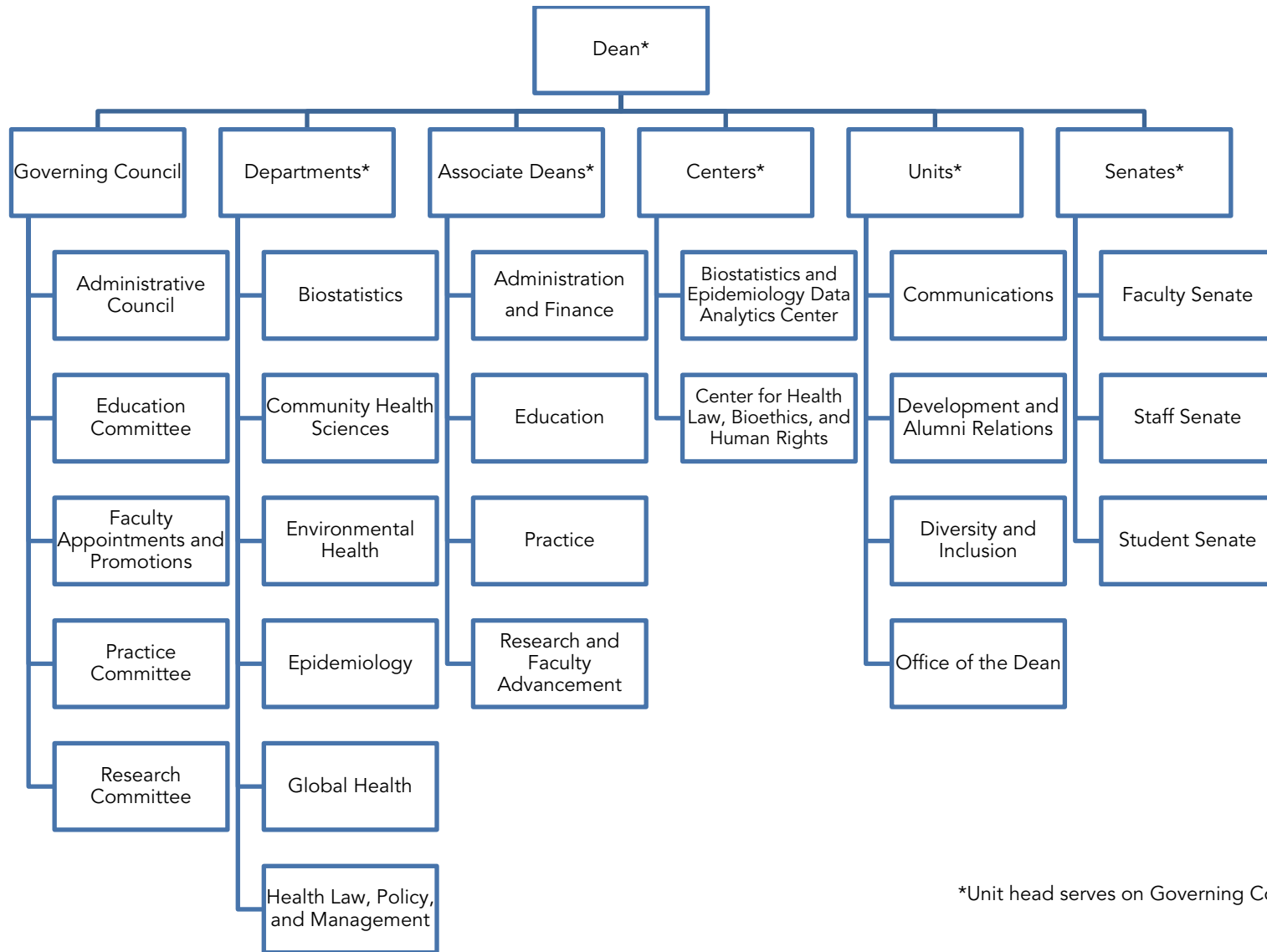
ARTICLE IV. Faculty Appointments and Promotions

The Governing Council, based on recommendations made by the Appointments and Promotions Committee, will adopt policies and procedures for the appointment and promotion of faculty members. The approved policies and procedures for faculty appointment and promotion are available in the SPH Faculty Handbook.

ARTICLE V. Amendments

The bylaws may be amended by an affirmative vote of two-thirds of a minimum of 40 members of the faculty. Prior to voting, the proposed amendment shall be discussed at a School Assembly. The vote may be taken electronically or at a meeting of the faculty. At least a two-week advance notice to the faculty is required prior to a vote on a proposed bylaw amendment.

APPENDIX A: Boston University School of Public Health Organizational Chart



*Unit head serves on Governing Council.



SPH Mission

To improve the health of local, national and international populations, particularly the disadvantaged, underserved and vulnerable, through excellence and innovation in education, research and service

SPH Values

Our values drive what we do and how we do it. We are deeply committed to igniting positive change in the world. We seek to create a respectful, collaborative, diverse, and inclusive community within SPH, and to promote justice, human rights, and equity within and across our local and global communities. We are bold in our pursuit of knowledge that matters, creative in our pursuit of solutions, and innovative in our education. In all we do, it is our engagement with people, communities, and institutions in the world beyond our academic walls that leads to success.

SPH 2020 Measures, targets, and tactics

ACCREDITATION Prepare for 2018 reaccreditation; be reaccredited for full 7-year term

1. Data collection systems	By 2017: data systems to collect required data implemented	<ul style="list-style-type: none"> Operationalize systems to collect data for accreditation and ongoing monitoring
2. Evidence-based improvement plans for education, research, and service	By Fall 2016: continuous quality improvement systems implemented	<ul style="list-style-type: none"> Develop and sustain ongoing continuous quality improvement systems

IN THE WORLD Position BUSPH as a leading school of public health

1. School ranking	By 2030: top three	<ul style="list-style-type: none"> Improve domestic and global media relations to increase media citations of faculty publications
2. Countries connected through research, donors, students, and alumni	50 countries	<ul style="list-style-type: none"> Establish and formalize global network of partner institutions (academic and non-academic) worldwide

MIRROR TO SELF Strategically evaluate BUSPH's operations and activities; build capacity as necessary

1. Minority faculty, staff, and students	Faculty 15% Staff 30% Students 30%	<ul style="list-style-type: none"> Establish partnerships with high % URM colleges and universities to support recruitment of faculty, staff, and students
2. Fully covered faculty	90% of faculty fully covered	<ul style="list-style-type: none"> Create a visiting scholar program for URM faculty
3. External funding per faculty	\$350,000 per faculty annually	<ul style="list-style-type: none"> Provide resources and support services for faculty to improve grant submissions

THE NEXT GENERATION Train the next generation of public health professionals

1. Qualified students	New enrollments: MPH 400 ; MS 100 ; PhD/DrPH 30	<ul style="list-style-type: none"> Launch a comprehensive lifelong learning program that includes digital MS with global reach
2. Enrollment in lifelong learning programs	500 paid students annually	<ul style="list-style-type: none"> Partner with private organization to fund pre- and post-doctoral trainees
3. Fully funded doctoral students and post-docs	75%	<ul style="list-style-type: none"> Launch faculty development program focused on enhancing teaching
4. Students participating in scholarship	Collaborations on faculty research: MPH 33% ; MS 50% ; DrPH 50% ; PhD 100% Presenting at a conference: masters 20% ; doctoral 50%	<ul style="list-style-type: none"> Implement ongoing educational evaluation plan

INVESTMENT IN THE FUTURE Ensure BUSPH is positioned for long-term financial stability

1. Alumni who donate	15%	<ul style="list-style-type: none"> Develop and execute comprehensive alumni engagement plan
2. Size of endowment	\$25 million	<ul style="list-style-type: none"> Foster a robust development strategy aligning with BUSPH priorities
3. Dean in the World events	25 annually	



CORE PURPOSE

Think. Teach. Do.
For the health of all

AUDACIOUS GOAL

3x3x30

Top three in school rank,
scholarly output, and
population health
leadership by 2030

STRATEGIC RESEARCH
DIRECTIONS

- Urban living
Aging and well-being
Health across the lifecourse
Health systems

GUIDING PRINCIPLES

- Significance
Diversity
Equity
Collaboration

Public Health 2030 Measures, targets, and tactics

THE PUBLIC HEALTH CONVERSATION Lead the public health conversation locally, nationally, and globally

Table with 3 columns: Measure, Target, and Action. Includes items like 'Signature events/year' (25+ annually) and 'Media/social media imprint' (7 media mentions, 25,000 Twitter followers, 20,000 Facebook likes).

PUBLIC HEALTH LEADERSHIP Provide leadership across sectors to improve public health

Table with 3 columns: Measure, Target, and Action. Includes items like 'High-level public health leadership conversations' (10 annually) and 'Annual leadership conference' (1 annually).

PROGRAM INNOVATION Create innovative public health programs in research, education, and service

Table with 3 columns: Measure, Target, and Action. Includes items like 'Public/private or cross-sector partnerships for engagement and service' (100 partnerships) and 'School-wide programmatic focus on strategic research directions' (8 programs).

SCHOLARSHIP OF CONSEQUENCE Publish and present frequently cited scholarship

Table with 3 columns: Measure, Target, and Action. Includes items like 'Average citations per faculty' (500 citations over five years) and 'Professional presentations by faculty' (750 annually).

ACTIVIST PUBLIC HEALTH Improve the public's health through service to the local, national, and global community

Table with 3 columns: Measure, Target, and Action. Includes items like 'Funded community-based grants' (\$10M funding portfolio) and 'Service projects conducted by faculty, staff, and students' (250 service projects).

3. Diversity and Inclusion

The SPH Diversity and Inclusion Statement

We, the Boston University School of Public Health community, believe that fostering diversity and inclusion is essential to fulfilling **our mission** as an academic public health institution; a mission firmly rooted in social justice. Our commitment to diversity and inclusion strengthens our voice as a community while elevating our ability to eliminate health disparities locally, nationally, and globally. We maintain and celebrate this commitment through excellence and innovation in research, education, and service.

Diversity and inclusion are fundamental to a rewarding educational experience; our community benefits from the School's robust, complex mix of backgrounds and perspectives. We support and encourage a climate of inclusivity, sensitivity, and open dialogue against the backdrop of critical inquiry. Further, we celebrate and welcome our varied experiences, our multiple and intersectional identities, and diverse perspectives that reflect and promote our multicultural environment. The School's commitment to diversity is demonstrated through our recruitment of a faculty, staff, and students, as well as student organizations, programming, research priorities, curricula, and community practice partnerships. Our commitment to inclusion is demonstrated through our creation of a fair, pluralistic, transparent school community that is welcoming to all who celebrate and participate in our shared ideals of public health through excellence and innovation in our research, education, and scholarship. It is our aspiration that our students graduate equipped with the openness and cross-cultural understanding essential to effectively practice public health in the twenty-first century.

Our research and service agendas are deeply enriched by discourse that engages our partner communities, both locally and globally. We believe that effective public health agendas incorporate the experiences and perspectives from the communities we serve alongside. It is our aspiration that our research agenda promote further inquiry and activism and that our community-based partnerships empower individuals, families, and communities.

We recognize that achieving diversity and inclusion represents an ongoing school-wide conversation that cannot live in a statement alone. Through this statement, we also recognize a commitment to self-reflection with respect to our programs, research initiatives, curricula, student engagement activities, and all other programming to ensure a process of continual improvement.

Diversity and Inclusion Plan

To the end of achieving our diversity and inclusion goals, in December 2015 we adopted an 11-point plan towards excellence on diversity and inclusion at the School of Public Health. The program is designed to both build on existing efforts and take these efforts to the next level, with the dedication of targeted resources over the coming years. The plan maps out longer-range strategies intended to ensure the recruitment, support, and retention of a diverse community of faculty, students, and staff and organizes our activities in three areas: creating a culture of inclusion, changing the conversation, and creating a more diverse community. The plan is available also at bu.edu/sph/announcement/diversity-and-inclusion-at-sph-2/.

Creating a Culture of Inclusion

One of our central responsibilities is to create a culture of inclusion, where all members of our community feel valued and respected, and where we can have conversations about challenging issues around diversity in safe spaces.

1. Targeted teachings. A dominant theme emerging from the Listen and Learn series organized by Assistant Dean for Diversity and Inclusion Yvette Cozier is that faculty must do a better job in leading discussions around issues of diversity and inclusion, and present a curriculum that reflects the students and communities served by SPH. To this end, we work with faculty and students in all

departments to improve in this area, first through targeted teachings, aimed at building awareness between both groups of the implicit biases that can be introduced into the classroom by both faculty and students. We accomplish this by offering formal bias training for all faculty and staff. Such trainings are intended in particular to help all of us become more adept at productively raising and managing difficult topics (e.g. race) that arise during class discussions. For our students, we begin this process during student orientation through a session introducing students to topics including race, class, and social justice. These topics are then woven throughout the core curriculum, which is required for all MPH students.

2. Effective teaching strategies to promote inclusion in the classroom. Resources are available to further develop and enhance the classroom skills of faculty in the area of diversity and inclusion. This includes luncheon workshops, learning modules, and webinars designed to help faculty productively raise and lead discussions of difficult topics (e.g. race, class, sexuality) in the classroom, manage and defuse tensions among students that arise in classroom conversations and in group work, and thoughtfully integrate diverse topics and scholars into curricula.
3. Diversity and inclusion seminar series. We weave topics related to diversity and inclusion through existing fora, particularly the Dean's Seminar Series and the Public Health Forum series, and we also host a seminar series explicitly designed to highlight diversity and inclusion. In addition, we identify and highlight to our community existing supplemental programming and events sponsored by the rest of the University, including the Howard Thurman Center, the College of Arts and Sciences (e.g. the Department of African American Studies), and other schools (e.g. Law, Social Work, School of Theology) and coordinate with colloquia sponsored by the BU Diversity Task Force planned for the Charles River Campus.
4. SPH Reads. An important step in building community around the issue of diversity and inclusion involves School-wide engagement around a common goal or understanding. To this end, we unite the SPH community around a single book and examine it from many perspectives. SPH Reads involve assigning a book to all incoming SPH students, faculty, and staff each summer, with the goal of addressing the topic throughout the following academic year in various settings (e.g. core classes, Practice Plunge, Dean's Seminars, and the Racial Justice Talking Circle). Each incoming class of students is only required to read the book assigned to their respective cohort, but is welcome to participate in subsequent book offerings.

Changing the Conversation

Complementing the goal of creating a culture of inclusion, we aim to change the conversation by creating spaces for members of the SPH community to freely and constructively discuss issues of diversity and inclusion.

5. Language of Inclusion. We dedicate time at school assemblies to discuss issues that would be beneficial to faculty and staff. For example, preferred gender pronouns (PGP), a consciously chosen set of pronouns that allow a person to accurately represent their gender identity in a way that is comfortable for them. Updates on this diversity and inclusion plan are also discussed at school assemblies.
6. Affinity Groups. We provide spaces within SPH to hold/continue the conversation on diversity and inclusion. These affinity groups are open to all community members (faculty, staff, and students) and have a clear sense of purpose, including a mission statement that contributes to the larger mission and core values of the school. Existing spaces or "affinity groups" for students include Students of Color for Public Health, International Student Organization, and the recently created SPH LGBTQ Alliance. These groups provide a safe space for members to debrief and also perform community service and sponsor cultural activities. For example, Students of Color for Public Health hold an annual toy drive for the children of the Ruth Barkley Apartments (formerly the Cathedral Housing Development). Each fall, the International Student Organization holds a Cultural Show and

Dinner, with proceeds going to charity. Another group, the Racial Justice Talking Circle (RJTC), is open to all SPH students, faculty, and staff. Another group open to SPH students is the Minority and International Scientists Organization (MISO), which welcomes all STEM and non-STEM graduate students (on MED and CRC) to network, eat, and socialize.

7. Cultural events. We are fortunate to live in Boston, presenting us with a unique opportunity to take advantage of a breadth of activities that are directly relevant to issues of diversity and inclusion. We work to capitalize on these activities, highlighting them and making them available to all members of our community, centrally students who may be newer to Boston and less familiar with these resources. Some of these events include highlighting alternative representations of dominant narratives, such as *Urban Nutcracker* and *Black Nativity*. We communicate these throughout the year and organize opportunities for our community to collectively experience these events.
8. Online discussion space. We have heard from the SPH community the need for a digital discussion space dedicated to issues of diversity and inclusion. We have an active Facebook page where in addition to communicating with each other, the outside world is able to follow our activities. Similarly, we have a growing web presence through Twitter. Additional online resources are added as needed.

Creating a More Diverse Community

While we work to create a culture of inclusion and change the conversation around diversity, we must at core work towards ensuring we foster a more diverse and inclusive community that more accurately reflects the communities that we study and serve.

9. Mentoring of students. One of our main goals is to mentor all students at SPH throughout their time with us and to help them move successfully into their careers in public health once they leave the School. It takes several types of programs to meet the needs of a diverse student body and mentor students through the departments, our Office of Education, our [Careers Office](#), and our [SPH Alumni Mentoring Program \(StAMP\)](#). StAMP connects MPH students with SPH alumni to create successful mentorship relationships, providing students with professional guidance while providing alumni a way to remain engaged with their university. The program leverages our global alumni network to the end of improving the student experience at SPH, furthering SPH's commitment to both student development and alumni engagement.
10. Pipeline efforts. We aim to attract more underrepresented students to SPH, using both short-term and long-term approaches. One of our major challenges is that unlike other professional schools (e.g. medicine, law), most students (and adults) are relatively unaware of public health as a potential career path. Therefore, our long-term efforts include creating a high school pipeline of students. Our efforts include the New Faces program overseen by Dean Harold Cox in the Activist Lab in conjunction with the medical and dental schools. This program invites area high school students to campus for the practicum poster presentation, where we are able to highlight a broad range of public health topics and projects. In addition, we engage our students of color to facilitate breakout sessions with the visitors, providing an opportunity to be seen as role models. Further, during National Public Health Week, SPH students visit local high schools. We also create opportunities to bring students from the neighboring Blackstone community to SPH, where they can meet faculty, hear about research projects, and interact directly with students.

Finally, the Charles River Campus partners with the College Advising Corps, a nonprofit whose aim is to increase the rates of college enrollment and completion among low-income, first-generation, and underrepresented high school students across the country by placing young college grads in public high schools as advisors. We also want to enhance our undergraduate pipeline of underrepresented students. This includes working with the Posse Foundation, which identifies public high school students with high academic and leadership potential who may be overlooked by traditional college selection processes. Another pipeline opportunity involves the Native American Program at

Dartmouth College. This represents fertile ground for SPH to make inroads with Native American students as we have with African American students from Historically Black Colleges and Universities (HBCUs). Other ongoing SPH efforts in the undergraduate pipeline include the successful, ongoing Summer Institute for Education in Biostatistics (SIBS), the undergraduate 4+1 program, and the public health minor for BU undergraduate students. The undergraduate **BU Students for Public Health** organization and the **Summer Training as Research Scholars (STARS)** program are both offered through the Division of Graduate Medical Sciences. We also pursue funding through the **Initiative for Maximizing Student Development (IMSD)** program from the National Institutes of Health (NIH). IMSD is a student development program for institutions with research-intensive environments. The goal of the program is to increase the number of students from underrepresented groups in biomedical research who complete PhD degrees in these fields. The program offers an opportunity to develop new or expand existing effective academic developmental programs, including student research internships, in order to prepare students from underrepresented groups for competitive research careers and leadership positions in the biomedical sciences.

11. Underrepresented faculty/faculty development. Recruitment and hiring of underrepresented minority (URM) faculty needs to be an ongoing activity, taking what has been called a “surveillance” approach. That is, as an institution, we must always be on the lookout for opportunities to engage outstanding URM faculty internally and externally. These engagements may take the form of a visiting faculty scholars program, hosting researchers during their sabbaticals from their home institutions. The method of simply initiating searches once a position is formally opened is destined to fall short because of the dearth of candidates reached by traditional outreach methods, and compounded by the relatively short length of the search process. In addition to surveillance activities, we also work to create a pipeline of doctoral students and postdoctoral associates who can be involved in ongoing research and can be helped to successfully transition into junior faculty positions. We take several actions in this area. First, we have an SPH Dean’s Fund to target URM “opportunity hires.” All departments will have the opportunity to recruit URM faculty who meet their scholarly goals with financial support from the Dean’s Fund. Second, we aim to create opportunities to invite URM faculty to become familiar with us by inviting them to present their research to the SPH community. This can occur as via the Dean’s Seminars, the Public Health Fora, or talks sponsored by individual departments at SPH (e.g. Giis Van Seventer Lecture Series, Epidemiology Tuesday Talks). Third, we work to secure funding that will allow us to better fund URM faculty, ensuring that we maximize opportunities for URM faculty success during their time at SPH. This will include efforts to encourage **minority supplements** linked to existing NIH funding, and applications for targeted funding that specifically is concerned with issues of diversity and inclusion. These include, for example, currently available funding for **resource centers for minority aging research** and **administrative supplements on sexual and gender minority populations**. Fourth, we work towards ensuring we maximize opportunities for success for all faculty, making sure that all our promotion processes are transparent and fair. To that end, we regularly update our **appointment and promotion guidelines**, provide written clarification of our faculty expectations, and support a faculty mentoring program to complement efforts that already happen within departments.

We are well aware that creating a diverse and inclusive community, one that represents the communities we serve and is characterized by a culture of inclusion, takes time. The 11 steps in this plan are not meant to be the only steps we take, and we will continue to develop other events and capitalize on other opportunities over time.

4. Overview of Administrative Functions

The Governing Council (GC) is the senior governance body for the school and has approval authority for school-wide policy setting, and other strategic activities. It advises the Dean on senior administrative appointments. The GC is composed of:

- The **Dean of the School of Public Health**, who is the School's chief administrative and academic officer. The Dean's responsibilities within the School are listed in the bylaws but centrally include: overseeing strategy setting and execution, representing the school to its peers locally and globally, working with senior University leaders on matters pertaining to the School, supervising, planning-budgeting-evaluation cycle; supervising the School's administrative and academic officers, working closely with the members of an external Dean's Advisory Board, and chairing the Governing Council. The Dean's primary reports include all members of Governing Council except the representatives of the faculty, staff, and student senates.
- The **Associate Dean for Administration**, who oversees the Administration and Finance team and is responsible for all major administrative functions in the School including budgetary planning, financial compliance, sponsored research administration, space acquisition and allocation, and human resources matters.
- The **Associate Dean for Education**, who is responsible for the academic affairs of the School. The Associate Dean oversees the Education Office and directors with educational portfolios, including the Admissions Office, Career Services, Registrar's Office, and the Offices of Graduate Student Life and Lifelong Learning. The Associate Dean chairs the Education Committee that is responsible for policy setting and implementation around education at the School.
- The **Associate Dean for Public Health Practice**, who directs the Activist Lab, and is responsible for facilitating relationships between the School and non-academic institutions involved in the practice of public health, and workforce development activities.
- The **Associate Dean for Research and Faculty Advancement**, who promotes and coordinates the research program of the School and oversees the Annual Faculty Review process, as well as faculty recruitment, appointment, promotion, and development. The Associate Dean oversees the Faculty Resources Office and chairs the Research Committee, which is responsible for the pilot grant research program and for developing strategies to strengthen the School's research program.
- The **Assistant Dean for Diversity and Inclusion**, who is responsible for our efforts to promote an institutional culture that values and supports diversity; develops, implements, and monitors the School's diversity and inclusion plan; and coordinates a variety of services, events, and programs aimed at enhancing diversity and inclusion at SPH.
- The **Assistant Dean for Development and Alumni Relations**, who works closely with the University Development and Alumni Office, and oversees the SPH Development and Alumni Relations Office.
- The **Department Chairs** are responsible for overseeing the education, research, and service activities of the department's faculty and staff. Chairs are also responsible for strategic planning and managing the budget at the departmental-level, as well as evaluating performance and supporting professional development of faculty and staff.
- **Center Directors**, who are responsible for overseeing the scholarship and activities of the faculty and staff associated with each school-wide center. They are also responsible for the planning, budgeting, and evaluation for their center.

- The elected chair and a second designated representative of the **Faculty Senate**. The Faculty Senate is an elected body that includes at least one faculty member from each department. The purpose of the Faculty Senate is to consider or recommend action, as appropriate, on all matters affecting the academic and professional concerns of the faculty of the school, including any matters as may be referred to it by the Dean or the Governing Council. The senate, established in September 2007, has its own bylaws and governing structure.
- The elected chair of the **Staff Senate**. The Staff Senate is an elected body that includes at least one staff member from each department and representatives from school-wide offices. The purpose of the Staff Senate is to consider or recommend action, as appropriate, on all matters of concern to the staff of the school, including any matters as may be referred to it by the Dean, Governing Council, or Administrative Council. The senate, starting in January 2019, has its own bylaws and governing structure.
- A student representative on behalf of the **Student Senate**. The goals of the Student Senate are to disseminate information, support student-initiated projects, and represent the concerns of public health students to the faculty, staff, and university community. The Student Senate is actively involved in community projects and its members serve on a variety of advisory boards and committees at the School and University.
- The **Director of Communications**, who manages the Communications Office and is responsible for communicating the work of the SPH community, both internally and externally.
- The **Dean's Office Chief of Staff**, who is responsible for leading the Dean's Office executive team, shepherding special projects for the Dean, and managing external relations and engagements for the Dean.

Administrative Offices

The School houses a number of administrative offices, each of which has at least one director, a staff member responsible for aligning the activities of the office with the School's strategy map, maintaining a budget, and managing relevant staff members.

- The **Activist Lab** facilitates collaborations with the community on a broad range of public health issues and programs, including a public health workforce training program.
- The **Administration and Finance team** manages the School's budget, sponsored research administration, human resources activities including hiring and staff development, and is responsible for planning and maintenance of the School's space and physical resources.
- The **Admissions Office** works closely with the Admissions Committee and program-specific committees to recruit students into the School's educational programs.
- **Career Services** works closely with students and alumni to identify career paths, job opportunities, and practica during their educational program and after graduation. The office also establishes and maintains relationships with an ever-growing list of public health employers, many of whom are alumni of the School. Career Services also facilitates Career PREP, a requirement of the MPH program, which boosts students' skills in networking, resume development, leveraging LinkedIn, interviewing, and negotiating offers.
- The **Communications Office** serves to elevate and increase visibility for the work of the School. Faculty are encouraged to reach out to the communications office when new research is coming out; the office seeks to highlight work across internal distribution platforms as well as local and national media outlets, serving our goals to be leaders in the conversation on public health. The office also advises faculty members on their professional web presence, including BU Faculty

profiles, head shots, and utilizing social media outlets such as Twitter, LinkedIn, and Instagram, and maintains the SPH website.

- The **Dean's Office Executive Team** runs the day-to-day operation of the Dean's Office, manages Dean's level events, coordinates programming for leadership, serves as a liaison to relationships outside the school, and completes miscellaneous projects as needed for the School and the dean.
- **Development and Alumni Relations** is the central point of contact for the School's donors and about 10,000 alumni. The office coordinates numerous alumni events throughout the year, many of which coincide with professional conferences and events held around the globe.
- The **Education Office** works closely with all SPH faculty, department chairs and associate chairs to ensure the School is meeting the educational needs of SPH students. The office facilitates curriculum development, advising, and the evaluation of our educational programs.
- The **Faculty Resources Office** supports the work of the Appointments and Promotions Committee and is a key point of contact for faculty with any policy or human resources-related questions.
- **Graduate Student Life (GSL)** coordinates co-curricular activities, student organizations, and social events for all students at the School. GSL also facilitates student support services, including writing assistance, academic accommodations, and health and wellness services.
- The **Registrar's Office** is responsible for student records, course records and scheduling, and advising. The office is the central point of contact for federal, state, and University policies, including FERPA and copyright, and works closely with the Boston University Registrar's Office.
- The **Office of Lifelong Learning** develops and implements flexible educational opportunities for continuing professional education and training in public health, under the Population Health Exchange (PHX) umbrella.

Committees

As described in the SPH Bylaws (Section III.1), the School has five standing committees that meet on a regular basis to review matters pertinent to their areas of responsibility and report to the Governing Council. Current membership can be found at bu.edu/sph/sphcommittees.

- The **Administrative Council** discusses changes in policies or procedures at both the School and University level; communicates important current school-wide information on SPH best practices; and engages in discussions on a variety of business practices with area heads across the University. It is comprised of senior staff from all departments and centers at the School and chaired by the Associate Dean of Administration and Finance.
- The **Appointments and Promotions Committee** is responsible for the review and approval of faculty appointments and promotions, as set forth in the guidelines for faculty appointments and promotions. The committee is comprised of at least one faculty member from each academic department. The Dean appoints the committee's chair and members. The School's affirmative action officer is an ex-officio, non-voting member.
- The **Education Committee** oversees all of the School's educational programs. It reviews proposals for new educational programs and new courses, oversees the student evaluation process, and regularly reviews the curricula of each program. It also selects faculty to receive semester and annual teaching awards. The committee is comprised of one faculty member from each department, at least one student representative, the Directors of DrPH and Undergraduate Programs, the Assistant Dean of Public Health Practice, the Registrar, and the Director of Educational Initiatives. The Associate Dean for Education chairs the committee.

- The **Practice Committee** is the steering committee for practice initiatives, community relations and outreach, and student and staff service activities at the School. It is responsible for strengthening the School's networks with public health agencies, establishing new affiliations with external organizations, engaging the School with the global public health practice community, and promoting practice activities within the School. The committee is comprised of the Associate Dean for Practice, who serves as chair, staff and faculty from the Activist Lab, faculty representatives from each department, and at three student representatives.
- The **Research Committee** makes recommendations regarding administrative policies to enhance the research environment and the research productivity of the faculty. The committee is also responsible for evaluating internal proposals for pilot grant and transition fund support. The committee is comprised of the Associate Dean for Research and Faculty Advancement, who serves as chair, faculty representatives from each department, and a student representative.

In addition to the standing committees, the School also has a number of operational and advisory committees. These committees can be constituted and re-constituted as needed over time. Current membership can be found at bu.edu/sph/sphcommittees.

- The **Admissions Committee** reviews and discusses individual applications to the School and makes recommendations for admission to the admissions office. The committee determines criteria for admitting students, which include establishing satisfactory test scores and prior academic performance. The committee is comprised of at least one full-time member from each department and chaired by the Associate Dean for Education.
- The **Alumni Leadership Council** provides advice and support to the Assistant Dean of Development. Council members are alumni who are interested in the success of Boston University and the advancement of BUSPH's mission.
- The **Dean's Advisory Board** provides advice and support to the Dean. Board members are alumni and individuals who are interested in the success of Boston University and the advancement of BUSPH's mission.
- The **Directors' Group** involves the lead staff member in each of the departments and centers of the school that have substantial budgetary and procedural responsibility for implementation of many of the school's administrative functions. This group comprises one representative from each academic department and school-wide center, a representative from BEDAC, from the Activist Lab, and members of the Administrative Leadership Group. This group meets bi-weekly and is chaired by the Associate Dean of Administration.
- The **Doctor of Public Health Committee** implements all DrPH program guidelines is the final authority in approving or disapproving a student's DrPH studies. The committee also delegates authority to other persons (such as the dissertation committee for a student's doctoral dissertation) for specific functions. It is composed of faculty representatives from throughout the School of Public Health, the Director of the DrPH Program, who chairs this committee.
- The **Doctoral Programs Committee** oversees marketing, admissions, recruitment, retention, curriculum and satisfactory student progress to ensure that doctoral programs meet compliance and quality standards. It is chaired by the Associate Dean for Education and includes the faculty directors of each PhD program, faculty representatives from departments who do not have PhD programs, the director of the DrPH program, the directors of Graduate Programs and Admissions, and the Registrar.

- The **Enrollment Committee** sets the strategic direction for all SPH enrollment efforts with a focus on graduate education. The committee analyzes enrollment data from the previous year and uses it to gauge standards for current MPH and MS admissions. It reviews the content, timing, and sequence of communications with applicants; oversees efforts to enhance student diversity; reviews the suite of marketing materials across all media channels; evaluates the substance and quality of prospective and accepted student days; reviews proposals for strategic partnerships; and sets targets for upcoming admissions cycles. The committee is comprised of members from the admissions, communications, and education offices and is chaired by the Director of Admissions.
- The **Faculty Development Committee** is responsible for building an effective faculty development program. The committee works closely with the department chairs, associate deans, and the Faculty Senate to design, monitor, and evaluate faculty development programs and activities in education, research, practice, and management. These activities are integrated with faculty development efforts on the Medical Campus and at the University. The committee is comprised of one faculty member from each department and is chaired by the Associate Dean for Research and Faculty Development.
- The **MS Programs Committee** considers all matters related to the recruitment, enrollment and retention of students. It develops and implements a strategic plan for marketing and advertising programs and develop the policies, requirements and standards for admission. The committee maintains annual records of applications, acceptances and matriculations as well as allocate scholarship awards to accepted students. The committee collects annual outcomes data to ensure satisfactory progress and ensures that all students meet graduate requirements. The MS Programs Committee, chaired by the Associate Dean of Education, includes all MS program directors as well as key staff from the admissions and education offices.
- The **Practicum Committee** consists of ten faculty members and four staff members who set and ensure that practicum is a robust learning experience for students. Faculty are responsible for reviewing and approving practicum proposals, conducting midpoint and final assessments of competencies and reviewing and assessing student work products. Staff manage the Practicum Portal online system, are the first point of contact for students, supervisors and faculty, and are responsible for reviewing and approving student submissions during the three stages of the practicum experience.
- The **Sponsored Programs Operating Committee (SPOC)** identifies, discusses, addresses issues, shares ideas and develops school-wide best practices for management of sponsored programs. The committee is comprised of all of the grants managers at the School and chaired by the Director of Sponsored Research.

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5. Communications

The leadership team and communications office provide multiple tools and events to keep the community informed and to create opportunities to provide feedback.

SPH Today, a daily email, is the backbone of our internal communications strategy. SPH Today includes important announcements and the day's events, and a "Looking Ahead" section that makes note of the signature events coming up over the next four weeks. Any member of the SPH community can contribute to the announcements and calendar section of SPH Today. In addition to SPH Today, the communications team also sends emails regarding our signature events. We also have screens in Talbot, Crosstown, and the Instructional Building that highlight events and other special notices.

SPH This Week, a once-weekly digest of thoughts and activities is both an internal and external communication channel, with distribution to University leadership, deans and leadership at fellow schools and programs of public health, and other members of the SPH community. It serves as an avenue to highlight current research, education, and practice, and for the SPH community to communicate their ideas more broadly. SPH This Week is home to the weekly Dean's Note and Viewpoints from faculty, staff, and students.

SPH This Month is a digest of the past month's SPH This Week. It has broader circulation than SPH This Week, going to all alumni and friends of the School as well as to faculty, staff, and students. For those in our internal community, much of the material in SPH This Month overlaps with material previously published in the weekly mailing. However, we endeavor to make sure that our entire community sees our communications, so err on the side of caution with hopes that everyone finds the digest helpful, and that it will perhaps even rekindle an idea or two.

SPH This Year is an annual year in review magazine that does a deep dive into the work of the SPH community. This Year is a print publication with wide circulation to the SPH community, alumni, friends of the School, and public health influencers.

School Assembly is a monthly meeting for all SPH faculty and staff. The meeting has regular discussions led by the Dean, associate deans, and Faculty Senate, as well as highlights the work of a faculty member through a brief Think, Teach, Do. presentation.

Department meetings are monthly meetings convened by the department chair to provide updates on university- and school-wide items and discuss department and school business. Faculty votes on proposed appointment and promotion actions are taken as necessary.

Breakfasts/coffees with the Dean are informal monthly meetings for all SPH faculty, staff, and students held separately for each group. The meetings provide a forum to ask the Dean questions informally, discuss current public health challenges, and build a faculty community outside the departments.

Signature Programs convene leaders in academia, government, non-profits, and the private sector from across the world and are held throughout the year. Events are free and open to the public, attracting the School community, the local community, and national partners. Information about events is sent out via the above communication mechanisms. A comprehensive list of programs can be found on the School website: bu.edu/sph/news-events/signature-programs/.

Faculty, staff, and students who are interested in distributing information to the SPH community should consult the Community Messaging Guidelines: bu.edu/sph/faculty-staff/resources/administrative-resources/communications/community-messaging-guidelines/.

IV. Faculty Senate

The Faculty Senate is an elected body that represents the faculty of the School. Its purpose is to consider and act, or recommend action, as appropriate, on all matters affecting the academic and professional concerns of the SPH faculty, including any matters as may be referred to it by the Dean or the Governing Council. The Faculty Senate is governed by its own bylaws, which it alone has the power to amend.

Faculty Senate Bylaws

I. Organization

A. Membership of the Faculty Senate

The faculty will elect the members of the Senate. Each department shall elect one representative from among its faculty. At-large members shall be elected by the voting faculty, in a number specified in the Senate's rules and procedures, not to exceed a total of 18 elected members of the Senate.

All faculty with a primary appointment at SPH, including all ranks and tracks, are eligible to serve as elected members of the Faculty Senate, unless they are members of the Governing Council. Senate Chair and Vice Chair are the exception, and may run for re-election as Senate members, even though they are ex officio voting members of the Governing Council.

B. Terms of Office

The terms of office for elected Senate members shall be two years. Elections shall be held within one week of December 1, and terms will begin on the date of the December Faculty Senate meeting.

C. Ex officio Members

Unless otherwise elected as a Faculty Senate member, one SPH representative to the BU Faculty Council and the Director of Faculty Development will serve as ex officio, non-voting members of the Faculty Senate.

II. Elections and Vacancies

A. Voting Rights

All faculty who have a primary appointment at SPH, including all ranks and tracks, may vote in Faculty Senate elections.

B. Representatives from Departments

Each department will elect one representative to the Faculty Senate, by vote of that department's faculty. If that departmental representative should leave office prior to the end of his/her term, the department will elect, by vote of that department's faculty, another representative as soon as possible to serve out the rest of the initial term.

C. At-large Representatives

The candidates with the largest number of votes will be elected to serve at-large. Tie votes will be handled through a run-off election. In the event of a vacancy by an at-large member of the Senate, a special election shall be held if there is more than half of the term of that seat remaining.

III. Officers

A. The officers of the Faculty Senate shall include at least a Chair and a Vice-Chair.

B. Officers will be elected by the members of the Faculty Senate.

C. Officers will be elected every year.

IV. Meetings and Procedures

A. Faculty Senate meetings will be held at least six times per year. The Chair of the Faculty Senate may call special meetings on his/her own motion.

B. Meetings will be open to all faculty with a faculty appointment at SPH, whether or not they are eligible to vote, although the Faculty Senate, by vote of its members, may go into executive session if necessary.

C. Executive session is limited to elected and ex officio Faculty Senate members and anyone specifically invited to attend.

D. A quorum is defined as a majority of members of the Senate entitled to vote. A quorum must be present when a vote on official action is taken. The decision of a majority of those voting shall constitute official action of the Senate.

E. The Faculty Senate shall be sole judge of its own rules and procedures not specified in these bylaws.

F. Amendment procedures. These bylaws may be amended by a two-thirds vote of voting members of the Faculty Senate.

V. Committees

Standing and ad hoc committees may be formed by the Faculty Senate.

V. Appointments and Promotions Guidelines

I. Introduction

Faculty appointments and promotions at Boston University School of Public Health are governed by policies and procedures of the University, Medical Campus, and SPH, as set forth in the BU Faculty Handbook, in BUMC policies and procedures, and in these guidelines. Within the parameters established by these documents, the SPH, through its Governing Council and Appointments and Promotions Committee, may establish additional policies and procedures.

The guidelines outlined in this document are intended to clarify expectations for department chairs considering rank for new faculty positions, faculty and committees reviewing the suitability of the applications, and SPH faculty seeking promotion. These guidelines are intended to adapt University guidelines and to apply them to the circumstances of the SPH. In both the University and SPH guidelines, flexibility is built into the criteria for appointments and promotions, and the criteria are likewise subject to interpretation by the Appointments and Promotions Committee, the Governing Council, and the Dean. The guidelines outlined here are intended to be consistent with the University and Medical Campus policies. In case of conflict, the policies of the University and Medical Campus take precedent.

Hiring, promoting, and retaining faculty members who demonstrate excellence in research, education, and service is critical to advancing our shared mission to improve the health of populations. These guidelines reflect the School's commitment to establishing and maintaining high standards of academic and professional excellence and achievement amongst its faculty. This commitment is consistent with Boston University's goals for "hiring, promoting, and retaining faculty members who are excellent teachers and leaders in research, scholarship, and professional accomplishment."

This document is organized as follows: Section II defines the categories and ranks of faculty appointments at SPH; Section III outlines the criteria for faculty appointment and promotion to those categories and ranks; and Section IV specifies procedures for appointments, promotions, and changing to a different faculty category. Appendix A describes the process for recruiting new faculty and Appendix B describes the components of the appointment and promotions packet.

II. Standard Faculty Categories and Ranks at SPH

This section defines the categories and ranks that apply to standard faculty appointments and promotions at SPH. The general and specific criteria outlined for each rank are used by SPH faculty, department chairs, the Appointments and Promotions Committee, and the Dean to determine ranks for new appointments and eligibility of promotion.

The categories and ranks employed by the SPH represent a subset of those authorized by the University in the Classification of Ranks and Titles section of the BU Faculty Handbook, which is available at bu.edu/handbook/appointments-and-promotions/.

SPH appoints, develops, and promotes faculty in the following tracks: unmodified, clinical, research, lecturer, and of the practice. Faculty members in each of these tracks are critical to the successful pursuit of the School's tripartite mission of research, education, and service. As per BUMC policy, tenure is not available to faculty in any category.

The expectations for faculty with unmodified titles focus on research scholarship and the achievement of a national or global reputation for that scholarship, and include expectations for education, service, and administration and citizenship activities. The expectations for faculty with clinical titles focus on education, service, and administration and citizenship activities, along with an expectation to engage in scholarship. The expectations for faculty with research titles focus on research, service, and administration and citizenship activities. Scholarship for clinical and research titles at the associate and full professor ranks is expected to be at a level associated with a national and global reputation, respectively. Faculty with lecturer and professor of the practice titles are expected to focus on teaching, service, and administration and citizenship activities, and have no expectation for scholarship.

SPH also appoints and promotes faculty with adjunct titles. An adjunct title identifies a faculty member whose primary place of employment is not Boston University. Secondary appointments are awarded to selected faculty whose primary academic appointment is at another Boston University school or college.

A. Ranks for Faculty with Unmodified Titles

Instructor. At the Medical Campus, Instructor is the entry level rank for those who have recently been awarded a doctoral or professional degree or equivalent, or completed post-doctoral training, residency, or fellowship training. This rank is appropriate for new faculty who have the potential for academic advancement. Medical Campus individuals at the instructor level may be in positions of advanced training prior to leaving SPH or being promoted to the assistant professor rank.

Assistant Professor. Generally, an assistant professor has been awarded a doctoral or professional degree or equivalent, exhibits commitment to teaching and scholarly or professional work of high caliber, and participates in University affairs at least at the department level.

Associate Professor. Generally, an associate professor meets the requirements for appointment as an assistant professor, enjoys a national reputation as a scholar or professional, shows a high degree of teaching proficiency and commitment, and demonstrates public, professional, or University service beyond the department.

Professor. Generally, a professor meets the requirements for appointment as an associate professor, and, in addition, has a distinguished record of accomplishment that leads to a global reputation in their field.

B. Ranks for Faculty with Modified Titles

University guidelines indicate that the prefix clinical identifies appointments that primarily provide practical instruction and application of practical knowledge. On the Medical Campus, the title describes faculty whose primary activity is clinical or public health practice or whose primary activity is related to teaching and related scholarship.

University guidelines indicate that the prefix research identifies faculty appointments that are offered to scientists and scholars who fulfill the research qualifications of the standard professorial or instructor ranks and who work for the University on research supported by external grants and contracts. The principal criteria for these titles are scholarly productivity and recognition of original work. Research faculty are eligible to give seminars and teach courses. Teaching is at the discretion of the department, in consultation with individual faculty members. The duties, terms of appointment, and salaries are specified in the letter of appointment.

Clinical or Research Instructor. At the Medical Campus, clinical or research instructor designates an entry level rank for those who have recently completed their training. Instructors may also be individuals who are in positions of advanced training and who also have faculty responsibilities.

Clinical or Research Assistant Professor. Generally, a clinical or research assistant professor has a doctoral degree, or master's degree plus relevant experience, exhibits the potential for teaching or research work of high quality, and is committed to service at least at the department level.

Clinical or Research Associate Professor. Generally, a clinical or research associate professor meets the requirements for appointment as a clinical or research assistant professor, has made substantial contributions as a teacher or researcher, and participates in School or University service beyond the department (i.e., at the national level).

Clinical or Research Professor. Generally, a clinical or research professor meets the requirements for appointment as an associate professor and, in addition, has a distinguished record of accomplishment in education or research, and participates at a leadership level in internal and/or external service activities.

C. Ranks for Faculty with Lecturer Titles

Lecturer. A lecturer is a faculty member appointed primarily to provide instruction for a stated term of full-time or part-time service, as specified in the appointment letter. The title reflects strong teaching ability and a relevant basis of scholarly work or professional expertise and achievement.

Senior Lecturer. Generally, a senior lecturer meets the requirements for appointment as a lecturer, and has demonstrated excellence in teaching for at least five years.

Master Lecturer. Generally, a master lecturer meets the requirements for appointment as a lecturer, and has demonstrated excellence in teaching for at least ten years.

D. Ranks for Faculty with Professor of the Practice Titles

Associate Professors of the Practice and Professors of the Practice are officers of instruction who are or have been distinguished practitioners in their respective professions and whose primary responsibilities lie in teaching, mentoring, and service to the University.

E. Ranks for Faculty with Adjunct Titles

The prefix adjunct identifies a faculty member whose primary place of employment is not Boston University or whose primary employment within Boston University is not in a faculty capacity.

F. Ranks for Faculty with Secondary Appointments

Secondary appointments may be awarded to selected faculty whose primary academic appointment is at another Boston University school or college. Secondary appointments and promotions at SPH are typically at the same rank as the primary BU title and can also have modifiers.

G. Emeritus Status

As per the University Faculty Handbook (bu.edu/handbook/leaves-absences/faculty-retirement/), Emeritus is a status of honor and esteem at Boston University, intended to recognize faculty for lifetime contributions to the University, their field, or both. Faculty members who have served on the faculty of Boston University for at least

ten years are eligible to be considered for Emeritus status upon retirement. Faculty members with Emeritus status retain their title at the highest rank achieved, modified by the incorporation of the Emeritus designation. While emeritus faculty members may continue their productive life within the University, the basis of continued participation shall be determined by the School through the faculty and Dean. An emeritus faculty member may not serve as chair of a department or as a member of a policy-making committee. An emeritus faculty member is employed by the University at a rate of compensation appropriate to the assigned responsibilities.

III. Criteria for Appointment and Promotion

A. General Expectations for Faculty with Unmodified Titles

Candidates being considered for appointment or promotion to a faculty rank on the unmodified track are expected to make contributions in all four areas of faculty activity: education, research/scholarship, service, and administration and citizenship. Scholarship may be pursued and achieved in the area of education, research, or service, as described below.

General Expectations of SPH Faculty on the Unmodified Track at Each Academic Rank

	Instructor	Assistant Professor	Associate Professor	Professor
Preparation	Generally has doctoral or equivalent degree	Generally has doctoral or equivalent degree	Generally has doctoral or equivalent degree	Generally has doctoral or equivalent degree
Education	Exhibits potential for quality teaching	Exhibits commitment to teaching	Shows a high degree of teaching proficiency and commitment	Shows a high degree of teaching proficiency and commitment
Research/Scholarship	Exhibits potential for research/scholarship achievement	Exhibits commitment to research/scholarship of high caliber	Has a national reputation for research/scholarship in their field	Has a global reputation for research/scholarship in their field
Service	Membership in relevant opportunities, such as professional organizations	Participates actively in service opportunities, such as journal review	Actively participates in service nationally, such as professional organization committees	Demonstrates leadership in service activities globally, such as journal editorship or professional organizational leadership
Administration and Citizenship	Willingness to perform school administration and citizenship	Participates actively in administration and citizenship at least at the departmental level	Participates actively in administration and citizenship beyond the departmental level	Demonstrates leadership in administration and citizenship activities

B. General Expectations for Faculty with Modified Titles

Candidates being considered for appointment or promotion to a faculty rank on the modified track are expected to make substantial contributions in either education or research, depending on their title, and in service.

General Expectations of SPH Faculty on the Clinical Track at Each Academic Rank

	Clinical Instructor	Clinical Assistant Professor	Clinical Associate Professor	Clinical Professor
Preparation	Has doctoral degree or has master's degree plus relevant experience	Has doctoral degree or has master's degree plus relevant experience	Has doctoral degree or has master's degree plus relevant experience	Has doctoral degree or has master's degree plus relevant experience
Education	Exhibits potential for quality teaching	Exhibits commitment to quality teaching	Makes substantive contributions to the School's teaching program and exhibits high degree of teaching proficiency	Makes outstanding and sustained contributions to the School's teaching program
Research/Scholarship	Exhibits potential for research/scholarship and/or educational scholarship achievement	Exhibits commitment to research/scholarship and/or educational scholarship	Has a national reputation for research/scholarship in their field and/or educational scholarship	Has a global reputation for research/scholarship in their field and/or educational scholarship
Service	Membership in relevant opportunities, such as professional organizations	Participates actively in service opportunities, such as journal review	Participates actively in leadership service nationally, such as professional organization committees	Demonstrates leadership in service activities globally, such as journal editorship or professional organizational leadership
Administration and Citizenship	Willingness to perform school administration and citizenship	Participates actively in administration and citizenship at least at the departmental level	Participates actively in or preferably leads administration and citizenship beyond the departmental level	Demonstrates leadership in administration and citizenship activities

General Expectations of SPH Faculty on the Research Track at Each Academic Rank

	Research Instructor	Research Assistant Professor	Research Associate Professor	Research Professor
Preparation	Has doctoral degree or has master's degree plus relevant experience	Has doctoral degree or has master's degree plus relevant experience	Has doctoral degree or has master's degree plus relevant experience	Has doctoral degree or has master's degree plus relevant experience
Education	May have interest in teaching activities	May participate in teaching activities	May make contributions to the School's teaching program	May make contributions to the School's teaching program
Research/Scholarship	Exhibits potential for quality research/scholarship	Exhibits commitment to quality research/scholarship	Has a national reputation for research/scholarship	Has a global reputation for research/scholarship
Service	Membership in relevant opportunities, such as professional organizations	Participates actively in service opportunities, such as journal review	Participates actively in leadership service nationally, such as professional organization committees	Demonstrates leadership in service activities globally, such as journal editorship or professional organizational leadership
Administration and Citizenship	Willingness to perform school administration and citizenship	Participates actively in administration and citizenship at least at the departmental level	Participates actively in or preferably leads administration and citizenship beyond the departmental level	Demonstrates leadership in administration and citizenship activities

General Expectations of SPH Faculty on the Lecturer Track at Each Academic Rank

	Lecturer	Senior Lecturer	Master Lecturer
Preparation	Has doctoral degree or has master's degree plus relevant experience	Has doctoral degree or has master's degree plus relevant experience	Has doctoral degree or has master's degree plus relevant experience
Education	Exhibits potential for high quality teaching	Makes substantive contributions to the School's teaching program; exhibits high quality teaching/high degree of teaching proficiency for at least 5 years	Makes outstanding and sustained contributions to the School's teaching program; exhibits high quality teaching/high degree of teaching proficiency for at least 10 years
Research/Scholarship	Has no scholarship requirement	Has no scholarship requirement	Has no scholarship requirement
Service	Willingness to engage in service	Participates actively in service nationally	Demonstrates leadership in service activities globally
Administration and Citizenship	Participates in administration and citizenship at the school and/or the department level	Participates in administration and citizenship at the school and/or the department level	Participates in administration and citizenship at the school and/or the department level

General Expectations of SPH Faculty on the Professor of the Practice Track at Each Academic Rank

	Associate Professor of the Practice	Professor of the Practice
Preparation	Has experience as an accomplished practitioner	Has experience as an accomplished practitioner at a senior level
Education	Exhibits potential for quality teaching	Exhibits potential for quality teaching
Research/Scholarship	Has no scholarship requirement	Has no scholarship requirement
Service	Participates actively in service	Participates actively in service
Administration and Citizenship	Participates in administration and citizenship at the school and/or the department level	Participates in administration and citizenship at the school and/or the department level

C. Criteria and Documentation for Appointment and Promotion

This section provides guidance on evaluation criteria and required documentation in the areas of teaching, research/scholarship, service, and administration and citizenship for appointments and promotions. All of the criteria are relevant to promotion of faculty on the unmodified track. Criteria are also relevant to promotion on a modified track or on the lecturer track as appropriate to the focus area of the faculty member.

At each level of promotion, evaluation is focused on accomplishments since the previous appointment or promotion.

1. Teaching
Education is a core mission activity at SPH. Therefore, performance as a teacher is considered very seriously in promotion decisions.

Teaching contributions are a primary consideration in promotion for faculty on the clinical, lecturer, and practice tracks, and a substantive consideration for faculty members on the unmodified track. Faculty members on the research track are encouraged to engage in teaching activities, especially with regard to doctoral education efforts.

The following should be documented as appropriate and relevant for individual faculty members.

- a. Serving as primary instructor or co-instructor in courses since previous promotion, with specific information for each course (including directed and independent studies):
 - i. course number, semesters taught, and student enrollment
 - ii. teaching awards and student evaluations
 - iii. role in developing and/or restructuring courses
 - b. Major or primary dissertation advisor for doctoral students and post-doctoral fellows, with specific information for each advisee:
 - i. completion of doctoral degree
 - ii. papers or presentations completed by the student or fellow
 - iii. professional success of the student or fellow (position(s) after completing training)
 - c. Committee member for doctoral students (e.g., dissertation or exam committees), with general information for each student to document activities.
 - d. Academic advisor to MPH or MS students, and students in other and non-doctoral degree programs.
 - e. Independent and directed research studies instruction, with specific information for each student to document activities. For example, student scholarship as a result of the faculty member's involvement with the student (e.g., authorship of posters or publications).
 - f. Advising and mentoring students, with specific information for each student to document activities.
 - g. Involvement of students in the faculty member's research and practice will be considered, based on specific information to document student activities.
 - h. Invited lectures at other universities and colleges, as well as guest lectures in other courses at SPH and Boston University, and invited lectures at learned professional society meetings.
 - i. Involvement in curriculum development for the department and/or the School.
 - j. Other teaching activities not included in the above will also be considered based on specific information provided by the faculty member.
2. Scholarship/Research
- Scholarship and research are critical to the impact and reputation of the School. Scholarship and research may be accomplished in any of the domains of faculty activity.

Faculty members on the unmodified, clinical, and research tracks are expected to have scholarly/research achievements. Faculty who are on the lecturer and practice tracks are not expected to engage in scholarly/research activities.

Faculty activities at SPH are recognized as scholarship/research if they meet all three of the following criteria:

- a. Generation of new knowledge or the application of existing knowledge in new ways;
- b. Documentation of the new knowledge generated;
- c. i.) public sharing of the documentation so that it is accessible to others for review and critique. At the highest level, public sharing of information occurs following the scrutiny of peer review, and/or
ii.) reports that increase understanding of a problem and/or recommend insightful responses to a problem.

Faculty members claiming scholarship/research accomplishments must document those accomplishments and provide evidence that they meet the three criteria defining scholarship.

Scholarship in teaching includes publications associated with teaching materials or methods, developing funded grant proposals to support instructional activities, producing and disseminating videos and curricula intended for instructional purposes, and publishing textbooks, review articles, and (text)books.

Scholarship in research includes the generation of research proposals, research protocols, working papers, journal articles, research reports, book chapters, and books. Research activities and knowledge generated from private consultancies that are not distributed beyond the client would not be considered academic scholarship.

Scholarship in practice includes technical reports, presentations at professional meetings that summarize new knowledge or new applications of practice-based principles, the publication of new materials or principles for public health program content, and contributions to the writing of new public health policy and legislation.

The following should be documented as appropriate and relevant for individual faculty members:

- a. The quantity and quality of a faculty member's scholarship and research output since previous appointment or last promotion will be the most important factor in determining productivity. It is recognized that the typical number of scholarly works or research publications may vary widely by academic discipline and appointment track, so no set number of publications or other appropriate outputs is required. In instances where a faculty member's application contains fewer outputs, they should be of high impact and demonstrated importance to be strongly supportive for promotion.
 - i. Publication in peer-reviewed journals is highly valued. Reports, monographs, books, and other types of publications or outputs created from scholarly activities are also appropriate. In all cases, the faculty member must demonstrate that these are recognized as scholarship.
 - ii. Depending on the field, first, second, and third, or first, second, and senior or "corresponding" authorship can be given greater weight.
 - iii. Substantive role in the planning, implementation, analysis, or writing of the scholarly output is essential.
 - iv. Impact scores of the journals or journals identified as strongly reputable in the faculty member's field, and alternative metrics regarding impact of individual papers will be considered in assessing national and global reputation.
- b. For faculty on the unmodified and research tracks, demonstrated ability over the evaluation period (or several years for new appointments) to attract independent external funding and/or contribute to existing grants sufficient to support the faculty member's salary as consistent with annual reviews with the department chair will be strongly considered. External funding includes grants, contracts, and other mechanisms with government agencies (including other nations as well as local or state governments),

foundations, and private sources. The following factors will be considered in evaluating funding:

- i. level of role on the project;
 - ii. size of the project; and
 - iii. level of competitiveness of funding source
 - c. Participation in (including presentation at) major professional conferences and within professional meetings and forums at the local, national, and/or global levels as appropriate for the faculty member's position is expected. The following factors will be considered in evaluating faculty participation:
 - i. participation type (poster, oral presentation, panel, invited speaking engagements, keynote presentations, etc.);
 - ii. stature or recognition of the conference or event; and
 - iii. recognition of the research or other scholarly work by government or advocacy groups.
 - d. Recognition of the faculty member's scholarship and research by others is important, especially for promotion on the unmodified track. Evidence of such recognition includes citing in academic publications and notable scores in citation indices and other alternative metrics of impact.
 - e. Recognition of scholarly stature can also be documented, for example, by membership on grant review panels, study sections, data safety and monitoring boards, research advisory groups, editorial boards, and paper reviews for journals. Note that the activities completed as part of these activities could also be considered service activities.
 - f. Other research/scholarship activities not included in the above will also be considered based on specific information provided by the faculty member.
3. **Service**
All faculty members are expected to engage in service, which can include the following, all of which should be documented:
 - a. Active involvement in local, national, and global public health organizations or groups.
 - b. Public health service awards or recognition.
 - c. Service as a reviewer for grant funding agencies, journals, and other types of reports or publications.
 - d. Public health practice that serves the community not included in other areas.
 - e. Other service activities not listed in a-d above.
4. **Administration and Citizenship**
All faculty members are expected to engage in administration and citizenship, which can include the following, all of which should be documented:
 - a. Membership and leadership on departmental and school-wide standing, ad-hoc, and short-term committees (e.g. faculty search committees). Leadership roles should be noted but are not required for instructor and assistant and other junior ranks.
 - b. Active involvement in campus or university-wide committees not included in a. above.

- c. Advising student groups or committees at the School or University not included in a. or b. above.
- d. Other administration and citizenship activities not listed in a-c above.

IV. Procedures for Appointment and Promotion

The procedures for appointment and promotion are similar at SPH. Unless specified otherwise, the procedures below apply to both the initial appointment and any subsequent promotions. The process for recruiting new faculty is outlined in Appendix A.

Eligibility for promotion is open to all faculty members who have not achieved the top rank in their tracks. Promotion at SPH is the result of demonstrated and significant additional attainments after a faculty member has been appointed or last promoted. No rigid timetable for promotion exists, although it is generally expected that a faculty member will have served full-time in their current rank for at least five years. Exceptionally strong faculty members may be recommended for promotion earlier. Academic promotion is not an entitlement and scenarios may occur where faculty are performing adequately but not sufficiently to warrant promotion, irrespective of time in rank.

All appointments and promotions require a department vote, approval by the SPH Appointments and Promotions Committee, and approval by the SPH Dean. For most faculty actions, approval by the SPH Dean is the final step in the process. However, candidates for assistant professor on the unmodified track also require approval by the Medical Campus Provost, and candidates for associate professor or professor on the unmodified track also require approval by both the Medical Campus Provost and the University President.

A. Procedures for Appointment or Promotion

The appointment or promotion process varies by faculty type: primary, secondary, adjunct, or emeritus. There is also a separate process for making a lateral move to a different faculty track. The next section provides a detailed outline of each step in the process. Appendix B provides a detailed description of the paperwork required for each action.

Importantly, for all faculty actions, the department chair initiates and shepherds the process. If a faculty action is not approved at any step, then the department chair will discuss the issues with the candidate and strategize about next steps.

1. Appointment or Promotion of Primary Faculty
 - a. Initiation of the appointment or promotion process is the responsibility of the department chair.² The department chair contacts the School's Faculty Resources Office to initiate the process, identifying the title and rank to be considered. The department chair should also indicate if a secondary appointment or promotion at another BU school will be considered at the same time.
 - b. The Faculty Resources Office sends a brief summary document detailing the relevant criteria and process to the department chair and candidate. For faculty actions on the unmodified track, the template for the BUMC coversheet will be provided as well. Though the summarized criteria and process will be consistent with those described here in these guidelines, the brief summary document provided by the Faculty Resources Office will be limited to only those details relevant to the proposed track/rank. If a secondary appointment or promotion at another BU school will be considered at the same time, the Faculty Resources Office coordinate the process with the other school.
 - c. The candidate submits an updated CV, personal statement, and BUMC coversheet (if applicable) to the department chair.

² The appointment or promotion process may also be initiated by the faculty member, as detailed in section IV.B.

- d. The department chair, who may seek consultation with a senior member or members of the department faculty, develops a list of evaluators who will be asked to provide evaluation letters.
- e. The department chair sends the initial documents (CV, personal statement, list of evaluators, and BUMC coversheet if applicable) to the Faculty Resources Office. Evaluator letters are solicited and tracked by the Faculty Resources Office.
- f. The Faculty Resources Office sends formal solicitation letters to evaluators on behalf of the Chair of the Appointments and Promotions Committee along with the candidate's CV, personal statement, and a summary of relevant criteria. Once the evaluation letters are finalized and meet the standards outlined in Appendix B, the Faculty Resources Office forwards the confidential evaluation letters to the department chair.
- g. Concurrent with the process of soliciting evaluation letters, the department chair distributes the candidate's CV and personal statement to all primary department faculty members whose rank is equivalent to or higher than the candidate's proposed rank. The department chair invites this subgroup of faculty at equivalent or higher rank to a meeting to discuss the candidate's qualifications without the candidate being present. The department chair oversees this meeting and conducts an anonymous vote either during the meeting or electronically. Votes are categorized as: yes, no, abstain, or absent. Any faculty member who votes "no" or "abstain" must provide the department chair with a written explanation for their vote. Any "no" or "abstain" votes without a written explanation will be counted as a missing vote (i.e. absent). The department chair then communicates the results of the vote to the Faculty Resources Office in writing.
- h. The department chair submits their recommendation letter to the Faculty Resources Office.
- i. The Faculty Resources Office submits the final packet to the Appointments and Promotions Committee for review and discussion at the next meeting. At the meeting, the committee representative from the candidate's department will present a summary of the candidate's qualifications and submitted materials (e.g. letters of reference). If the department representative cannot attend, the department chair will attend the meeting to summarize the candidate's qualifications (but not participate in the vote). The Appointments and Promotions Committee will vote to approve, reject, or return the application with a request for further clarification or documentation. In the latter case, this will be communicated in writing to the department chair who will then communicate with the candidate.
- j. Once approved by the Appointments and Promotions Committee, the Faculty Resources Office sends the packet to the SPH Dean for review.
- k. Once approved by the SPH Dean, the next steps vary by title/rank. For modified, instructor, lecturer, emeritus, and practice appointments or promotions, the SPH Dean is the final step of the approval process. For unmodified appointments at the assistant professor level, the SPH Dean adds a letter of support and sends the packet to BUMC Provost for final review. For unmodified appointments at the associate professor and professor ranks, the SPH Dean adds cover letter and sends packet to the BUMC Provost for review. Once approved by the BUMC Provost, the packet is forwarded to the President of the University for final review.
- l. Upon final approval, the SPH Dean sends a letter of congratulations to the candidate, copying the department chair and the Associate Dean for Research and Faculty Advancement. The department chair communicates the news to the department faculty and staff, after which the Associate Dean for Research and Faculty Advancement communicates the news to the SPH

community. The Dean will update the Governing Council about appointments and promotions on a regular basis.

2. Appointment or Promotion of Secondary Faculty
 - a. Initiation of the appointment or promotion process is the responsibility of the department chair.³ The department chair contacts the School's Faculty Resources Office to initiate the process, identifying the title and rank to be considered.
 - b. The Faculty Resources Office sends summary of relevant criteria and process to the department chair and candidate. Though the summarized criteria and process will be consistent with those described here in these guidelines, the brief summary document provided by the Faculty Resources Office will be limited to only those details relevant to the proposed track/rank.
 - c. The candidate submits an updated CV and personal statement to the department chair.
 - d. The department chair sends the CV and personal statement to the Faculty Resources Office.
 - e. When the appointment or promotion is sought concurrently with a primary appointment or promotion, the Faculty Resources Office will contact the department/school pursuing the primary appointment to request copies of evaluator letters. When possible, those letters should refer to the candidate's accomplishments in public health.

When the appointment or promotion is pursued independently from a primary appointment or promotion, or if the department or school seeking the primary appointment or promotion is not able to share evaluator letters, the department chair consults with senior members of the department faculty to develop a list of evaluators who will be asked to provide evaluation letters. The department chair sends this evaluator list to the Faculty Resources Office. Evaluator letters are solicited and tracked by the Faculty Resources Office. The Faculty Resources Office sends formal solicitation letters to evaluators on behalf of the Chair of Appointments and Promotions Committee along with the summary of relevant criteria and the candidate's initial paperwork. Once the letters are finalized and meet the standards outlined in Appendix B, the Faculty Resources Office forwards the confidential evaluation letters to the department chair.

- f. Concurrent with the process of soliciting evaluator letters, the department chair distributes the candidate's CV and personal statement to all primary department faculty members whose rank is equivalent to or higher than the candidate's proposed rank. The department chair invites this subgroup of faculty at equivalent or higher rank to a meeting to discuss the candidate's qualifications without the candidate being present. The department chair oversees this meeting and conducts an anonymous vote either during the meeting or electronically. Votes are categorized as yes, no, abstain, or absent. Any faculty member who votes "no" or "abstain" must provide the department chair with a written explanation for their vote. Any "no" or "abstain" votes without a written explanation will be counted as a missing vote (i.e. absent). The department chair then communicates the results of the vote to the Faculty Resources Office in writing.
- g. The department chair submits their recommendation letter to the Faculty Resources Office.
- h. The Faculty Resources Office submits the final packet to the Appointments and Promotions Committee for review and discussion at the next meeting. At the meeting, the committee representative from the candidate's department will present a summary of the candidate's

³ The appointment or promotion process may also be initiated by the faculty member, as detailed in section IV.B.

qualifications and submitted materials (e.g. letters of reference). If the department representative cannot attend, the department chair will attend the meeting to summarize the candidate's qualifications (but not participate in the vote). The Appointments and Promotions Committee will vote to approve, reject, or return the application with a request for further clarification or documentation. In the latter case, this will be communicated in writing to the department chair who will then communicate with the candidate.

- i. Once approved by the Appointments and Promotions Committee, the Faculty Resources Office sends packet to the SPH Dean for final review.
 - j. Upon final approval, the SPH Dean sends a letter of congratulations to the candidate, copying the department chair and the Associate Dean for Research and Faculty Advancement. The department chair communicates the news to the department faculty and staff, after which the Associate Dean for Research and Faculty Advancement communicates the news to the SPH community. The Dean will update the Governing Council about appointments and promotions on a regular basis.
3. Appointment or Promotion of Adjunct Faculty
- a. Initiation of the appointment or promotion process is the responsibility of the department chair. The department chair will contact the School's Faculty Resources Office to initiate the process, identifying the title and rank to be considered.
 - b. The Faculty Resources Office sends summary of relevant criteria and process to the department chair and candidate. Though the summarized criteria and process will be consistent with those described here in these guidelines, the brief summary document provided by the Faculty Resources Office will be limited to only those details relevant to the proposed track/rank.
 - c. The candidate submits an updated CV and personal statement to the department chair.
 - d. The department chair, in close consultation with senior members of the department faculty, develops a list of evaluators who will be asked to provide letters.
 - e. The department chair sends the CV, personal statement, and list of evaluators to the Faculty Resources Office. Evaluator letters are solicited and tracked by the Faculty Resources Office.
 - f. The Faculty Resources Office sends formal solicitation letters to evaluators on behalf of the Chair of the Appointments and Promotions Committee along with the summary of relevant criteria and the candidate's initial paperwork. Once the letters are finalized and meet the standards outlined in Appendix B, the Faculty Resources Office forwards the confidential evaluation letters to the department chair.
 - g. Concurrent with the process of soliciting evaluator letters, the department chair distributes the candidate's CV and personal statement to all primary department faculty members whose rank is equivalent to or higher than the candidate's proposed rank. The department chair invites this subgroup of faculty at equivalent or higher rank to a meeting to discuss the candidate's qualifications without the candidate being present. The department chair oversees this meeting and conducts an anonymous vote either during the meeting or electronically. Votes are categorized as yes, no, abstain, or absent. Any faculty member who votes "no" or "abstain" must provide the department chair with a written explanation for their vote. Any "no" or "abstain" votes without written explanation will be counted as a missing vote (i.e. absent). The department chair then communicates the results of the vote to the Faculty Resources Office in writing.

- h. The department chair submits their recommendation letter to the Faculty Resources Office.
 - i. The Faculty Resources Office submits the final packet to the Appointments and Promotions Committee for review and discussion at the next meeting. At the meeting, the committee representative from the candidate's department will present a summary of the candidate's qualifications. If the department representative cannot attend, the department chair will attend the meeting to summarize the candidate's qualifications (but not participate in the vote). The Appointments and Promotions Committee will vote to approve, reject, or return the application with a request for further clarification or documentation. In the latter case, this will be communicated in writing to the department chair who will then communicate with the candidate.
 - j. Once approved by the Appointments and Promotions Committee, the Faculty Resources Office sends packet to the Dean for final review.
 - k. Upon final approval, SPH Dean sends a letter of congratulations to the candidate, copying the department chair and the Associate Dean for Research and Faculty Advancement. The department chair communicates the news to the department, and the Associate Dean for Research and Faculty Advancement communicates the news to the SPH community. The Dean will update the Governing Council about appointments and promotions on a regular basis.
4. Granting of Emeritus Status
- a. Initiation of emeritus status is the responsibility of the department chair. The department chair will contact the School's Faculty Resources Office to initiate the process, identifying the title and rank to be considered. Emeritus faculty retain the academic rank held at the time of retirement, modified by the incorporation of the Emeritus or Emerita designation. If applicable, this title includes the modifiers Clinical, Research, or of the Practice, however, honorific titles, including named professorships, are not incorporated into the Emeritus designation. Emeritus status is not awarded posthumously.
 - b. The Faculty Resources Office sends summary of relevant criteria and process to the department chair and candidate. Though the summarized criteria and process will be consistent with those described here in these guidelines, the brief summary document provided by the Faculty Resources Office will be limited to only those details relevant to the proposed track/rank.
 - c. The candidate submits an updated CV to the department chair.
 - d. The department chair distributes the candidate's CV to all primary department faculty members (all ranks, all tracks). The department chair invites the faculty to a meeting to discuss the candidate's qualifications without the candidate being present. The department chair oversees this meeting and conducts an anonymous vote either during the meeting or electronically. Votes are categorized as: yes, no, abstain, or absent. Any faculty member who votes "no" or "abstain" must provide the department chair with a written explanation for their vote. The department chair then communicates the results of the vote to the Faculty Resources Office in writing.
 - e. The department chair submits their recommendation letter to the Faculty Resources Office.
 - f. The Faculty Resources Office submits the final packet to the Appointments and Promotions Committee for review and discussion at the next meeting. At the meeting, the committee representative from the candidate's department will present a summary of the candidate's qualifications. If the department representative cannot attend, the department chair will

attend the meeting to summarize the candidate's qualifications (but not participate in the vote). The Appointments and Promotions Committee will vote to approve, reject, or return the application with a request for further clarification or documentation. In the latter case, this will be communicated in writing to the department chair who will then communicate with the candidate.

- g. Once approved by the Appointments and Promotions Committee, the Faculty Resources Office sends packet to the SPH Dean for final review.
 - h. Upon final approval, SPH Dean sends a letter of congratulations to the candidate, copying the department chair and the Associate Dean for Research and Faculty Advancement. The department chair communicates the news to the department, and the Associate Dean for Research and Faculty Advancement communicates the news to the SPH community. The Dean will update the Governing Council about appointments and promotions on a regular basis.
5. **Changing Faculty Appointments to a Different Track**
It may be appropriate for faculty to change their appointments from one track to another based on their circumstances, accomplishments and activities. Changes may occur from any track to any other track. Initiation of the process to switch tracks is the responsibility of the department chair. The department chair will contact the School's Faculty Resources Office via email to initiate the process, identifying the title and rank to be considered.

The relevant criteria for the new track and title will apply to all changes in the appointment track. Different procedures will apply depending on the specific type of change, as follows:

a. **Lateral Changes**

Lateral changes are those involving shifts from one track to another at the comparable rank, for example from assistant professor in one track to assistant professor in another track.

Lateral appointment changes into the unmodified track will be handled as new appointments to that track, following the procedure described in Section IV.A.1.

Appointment changes from the unmodified track to any other track and appointment changes between any modified tracks will be handled as changes in title and will require only a department chair's recommendation letter.

b. **Promotion Changes**

Promotion changes are those that involve shifts from one track to another at a higher rank, for example from assistant professor in one track to associate professor in another track.

All promotion changes will be handled as promotions within the new track and will require the same process and documentation as any promotion in that track.

B. Appeals

The candidate being reviewed for appointment or promotion has the right to appeal a negative recommendation of the Department or A&P Committee to the SPH Dean, of the SPH Dean to the Medical Campus Provost, or of the Medical Campus Provost to the President, indicating the grounds of their dissatisfaction with negative recommendations. When considering emeritus status, the decision of the Dean shall be final.

While the department chair is typically responsible for initiating and ushering the appointment or appointment process, faculty may initiate the process for promotion or to switch tracks when the

department chair does not support the action. In these cases, faculty should first contact the Associate Dean for Research and Faculty Advancement to discuss the process.

Appendix A. Recruitment Process

The Faculty Resources Office facilitates the recruitment, appointment, and promotion of SPH faculty. The following steps are intended to clarify the steps of the process.

A. Position Approval Process

1. For approval of a new faculty position and search, the department chair prepares a written proposal outlining the rationale for the hire, justifying the need for the position and how the position will strengthen the department and school. This should be submitted for initial review to the Associate Dean for Research and Faculty Advancement and the Associate Dean for Administration.
2. For potential opportunistic recruitments, the department chair discusses the case with the Associate Dean for Research and Faculty Advancement. The department chair should be prepared to describe the potential candidate's talents, expected role, potential suitability for proposed track and rank, fit for department and school, as well as recommend rolling appointment versus term contract.
3. After initial review by the associate deans, a recommendation will be made to the Dean for final review. Department chairs will be notified in writing of the decision to move forward or not.

B. Search and Offer Process

1. For external searches, the department chair sends the job description to the Associate Dean for Research and Faculty Advancement. Once the job description is approved, the Faculty Resources Office will post the position on the SPH website and coordinate with Human Resources. The department chair works with their department administrator to post the position externally to ensure the position reaches the most appropriate candidates.
2. For all faculty recruitments, whether being considered for primary, secondary, or adjunct appointments, the expectation is that candidates will visit SPH to present to, and be vetted by, the faculty body. When a candidate is being hired jointly with another department, and where the candidate already is doing a presentation elsewhere, it may not be logistically feasible to have them do a talk in the secondary department contemporaneously. In such case, a talk may be scheduled for a later time.
3. For external searches, the department chair forms a search committee:
 - a. The search committee must be comprised of at least five faculty members, including at least three faculty members from within the department and at least one member from outside the department (i.e. other departments at SPH, other schools at the University, or from outside the University as appropriate). The department chair selects the members of the search committee and designates one member to serve as the chair. A member of the Faculty Resources Office will serve as an ex officio non-voting member of each search committee. Administrative support for the search will be provided by department staff.
 - b. Search committees follow a defined process, as outlined below. The process may be modified if agreed upon by the department chair and the Associate Dean for Research and Faculty Advancement.
 - i. Search committee is formed. All committee members must participate in formal unconscious bias training either upon being selected for the committee or within the five years prior to serving on the committee.
 - ii. Prior to conducting the search, search committees should review the Council on Faculty Diversity and Inclusion Faculty Search Manual (<https://www.bu.edu/apfd/files/2018/11/Boston-University-Faculty-Search-Manual.pdf>).

- iii. The search committee reviews applications and selects candidates for interviews.
 - iv. Selected candidates are invited to SPH to give a presentation, interview with the search committee, and meet with other members of the community as appropriate (e.g. faculty, staff, students, leadership).
 - v. The search committee recommends up to three final candidates for consideration by the department chair.
 - vi. The department chair identifies the top candidate and discusses the candidate with the Dean and the Associate Dean for Research and Faculty Advancement.
 - vii. The search committee chair completes candidate information in the Boston University Affirmative Action data portal with assistance from the Faculty Resources Office.
4. The department chair works with the Associate Dean for Research and Faculty Advancement and Associate Dean for Administration to agree on initial offer package for the final candidate which may include salary, a startup package, relocation costs, an outlining of expectations, proposed rank/title, and a rolling or term contract.
5. The official offer letter is first drafted by the Faculty Resources Office and reviewed and revised by the department chair and associate deans. The final offer letter is signed by the Dean and department chair and sent to the candidate by the department chair.
6. If revisions are required during offer negotiations, the department chair works with the associate deans to agree on the revised offer package. The final offer letter is produced by the Faculty Resources Office, signed by the Dean and the department chair, and sent to the candidate by the department chair.
7. Upon the candidate's acceptance, the department chair sends the signed offer letter to the Faculty Resources Office, copying the Dean, Associate Dean for Research and Faculty Advancement, and the Associate Dean for Administration.
8. All new faculty proceed through the appointment process, as detailed in Section IV.

Appendix B. The Appointments and Promotions Packet

Documentation of faculty achievements and rationale for the appointment or promotion is essential to the appointments and promotions process. The appointments and promotions packet generally has two phases:

1. **Initial documents.** The CV, personal statement, and BUMC coversheet are prepared by the candidate at the beginning of the appointments and promotions process and are given to the department chair. Additionally, if applicable for the proposed title, the department chair prepares a list of evaluators. These initial documents must be complete before the appointment or promotion process proceeds.
2. **Final packet.** The final packet is reviewed by the Appointments and Promotions Committee, the Dean, and the Medical Campus Provost and University President, as applicable, and contains all of the required documentation indicated in the table below.

The content of the Appointment and Promotions packet varies by rank and type of appointment or promotion, as indicated in the table below.

	BUMC Coversheet	CV	Personal Statement	Evaluator List	Evaluator Letter(s)	Department Chair Letter
Unmodified Faculty						
Instructor		X				X
Assistant Professor	X	X	X	X	X	X
Associate Professor	X	X	X	X	X	X
Professor	X	X	X	X	X	X
Clinical Faculty						
Clinical Instructor		X	X			X
Clinical Assistant Professor		X	X	X	X	X
Clinical Associate Professor		X	X	X	X	X
Clinical Professor		X	X	X	X	X
Research Faculty						
Research Instructor		X	X			X
Research Assistant Professor		X	X	X	X	X
Research Associate Professor		X	X	X	X	X
Research Professor		X	X	X	X	X
Lecturers						
Lecturer		X	X	X	X	X
Senior Lecturer		X	X	X	X	X
Master Lecturer		X	X	X	X	X
of the Practice Faculty						
Associate Prof of the Practice		X	X	X	X	X
Professor of the Practice		X	X	X	X	X
Adjuncts, all tracks and ranks		X	X	X	X	X
Secondary appointments, all tracks and ranks		X	X	X	X	X
Emeritus		X				X

BUMC coversheet (prepared by candidate)

The BUMC coversheet is only required for appointments or promotions on the unmodified track. In such cases, the coversheet will be prepared by the candidate using the template provided by the Faculty Resources Office. Candidates should list most recent activity first and for promotions should only present activity that has occurred since the last appointment or promotion.

Candidate's CV (prepared by candidate)

There is no specific required format, but at a minimum, CVs should include the following content. Candidates should list activities in reverse chronological order. Candidates are encouraged to seek feedback on their CV from their department chair, department representative to Appointments and Promotions Committee, and/or mentors.

- Personal Information
[Name, office address, phone, email]
- Education
[Year, degree, field, institution]
- Academic Appointments (include postdoctoral fellowships)
[Year, title, department, institution]
- Honors and Awards
[Awarding institution, name of honor or award, year]
- Funding (include current, pending, and completed)
[Project title, role, dates, total amount, funder, brief description]
- Teaching
[Classes, dates taught]
- Trainees (include post-doc, doctoral, and masters as appropriate)
[Name, degree, year(s)]
- Committees (include external and internal as appropriate)
[Year(s), name of committee, institution/organization]
- Publications (include journal articles, book chapters, books, reports as appropriate)
[citations]
- Presentations (include invited presentations, meetings, conferences as appropriate)
[citations]

Personal statement (prepared by candidate)

The following outline should be used as a guide for preparing the personal statement; particular sections will change in weight for different faculty tracks. The personal statement should be a maximum of six pages. Candidates are encouraged to seek feedback on their personal statement from their department chair, department representative to Appointments and Promotions Committee, and/or mentors.

A. Introduction

- Summary of career trajectory, i.e., training, history, time in track

B. Scholarship⁴

- Describe overarching theme to scholarship
- Highlight three key areas. For each of the three key areas, describe the area of scholarship and note contributions to advancing our understanding in this area with citations (i.e. what does the world know now that we did not know before?)
- Describe plans for scholarship moving forward
- Provide metrics that illustrate the scholar's prominence and impact of their work on their field (e.g. number of publications, number of first/last/second author publications, h-index, citations, funding history, invited presentation, advocacy/media contributions, awards, and other metrics as relevant to the particular discipline)

C. Teaching and mentoring

⁴ This format applies to candidates on all unmodified, clinical, and research tracks. The lecturer and professor of the practice tracks have no scholarship requirement and may omit or modify the scholarship section as appropriate. For example, candidates on the professor of the practice track could instead focus this section on their accomplishments as a public health practitioner.

- Summarize history of teaching activities, including classroom teaching as well as mentoring of pre- and post-doctoral trainees. Highlight the use of innovative methods/approaches, as well as teaching awards and other recognitions.

D. Citizenship and service

- Summarize citizenship (within SPH/BU) and service (to the field, external to SPH/BU). This section is generally briefer than the sections on scholarship and teaching/mentoring.

Evaluator list (prepared by department chair)

The evaluator letters serve as an external marker of a candidate's ability to perform at the requested title. While candidates may suggest possible evaluators, the final list of evaluators should be selected by the department chair. In all cases, evaluators are asked to provide a letter of reference by the Faculty Resources Office.

The list should be in alphabetical order of evaluator and include:

- name, academic rank/title, institution, full mailing address, phone, and email;
- a brief one-paragraph biography on each evaluator; and
- a description of any relationship with the candidate.

The evaluator list should contain two more than the requested number of letters, as indicated on the table below. If necessary, the Faculty Resources Office will contact the department chair to request additional names. The Appointments and Promotions Committee will be informed of the number of letters sought, as well as a summary of those who submitted a letter, those who declined, and those who did not respond to the request.

Evaluators must come from faculty of at least the proposed rank of the candidate. For appointment or promotion to the ranks of unmodified associate professor or professor, six external "arm's length" evaluation letters are required. The stature of the evaluator, as well as the stature of the evaluator's institution, are considered during review process and should be selected accordingly.

The criteria for "arm's length" are based on the NIH guidelines for managing conflicts of interest during the peer review process. Accordingly, an evaluator is not eligible to provide an arm's length letter if they have had a significant previous professional relationship (e.g. served as a mentor) with the candidate or if they have collaborated with the candidate within the past three years. If the evaluator and candidate have served as co-authors of a non-research publication (e.g., review, commentary) or a mega-multi-authored publication, then the evaluator is eligible to provide an arm's length letter. Letters that do not qualify as arm's length can still be included, but they must be in addition to the minimum number of required "arm's length" letters. The chart below indicates the number of letters required for appointment or promotion at each rank.

Rank	Minimum # of letters required	Minimum # of letters required to be external	Minimum # of letters required to be external & "arm's length"
Unmodified faculty			
Instructor	0	0	0
Assistant Professor	3	1	0
Associate Professor	6	6	6
Professor	6	6	6
Clinical Faculty			
Clinical Instructor	0	0	0
Clinical Assistant Professor	3	1	0
Clinical Associate Professor	6	2	0

Rank	Minimum # of letters required	Minimum # of letters required to be external	Minimum # of letters required to be external & "arm's length"
Clinical Professor	6	3	1
Research Faculty			
Research Instructor	0	0	0
Research Assistant Professor	3	1	0
Research Associate Professor	6	2	1
Research Professor	6	3	1
Lecturer			
Lecturer	3	1	0
Senior Lecturer	6	2	0
Master Lecturer	6	2	0
Of the Practice Faculty			
Associate Professor of the Practice	6	2	0
Professor of the Practice	6	2	0
Adjunct faculty, all tracks and ranks	3	2	0
Secondary appointments, all tracks and ranks	3	2	0
Emeritus	0	0	0

Evaluator letters

The Faculty Resources Office solicits and coordinates receipt of evaluator letters. At the time of solicitation, evaluators are provided the criteria specific to the proposed rank and track. All evaluator letters must:

- be on letterhead and signed;
- specifically mention the candidate's proposed rank;
- assess the quality, stature, and impact of the candidate's contributions to their field, including scholarship, teaching, and professional or public service; and
- state whether the candidate would qualify for the proposed action at their institution.

Evaluators may also be asked to comment on additional qualifications depending on the particular rank and track (e.g. national or international reputation).

Recommendation letter from department chair

A letter from the department chair is a required component of the appointment or promotion packet. When the department chair is a candidate for appointment or promotion, the Dean will provide the letter.

The letter should describe the department chair's level of support for the proposed appointment or promotion, the candidate's qualifications for the proposed rank (i.e. teaching, scholarship, and service), comment on the candidate's past and anticipated future contributions, and comment on the strategic need within the department and School for the appointment or promotion. Letters for adjunct and secondary faculty should specifically comment on how the applicant will make a contribution to the School and department. If applicable, the letter should specifically address the content of the evaluation letters and votes of "no" or "abstain" from department faculty.

The following outline should be used as a guide for preparing the department chair's letter. Particular sections will change in weight for different faculty tracks. The department chair's letter should be a maximum of four pages.

Scholarship: Describe the impact and importance of the candidate's scholarship in their field, trend of scholarly productivity, significance of peer-reviewed publications, grant funding, and presentations at national or international meetings.

Teaching and Mentoring: Describe the candidate's performance as a teacher and mentor. Reference course evaluations, direct observations, peer coaching or evaluation, teaching awards, and appraisals of students and trainees. Discuss the candidate's direction and supervision of pre-doctoral and post-doctoral trainees, as well as mentoring of junior faculty. Evaluate the candidate's contributions in advising, practica, or other work with students.

National/International Reputation: Describe the national or international reputation of the candidate citing specific examples that support the reputation of the candidate (e.g. meaningful participation in professional organizations, speaking invitations, development of professional standards or guidelines, service on peer review boards and study sections, and/or service on editorial boards of professional journals).

Administrative or Leadership Activities: Describe the nature of any administrative or leadership roles of the candidate and how their performance has impacted the educational, research, and service missions of the department, School and/or University. Include quantitative measures of the performance of the unit supervised by the candidate along with comparisons to similar entities within and outside the institution.

Other Professional Activities: Comment on the nature of the candidate's participation in departmental, School, or University affairs, and provide an evaluation of the quality of that participation since their last promotion and evaluate the candidate's professional activities outside of the University.

Letters of Reference: Describe the suitability and objectivity of each reference to evaluate the candidate's qualifications for promotion at the proposed rank. Include a summative statement regarding the level of support for the promotion from the references and explain letters of reference that are ambiguous or less supportive of the proposed promotion, if applicable.

Future Role: Discuss the candidate's present and/or future role in the department or School, including teaching, research, and practice.

VI. Faculty Expectations & Annual Faculty Review

1. Faculty Expectations

Clear communication about faculty expectations is essential to faculty development and to advancing our shared mission to improve the health of populations through excellence and innovation in research, education, and service. The purpose of establishing faculty expectations around each part of our mission is to provide guidance both on expectations of faculty and on the responsibilities of faculty to the institution. In turn, faculty can rightly expect that a well-run school presents us all with an opportunity to engage in work that is satisfying and generative, and that we all have the best possible environment through which to carry out this work. The School's diverse group of faculty have roles and levels of engagement with SPH that vary considerably, requiring a process to ensure that we are thoughtful, consistent, and clear in our articulation of faculty expectations.

The following sections describe the process for different groups of SPH faculty:

A. Faculty with primary appointments at SPH who are employed by SPH as their primary employer on a part- or full-time basis.

All primary faculty are expected to participate in department and school events, including departmental faculty meetings, School Assembly, and student informational and recruiting events. Faculty engage in a mix of activities that includes teaching, research/scholarship, administrative roles, and service/citizenship.

Salary coverage for teaching is based on 15% for a four-credit course and is prorated based on the number of instructors (i.e. 7.5% per instructor for co-teaching) or credits (i.e. 7.5% for teaching a two-credit course). Importantly, teaching coverage is applied to a 12-month salary and not limited to the month(s) when the course is taught. Therefore, the 15% salary coverage for a course is intended to include student advising both directly related to the specific course and in general.

There are exceptions to this approach for teaching salary coverage, as follows. First, salary coverage for teaching the integrated core courses for the MPH (PH717, PH718, PH719, PH720) in fall and spring semesters is set at 20% and prorated based on the number of instructors. Second, faculty may request up to an additional 5% coverage for a four-credit course (to a maximum of 20% per course, prorated based on the number of instructors and credits) in circumstances that may require additional effort. Such cases may include practice-based teaching, developing and teaching a new course, teaching global field-based courses, or co-teaching particular types of courses. To propose additional salary coverage, faculty must justify the need for additional coverage. The request must first be approved by the department chair or center director and then by the Education Committee. The Education Committee will have a fixed budget allocation to support exceptions each academic year and will make determinations no later than August 1.

Course cancellations are unexpected but sometimes necessary. Cancellation due to low enrollment will not adversely affect faculty coverage for teaching, which will remain as originally committed for that year if it is not possible to cover via other activities. However, in such cases where the faculty member receives salary coverage for a course that was not taught, there should be a discussion with the chair about how to spend that time productively, which could include teaching, research, and/or citizenship activities. It is also expected that, if the cancelled course will be offered in the future, steps will be taken to reduce the risk of low enrollment moving forward, as appropriate, such as considering changes to the content or frequency of the course (e.g. perhaps offering less often or in a different time slot).

Salary coverage for research/scholarship is expected to be via external funding sources. Faculty with low extramural salary coverage are expected to take on more teaching or other administrative roles (e.g.

leadership of educational programs) that fall outside the remit of service and citizenship activities. Faculty with higher than expected extramural salary coverage may consider decreasing these other activities, recognizing that such changes require time to make alternative arrangements. The effort committed to externally funded projects should generally not exceed 90%; however, for faculty focused entirely on externally funded activities (ie no teaching or administrative responsibilities), the effort committed to externally funded projects may be as high as 95%.

Salary coverage for administrative positions is allocated for defined roles, including but not limited to deans, chairs, center directors, academic program directors, certificate directors (See Section VII.1, Process for Assigning Teaching). These roles are assigned by the Dean or department chair and associated with a defined amount of salary coverage that varies by position (but is consistent among all faculty who serve in the same position).

Salary coverage for service and citizenship is set at a maximum of 10% for full-time faculty, reflecting our collective and fundamental responsibility for engaging in such activities. This represents a half-day a week every week of the year (i.e. a total of 26 full days throughout the year), which should be sufficient for a reasonable level of citizenship (i.e. internal activities such as committee participation, mentoring, recruitment of students) and service (i.e. external activities such as reviewing grants/papers or public health practice). Part-time faculty who are at or above 25% effort may receive up to 10% of their total effort as coverage for service/citizenship (e.g. 5% for half-time faculty). Part-time faculty engaged at less than 25% are not expected to carry substantial service and citizenship expectations and as a result do not receive salary coverage for such activities. It is the responsibility of the department chair to ensure that citizenship activities are equitably distributed among faculty within the department, balanced with service contributions, and commensurate with the coverage provided.

Salary coverage for activities conducted elsewhere within Boston University but outside of SPH will be administered consistent with the approach for administering all other salary coverage at SPH. The coverage will be applied toward the overall salary distribution and will not be paid directly as overbase. Faculty who exceed salary coverage expectations for the year may receive a reward payment via the Faculty Incentive Program described in Section VIII.1.

The salary coverage guidelines described above apply to faculty in all faculty tracks. For example, coverage for a lecturer may typically be 90% teaching (i.e. six courses at 15% per course) and 10% for service/citizenship, while coverage for research faculty may typically be 90% extramurally funded research and 10% for service/citizenship. However, faculty in these tracks are not constrained to these mixes of activities, which could potentially be modified to reflect changing needs/interests or to capitalize on new opportunities.

B. Faculty with primary appointments at SPH and are not employed by SPH as their primary employer (e.g. primary employment at VA or Slone Epidemiology Center).

All primary faculty are expected to participate in key department and school events, including departmental faculty meetings, School Assembly, and student informational and recruiting events.. Faculty expectations are established with the department chair during the annual meeting and must include meaningful contributions to teaching, scholarship, and/or citizenship.

All primary faculty are encouraged to submit grants through SPH to support their research/scholarship and can receive salary coverage from SPH for externally funded activities. Faculty in this group do not receive salary coverage for service and citizenship and teaching is compensated on a per credit basis, as described in Section VII.4 External Teaching Professionals.

C. Faculty who do not hold primary faculty appointments at SPH.

This includes:

- Faculty with secondary appointments. This includes faculty who hold primary appointments at another Boston University school or college (e.g. BUSM) and a secondary appointment at SPH.
- Adjunct faculty. This includes professionals or scholars whose primary place of employment is not Boston University or whose primary employment within the University is not in a faculty role.

All secondary and adjunct faculty are encouraged to participate in department and school events, including departmental faculty meetings, School Assembly, and student informational and recruiting events. For this group, faculty expectations are established with the department chair during the annual meeting and includes meaningful contributions to teaching, scholarship, and/or citizenship. Faculty in this group do not receive salary coverage for service and citizenship and teaching is compensated on a per credit basis, as described in Section VII.4 External teaching professionals.

2. Annual Faculty Review

The **Annual Faculty Review** (AFR) reflects the School and University's commitment to faculty development through first reflecting on activities and accomplishments during the past year and then developing a plan for the coming year. All SPH faculty, including primary, secondary, and adjunct faculty (but excluding emeritus), participate in this annual review process, which is based on the following key principles:

- Periodic review is a critical aspect of faculty development that provides valuable feedback to faculty and administration. Every faculty member wants to know what is expected of them, and all faculty deserve to know how they are performing relative to expectations.
- Formal efforts to enhance faculty development are important for recruiting and retaining outstanding faculty. Faculty may need mentoring and specific skill development as the academic environment becomes increasingly complex and competitive. The AFR process aims to identify areas where support would be helpful.
- The department chair plays a central role in both faculty review and development. A formal annual meeting with the chair is a central component of the review process because it provides the opportunity to discuss activities, accomplishments, expectations, and development plans.
- SPH supports the mandate from the University President for all schools to conduct annual faculty evaluations and link those evaluations to compensation.

The overall assessment of the chair is based on each faculty member's particular mix of activities and expectations, which were agreed upon during the previous year's meeting. It is anticipated that the majority of the faculty will receive an overall rating of Meets Expectations, with Exceptional reserved for faculty who should be recognized for extraordinary performance and Below Expectations reserved for faculty who are underperforming.

Primary Faculty

Faculty with primary appointments at SPH complete a self-assessment form each January and meet with their department chairs each February. Primary faculty may access the Annual Faculty Review form at <https://facdev.bumc.bu.edu/>.

The AFR is designed to incorporate the above principles and provide the basis for a productive annual meeting between each faculty member and his or her department chair. The process focuses on faculty activities as summarized on the CV and has three sections:

- I. Data required for CEPH accreditation and for continuous quality improvement.
- II. Looking back. A reflection on the past year as highlighted on an updated CV.
- III. Looking ahead. A plan for the year ahead, which serves as the basis for the annual letter.

The collection of data for CEPH accreditation and for the school's continuous quality improvement efforts are not a formal component of the AFR; however, these data are collected here for convenience so that data collection from faculty only happens once per year. The annual meeting with the department chair focuses on a discussion of Part II (Looking back) and Part III (Looking ahead).

Secondary and Adjunct Faculty

Faculty with secondary or adjunct appointments at SPH meet with their department chair annually to discuss their engagement with SPH during the past year as well as their planned activities during the upcoming year. By itself, collaboration on a research project is not typically considered a sufficient justification for maintaining a secondary or adjunct faculty appointment at SPH. These faculty appointments are renewable on an annual basis.

Annual Letter

All members of the SPH faculty, including primary, secondary, and adjunct faculty, receive an annual letter that summarizes the discussion with the department chair at the annual meeting. As such, the letter includes a summary of the performance review for the past year, a summary of the agreed upon plan for the coming year, and confirms the details of the faculty appointment (i.e. either a continuation or a renewal). The annual letter is intended to provide clarity for faculty and is consistent with administrative best practices. The annual letter is signed by the chair and by the faculty member.

Annual Faculty Review Schedule

The AFR process is based on the calendar year (i.e. January 1 – December 31 of each year). Though the specific timeline is communicated each year, the following provides a general overview of the schedule:

- December/January: primary faculty complete the AFR form
- February/March: primary faculty have individual meetings with chair
- April: primary faculty receive annual letters
- May: secondary and adjunct faculty have individual meetings with chair
- June: secondary and adjunct faculty receive annual letters

Faculty and department chairs are encouraged to see the AFR as but one tool in a mutual and ongoing effort in faculty development at SPH. Faculty wishing to learn more about the AFR process or appeal their review may contact the Associate Dean for Research and Faculty Advancement.

VII. Resources for Teaching

1. Process for Assigning Teaching

The School aims to develop a teaching schedule sufficiently in advance to allow faculty to plan their activities and to meet the needs of students. The schedule will be developed according to the following process:

A. June 20xx – Create the next two years’ schedule, i.e. 20xx+1 and 20xx+2 course schedule

The Associate Dean for Education will work with the registrar and director of educational initiatives to prepare a course schedule for 2019 and 2020. The course schedule will include the ideal number of sections of each course that must be offered each semester (spring, summer I, summer II and fall) along with optimal timing (morning, afternoon, evening). Each course will be tagged as “required” or not. Required courses include core courses and required first-level certificate courses for the MPH, required courses in MA, MS, PhD, DrPH and stand-alone certificates. If a course is one of several options available to meet a requirement, it is not tagged as required. The course schedules will be distributed to chairs and center directors for teaching assignments.

B. July 20xx – Prepare draft teaching schedule

Chairs and center directors are responsible for assigning faculty to their respective departmental courses (i.e., courses with BS, EH, EP, GH, LW, MC, PM, and SB designations) and also to PH courses that were originally proposed to the Education Committee by their department.

Chairs and center directors are to provide a list of faculty interested in teaching the integrated core courses for the MPH to the Associate Dean for Education. The Associate Dean for Education will then work to match faculty to specific sections, balancing preferences, commitments, etc.

C. Chairs and center directors will assign faculty to teach courses based on the following principles.

- 50% of each faculty member’s teaching load should meet the needs of the school (required courses) and the remaining courses in-line with the faculty member’s own area(s) of interest.
- Chairs should ensure course assignments are balanced in terms of time of day and time of year to meet the demand of students.
- Chairs must give qualified and available primary faculty (from any department) the priority for teaching, even if adjunct faculty are available and well-suited for the course.

D. August 20xx– Finalize teaching schedule for next two years, i.e., 20xx+1 and 20xx+2

The Associate Dean for Education will meet with department chairs and center directors to finalize the teaching schedule for 20xx+1 and 20xx+2. The 20xx+1 schedule will then be added into AFR system for 20xx+1 reviews.

2. Educational Administrative Roles and Responsibilities

Faculty expectations in teaching, research/scholarship, and service and citizenship are described above in Section VI. The educational administrative roles cataloged here are over and above typical citizenship activities and the only roles for which there is associated salary coverage for faculty. The percent salary coverage listed for each role are maximums and prorated if the duties of a particular role are shared. Not all roles will be filled at all times depending on the needs of the School. The Associate Deans for Education and Research and Faculty Advancement oversee faculty administrative roles.

Quality assurance in education is a critical process that includes promoting innovation in teaching and learning, continuous quality improvement of teaching and learning including the development, collection and analysis of appropriate performance metrics, and building a culture of excellence in teaching that rewards the best and supports the rest. It also includes on-boarding of new primary and adjunct faculty, ongoing training and support for teaching faculty including programs such as peer coaching. These activities are best managed within departments. The work could be taken up by the chair, associate chair, allocated to a faculty member, managed by program staff or some combination.

A. Associate chairs work closely with their respective department chairs in all aspects of leadership and management of department faculty and staff in advancing the mission of the school and the department. The particular mix of responsibilities may vary depending on the agreement between the chair and associate chair regarding how to best meet the needs of their particular department. The responsibilities of associate chairs include assisting the department chair in duties as assigned, and may include the following:

- meeting with chair regularly to manage strategic initiatives and operational priorities including personnel, space and infrastructure
- faculty and staff recruitment, mentoring and retention
- supporting faculty in appointment and promotion
- constituting and managing school-wide and departmental committees
- overseeing the administration and governance of educational programs within the department
- overseeing and expanding the department research agenda and portfolio
- managing departmental events
- developing and implementing strategies for communication and research translation
- representing the department at events within and outside of the school
- working with departmental and central staff on course rotations and additional instructional support requests
- leading new initiatives in education, research/scholarship and practice at the chair's request
- managing administrative tasks for the department
- preparing nominations of faculty, staff and students for awards
- serving as acting chair when the chair is unavailable
- providing periodic reports on department functions, as requested

Associate chair(s)	20% FTE per department, allocated to one or more to perform associate chair duties
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B. Program directors oversee graduate studies within a degree program (PhD, DrPH, MA, MS, MPH). Working with program faculty, department and SPH leadership, the director shares responsibility for managing and improving graduate education within a program. The responsibilities include:

- overseeing the administration and governance of graduate studies within the program
- participating in Accepted Student Days, Prospective Student Information Sessions, and other recruitment and yield events (expected of all faculty as part of service and citizenship)
- overseeing admissions to the program (except MPH admissions which are handled by the Admissions Committee comprised of faculty from all departments)

- serving as a point of contact for graduate students enrolled in the program
- acting as the liaison among the graduate students, program faculty, and SPH administration
- serving as the program's representative on SPH governance committees, as appropriate
- identifying and managing funding opportunities for students, as appropriate
- communicating relevant matters to the program faculty or its committees as needed; informing the faculty of policies and deadlines, as appropriate; and forwarding recommendations, nominations, and other information from the faculty to the appropriate SPH and university administrators
- receiving, reviewing, and monitoring the progress of student applications and petitions
- adjudicating requests for transfer credit and waivers (in consultation with appropriate faculty)
- orienting and advising graduate students with respect to program and degree requirements until a permanent adviser is selected and assist in that selection as necessary
- submitting curricular changes to the Education Committee for approval
- approving program requirements for annual bulletin deadlines
- enforcing policies and regulations of the university, SPH and the degree program
- overseeing maintenance of student program records and regular student evaluation processes (including following up on student issues identified by the Satisfactory Academic Progress committee, as appropriate)
- providing periodic reports on the program to SPH as requested

PhD program directors are additionally responsible for securing and managing funding for continuing and incoming doctoral students in the form of training fellowships and graduate research assistantships.

The MPH director is additionally responsible for collaborating with dual program (MD/MPH, JD/MPH, MBA/MPH, MS/MPH, MSW/MPH, BA/MPH, BS/MPH) directors, serving as the point of contact for the stand-alone certificate in Public Health, the Executive MPH and the part-time student organization, and for overseeing requirements for certificates, course scheduling, the practicum and the integrated learning experiences.

MA/MS program directors	10% FTE, one per program
Training grant PI	10% FTE, institutional support for PI
PhD program directors	15% FTE, one per program
MPH director	20% FTE, one person school-wide
DrPH program director	20% FTE, one person school-wide

C. MPH certificate leads oversee the design and implementation of functional and context certificates embedded within the program collaborating with the MPH director and program faculty.

Responsibilities of functional certificate leads include:

- drafting competencies for the certificate
- identifying courses that meet certificate goals
- mapping course assessments to competencies
- drafting requirements of the integrated learning experience (ILE) and devising a rubric for assessing satisfactory completion of the ILE
- serving as a point of contact for MPH students enrolled in the certificate
- participating in Accepted Student Days, Prospective Student Information Sessions, and other recruitment and yield events (expected of all faculty as part of service and citizenship)
- attending meetings of certificate leads
- communicating relevant matters (e.g., program updates, advising guidelines) to the certificate faculty as needed; informing the faculty of policies and deadlines, as appropriate
- hosting certificate events for certificate faculty and students
- overseeing and assessing the ILE for each student in the certificate; serving as faculty of record for PH845 in fall, spring and summer sessions
- host practicum information sessions for certificate students

- coordinating with Career Services staff on certificate-related career panels (identifying potential panelists), and participating in career information sessions
- submitting any certificate changes to the Education Committee for approval
- communicating relevant events, research, and media to certificate faculty and students
- enforcing policies and regulations of the university, SPH and the certificate

Responsibilities of context certificate leads include:

- identifying courses that meet certificate goals
- serving as a point of contact for MPH students enrolled in the certificate
- participating in Accepted Student Days, Prospective Student Information Sessions, and other recruitment and yield events (expected of all faculty as part of service and citizenship)
- attending meetings of certificate leads
- participate in practicum information sessions for certificate students
- communicating relevant matters (e.g., program updates, advising guidelines) to the certificate faculty
- hosting certificate events for certificate faculty and students
- submitting any certificate changes to the Education Committee for approval
- communicating relevant events, research, and media to certificate faculty and students

MPH certificate leads

5% FTE, one per context certificate
 10% FTE, one per functional certificate
 15% FTE, one per functional certificate with >100 enrolled

D. MPH dual degree directors oversee dual degree programs (MD/MPH, JD/MPH, MBA/MPH, MSW/MPH, MS/MPH, BA/MPH*, BS/MPH*) working closely with partner schools, the MPH director, program faculty, department and SPH leadership. The dual degree director shares responsibility for managing and improving graduate education within a program. The responsibilities of dual degree directors include:

- working with administration and leadership at partner school to oversee the administration and governance of the dual degree program ensuring that accreditation and graduation requirements for each program are achieved
- serving as a point of contact for graduate students enrolled in the program
- participating in Accepted Student Days, Prospective Student Information Sessions, and other recruitment and yield events (expected of all faculty as part of service and citizenship)
- acting as the liaison among the graduate students, program faculty, SPH and partner school's administration
- communicating relevant matters to the program faculty or its committees as needed; informing the faculty of policies and deadlines, as appropriate; and forwarding recommendations, nominations, and other information from the faculty to the appropriate SPH, partner school and university administrations
- receiving, reviewing, and monitoring the progress of student applications and petitions
- orienting and advising graduate students with respect to program and degree requirements until a permanent adviser is selected and assist in that selection as necessary
- working with partner school to approve program requirements for annual bulletin deadlines
- enforcing policies and regulations of the university, SPH and the dual degree program
- overseeing maintenance of student program records and regular student evaluation processes (including following up on student issues identified by the Satisfactory Academic Progress committee, as appropriate)
- providing periodic reports on the program to SPH and the partner school, as requested

MPH/XX dual directors

5% FTE, one per dual degree program
 Note that each program has a faculty lead at the partner school.

- developing and disseminating resources for faculty, staff and students to support and improve public health writing
- serving as the liaison with staff in the BU libraries and communicating relevant updates to faculty and staff at SPH
- working closely with the core course and other faculty to advise on writing assignments and rubrics and teaching tailored writing sessions in the core curriculum
- teaching writing sessions in the core curriculum and other courses, upon request
- serving as the liaison between faculty, staff in the Office of Graduate Student Life and the peer coaches
- training and supporting the peer coaches on writing and providing feedback to students
- managing relationships with writing centers at Boston University
- promoting BUSPH as a leader in supporting student writing in schools and programs of public health

Writing director 20% FTE, one person school-wide

H. Staff support for educational administrative roles

Program directors and certificate leads are supported centrally by the staff in the:

- Admissions office – who manage enrollment marketing, recruiting events, processing of applications, notifications of admission, rejection or deferral;
- Career services and practicum office – who deliver professional development activities (e.g., Career PREP, practicum advising, Career Fair, Practicum Expo, etc.), provide career counseling and advice (e.g., practicum information sessions);
- Education office – who assist with program modifications, accreditation requirements, and data requests;
- Office of graduate student life – who provide support for graduate students in all aspects of personal and professional development; and the
- Registrar’s office – who oversee course scheduling, student registration, student and program adherence to SPH, university and federal policies.

Program directors and certificate leads are also supported by departmentally-based staff in many aspects of program administration, including but not limited to: admissions, student advising and community building events, student oversight, and data requests. The work of program directors and certificate leads are also supported by the Education Committee, Admissions Committee, Enrollment Committee, Practicum Committee, Doctoral Programs Committee, and the MS Programs Committee (see Section III.4).

3. Approval of New Educational Offerings

The Boston University School of Public Health continues to expand its portfolio of educational opportunities for current students to meet degree requirements and for working professionals interested in continuing education. Faculty and staff engagement, resource requirements, regulatory issues, school- and university-level approvals vary for different educational opportunities. Here we define and describe distinct educational offerings and for each we outline the target audience, faculty and staff engagement, regulatory issues and required approvals.

For-credit courses

- These are credit bearing courses that are delivered on campus.
- Approved courses are open to current and non-degree students who meet pre-requisites (depending on their program requirements).
- Faculty serve as instructors and coverage/compensation is based on teaching coverage per credit.
- Courses must be submitted to the Education Committee for approval (the process is outlined and forms are available at bu.edu/sph/educationcommittee). If a proposed course is part of a degree requirement or an optional course for degree credit, a degree modification proposal must also be submitted to Education Committee and if approved, the degree modification will be submitted to the Office of the Provost through the eCAP system. All eCAP proposals are submitted by the Education Office once approved by the Education Committee

Online, for-credit courses

- These are credit bearing courses that are delivered online.
- Approved courses are open to current and non-degree students who meet pre-requisites (depending on their program requirements).
- Faculty serve as instructors and coverage/compensation is based on teaching coverage per credit. Staff support for course development is provided by the Office of Distance Education or the Office of Lifelong Learning and determined by the Education Committee as part of the approval process.
- Courses must be submitted to the Education Committee for approval (the process is outlined and forms are available at bu.edu/sph/educationcommittee). If a proposed on-line course is part of a degree requirement or an optional course for degree credit, a degree modification proposal must also be submitted to Education Committee and if approved, these modifications will be submitted to the Office of the Provost through the eCAP system. All eCAP proposals are submitted by the Education Office once approved by the Education Committee.

Directed study/directed research

- These are well-defined areas of study/research that are student-directed and supervised by faculty.
- Current students in any degree program have the option to complete directed study/research to earn elective credits toward their degrees. Some programs limit the number of credits that can be earned through directed study and directed research. Students prepare a proposal (forms can be found [here](#)) describing the scope of work, identifying the faculty supervisor and number of credits. The directed study/research must be approved by the faculty supervisor (a full-time SPH faculty member) or by the department chair if the supervisor is a part-time or adjunct faculty member.
- Faculty serve as advisors to directed study/research and coverage/compensation is considered part of service and citizenship as mentoring/advising.
- For global directed study/research, students register with the Global Programs Office, complete global health and safety training, and human subjects training.
- No special approvals (Education Committee or eCAP) are necessary.

Practice-based and field-based, for-credit courses

- These are credit bearing courses where students work with outside agencies on real projects that meet their needs.

- Current students in any degree program may enroll. Some practice-based and field-based course hours may be applied to the MPH **practicum requirement**.
- Faculty serve as instructors and coverage/compensation is based on teaching coverage per credit. Faculty may apply for additional teaching coverage as outlined in Section VI.1 Faculty expectations.
- For global field-based courses, students register with the Global Programs Office, complete global health and safety training, and human subjects training.
- Courses must be submitted to the **Education Committee** for approval and then to the Office of the Provost through the eCAP system (global field-based courses require approval of the eCAP proposal for credit-bearing global activity). If a practice-based or field-based course is part of a degree requirement or an optional course for degree credit, a degree modification proposal must also be submitted to Education Committee and if approved, the degree modification will be submitted to the Office of the Provost through the eCAP system. All eCAP proposals are submitted by the Education Office once approved by the Education Committee.

Continuing education, professional development and custom programs are educational offerings for alumni and other working professionals which are managed and supported by the Office of Lifelong Learning and do not require the same approval process. Faculty engagement is compensated per hour of delivery as outlined in Section VII.7, Teaching Opportunities through the Office of Lifelong Learning.

4. External Teaching Professionals

The Boston University School of Public Health (SPH) is deeply committed to training the next generation of public health leaders, a core element of the School's mission. Our reputation for excellence in public health education rests on the dedication of our outstanding faculty and other teachers who bring their extensive expertise and experience into the classroom. This diverse group of individuals have roles and levels of engagement with SPH that vary considerably, requiring a process to ensure that we are thoughtful, consistent, and clear in our allocation of resources for instructional support.

To that end, here we clarify definition of external teaching professionals, the process and timeline for requesting and recruiting external teaching professionals, and the process for compensating external teaching professionals.

Definition

We use the term external teaching professionals to refer to any course instructor whose primary employment is not at SPH as a primary faculty member. Accordingly, external teaching professionals include:

- Faculty with primary appointments at SPH but who are not employed by SPH as their primary employer (e.g. primary employment at VA or Slone Epidemiology Center).
- Faculty with secondary appointments at SPH. This includes faculty who hold primary appointments at other Boston University schools or colleges (e.g. BUSM) and hold secondary appointments at SPH. The compensation described below can be applied to salary, placed in discretionary accounts, or provided as an overbase payment. At SPH, faculty with secondary appointments participate in teaching but do not generally advise or hold administrative roles.
- Faculty with adjunct appointments at SPH. This includes professionals or scholars whose primary place of employment is not BU or whose primary employment within BU is not in a faculty role. At SPH, adjunct faculty participate in teaching but do not generally advise or hold administrative roles.
- Postdoctoral fellows/associates at SPH. Post-doctoral fellows/associates may serve as an instructor or co-instructor as long as they satisfy the requirements of their postdoctoral position (generally, a 75% research commitment) and obtain permission from their mentor.
- Public health professionals otherwise unaffiliated with BU. This includes professionals or scholars who do not have a faculty appointment at BU and whose primary place of employment is outside of BU.

Requesting and Recruiting External Teaching Professionals

Requests for approval for external teaching professionals for a specific teaching role are made by the chair and approved by the Dean. The Dean may delegate approval to the Associate Deans for Education and Research and Faculty Advancement.

Requests for external teaching professionals must be made during the annual budget process, which takes place in March for the upcoming academic and fiscal year. Chairs should prepare a proposal that discusses the need for the appointment of external teaching professionals and include information on a proposed candidate if one has been identified. If an individual has not been identified to teach and the request is approved, a placeholder identifying the approved teaching slot will be included in the department budget. It is important to note that conversations regarding approval of teaching roles or related compensation should not take place with potential candidates until after the review process has been finalized.

To request the engagement of an external teaching professional, department chairs and center directors must submit the External Teaching Professional Request Form to the Associate Dean for Education by the appropriate deadline below.

Anticipated semester of teaching	Deadline to Identify Instructor	Letter of engagement sent by
Fall	March 1	July 1
Spring	July 1	November 1
Summer	November 1	March 1

Once approved, the terms of the engagement and related service will be defined and letters of engagement sent by the Associate Dean for Education to each external teaching professional. The letter will describe the course(s) to be taught (pending adequate enrollment) and level of compensation, with copies to the Associate Dean for Research and Faculty Advancement, the Director of Faculty Services, and the department chair. This process will allow us to gather all of the information necessary to properly communicate the terms of engagement and ensure that the appropriate compensation is received in a timely manner.

Compensating External Teaching Professionals

External teaching professionals are compensated based on the rate established by the collective bargaining agreement with Boston University. As per these guidelines, the standard rate for Fall 2018 is \$2,100 per credit (\$8,400 for a 4-credit course, prorated based on the number of instructors and credits), applied consistently across departments. Department chairs may request increases to the set rates (not to exceed 20% above the set rate) based on experience and expertise. The Associate Dean for Education will approve compensation rates.

Once external teaching professionals have been approved by the Associate Dean of Education, the Director of Faculty Services will coordinate payment using the information provided via the request form.

It is extremely important that the department identify the external teaching professionals by the deadlines outlined in the table above. Without sufficient time for processing, we cannot guarantee that they will be paid on time, have the necessary access required to utilize Blackboard and other services, and will not be able to take advantage of resources available to instructors in advance of teaching. These same deadlines apply to returning external teaching professionals who may have taught in previous semesters. Department administrators should follow up with their individual external teaching professionals to be sure that they have received their ID and appropriate access.

5. Teaching Assistants and Graders

The assignment of a teaching assistants or grader requires approval by the Associate Dean of Education. The following members of the BU community can serve as teaching assistants or graders provided these conditions are met:

- SPH staff. SPH staff may serve as teaching assistants or graders as long as they adhere to employment restrictions.¹
- Postdoctoral associates. Post-doctoral associates may serve as instructors, co-instructors, teaching assistants or graders as long as they satisfy the requirements of their postdoctoral position (generally, a 75% research commitment) and obtain permission from their mentor.
- Doctoral students. Doctoral students may serve as instructors, co-instructors, teaching assistants or graders as long as they adhere to student work hour restrictions² and obtain permission from their mentor and program director.
- Masters students. Masters students may serve as teaching assistants or graders as long as they adhere to student work hour restrictions².

Requests for teaching assistants and graders are submitted to the Associate Dean of Education by June 1 for fall semester courses, October 1 for spring courses and February 1 for courses offered in summer session. Approvals of numbers of teaching assistants and graders are made by June 15 for fall semester courses, October 15 for spring courses and February 15 for courses offered in summer session. Once numbers are approved, department staff then recruit teaching assistants and graders for specific courses and submit names and designations (e.g., doctoral students, alumni) to central finance for processing. Teaching assistants and graders must be named no later than August 1 for fall semester courses, December 1 for spring courses and April 1 for courses offered in summer session.

Allocation of teaching assistants and graders are approved based on a number of factors, including but not limited to: projected class enrollment, number of faculty teaching the course, course design and management, expected interaction with students outside of the scheduled class time (e.g., break-out sessions, office hours, discussion boards, e-mail), intensity of grading and evaluation of student performance. The following table provides guidance for the allocation of teaching assistants and graders for a 3-4 credit course, which should be adjusted accordingly for a 2 credit course.

Enrollment	Intensity of Grading/Evaluation	Course Management	Graders	Teaching Assistants
20-60	Low	Low	0	0
		High	0	0
	High	Low	1	0
		High	0	1
>60	Low	Low	0	1
		High	1	1
	High	Low	2	1
		High	2	2

Compensation is based on the assumption that teaching assistants work 10 hours per week and graders work 7 hours per week. Teaching assistants and graders can be allocated to multiple courses or allocated on a part-time basis (e.g., 50% grader) to reflect hours worked. Teaching assistants are paid \$2500 per 4-credit course and graders are paid \$1700 per 4-credit course. Compensation is prorated for 1-, 2- and 3-credit courses.

NOTES:

¹ Staff restrictions:

- Full-time staff can be paid overbase for work as a TA or grader with the approval of their supervisor and for no more than one course per calendar year.
- Full-time staff who are 100% funded on sponsored funds can work as a TA or grader for one course per calendar year. Grant effort does not have to be reduced and they should be paid through overbase with the wage type: 2110—Overbase Teaching Incidental. This pay type can only be used for 3 months or less, so if an individual teaches beyond this period, their grant effort must be reduced and the wage type used would be: 2105—Overbase Teaching AY or Overbase Teaching Summer.
- Full-time staff who are also part-time students may not work as a TA or grader.
- Full-time staff may not serve as instructor or co-instructor for any course.

² Student work hour restrictions per University policy:

- Full-time graduate students, either by registration or by certification, may not work more than 20 hours per week at Boston University (including research assistantships) during any academic period: fall semester, spring semester or either summer term.
- During official University break periods, such as intersession, spring break and other periods when classes are not held, full-time graduate students may not work more than 20 hours per week.

6. Resources in Support of 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](#)
- [Education Committee](#)
- [Educational Strategies and Technology](#)
- [Online Modules](#)
- [Lifelong Learning](#)
- [Writing Resources](#)

7. Teaching Opportunities through the Office of Lifelong Learning

The Office of Lifelong Learning offers flexible learning opportunities for students, alumni and other professionals interested in developing new skills. The BUSPH Population Health Exchange (PHX, <https://populationhealthexchange.org/>) is an open access, publicly available digital resource hub for continuing education in public health. SPH faculty members may participate in PHX offerings including programs offered through the summer or winter institutes, online non-credit and for-credit courses or custom programs. Involvement offers the opportunity to increase exposure, to expand professional networks, and to earn supplementary compensation.

SPH faculty may submit concept proposals for PHX programs at bu.edu/sph/faculty-staff/teaching-and-advising/lifelong-learning/. Once a program is approved in concept, faculty secure approval for participation by their department chairs and a contract is issued detailing timelines for program materials and compensation details.

8. Course Cancellation Process

Course schedules are developed according to the process and timeline outlined in Section VII.1 (Process for assigning teaching). The course schedule includes course meeting days and times, seat reservations, enrollment caps and any special AV requests that are needed for courses.

Registration generally opens the first week of April for fall courses, the third week of October for spring courses, and late February for summer courses. Most students register for courses as soon as registration opens. There are some instances where students are delayed in registering – these tend to occur mainly among doctoral students.

Monitoring Enrollment

The registrar monitors course enrollments and approximately 6 weeks prior to the semester start, flags any courses that have fewer than 10 students enrolled. Courses with fewer than 10 students will generally be cancelled unless there is a compelling reasons that require a course to run. The Associate Dean for Education will meet with the respective chair or center director to discuss whether such circumstances exist. The Associate Dean for Education makes the final decision on course cancellations.

Course Cancellations

Course cancellations occur no later than 4 weeks prior to the semester start. If the course is cancelled, the chair or center director will speak to the faculty member to notify them of the decision. If a course is cancelled once, the chair or center director will submit a documented plan to increase enrollment to the Associate Dean for Education prior to the course being scheduled again.

Department chairs, center directors or their designees will notify students of course cancellations. The registrar will work with department chairs, center directors or their designees to identify alternative options for enrolled students. The students then work with their advisors, respective program managers and the registrar to make alternate course selections.

Faculty Salary Coverage

Course cancellations are unexpected but sometimes necessary. Cancellation due to low enrollment will not adversely affect faculty coverage for teaching, which will remain as originally committed for that year if it is not possible to cover via other activities. However, in such cases where the faculty member receives salary coverage for a course that was not taught, there should be a discussion with the chair about how to spend that time productively, which could include teaching, research, and/or citizenship activities. It is also expected that, if the cancelled course will be offered in the future, steps will be taken to reduce the risk of low enrollment moving forward, as appropriate, such as considering changes to the content or frequency of the course (e.g. perhaps offering less often or in a different time slot).

VIII. Resources for Faculty Development and Advancement

1. Faculty Incentive Program

Excellence in education, research, and service are central to the mission of the Boston University School of Public Health. The SPH Faculty Incentive Program is intended to reward faculty who exceed expectations and make exceptional contributions to the School, while also maintaining or enhancing the collaborative culture in the School.

Primary faculty with a fixed level of engagement of at least 50% FTE are eligible for this program. Faculty with variable percent effort (*i.e.*, flexible engagements that vary throughout the year) are not eligible. Reward payments will be calculated at the end of each calendar year to align with the AFR process. Recognizing that our faculty contribute in many different ways, the program does not focus on specific types of activity but rather on salary coverage and external funding in general, providing all eligible faculty the opportunity to benefit from the program.

Part A. Exceeding salary coverage expectations. Faculty who exceed their salary coverage expectation for the calendar year, as per the school-wide rubric for salary coverage, will receive a reward payment equal to 50% of the overage. For example, suppose a faculty member has an annual base salary of \$160,000 and an initial coverage plan that includes 45% teaching, 45% external funding, and 10% service and citizenship. If at the end of the calendar year their actual total coverage is 115%, due to any additional activities associated with 15% salary coverage (*e.g.*, teaching an additional course, adding new external funding, directing a PhD program), then the reward payment would be \$12,000 (*i.e.*, half of the 15% overage). The effort committed to externally funded projects should generally not exceed 90%; however, for faculty focused entirely on externally funded activities (ie no teaching or administrative responsibilities), the effort committed to externally funded projects may be as high as 95%.

Part B. Revenue sharing. Principal investigators who receive external funding with the full on-campus indirect rate (currently 65%) will receive a reward payment equal to 10% of the total indirect costs (IDCs) The reward payment will be based on actual IDCs received by SPH during the calendar year, not the total awarded amount. Outgoing subcontracts will be excluded since SPH does not receive the associated IDCs. For example, if a faculty member is PI of full IDC awards (prime awards and/or subawards) that bring \$200,000 of IDCs to SPH during the calendar year, then the reward payment would be \$20,000 (*i.e.*, 10% of the total IDCs). When multiple SPH faculty share the role of PI, the reward payment will be divided equally among eligible faculty in these roles. For program projects or center grants with multiple components (each with its own project lead and budget), the reward payment for each project lead will be based on the component-specific IDCs.

Calculation of final reward payment. The total reward payment from both scenarios above (Part A + Part B) will be reduced to cover (a) the deficit of any overspent grant for which the faculty member is PI, (b) the portion of the faculty member's salary that is allocated to a sponsored award but not covered by the award due to a salary cap, (c) bridge funding received by the faculty member during the calendar year, and (d) the amount of institutional support already provided by SPH in support of the award (*i.e.* cost-sharing commitment, which already represents a return on IDCs).

Disbursement of final reward payment. The final reward payment will be issued on July 1 of the following year, allowing time for the necessary administrative steps and to align with the annual deposit of discretionary funds. Faculty may elect to receive up to 25% of the total reward payment as overbase pay (*i.e.*, additional income) and the remainder will be deposited to their individual discretionary account. For example, in the scenarios above, the total reward payment would be \$32,000 (*i.e.*, \$12,000 from Part A and

\$20,000 from Part B, assuming no reductions are necessary). Up to \$8,000 could be taken as an overbase payment and the remaining \$24,000 would be deposited to the faculty member's discretionary account.

Faculty who take a school-approved leave of absence (ie sabbatical, maternity leave, sick leave) are eligible for both Parts A and B of the incentive program, with the faculty member's salary considered to be appropriately covered during the leave period. However, faculty will only be rewarded for exceeding salary coverage expectations during the portion of the year when they are not on leave.

This program will be effective as of January 1, 2019 such that the first round of reward payments will be made to recognize performance during calendar year 2019. The program will be evaluated following the first round of reward payments. The school can modify incentive payments if necessitated by fiscal realities in any given year.

2. 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. 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 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 selecting a primary mentor is available from the Associate Dean for Research and Faculty Advancement, the department chair, and the department representatives to the SPH Faculty Development Committee.

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 plan to formalize the relationship. Here we provide links to templates for the [mentorship plan](#), as well as forms to guide a [mentee self-assessment](#) and [mentor self-assessment](#), which may be useful in the process of developing a plan.

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 plan 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, the Faculty Development Committee department representatives will meet with their department chair or center director to discuss the mentees in their department at least annually 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, the Associate Dean for Research and Faculty Advancement 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 Associate Dean for Research and Faculty Advancement 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.

3. 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 IX.2](#) Guidance on Use of Discretionary Funds for more details about the use, restrictions, and administration of discretionary accounts.

4. 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 IX.5 Guidelines for Faculty Leaves for more details.

5. 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 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. Applicants are strongly encouraged to seek feedback from mentors prior to submission. The Early Career Catalyst Awards are supported by the Robert F. Meenan Faculty Support Fund. 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.

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).

Instructions for Submission

All pilot award applications should be submitted to the Associate Dean for Research and Faculty Advancement. 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). As part of the timeline, 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, and
- references (i.e. citations. Not counted toward page limit).

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 or Education Committee, as appropriate. Applicants are encouraged to discuss their application with their departmental representative to the relevant committee prior to submission.

Fast-Track Funding Mechanism. Funds are sometimes needed to pursue time-sensitive opportunities, such that waiting for the normal submission deadlines is not possible. Accordingly, SPH offers a fast-track funding mechanism when modest resources are required to pursue (a) an opportunity to resubmit a proposal that received a competitive score (ie $\leq 30^{\text{th}}$ percentile), or (b) a 'quick turnaround' funding opportunity. In such cases, in addition to following the submission instructions above, the application must justify the need for fast-track funding and include the summary statement and/or RFA as an attachment to their application.

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.

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.

IX. Policies and Guidance

1. Procedures for Reviewing and Approving Major Policy and Planning Initiatives

Major policy and planning recommendations from the Faculty Senate, standing committees, task forces, and other groups will be reviewed and approved through a series of four clearly defined steps:

1. A written draft shall be prepared and approved by the proposing group and submitted to the Governing Council (GC).
 - The GC will circulate the draft proposal to the following for review and written comment: department chairs, Faculty Senate, and other individuals and groups (as appropriate)
 - Written comments shall be returned within 45 days
 - A representative of the proposing group shall discuss the draft proposal at meetings of these reviewing groups if requested
2. After considering written and other comments, the proposing group shall develop and approve a final draft proposal and advance it to the GC, with copies of the written comments.
3. The GC shall review the proposal, revise it if considered necessary, and then take a formal vote to approve it or reject it. Written justification for changes or for rejection shall be returned to the committee of origin.
4. Policy and planning proposals approved by the GC are subject to the approval of the Dean and, in certain matters, by other University officials or committees.

2. Guidance on Use of Discretionary Funds

Summary and Purpose

To provide guidance for determining which expenses may be charged to discretionary funds which are defined as start-up funds, special faculty support funds (such as innovation funds or awards), and any Dean's allocation funds. These funds should not include pilot funds, conference fee funds or any funds, which are intended for well-defined or restricted use only. The purpose of this guidance is to ensure sound and consistent business practices, timely and accurate recording of expenses, and compliance with tax regulations under the Internal Revenue Code.

Allowable Expenses

Faculty discretionary funds are available to pay for expenses incurred in support of professional activities performed while at SPH. These guidelines do not address expenses related to sponsored research, which are specified by the University and Federal A-133 guidelines.

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. Additionally, discretionary funds can be used for faculty salary coverage if approved by the faculty member. With approval from the Associate Dean for Research and Faculty Advancement, faculty may be allowed to transfer discretionary funds to another faculty member (e.g. from PI to Co-PIs, from senior faculty to junior faculty, etc). All expenses from discretionary funds need to be fully documented with reference to the professional activity being conducted.

Unallowable Expenses

Discretionary funds are not considered personal compensation and cannot be used to fund overbase payments to a faculty member. In addition, the following items/services may not be purchased using these funds: personal items, personal travel, gifts, or donations. Cell phones are considered personal items, unless purchased to be used exclusively for a specific professional purpose (e.g. a research project).

Unlike personal compensation, discretionary funds are not subject to personal income tax, and therefore may not be spent for any purpose considered personal.

Durable Assets

Durable assets are defined as tangible goods that yield service or benefits over a number of years. Durable assets purchased with discretionary funds are the property of SPH and are permanently retained by SPH. Examples of durable assets include computers, scientific equipment, printers, scanners, etc. Under certain circumstances, upon leaving or retiring from the University, a faculty member may be able to acquire equipment or other items previously purchased with discretionary funds. Items determined eligible for purchase will carry fair market value. Faculty should contact the Associate Dean for Administration to request the purchase of durable assets well in advance of the date of departure from the University.

Unallowable Durable Assets

The following durable assets may not be purchased with discretionary funds: furniture and furnishings, rare books (books with a purchase price above \$500), and works of art.

Retirement or Departure of a Faculty Member

Any unspent balances, durable assets, or items of value remain with the School upon the retirement or departure of a faculty member. Ordinarily, no expenditures may be made from discretionary funds after the end of a faculty member's appointment term. Faculty members considering leaving the School should consult with the Associate Dean for Administration and their department administrator on the disposition

of their remaining discretionary funds. Emeritus faculty may continue to use unspent balances from their discretionary funds to support their research and scholarly activities.

Roles and Responsibilities

The faculty member or their designee is responsible for:

- Ensuring that expenses charged to discretionary funds are in accordance with this guidance.
- Consulting with the Associate Dean for Administration on any questions related to this policy.

The department administrator is responsible for:

- Ensuring appropriate preparation and approval of requests.
- Raising questions about whether expenses are allowable with SPH Director of Finance.

The SPH finance office is responsible for:

- Ensuring that expenses charged to discretionary funds are fair and equitable to the individual and the University, and ensuring that expenses are made in accordance with this guidance.

3. External Professional Activities

As per the BU Faculty Handbook, faculty are allowed to engage in external professional activities (bu.edu/handbook/ethics/external-professional-activity/). By definition, this policy refers to activities that are external to BU, and as per the policy: "A faculty member may not make use of the name of Boston University or more than minimal use of its facilities, personnel, or equipment in support of external activities." External professional activity is generally limited to twenty percent of the faculty member's total professional effort during their contract year.

For activities conducted external to BU, funds should be paid directly to the faculty member (with no BU involvement). For activities conducted internal to BU, projects should be administered through the Office of Sponsored Programs.

If a faculty member would like to deposit funds earned via external activities into their personal discretionary account at SPH, then after they receive payment directly (with no BU involvement), he/she may donate the funds through our SPH Development Office. The faculty member may direct the funds to support their own research and the funds will be deposited to his/her own discretionary account. However, according to University policy, such contributions do not qualify as a gift and do not carry typical tax benefits because the donation is specified for their direct personal benefit. Any funds contained within discretionary accounts will fall under the guidelines for the proper use of discretionary funds outlined in Section IX.2 including donated funds.

4. Intergovernmental Personnel Agreements

The Boston University School of Public Health is committed to ensuring that our researchers are put in the best possible position to be productive and successful.

As part of this commitment, we strive to provide resources and minimize barriers for faculty to pursue and obtain external funding to support their work. Examples of resources include discretionary funds, pilot awards, grant writing workshops, and sabbaticals. To minimize barriers, we do not place restrictions on awards based on the potential to recover indirect costs. However, due to the administrative and financial implications for our community, there are two restrictions on the use of Intergovernmental Personnel Agreements (IPAs) for coverage at SPH.

As of January 1, 2019, we will only approve IPAs for faculty (new or renewal) up to a maximum coverage of 20% FTE per faculty member. This was first communicated in early 2018, but start date of the new policy was delayed so that faculty would have time to adjust salary coverage as appropriate. The need for this change is driven by the fact that every approval of an IPA is equivalent to approving a grant with a 0% indirect rate. We hope everyone will agree that this approach represents a reasonable compromise in the spirit of fairness and consistency, still allowing support from IPAs to represent a portion of the external funding portfolio.

Staff at SPH can no longer be supported via IPAs. There are many administrative, financial, and legal complexities associated with supporting staff via IPAs. For this reason, we are no longer able to support IPAs for staff at SPH – only faculty.

The form provided by the BU Office of Sponsored Programs for initiating an IPA for SPH faculty is available at bu.edu/researchsupport/formsandpolicies/form-library/.

5. Guidelines for Faculty Leaves

a. Faculty Sabbatical Leaves

Overview

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.

Eligibility

Full-time faculty members with standard professorial titles (Assistant Professor, Associate Professor, Professor) or with Clinical, Research, or of the Practice modifiers of those titles, as well as Lecturers, are eligible for sabbatical leaves. Faculty members may apply for a sabbatical leave after each period of at least six years of full-time service at Boston University. For the purpose of eligibility, full-time is defined as a minimum of 75% effort. Periods of service that include a paid or unpaid leave of absence, a Workload Reduction for Primary Caregivers, or a sabbatical leave does not count towards service eligibility. Faculty members who have received a letter of warning or a notice of non-continuance are not eligible for sabbatical leave until returning to a status of good standing.

Application Process

A request for a sabbatical leave must be submitted for consideration at least six months prior to the proposed start date. The request shall be made in the form of a letter to the department chair that includes the following: (a) a proposed plan for scholarly work or other activity leading to professional growth, (b) a summary of their main responsibilities that will require coverage during their absence, and (c) a summary of their projects/activities and percent coverage that will be supported by outside funders (i.e. NIH, CDC, VA, USAID, foundations, etc.) during the sabbatical leave.

The expectation is that faculty members will continue externally funded activities during the sabbatical leave if the activities are important to the faculty member's professional growth or are essential to the successful completion of a project. However, in some cases, given the particular nature of the funded activities, it may be acceptable to reassign externally funded activities if it is either (a) not be possible to perform the activities while on sabbatical or (b) not in the best interest of the faculty member's career development to continue the activities while on sabbatical.

Obtaining external funds to support a sabbatical (via fellowship, grant, Intergovernmental Personnel Agreement, etc) is encouraged but not required. If the sabbatical leave is to be supported by a funding mechanism that prohibits the continuation of other funded activities (e.g. American Association for the Advancement of Science Fellowship), then these details should also be described in the letter.

Decision

The department chair will review the merits of the request with respect to the faculty member's goals for professional growth and explore options for reassigning the faculty member's responsibilities during the sabbatical. Within four weeks of receiving the request, the department chair will inform the faculty member of his/her recommendation and forward the request letter and their recommendation to the Dean. The Dean will review the merits of the request and, after consultation with the chair, inform the faculty member of the decision to approve or deny the request. The faculty member will receive a written explanation for the decision.

If approved, the faculty member must agree to return to full-time service for at least one year following the conclusion of the sabbatical leave. If the sabbatical leave will involve a relocation or a suspension of externally

funded activities, then the faculty member should coordinate with the principal investigator and outside funder of each affected project.

A sabbatical request may be denied based on merit and past performance in which case the written explanation will provide feedback intended to help the faculty member improve their sabbatical plan and ensure that the proposed activities allow them to achieve their professional development goals. After considering feedback, the faculty member may submit a revised request without prejudice within one year of denial.

A sabbatical request may be denied because it is not possible for the department to reassign responsibilities during the absence. If a meritorious request is denied for this reason, the applicant and the chair shall devise a plan that would facilitate the coverage of department need to allow the sabbatical in future. In the event that sabbatical is thereafter granted, the year or years of denial on the basis of departmental needs will be credited toward eligibility for the subsequent sabbatical.

A sabbatical request may be denied because there are insufficient resources available at SPH to fund the sabbatical. Unlike the Charles River Campus, SPH utilizes a school-based budgeting system. SPH may establish a cap on the number and/or dollar amount of sabbaticals that will be approved in a given fiscal year. Any caps should be set with the aim of balancing the important role that sabbaticals play in faculty development with the need to responsibly manage the annual budget of the school.

The Associate Dean for Research and Faculty Advancement will receive a copy of each sabbatical decision letter from the Dean to maintain records of all sabbatical applications and approvals. A summary of the data will be reviewed periodically by the Faculty Development Committee and shared annually with SPH faculty.

b. Faculty Vacation Time

Faculty may take up to one month of vacation per year and may be scheduled at a faculty member's discretion. Faculty are encouraged to arrange for any necessary coverage in advance and notify their department chair and department administrator of their absence. Vacation time does not carry over year-to-year and faculty are not compensated for accrued vacation when they leave Boston University.

c. Faculty Sick Leave

Faculty sick leave follows Massachusetts state law: employees are eligible for a minimum of one hour of earned sick leave for every thirty hours worked and can accrue and use up to forty hours per calendar year. For more information, see bu.edu/hr/policies/federal-and-state-laws/massachusetts-earned-sick-time-law/.

d. Family Medical Leave (FMLA)

In addition to or in conjunction with other leave policies, leave of up to twelve weeks per year may be available to a faculty member for illness or care of a family member (spouse, parent, or child), birth of a child, or placement of a child with the family for adoption or foster care. For more information, see bu.edu/handbook/leaves-absences/faculty-personal-and-family-leave-policies/.

e. Childbirth Leave and Primary Care Giver Workload Reduction Policy

Boston University has several policies that describe the support provided to professorial faculty, lecturers, and instructors who become the primary care giver of a new child through birth, adoption, foster care or guardianship placement, or newly established legal custodial care. The support may take the form of unpaid leave, Paid Absence for Childbirth, and/or Paid Workload Reduction, depending on the individual's needs and eligibility. Each of these policies are detailed at bu.edu/handbook/leaves-absences/faculty-personal-and-family-leave-policies//.

After reviewing the available policies, faculty should discuss their plans with their department chair and complete the appropriate paperwork with the Faculty Resources Office.

6. Faculty Grievance Policy

Faculty are encouraged to first resolve any grievances with their department chair or the Associate Dean for Research and Faculty Advancement. If the grievance remains unresolved, faculty should bring the grievance to the Dean. In cases when the grievance may not be resolved in consultation with SPH faculty and administration, faculty should consult the Boston University faculty grievance policy: [bu.edu/handbook/human-resources/grievance-procedure/](https://www.bu.edu/handbook/human-resources/grievance-procedure/). Faculty may also consult the University ombuds, an independent and confidential resource available on both the Charles River and Medical campuses: [bu.edu/ombuds/](https://www.bu.edu/ombuds/).

7. Principles Guiding Use of Space at SPH

The Boston University School of Public Health is primarily based in the Talbot and Crosstown Buildings, with additional space on the 9th floor of the Fuller Building and 4th floor of the R Building (BUSM). We are continuously evaluating the space we have available, balancing our space needs with costs involved in managing our space. To the end of ensuring that all our space decisions are consistent with our values as a school, the following principles guide decisions we make around space.

1. Space is a public good; no single unit owns space and we should be nimble and flexible enough to accommodate shifts and growths in particular areas of the school.
2. All space decisions, in all units, need to be reviewed by the Dean's Office before being implemented to ensure consistency with agreed upon principles. All space-related requests should be directed the SPH Manager of Facilities and Building Operations who will assess the implications and confer with the Dean.
3. Full-time faculty and director-level staff (central or departmental) should have individual offices.
4. Non-director level staff (central or departmental) and part-time faculty who do not need a private office should share offices.
5. Individual offices or relevant private conversation space will be made available for staff or faculty who regularly engage in conversations that would benefit from privacy.
6. If full-time doctoral students or research staff have space, it should be in the form of a cubicle or work station in shared offices that are optimally configured for this purpose.
7. Insofar as possible we will preserve contiguity of research groups to enhance collaboration.
8. All conference rooms should be open to the school community for scheduling via a central system. While we should have sufficient conference rooms for our need, we want to make sure that we do not have redundant conference room space to ensure sufficient office and work space.