

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.

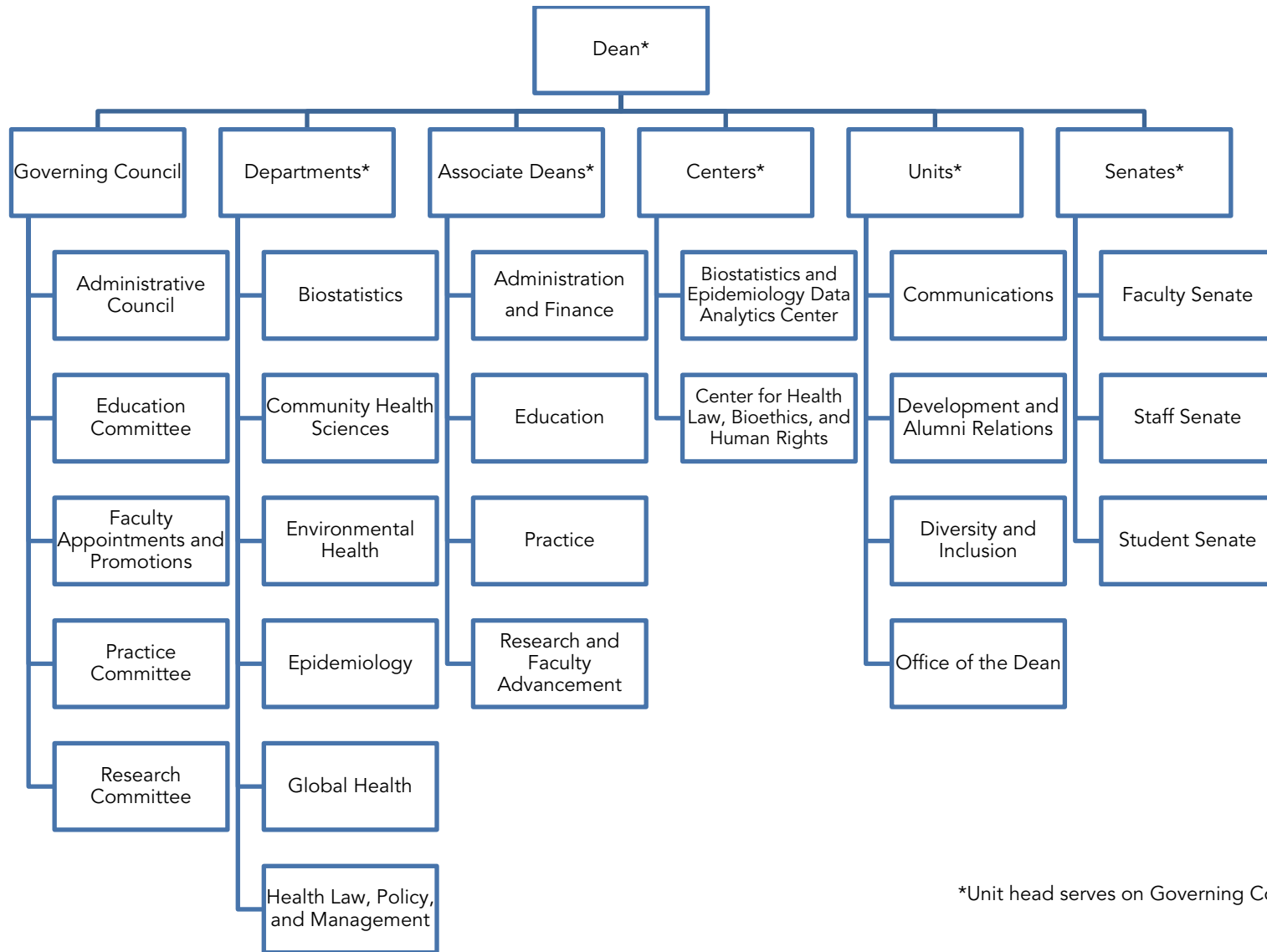
ARTICLE IV. Faculty Appointments and Promotions

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

1. Signature events/year	25+ annually	<ul style="list-style-type: none"> • Produce weekly public health message via established media • Launch publichealthpost.org and align all digital properties • Regularly train faculty in media relations • Engage journalists around core areas of public health concern via journalist-in-residence, engagement in symposia, and other convening opportunities
2. Media/social media imprint	7 media mentions annually per faculty 25,000 Twitter followers 20,000 Facebook likes	

PUBLIC HEALTH LEADERSHIP Provide leadership across sectors to improve public health

1. High-level public health leadership conversations	10 annually	<ul style="list-style-type: none"> • Convene annual leadership conference on fundamental drivers of health • Engage BUSPH in global leadership discussion; host convening conversations with leaders from different sectors outside public health
2. Annual leadership conference	1 annually	

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

1. Public/private or cross-sector partnerships for engagement and service	100 partnerships	<ul style="list-style-type: none"> • Create incubator for public/private partnerships with biomedical engineering, data science, and health-related start-ups for population health science • Develop distinct research, education, or service programs that advance strategic research directions
2. School-wide programmatic focus on strategic research directions	8 programs	

SCHOLARSHIP OF CONSEQUENCE Publish and present frequently cited scholarship

1. Average citations per faculty	500 citations over five years	<ul style="list-style-type: none"> • Establish and sustain faculty mentoring program • Nurture opportunities that seed innovative faculty scholarship • Increase collaboration on research through senior-junior faculty joint grant submissions
2. Professional presentations by faculty	750 annually	
3. Faculty on editorial boards	50% of faculty	

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

1. Funded community-based grants	\$10M funding portfolio	<ul style="list-style-type: none"> • Award annual Beyond Health award to prominent leaders making contributions to BUSPH public health priorities • Collaborate with local and national legislatures to encourage and evaluate impact of proposed legislation
2. Service projects conducted by faculty, staff, and students	250 service projects	
3. Faculty leadership/advocacy roles on community board or health organization, locally or globally	50% of faculty	

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/.