

# Faculty Handbook

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# Introduction

## About our School

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 at the School, and that shape the context in which we all operate. The School's work aspires to advance our core mission and to live by our core values:

**SPH Mission.** To improve the health and well-being of populations worldwide, particularly the underserved, through excellence and innovation in education, research, and practice

**SPH Values.** We are committed to igniting and sustaining positive change that leads to health and well-being around the world. We strive for a respectful, collaborative, diverse, and inclusive community within our School of Public Health. We aim to promote justice, human rights, and equity within and across our local and global communities.

Founded in 1976, SPH confers master's degrees and doctoral degrees and is accredited by the Council on Education for Public Health. SPH is ranked the top eighth School of Public Health according to US News and World Report. With this ranking, SPH is in the top five private schools of public health and in the top 5 percent of the nation's 183 schools and programs of public health. We are a school that strives for excellence in all we do.

## About our Community

The School of Public Health has over 300 faculty and 250 staff in six departments and two centers. The departments are Biostatistics; Community Health Sciences; Environmental Health; Epidemiology; Global Health; Health Law, Policy, and Management. The centers are the Biostatistics and Epidemiology Data Analytic Center (BEDAC) and the Center for Health Law, Ethics and Human Rights (CLER). The work of the departments and centers is facilitated by the school's central support offices: Administration and Finance, Admissions, the Career and Practicum Office, Communications, the Dean's Office, Development and Alumni Relations, Education Office, Graduate Student Life, the Registrar's Office, and Research and Faculty Advancement. The **BUSPH bylaws** outline the organization and governance structure of the School.

We have over 1,000 students and over 9,500 alumni. Our alumni are spread across 115 countries, and we continue to engage them through annual tentpole events regionally, through alumni mentoring, and through BU Giving Day, among others. Orientation and graduation are our

happiest days of the year. Faculty and staff are encouraged to participate in the days. Our students go on to do inspiring work in both the public and private sectors.

In addition to world-class research and education, SPH is committed to translating that work and meaningfully engaging communities. The [Activist Lab](#) serves as the nexus for the School's engagement with communities near and far. [Public Health Post](#) seeks to elevate the public conversation on health and posts daily articles by our Public Health Post Fellows and guest contributors. [idea hub](#) facilitates partnerships with non-traditional funders to accelerate improvements in population health.

All faculty and staff are invited to the monthly School Assembly, and all members of the community are invited to our [Signature Programs](#), which are free, open to the public, and accessible to all. The Dean's Office hosts several all school celebrations, including the annual SPH Holiday Party in December and the annual SPH Spring Celebration in May.

### About this Handbook

The Faculty 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 VIII](#). The most up-to-date policies and procedures are in the electronic version of this handbook at [bu.edu/sph/facultyhandbook](https://bu.edu/sph/facultyhandbook).

The School's most recent Strategic Plan, articulated in 2019-2020, is in Section II and at [bu.edu/sph/strategymap](https://bu.edu/sph/strategymap). This informs central action by the school in support of its core purpose. Additionally, each member of the faculty and staff is listed in the SPH directory: [bu.edu/sph/directory](https://bu.edu/sph/directory). Faculty members also have BU Profiles, which details their research and publications, [profiles.bu.edu](https://profiles.bu.edu).

At heart, we are convinced that a school is only as great as its community, and this handbook aims to be part of an effort to create the best possible environment for our faculty, staff, and students.

# I. Boston University Policies and Campus Life

Boston University provides policies and resources for all faculty. A full list of policies is available at BU Policies Central ([bu.edu/policies](https://bu.edu/policies)). The policies that are particularly relevant to faculty are highlighted in the BU Faculty Handbook ([bu.edu/handbook/](https://bu.edu/handbook/)) or at BU Faculty Central ([bu.edu/faculty/](https://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](https://bu.edu/handbook)
  - a. Appointments and Promotions
    - i. Appointment and Continuance of Appointments for Full-Time Faculty/Medical Campus
    - ii. Appointment and Reappointment of Faculty/Charles River Campus
    - iii. Appointment of Deans
    - iv. Classification of Ranks and Titles
    - v. Evaluation of Faculty Performance
    - vi. Promotions on the Medical Campus
    - vii. Selection of Chairs on the Charles River Campus
    - viii. Selection of Department Chairs on the Medical Campus
    - ix. Tenure and Promotion on the Charles River Campus
  - b. Ethics and Activities
    - i. Academic Freedom
    - ii. Access to Electronic Information Policy
    - iii. Conflict of Interest Policy
    - iv. Copyright Policy
    - v. External Professional Activity
    - vi. Faculty Involvement in University Digital Courses
    - vii. Gift Policy
    - viii. Institutional Conflicts of Interest in Research Policy
    - ix. Intellectual Property Policy
    - x. Investigator Financial Conflicts of Interest Policy for Research
    - xi. Misconduct in Scholarship and Research
    - xii. Policy on Computing Ethics
  - c. Human Resources Policies
    - i. Equal Opportunity/Affirmative Action
    - ii. Grievance Procedures
    - iii. Pay Transparency Policy
    - iv. Sexual Misconduct Policies and Procedures

- v. Suspension or Termination for Cause
  - vi. Workplace Violence Prevention Policy
- d. Leaves and Absences
  - i. Faculty Retirement and Emeritus Status
  - ii. Faculty Personal and Family Leave Policies
  - iii. Program Discontinuation and Consequent Faculty Terminations
  - iv. Sabbaticals and Leaves of Absence
- e. Governance
  - i. Constitution of the BU Faculty Assembly and Faculty Council
  - ii. Constitution of the Boston University Council
  - iii. Charters and Statutes
  - iv. By-Laws

2. BU Policies Central: [bu.edu/policies](https://bu.edu/policies)

Selected policies that may be of particular interest to SPH faculty:

- a. [Boston University Statement on Free Speech and Expression](#)
- b. [Policy on Visiting Faculty and Research Scholars](#)
- c. [Conflict of Commitment Policy](#)

3. BU Faculty Resources: [bu.edu/faculty](https://bu.edu/faculty)

- a. For New Faculty - getting started at BU: [bu.edu/faculty/for-new-faculty/](https://bu.edu/faculty/for-new-faculty/)
- b. Human Resources/Benefits: [bu.edu/hr/new-employee-resources/benefits/](https://bu.edu/hr/new-employee-resources/benefits/)
- c. Teaching and Educational Resources: [bu.edu/faculty/teaching-resources/](https://bu.edu/faculty/teaching-resources/)
- d. Student Health Services; helping students in distress: [bu.edu/shs/behavioral-medicine/](https://bu.edu/shs/behavioral-medicine/)
- e. Family Educational Rights and Privacy Act (FERPA): [bu.edu/reg/academics/ferpa/](https://bu.edu/reg/academics/ferpa/)
- f. Research Support: [bu.edu/research/support/](https://bu.edu/research/support/)
- g. Faculty Development Resources: [bu.edu/faculty/development-resources/](https://bu.edu/faculty/development-resources/)
- h. Faculty and Staff Assistance Office: [bu.edu/fsao/](https://bu.edu/fsao/)
- i. Office of the Ombuds: [bu.edu/ombuds/](https://bu.edu/ombuds/)
- j. Office of Family Resources: [bu.edu/family/](https://bu.edu/family/)
- k. Babysitting services: [bu.edu/family/referral-services/in-home-carebabysitting/](https://bu.edu/family/referral-services/in-home-carebabysitting/)
- l. Childcare centers on campus: [bu.edu/family/childcare-centers-on-campus/](https://bu.edu/family/childcare-centers-on-campus/)

4. University Holiday and Intersession Schedule: [bu.edu/calendar/holidays.html](https://bu.edu/calendar/holidays.html)

5. Technology and Communications

- a. BU Information Services and Technology: [bu.edu/tech/](https://bu.edu/tech/)
- b. BUMC Information Services and Technology: [bumc.bu.edu/it/](https://bumc.bu.edu/it/)
- c. BU Today: [bu.edu/today](https://bu.edu/today)



## II. The School of Public Health

### 1. SPH Bylaws

#### 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 and well-being of populations worldwide, particularly the underserved, through excellence and innovation in education, research, and practice.

##### 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. An organizational chart is available as Appendix A. Detailed organizational charts are available in the Faculty and Staff Handbooks.
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 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.

3. Associate Dean for Diversity, Equity, Inclusion, and Justice

The Associate Dean for Diversity, Equity, Inclusion, and Justice is responsible for promoting and coordinating the School's diversity, equity, inclusion, and justice (DEIJ) activities. Responsibilities include, but are not limited to, working closely with school leadership to coordinate DEIJ activities and events, reviewing and evaluating School policies and practices to ensure best practices are being implemented appropriately, and recommending measures to enhance DEIJ practices, events, and activities.

4. 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.

5. 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.

6. 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.

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, 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 of the SPH community at the Dean's discretion.
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 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 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. 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.

**C. 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.

**D. Diversity, Equity, Inclusion, and Justice Committee**

1. The Diversity, Equity, Inclusion, and Justice Committee will be comprised of the Assistant Dean of Diversity, Equity, Inclusion, and Justice, who shall serve as chair, and at least one representative from each department.
2. The committee shall:
  - a. Examine, develop, and support diversity, equity, inclusion, and justice efforts within the School community.
  - b. Advise the Governing Council on best practices in diversity recruitment and hiring, creating an inclusive environment, and actions related to diversity, equity, inclusion, and justice.
  - c. Serve as the main communication for these best practices to department and unit diversity, equity, inclusion, and justice committees.
  - d. 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.

#### E. 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.

#### F. 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. Oversee the School's practice prizes and awards.

#### G. 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. Review and approve proposed external funding partners.
  - g. Oversee the School's research prizes and awards.

#### H. Other Committees

The Dean may establish other standing and ad hoc committees.

#### I. 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.

J. 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.

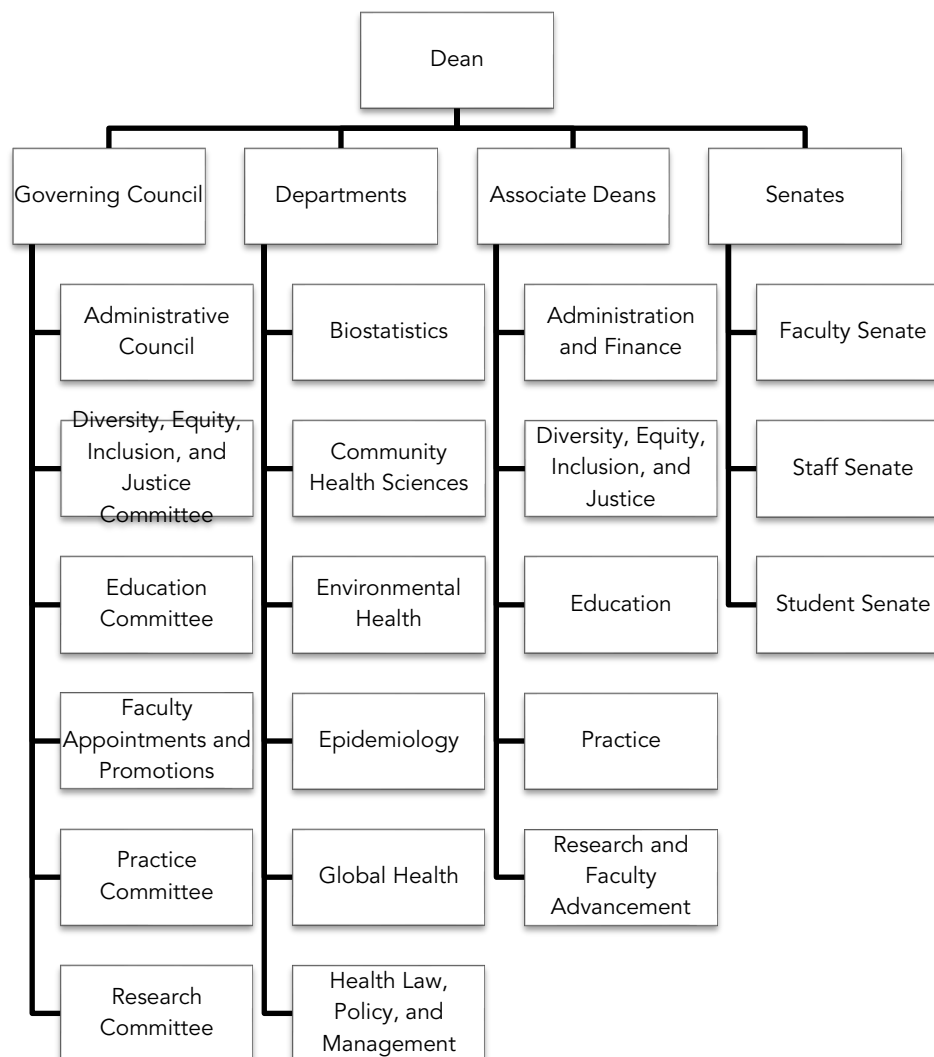
## **ARTICLE IV. Faculty Appointments and Promotions**

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\*



\*BUSPH is home to a large number of units, administrative offices, and centers, as detailed in the [Faculty](#) and [Staff](#) Handbooks.

## 2. Strategy Map

PDF will be inserted in final version – page 1

Strategy map page 2

### 3. Diversity, Equity, Inclusion, and Justice

A commitment to DEIJ is a moral imperative and consistent with scientific best practices. Organizations promoting DEIJ produce more innovation and better outcomes in business and scientific research.<sup>1-5</sup> For academic institutions, accelerating progress towards inclusive excellence requires a commitment to best practices in recruitment, hiring, retention, advancement, and promotion, as well as to fostering an organizational culture that ensures inclusion, defined as belonging (feeling part of a group) and uniqueness (feeling valued for one's own identity),<sup>6-10</sup> and thriving, defined as a sense of vitality and learning.<sup>11-13</sup> The success of team science, an NIH priority for accelerating innovation in scientific discovery, requires full inclusion of individuals with diverse knowledge, expertise, and experience to maximize creativity and impact, to reduce bias in scientific findings, and to eliminate health inequities.<sup>14</sup> Fostering a culture in the health sciences that allows all to thrive is also essential for building a scientific workforce of the size and talent necessary to maintain US competitiveness.

#### **Boston University: Office of the Senior Diversity Officer (OSDO) and Office of Diversity & Inclusion (ODI)**

BU is an urban university founded on a core doctrine of inclusion. Since its founding in 1839, BU has admitted students of diverse races, sex, and religions. Specifically, BU was the:

- 1st US university to admit women to a medical college (1873)
- 1st US university to graduate a Native American MD, Charles Eastman (1890)
- 1st US university to award a PhD to a woman, Helen Magill White (1877)
- 1st US med school to graduate a Black woman, Rebecca Lee Crumpler (1874)
- Graduated & employed on faculty the nation's 1st Black psychiatrist, Solomon Carter Fuller (1897)
- Home of 1st nationwide study of causes & prevention of illness in Black women in the US, the Black Women's Healthy Study (1995)
- 1st US med school to march under its own banner in a Pride Parade (2011)

In keeping with its deep roots in diversity, BU is committed to the ongoing work required to create an environment where everyone can participate and thrive. The culture at BU celebrates inclusive excellence, i.e., research environments that prioritize, cultivate, and benefit from the full breadth of diverse talents to optimize population health.<sup>5,15-18</sup> The University-level efforts on diversity and inclusion are led by the BU Office of the Senior Diversity Officer (OSDO) and the BU Diversity and Inclusion Office.

The mission of the OSDO is to serve as an active, engaged liaison between the University's leadership team and the broader BU community. The OSDO manages three committees: the

Antiracism Working Group, which is responsible for examining policies and practices across the University and making recommendations to eliminate bias; the Community Safety Advisory Group, which seeks to enhance responsive and preventative efforts to improve community safety at BU; and the Taskforce on Workplace Culture, which is assessing the perceptions of staff with respect to how welcome they feel in the work environment and is making recommendations for improvements.

The mission of the BU Diversity and Inclusion Office is to coordinate, lead, and accelerate efforts to embody BU's founding principles that higher education should be accessible to all, and research should be conducted in service of the wider community. Since its launch, the D&I Office has grown to include 7 full-time staff positions and established many initiatives, including: University Scholars and Target of Opportunity programs, which host diverse scholars and expand hiring URG faculty; Faculty & Staff Community Networks, which foster inclusion and dialogue in safe spaces and include a group focused on disability support; and the Inclusive Practitioners Cohort Program, which has helped dozens of BU leaders develop skills for promoting DEIJ in their units.

In 2020, BU reaffirmed its commitment to DEIJ by making Diversity, Equity, and Inclusion one of the five pillars of its 2030 Strategic Plan. Since that time, BU has made many important investments, including establishing the Center for Antiracist Research and the LGBTQIA+ center; expanding anti-bias training in faculty hiring; implementing a climate survey for staff; and creating a learning community for URG faculty.

### **Boston University Medical Campus: Office of Diversity, Equity, Inclusion & Access (DEIA)**

The Medical Campus Associate Provost founded faculty development programming on the BU Medical Campus (BUMC) in 2011, emphasizing accelerating diversity and creating inclusive longitudinal programs that have grown to eight annual, year-long faculty programs, including programs for Early Career URG, URG Leaders, Women Leaders, Mid-Career Leaders, and Narrative Writing. BU was the first school in the nation to create a space where faculty could describe their commitments to DEIA in the publicly accessible Clinical & Translational Science Institute (CTSI) faculty networking platform, BU Profiles.

In 2021, the Boston Medical Center (BMC) amplified its commitment to healthcare transformation by launching the BMC Health Equity Accelerator to eliminate health inequities through data-driven insights and community-based research.<sup>19-21</sup> BMC is BU's teaching hospital; all faculty at BMC have primary academic appointments at BU. In 2021 the Lown Institute ranked BMC the #2 most racially inclusive hospital in the US, out of 3208 hospitals.<sup>22</sup> BMC has an institution-wide Glossary of Cultural Transformation, which emphasizes inclusive language. BMC's Review-Based Guidelines for Equitable Assignment of all Leadership Positions was a National Academy of Sciences invited poster.<sup>23</sup>

**Boston University School of Public Health: Office of Diversity, Equity, Inclusion & Justice (DEIJ)**

We, the Boston University School of Public Health community, believe that fostering diversity, equity, inclusion, and accessibility is essential to fulfilling **our mission** as an academic public health institution; a mission firmly rooted in social justice. Our commitment to these principles 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.

DEIJ principles are fundamental to a rewarding educational experience; our community benefits from the School's robust, complex mix of backgrounds and perspectives. Under the leadership of the Associate Dean for DEIJ, the SPH DEIJ Office supports and encourages 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. We demonstrate our commitment to equity by ensuring that all community members—faculty, staff, students, alumni, and others—have access to the tools and support that they need to succeed. Justice is central to the mission of public health, and the School's commitment to justice for all is reaffirmed in our own mission and values. 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.

BUSPH is committed to creating an environment in which all individuals are treated with respect and dignity. We embed the principles of DEIJ in our classrooms, research, hiring, retention, staff and faculty development, student engagement, mission, and values. Our updated **10-point plan** provides a framework to organize the work being done at the School and to inform our work moving forward, recognizing that this work is ever-changing and never finished. Each of the ten pillars is listed below:

1. **Institutional Structure** - equitable systems that eliminate structural barriers
2. **Policies and Procedure** - structural and systemic practices that facilitate the success of BIPOC and historically marginalized groups
3. **Resource Allocation** - allocation of resources with an equity lens to fund diversity, equity, inclusion, and justice efforts appropriately and in a way that ensures that the overall spend is in alignment with the commitment
4. **Academic Equity and Student Success** - equitable systems that promote academic equity and student success for all students inside and outside the classroom
5. **Curriculum and Pedagogy** - curriculum and pedagogy that design the classroom experience for academic equity
6. **Hiring, Promotion, and Retention** - structures and policies that promote access and equity in the hiring and promotion process and create an environment that allows all to thrive
7. **Institutional Programming** - regular provision of knowledge and tools to enable the community to act in accordance with the values of the School, engage in healthy discussion, and create an inclusive environment
8. **Education, Training, and Employee Development** - trainings and professional development opportunities for students, faculty, and staff
9. **Campus Climate and Culture** - an inclusive and welcoming community, illuminating and eradicating any inequitable conditions and promoting the wellbeing of all
10. **Admissions and Access** - strategies that expand access of underrepresented students to education at SPH and ensure equity in the admissions process

We recognize that advancing these goals requires 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 that is ongoing.

### SPH Community Resources

BUSPH aspires to create a culture of inclusion where all members of our community feel valued and respected. To that end our **Public Health Conversations**, including our annual SPH Reads program, engage speakers representing a range of perspectives and identities in informative and thought-provoking discussions.

In partnership with the University's Office of Diversity and Inclusion, BUSPH provides all faculty and staff **opportunities to learn** new skills through reading groups, annual trainings, and workshops on campus, including on the topics of mitigating microaggressions, understanding diversity, equity, and inclusion, and developing inclusive faculty searches and addressing bias.



**Student organizations at SPH** are central to the aims of DEIJ and are run, organized, and facilitated by students. Groups have a variety of goals and focus on public health issues, common interests, identities, community organizing, intervention, or current curriculum issues.

**The Activist Lab at SPH** provides students and SPH community members with the opportunity to develop tools they can use to be effective change agents. The aim of the Activist Lab is to be a catalyst for bold public health practice that disrupts injustice with tenacity and compassion.

Please see the School's Diversity, Equity, Inclusion, and Justice website for the latest DEIJ plan, events, and more: [bu.edu/sph/diversity](https://bu.edu/sph/diversity). You are welcome to contact [sphdi@bu.edu](mailto:sphdi@bu.edu) for more information.

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## 4. Overview of Administrative Functions and Organizational Charts

### Governing Council

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 the 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, space acquisition and allocation, equal employment opportunity (EOO) matters, Title-IX matters and human resources matters.
- The **Associate 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 **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, the Career and Practicum Office, Educational Initiatives, the Registrar's Office, and the Office of Graduate Student Life. 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.

- The **Associate Dean for Research and Faculty Advancement**, who promotes and coordinates the research program of the School (eg research administration, pilot award program, strategies for advancing strategic directions), oversees the Annual Faculty Review process, as well as faculty recruitment, appointment, promotion, and development.
- 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 the 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 **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 **Assistant Dean for Marketing and 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, human resources activities including hiring and staff development, EOO and Title-IX matters and is responsible for the planning and maintenance of the School's space and physical resources.
- The **Admissions Office** works closely with the MPH Admissions Committee and program-specific committees to recruit students into the School's educational programs. They are responsible for strategic planning for enrollment and recruitment, and implementation of recruiting events.
- The **Career and Practicum Office** 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. The Career and Practicum Office 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 Office also manages the academic components of the required MPH practicum and awards scholarships to support student practica through Generation Health.
- 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, headshots, and utilizing social media outlets 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, associate chairs, and directors to ensure the School is meeting the educational needs of SPH students. The office evaluates and implements new programs, facilitates curriculum development, supports all aspects of teaching and learning, and the evaluation of educational programs.
- The **Faculty Resources Office** supports the work of the Appointments and Promotions Committee, the Recruitment and Retention Committee, and the Annual Faculty Review process, and is a key point of contact for faculty at the school level.
- **Graduate Student Life (GSL)** coordinates co-curricular activities, manages student organizations, and plans social events for all students at the School. GSL also facilitates student support services, including mentorship and academic supports, academic accommodations, and student professional development.
- The **Registrar's Office** is responsible for student records, course records, curriculum 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 Registrar also serves as the director of academic integrity and oversees the implementation of the university academic code.

## Committees

As described in the SPH Bylaws (Section II), the School has five standing committees that meet regularly to review matters pertinent to their areas of responsibility and report to the Governing

Council: the Administrative Council, Appointments and Promotions Committee, Education Committee, Research Committee, and Practice Committee.

Membership for the Administrative Council is comprised of senior members of the staff as specified in the school's by-laws. Membership on the four remaining standing committees is comprised primarily of faculty as summarized below.

Each of the four remaining committees includes one faculty representative from each of the School's six departments. These members are appointed by the Dean or their designate in consultation with the department chairs. 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 salary coverage provided. Department chairs may wish to have members who serve on committees by virtue of an administrative appointment (e.g., a program director) also fill the "department representative" spot on a given committee. There are no more than two faculty members on any given committee from any given department.

Membership on each committee by department representatives is for a two-year term, renewable once (i.e., four consecutive years). Department representatives can rejoin committees after a one-year break. Staff and faculty who are members of a committee based on administrative responsibilities will remain on the committee as long as they hold those positions.

The chair of each committee monitors membership and terms to ensure the timely turnover of each committee, as well as ensures there is a suitable transition between committee members and onboarding of new members to ensure continuity. In general, committee membership starts on July 1 of any given year, making committee engagements on an academic year cycle.

A description of each committee and current membership can be found at [bu.edu/sph/about/committees](https://bu.edu/sph/about/committees).

### **The SPH Organizational Charts**

The School of Public Health organizational charts by department, illustrating relationships of job positions within each unit, can be found [here](#).

Please contact the Associate Dean for Administration and Finance with any questions.



## 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 Alumni and Friends** is a monthly vehicle to engage alumni and friends of the School locally, regionally, and globally. The newsletter includes upcoming signature programs and events; alumni networking and career opportunities by region; SPH scholarship, research, and practice updates; and featured alumni each month. SPH Alumni and Friends serves as a hub for our broader community that facilitates engagement by sharing opportunities to get involved and give back.

**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 and Staff Senate, as well as highlights the work of a faculty member and student through brief Think, Teach, Do. presentations.

**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 community outside the departments.

**Public Health Conversations** 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.

Faculty, staff, and students who are interested in distributing information to the SPH community should consult the Communications [Resources](#) website as well as the [Community Messaging Guidelines](#). The Communications Office is available to promote events or news stories beyond a department and across campus, including on campus digital displays, campus-wide email lists, the SPH and BU Calendars, BU Today, and much more.

## 6. Safety Protocols and School Closure Procedures

In an emergency, dial **617-358-4444**. It is best practice to save this phone number in your cell phone so you have it available in an emergency.

### a. Emergency Preparedness

The following links provide useful guidelines for students, faculty, and staff on emergency preparedness:

- [Prepare before emergencies](#)
- [Additional resources](#)

For access to BU premises, everyone must carry their **BU Terrier card** at all times. At the beginning of each semester, everyone should familiarize themselves with:

- Classrooms, office, or workspace
- The location of the closest emergency equipment (fire extinguishers, AEDs, first aid kits, etc.)
- Two emergency exit routes out of the building
- Evacuation routes and emergency plans
- **RACE**
- What “shelter in place” means and the [BU Shelter in Place Procedures](#)

Staff should also familiarize themselves with their department’s [Continuity of Operations plans](#).

### b. Prepare Before Emergencies

The best way to stay safe during an emergency is to prepare beforehand. Emergencies may vary from weather incidents to human-made ones. The following links provide helpful guidelines on handling emergencies:

#### Natural Conditions/Weather Incidents

- [Earthquake](#)
- [Floods](#)
- [Hurricane](#)
- [Infectious Disease](#)
- [Lightning Strikes](#)
- [Severe Weather](#)

### Man-Made Incidents

- [Active Shooter](#)
- [Bomb Threat/Suspicious Package or Mail](#)
- [Boston Med Flight Crash](#)
- [Protest and Civil Disorder](#)
- [Work Place Violence \(Code Green\)](#)

### Protective Actions

- [BUMC School Closure Plan](#)
- [Evacuation/Shelter In Place](#)
- [Family and Community Assistance Center Operations Plan](#)
- [Nickerson Field Evacuation](#)

## c. Crisis Action Teams

The SPH Crisis Action Team is responsible for ensuring proper communication and collaboration during an emergency to reduce any potential risk. The [Crisis Action Team page](#) provides helpful guidance for handling emergency circumstances. The Director of Buildings and Operations maintains a list of Crisis Action Team members.

## d. Continuity of Operations Planning (COOP)

A Continuity of Operations Plan (COOP) addresses how critical operations will continue in emergencies and fosters recovery and survival in and after emergencies. A COOP establishes policy and guidance, ensuring that essential functions continue and that personnel and resources are relocated to an alternate facility in case of emergencies. The plan details procedures for:

- alerting, notifying, activating and deploying employees
- identifying critical business functions
- establishing an alternate facility
- providing a personnel roster with authority and knowledge of functions

SPH's COOP is updated annually by the Associate Dean for Administration and Director of Buildings and Operations.

## e. Building evacuation procedures, fire marshals, and procedures in the event of a fire

### SPH building evacuation procedures

In the event of a fire, call out “Code Red,” pull the fire alarm, and dial 617-358-4444 to report the exact location of the fire.

Exit the building using the enclosed stairways. **Do not use the Talbot historic stairs or the elevator.**

Assembly areas:

- Talbot Building – Talbot Green. The green between Talbot and L Building; in the event of inclement weather -- L Building.
- Crosstown Center – retail parking section of the garage on the Albany Street side.
- Fuller Building – Talbot Green. The green between Talbot and L Building; in the event of inclement weather -- L Building.

### Fire marshals

Each SPH unit or floor must have a designated fire marshal and alternate fire marshal. These individuals have several responsibilities, including:

- On an ongoing basis, in advance of an emergency:
  - Know the location of the nearest fire alarm pull station.
  - Note the location and designation of the nearest enclosed stairwell. Stairwells in Talbot and Crosstown Center are numbered with the designation posted on a sign inside and outside the door leading to it from the hall.
  - Maintain a list, including name, contact information, emergency contact information, and location of all employees. Make a note of who, if any, may need assistance in evacuating the building. Each department/unit should keep a list of this information on a clipboard that is readily accessible.
- In an emergency:
  - Call for assistance: 617-358-4444
  - Check each room, including restrooms and conference rooms, to alert occupant(s) to leave the building utilizing the enclosed stairwells – **do not use elevators or the historic stairs in the Talbot building** - and to meet at the designated Assembly Area. The Fire Marshal is not responsible for requiring occupants to leave but should make a note of those occupants remaining behind.
  - Ensuring mobility-impaired individuals have assistance to make it at least as far as the enclosed stairwell. If the individual is unable to exit the building, report the person’s exact location (stairwell number and floor) to the Control Center (617-638-4144) and the Evacuation Director at the Assembly Area.
  - In the event of a loss of power, check elevators for people stranded in them and report to Control Center (617-638-4144).

- As time permits, close doors and shut off equipment.
- Upon reaching the Assembly Area, Fire Marshals report to the Evacuation Director noting:
  - Occupants still in offices
  - Individuals stranded in stairwells or elevators
  - The condition of floor/area (fire, smoke, all clear, etc.)

The Evacuation Director reports to the BUMC Incident Commander and then reports to the Boston Fire Department Incident Commander or Liaison Officer.

Occupants should remain outside the building until the Fire Department gives the all-clear, and the alarm is off.

#### f. School Closure Procedures

When conditions exist that warrant a possible cancellation of classes or closing of a school, or the BUMC, the Provost (or the Associate Provost) will communicate with BUMC leadership to assess the situation and take appropriate action.

- This communication may take place either in person or via conference call that can be facilitated by the ERPD via the BMC/BU ECRS
- When the situation is weather-related, the BUMC Deans' Team Group will be engaged.

Provost	Karen Antman
Administration	Derek Howe, Amanda Bailey
Medical School	Karen Antman
Graduate Medical Science	Hee-Young Park
Dental School	Cataldo Leone and/or Tim McDonough
Public Health	Sandro Galea and/or Lisa Sullivan
Communications	Maria Ober or her designee

For events other than weather-related emergencies, the BUMC Incident Commanders Group includes Nicole Tirella, Kelly Nee and Rob Lowe.

The BUMC ICS Resource Group, consisting of the following people, should be included as necessary to provide information relative to the incident of conditions.

Public Safety	Anastasios Giannopoulos
Emergency Management	Renee Fielding
Facilities	Chris Fernald

Health and Safety	Bob Whitfield
Human Resources	Amanda Bailey

When the decision is made on a full-day closure, delayed opening, or early dismissal, the ERPD will notify the students, faculty, and staff.

The ERPD will notify the BUMC and BU Switchboard Operators of any outgoing emergency notification before being sent.

### **Emergency Communications and Notifications**

Upon a decision to implement a full-day closure or a delayed opening for the entire campus, the BUMC Office of Human Resources shall notify the following media outlets of the status of BUMC:

- WBUR 90.9 FM
- WBZ News Radio 1030 and WBZ-TVWBZ-TV Channel 4 and CBSBoston.com
- WCVB-TV Channel 5
- WHDH-TV Channel 7
- WLVI-TV Channel 56
- WFXT FOX 25 and [www.myfoxboston.com](http://www.myfoxboston.com)

Announcements and information regarding cancellation of classes or patient appointments will be made on these radio and television stations between the hours of 6:00 A.M. to 9:00 A.M.

The EMD is responsible for:

- notifying the BUMC School Closing Group via the BMC/BUMC ERCS
- advising students, faculty, and staff via the BU Alert System
- updating the Emergency Communication web page and all other BUMC web pages
- providing continuous updates during the event
- updating the BUMC Emergency Information Telephone Line
- requesting that each school update its web page

## 7. Data/Information Protection and Confidentiality

The School of Public Health (SPH) maintains information in school databases that is sensitive and valuable, and is often protected by federal and state laws which prohibit unauthorized use or disclosure. Employees with access to sensitive University and SPH data/information must comply with federal and state laws, in addition to BU and SPH policies that govern such data/information. Hence, the ensuing information applies to each employee performing a service on behalf of BUSPH. The following information serves as a reminder to each of us of our obligations and responsibilities in the use of any BUSPH data and information.

Information falling under the obligation to protect and keep confidential includes, but is not limited to:

- Personally identifiable information (PII) about faculty, staff, students, parents, alumni or donors (i.e., social security numbers, dates and places of birth, mother's maiden names, credit card numbers, bank account numbers, income tax records, drivers' license numbers, etc.).
- Student education records as governed by the Family Educational Rights and Privacy Act (FERPA) and student and staff medical records as governed by the Health Insurance and Portability and Accountability Act (HIPAA).
- University business information (e.g., financial reports, human resource records, internal reports and memos, contracts, strategic reports, surveys, etc.).
- Information about or provided by third parties (e.g., information covered by non-disclosure agreements, contracts, business plans, non-public financial data, computer programs, etc.).

Multiple University and SPH policies pertain to the appropriate management of institutional information and technology. All employees, as custodians of such information, must fully comply with these policies. A list of University and IS&T policies are available at <http://www.bu.edu/tech/about/policies/>.

Among other things, data/information protection and confidentiality require that:

- Employees may only access information needed to perform work-related duties. Unless expressly authorized in writing by one's supervisor, an employee may not look up, review, analyze, disclose or disseminate restricted or confidential institutional information outside the scope of my University and School service, even if they have access to such information. Further, all employees are prohibited from making unauthorized changes to institutional data/information.
- Employees must protect University and SPH data/information confidentiality, integrity and availability of information from any unauthorized disclosures and dissemination. Employees may not share University or SPH information, or access, with any unauthorized individual,



whether internal or external to SPH and Boston University at large. Employees may not ask for personally identifiable information (PII) except for where there is a legitimate business need.

- Employees must safeguard any physical key, ID card or computer, network account, username and password that enables access to University and SPH information. Employees may not facilitate anyone's illegal or unauthorized access to BU SPH's administrative, financial and any other type of systems, or compromise the integrity of the systems' information by sharing passwords, or other access information or devices.

All employees are bound by the aforementioned guidelines and must take all reasonable, necessary, and appropriate steps to safeguard private data from disclosure or dissemination to anyone except as permitted by policy. Violation of such policies may subject an employee to possible disciplinary action up to and including termination of employment with Boston University.

## 8. Commonly Used Software and Systems

BUSPH staff and faculty may need to access a variety of university systems, depending on their positions. Access should be requested through direct managers and may require additional levels of approval. Whenever possible, managers should request access to all systems needed for new staff members, using established policies, within the first week of employment.

There may be additional department-specific tools that are handled locally. Headings are provided as general guidance to the function area; systems may cross function areas. For example, Business Link and Faculty/Staff Link may be used by staff that handle administrative, academic, or finance functions.

Administrative/Travel/Other	
System	Function
25Live	Room scheduling
Adobe Pro	Documents/Forms
BUMC IT	IT Helpdesk/Access requests/ Software
Concur	Travel planning and reimbursement
Facilities Service Request (FSR)	Internal space repair/upgrade request
Internal Service Request (ISR)	Internal goods/services request
SAS	Data management/analysis
MailChimp/Constant Contact	Communication
Microsoft Teams	Web conferencing and document sharing software
One Drive	Electronic file system
TerrierTemps	Temporary employee requests and placement
WordPress	Website updates
VPN	Remote computing
Y-Drive	Central electronic file system
Zoom	Web conferencing software

Education	
System	Function
Faculty/Staff Link	Class schedule and student management tool
WebAdmit	Application management tool

Finance/Reporting	
System	Function

Business Link	Financial and administrative functions; student employment
PCard	Reconciliation and approvals
Procurement (SRM)	Purchasing
BUWorks/SAP	Financial management, human capital management, procurement
WebGUI	BU's General Ledger system

Research	
System	Function
BIO-RAFT	EHS compliance
Click – IACUC	IACUC compliance
eraCommons	Grant administration
FastLane	Grant submissions
Grants.gov	Grant administration and submissions
NSPIRES	Grant submissions
Sharepoint	COI + tracking tools

## 9. BU Profiles

**BU Profiles** is an open source Profiles Research Networking Software that supports research networking and expertise searches. It enables individuals (either internal or external to BU) to locate researchers by subject matter, name, institution, department, division, faculty, etc. This tool is a new way to network and collaborate, find potential mentors, search for relevant panel members and advisory board expertise, evaluate research trends by investigator, and broadly surveys the community at large. BU Profiles offers traditional contact information while also revealing how individuals are connected to others in the larger research community by providing sophisticated, but user-friendly, data-mining tools. BU Profiles is brought to the BU community by the **Clinical and Translational Science Institute (BU CTSI)**.

BUMC IT creates a BU profile for all new faculty members at Boston University and reaches out to the faculty member once the profile is created.

Types of information displayed in an individual's profile:

1. **Managed Descriptions:** Name, titles, affiliation, phone number and email address. Researchers can edit their own profiles, adding publications, awards, narrative, and a photo.
2. **Passive Networks:** (Displayed on the right of each profile webpage). Automatically formed when BU researchers share common traits such as: work in the same department, work in the same building, co-author the same paper, or research the same topics (as defined, by publication keywords (e.g. "MeSH"). Passive networks are automatically updated with each new publication cited in PubMed
3. **Active Networks:** (Displayed on the left of each profile webpage). Defined by each researcher and, if actively managed, can significantly enhance the power and value of BU PROFILES. When logged in to BU Profiles and viewing other profiles, you can mark individuals as collaborators, advisors, or advisees. In summary, you can build your own network of close collaborators. Only you can only see the network that you build. In the future you will be able to share your lists with others.

Profiles is only an effective networking tool if faculty information is up to date. SPH faculty are encouraged to update their BU Profile regularly.

Important notes:

- To edit their profile, researchers should click "Edit my Profile" from the edit menu on the top navigation section.

- BU Profiles uses the campus directory for contact information. Changes to this data may be made on the [Employee Self Service page](#), under “Personal Information.”
- BU Profiles refreshes each evening; it may take up to 24 hours to see changes.
- The [SPH Directory](#) imports faculty title, biography, and publication from BU Profiles.
- For suggestions and problems, researchers may [request help](#).

Further information can be found at: <https://profiles.bu.edu/About/default.aspx>.

## III. Faculty Senate

The Faculty Senate is an elected body that represents the faculty of the School. The Faculty Senate is governed by its own bylaws, which it alone has the power to amend.

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, and may examine and recommend action on broad issues affecting the general SPH and University community and such other matters as from time to time may be deemed appropriate.

The Faculty Senate will strive to protect academic freedom, optimize the faculty appointment and promotion processes, and encourage excellence, equity, and diversity within the faculty, staff, student body and university as a whole.

The Faculty Senate will consider and make recommendations concerning faculty at all career stages, including faculty salary and benefits policies, and toward improving the intellectual and social environment for faculty, staff, and students.

The Faculty Senate will represent the faculty in any revisions to the Faculty Handbook.

Members of the faculty senate are the uninstructed representatives of their constituents. It shall be the responsibility of the members of the Faculty Senate to seek for the opinions of their constituents. Having exercised such responsibility, the members of the Faculty Senate shall feel free to make decisions and vote on matters according to their own reasoned judgment.

### 1. 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. No member may serve more than two consecutive two-year terms, but the total number of terms a member may serve is not limited. After serving two consecutive terms, an individual is not eligible for election for one year after leaving office.

#### C. Ex officio Members

Unless otherwise elected as a Faculty Senate member, one SPH representative to the BU Faculty Council will serve as an ex officio, non-voting member 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 their 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 their 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.

#### **VI. Plebiscite referral**

The Faculty Senate may refer an issue to the vote of the entire faculty. A referral shall be initiated by a majority vote at a regularly scheduled or special meeting of the Faculty Senate.

#### **VII. Absentee and Proxy voting**

Absentee voting and proxy voting are not allowed in the Senate or in its Councils and Committees. Email votes on routine items may be taken in the Councils and Committees, provided that:

A. email voting must be kept open for at least 48 hours and



B. there is no request by any member to postpone the vote to a regular meeting of the Council or Committee. The item is adopted if a majority of the total membership of the Council or Committee explicitly agrees in the email vote.

## 2. Faculty Senate Coverage

In recognition and support of the effort involved in leading the Faculty Senate, the Senate Chair is eligible to receive 10% salary coverage and one Vice Chair is eligible to receive 5% salary coverage. This support also reflects participation as members of Governing Council. As indicated in the Faculty Senate bylaws, these officers are selected by the Faculty Senate.

## IV. Appointments and Promotions Guidelines

### 1. 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 2 defines the categories and ranks of faculty appointments at SPH; Section 3 outlines the criteria for faculty appointment and promotion to those categories and ranks; and Section 4 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.

## 2. 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/](https://bu.edu/handbook/appointments-and-promotions/).

SPH appoints, develops, and promotes faculty in the following tracks: unmodified, clinical, research, 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.

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

**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 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.

### **D. 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.

### **E. 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, or within another SPH department. Secondary appointments and promotions at SPH are typically at the same rank as the primary BU title and can also have modifiers.

## F. Emeritus Status

As per the [University Faculty Handbook](#), 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 the gender-appropriate Emeritus 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 unless approved by the President or the President’s designee. 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. Deans, upon stepping down from the decanal role after serving with distinction, may be granted the title “Dean [modified by the gender-appropriate Emeritus designation],” following a positive vote of the full-time faculty of the school or college, and approval by the Provost.

### 3. Criteria for Appointment and Promotion

#### A. Overview of Expectations for SPH Faculty by Track

Faculty with primary appointments at SPH engage in a mix of activities that to varying degrees includes education, research/scholarship, service, and administration and citizenship. Each faculty member has the flexibility to engage in the particular combination of activities that best aligns with their interests and strengths. Accordingly, excellence in each of these core areas can reasonably be expected to vary commensurate with the amount of time dedicated to each. For this reason, faculty have the flexibility to pursue appointment and promotion on a number of different tracks, thereby providing a path to promotion for every faculty member at SPH. This section provides an overview of the expectations for appointment and promotion on the main tracks used at SPH.

#### General Expectations of SPH Faculty on the Unmodified Track by Rank

Faculty on the unmodified track are expected to demonstrate excellence in the domains of education, research/scholarship, service, and administration/citizenship. They are expected to develop and lead an innovative program of research and scholarship that improves public health, establishing themselves as a global thought leader, and growing their reputation in the field over time.

	Assistant Professor	Associate Professor	Professor
<b>Preparation</b>	Generally has doctoral or equivalent degree	Generally has doctoral or equivalent degree	Generally has doctoral or equivalent degree
<b>Education</b>	Exhibits commitment to teaching and mentoring	Shows a high degree of proficiency and commitment to teaching and mentoring	Shows a high degree of proficiency and commitment to teaching and mentoring
<b>Research/ Scholarship</b>	Exhibits commitment to research/scholarship of high caliber with plans to develop and lead an innovative program of research/scholarship	Has demonstrated thought leadership and developed a national reputation for research/scholarship in their field	Is an established thought leader and has developed a global reputation for research/scholarship in their field
<b>Service</b>	Participates actively in service to the profession	Actively participates in service to the	Demonstrates leadership in service to the

		profession at the national level	profession at the global level
<b>Administration and Citizenship</b>	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

### General Expectations of SPH Faculty on the Clinical Track by Rank

Faculty on the clinical track are expected to demonstrate excellence in the domains of education, service, and administration/citizenship. Faculty on this track spend the majority of their time on activities related to education and are evaluated accordingly. They may also choose to engage in research and scholarship, but this is not required for appointment or promotion.

	<b>Clinical Assistant Professor</b>	<b>Clinical Associate Professor</b>	<b>Clinical Professor</b>
<b>Preparation</b>	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
<b>Education</b>	Exhibits commitment to quality teaching	Exhibits high degree of proficiency in teaching	Makes outstanding and sustained contributions to the School's teaching program
<b>Research/Scholarship</b>	May engage in research/ scholarship	May engage in research/ scholarship	May engage in research/ scholarship
<b>Service</b>	Participates actively in service to the profession	Participates actively in service to the profession at the national level	Participates actively in service to the profession at the national level
<b>Administration and Citizenship</b>	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 by Rank

Faculty on the research track are expected to demonstrate excellence in the domains of research/scholarship, service, and administration/citizenship. Faculty on this track spend the



majority of their time on research and scholarship and are evaluated accordingly. They may also choose to engage in teaching and/or mentoring but this is not required for appointment or promotion.

	<b>Research Assistant Professor</b>	<b>Research Associate Professor</b>	<b>Research Professor</b>
<b>Preparation</b>	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
<b>Education</b>	May engage in teaching and mentoring	May engage in teaching and mentoring	May engage in teaching and mentoring
<b>Research/Scholarship</b>	Exhibits commitment to quality research/scholarship	Has a national reputation for research/scholarship	Has a global reputation for research/scholarship
<b>Service</b>	Participates actively in service to the profession	Participates actively in service to the profession at the national level	Participates actively in service to the profession at the national level
<b>Administration and Citizenship</b>	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 Professor of the Practice Track by Rank

Faculty on the "of the practice" track are expected to demonstrate excellence in the domains of education, service, and administration/citizenship. Faculty on this track spend the majority of their time on activities related to public health practice and education. They may also choose to engage in research and scholarship but this is not required for appointment or promotion.

	<b>Associate Professor of the Practice</b>	<b>Professor of the Practice</b>
<b>Preparation</b>	Has experience as an accomplished practitioner	Has experience as an accomplished practitioner at a senior level
<b>Education</b>	Exhibits potential for quality teaching	Exhibits high degree of proficiency in teaching
<b>Research/Scholarship</b>	May engage in research/scholarship	May engage in research/scholarship

<b>Service</b>	Participates actively in service to the profession	Participates actively in service to the profession
<b>Administration and Citizenship</b>	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

In addition to the faculty tracks described above, the BU Faculty Handbook includes the Lecturer track as an additional option. Historically at SPH, the Lecturer track has only been used rarely and there has not been a Lecturer at SPH for many years. Given the framing of the four main tracks above, all of which are in use and serve SPH well, no current need for the Lecturer track exists at SPH. If circumstances change and such a need arises, then this track could be revisited in future years.

Importantly, the Boston University Medical Campus does not have a traditional tenure system and therefore there is no set timeline for promotion at SPH. Progress towards promotion is expected to be discussed at the annual review meeting between each faculty member and their department chair. Generally, faculty spend at least five years in rank before pursuing promotion. However, individual circumstances may justify deviating from these general guidelines, either shortening or lengthening the time to promotion. In all cases, promotion is granted on the basis of accomplishment and merit, not on time in rank.

## **B. Criteria and Documentation for Appointment and Promotion**

This section provides more specific guidance on evaluation criteria and types of activities in the areas of education, research/scholarship, service, and administration and citizenship, with the understanding that the levels of productivity and ability to demonstrate excellence in each domain will vary by track. At each level of promotion, evaluation is focused on accomplishments since the previous appointment or promotion.

### **1. Education**

Excellence in the area of education can be demonstrated while serving as primary instructor or co-instructor in courses, advising and mentoring students, and developing or redesigning courses. Examples of ways to demonstrate excellence include (but are not limited to) positive student evaluations, awards for teaching or mentoring, and professional success of trainees. A more detailed list of activities in this domain includes the following:

- 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. Instruction via Directed Research or Directed Study, 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
- Excellence in the area of research/scholarship can be demonstrated while generating new knowledge or applying existing knowledge in new ways to increase understanding of a problem and/or recommend insightful responses to a problem, documenting the new

knowledge or new ideas, and sharing the documentation so that it is accessible to others for review and critique. Thought leadership in particular areas is demonstrated by leadership in initiatives that shape the field, including peer-reviewed publications, meeting presentations, synthetic and public writing, and others as defined by the candidate themselves and as reflected by peer evaluators.

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 education 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 review articles and books.

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.

It is recognized that publication expectations will vary by academic discipline and by the amount of time dedicated to research/scholarship. A more detailed list of activities in this domain includes the following:

- 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. The quality of the journals and the impact of individual papers may be considered in assessing national and global reputation.
  - b. For faculty on the unmodified track, 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 (while also taking into account disciplinary norms). 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.
  - 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.
  - 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
- In line with the terminology used by the Council on Education for Public Health (CEPH), service refers to activities conducted outside of Boston University for the benefit of the profession and/or society. Examples of ways to demonstrate excellence in service include (but are not limited to) active involvement in local, national, and global public health organizations; serving as an external reviewer for grant funding agencies or journals; and public health service awards or recognition.

- 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
- In line with CEPH terminology, citizenship refers to activities conducted within Boston University for the benefit of the department, school, or university. Additionally, some faculty serve in administrative roles, including but not limited to deans, chairs, center directors, academic program directors, and certificate directors. Examples of ways to demonstrate excellence in citizenship include (but are not limited to) serving on committees at the department, school, campus, or university levels; advising and mentoring; participation in student recruitment activities; and participation in special events (e.g. signature programs, alumni events, etc).
- 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.
  - c. Advising student groups or committees at the School or University.
  - d. Other administration and citizenship activities not listed in a-c above.

### C. Distinction from Other Positions in the Academic Job Family

The **Academic Research Job Family (ARJF)** includes a set of job titles for the appointment of non-faculty academic researchers at Boston University. These job titles vary by duties, education and skill requirements, and policies related to employment and benefits. Briefly, these positions include:

- Visiting Researcher: An uncompensated member of the University community who participates in and contributes to its research programs and scholarly projects.
- Visiting Fellow: A short-term, compensated member of the University community who participates in and contributes to its research programs and scholarly projects.
- Research Fellow: A compensated member of the University community who participates in and contributes to its research programs and scholarly projects; has a Master's degree or equivalent.
- Postdoctoral Fellow: An individual who is supported via a training grant or individual fellowship and who is engaged in a temporary and defined period of mentored advanced training and professional development following completion of a doctoral degree program. Not a BU employee.
- Postdoctoral Associate (and Senior Postdoctoral Associate): An individual who has received a doctoral degree or equivalent and is engaged in a temporary and defined period of mentored scholarly development or research. Can be considered for promotion to Senior Postdoctoral Associate after a minimum of three years of postgraduate experience.
- Research Scientist (and Senior Research Scientist): An individual who contributes to the research programs of the University under supervision of a Principal Investigator, and holds a post-graduate degree appropriate to the field of research, or an equivalent combination of education and advanced research experience as appropriate to the field of expertise. Can be considered for promotion to Senior Research Scientist after a minimum of five years experience and a record of demonstrated ability to develop new concepts and/or to conduct independent research as evidenced by publications, patents, or other professional accomplishments.

The appointment and promotion criteria and process for positions in the ARJF (described [here](#)) are different from those for faculty with primary appointments at SPH (described above). Appointments and promotions for ARJF positions require approval by the department chair and the Dean (or Dean's designee).

Additionally, the title of Instructor is sometimes bestowed to postdoctoral associates or research scientists at SPH who are planning to pursue career development awards. In such cases, the department chair submits a letter of support and the CV of the candidate to the Dean for review. If approved by the Dean, Instructor appointments are made for a one year term, which may be renewed provided there is mutual interest.

## 4. 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 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.<sup>1</sup> 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.

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<sup>1</sup> The appointment or promotion process may also be initiated by the faculty member, as detailed in section 4.B.



- b. The Faculty Resources Office sends a brief summary document detailing the relevant criteria and process to the department chair and candidate. For all 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. Faculty are encouraged to review the [A&P archive](#) of materials from successful promotions, organized by rank and track.
- 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. Emeritus faculty are not asked to vote on faculty actions. 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, a substitute presents the candidate. The substitute may not be part of committee deliberations and is ineligible to 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 appointments or promotions on the clinical, research, and practice tracks, as well as for unmodified appointments to the assistant professor level, the SPH Dean is the final step of the approval process. 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 Dean updates the Governing Council and highlights at School Assembly.
2. Appointment or Promotion of Secondary Faculty (full review process)
- a. Initiation of the appointment or promotion process is the responsibility of the department chair.<sup>2</sup> The department chair contacts the School's Faculty Resources Office to initiate the process, identifying the title and rank to be considered. This

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<sup>2</sup> The appointment or promotion process may also be initiated by the faculty member, as detailed in section 4.B.

section described the full review process; however, for promotion of secondary faculty, an optional expedited review process is described below in Section 4.A.4.

- b. The Faculty Resources Office sends a summary of relevant criteria and process to the department chair and candidate. Though the summarized criteria and process will be consistent with those described 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. Emeritus faculty are not asked to vote on faculty actions. 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 qualifications and submitted materials (e.g. letters of reference). If the department representative cannot attend, a substitute presents the candidate. The substitute may not be part of committee deliberations and is ineligible to 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 (full review process)
- 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. This section described the full review process; however, for promotion of adjunct faculty, an optional expedited review process is described below in Section 4.A.4.

- 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. Emeritus faculty are not asked to vote on faculty actions. 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, a substitute presents the candidate. The substitute may not be part of committee deliberations and is ineligible to 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. Expedited Review Process for Promotion of Secondary and Adjunct Faculty
- a. Generally the rank of a secondary or adjunct appointment at SPH will be aligned with the rank at the candidate's appointment at their home institution. For secondary appointments at SPH, the candidate's primary affiliation is at another School/College within BU. For adjunct appointments at SPH, the candidate's primary affiliation is outside of BU. In cases where the department chair feels that the candidate clearly meets the SPH criteria for the proposed rank, then the department chair has the option to submit promotion materials via an expedited review process. This expedited review process is available for the promotion of secondary and adjunct faculty, but not for the appointment of new secondary and adjunct faculty (which should follow the full review procedures described above).
  - b. The candidate submits an updated CV to the department chair.
  - c. The department chair submits their recommendation letter and the candidate's CV to the Faculty Resources Office.
  - d. The Faculty Resources Office submits the final packet to the Appointments and Promotions Committee for review and discussion at the next meeting. The committee

will vote to approve the promotion or return the application to the department chair with a request to resubmit via the full review process.

- e. Once approved by the Appointments and Promotions Committee, the Faculty Resources Office sends packet to the SPH Dean for final review.
  - f. 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.
5. 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, a substitute presents the candidate. The substitute may not be part of committee deliberations and is ineligible to 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.
6. 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 4.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. Faculty 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

- a) 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.
- b) For potential off-cycle 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.
- c) 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

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.

For an external search for a new department chair, the Dean forms a search committee comprised of six faculty members, including two faculty members from within the department who are selected as department representatives via a vote of the department faculty. The Dean selects a search committee chair and three additional committee members from outside the department (i.e. other departments at SPH, other schools at the University, or from outside the University as appropriate). In these cases, the search committee is engaged to serve in an advisory capacity to the Dean.

Other external searches are conducted by the Faculty Recruitment and Retention Committee. The committee is co-chaired by the Associate Dean for Diversity, Equity, Inclusion, and Justice and the Associate Dean for Research and Faculty Advancement. The members of the committee include

one representative from each department in the school as well as three ad hoc members from the department conducting the search. A member of the Faculty Resources Office serves as an ex-officio member to provide guidance on process and ensure adherence to best practices. The co-chairs and ex-officio member are non voting members of the committee.

Prior to initiating a search, the department chair engages their department in the process of identifying priorities for the upcoming search, an important step that informs the development of the job description as well as the chair's charge to the search committee. The job description must be approved by the Dean to ensure that the priorities articulated by the department also align with the needs and mission of the School, in particular around educational needs and strategy. Each search committee receives their charge from the department chair and carries out the search on their behalf, engaging in the multi-stage review process and providing the final evaluation to the department chair. The final evaluation of each candidate takes the form of an overall assessment of: Recommend, Recommend with reservations, or Do not recommend. As described above, the committee strives to reach such decisions by consensus but conducts a vote of eligible members in cases where a consensus cannot be reached.

Search committees follow a defined process, guided by the ex officio member of the Faculty Resources Office and briefly outlined here.

- a. Search committee is formed. All committee members must participate in formal unconscious bias training at the beginning of the search process.
- b. The search committee reviews applications and selects candidates for zoom interviews.
- c. Selected candidates are invited to SPH for a day-long visit 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).
- d. The search committee provides a final report to the department chair providing an assessment of each finalist as well as the feedback obtained from members of the SPH community..
- e. The department chair decides which finalists they would like to receive offers and discusses with the Dean. The Dean has final approval for all faculty hires.
- f. The ex officio member files Affirmative Action data with the university's Equal Opportunity Office.

Once final candidates have been selected, the department chair (or Dean in the case of a department chair hire) works with the Associate Dean for Research and Faculty Advancement to agree on initial offer package for the final candidates which may include salary, a startup package, relocation costs, an outlining of expectations, proposed rank/title, and a rolling or term contract.

The official offer letter is first drafted by the Associate Dean for Research and Faculty Advancement, which is then reviewed and revised by the department chair and the Dean. The final offer letter is signed by the Dean and department chair and sent to the candidate by the department chair. If revisions are required during offer negotiations, the department chair works with the associate dean to agree on the revised offer package. The final offer letter is signed by the Dean and the department chair, and sent to the candidate by the department chair.

Once the candidate accepts the offer, the Department Chair sends the signed letter to the Associate Dean for Research and Faculty Advancement.

To initiate the faculty onboarding process, the Associate Dean for Research and Faculty Advancement sends the signed offer letter and a copy of the Faculty Onboarding Guide to the Faculty Resources Associate, Assistant Dean of Budget and Planning, the Department Chair, and the Department Administrator. Each has a role to play in the onboarding process that is described in the Faculty Onboarding Guide.

## 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. As a resource to assist faculty when preparing their CV and personal statement, faculty are encouraged to review the [A&P archive](#) of materials from successful promotions, organized by rank and track. 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
<b>Unmodified track</b>						
Assistant Professor	X	X	X	X	X	X
Associate Professor	X	X	X	X	X	X
Professor	X	X	X	X	X	X
<b>Clinical track</b>						
Clinical Assistant Professor		X	X	X	X	X
Clinical Associate Professor		X	X	X	X	X
Clinical Professor		X	X	X	X	X
<b>Research track</b>						
Research Assistant Professor		X	X	X	X	X
Research Associate Professor		X	X	X	X	X
Research Professor		X	X	X	X	X
<b>of the Practice track</b>						

	BUMC Coversheet	CV	Personal Statement	Evaluator List	Evaluator Letter(s)	Department Chair Letter
Associate Prof of the Practice		X	X	X	X	X
Professor of the Practice		X	X	X	X	X
<b>Adjuncts, all tracks and ranks</b>		X	X	X	X	X
<b>Secondary appointments, all tracks and ranks</b>		X	X	X	X	X
<b>Emeritus</b>		X				X

### **BUMC coversheet (prepared by candidate)**

The BUMC coversheet is required for all 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. For examples of personal statements, faculty are encouraged to review the [A&P archive](#) of materials from successful promotions, organized by rank and track. 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. Scholarship<sup>3</sup>**

- 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<sup>3</sup>**

- 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**

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<sup>3</sup> The scholarship and teaching/mentoring sections may be reordered and emphasized/de-emphasized in accordance with the criteria for different tracks. Faculty on the "of the practice" track may choose to refocus the scholarship section on their accomplishments as a public health practitioner.

- 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, and email;
- a brief one-paragraph biography on each evaluator; and
- a description of any relationship with the candidate.

The evaluator list should contain four 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 a 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 the review process and should be selected accordingly. For appointments and promotions to the "of the practice" track, nonacademic evaluators are acceptable provided that their stature in the domain of public health practice is commensurate with the proposed rank of the candidate.

Note that the rationale for obtaining external letters is to obtain broad input from experts across multiple institutions, providing external validity to the appointment and promotion process at Boston University. Accordingly, department chairs should avoid proposing too many evaluators from the same institution. Also note that external letters should be solicited from reviewers outside Boston University (not just outside the BU School of Public Health).

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 or supervisor) with the candidate or if they have previously collaborated with the candidate on a publication or grant application. If the only history of co-authorship is limited to a publication with a very long list of authors, then the evaluator is still 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 and "arm's length"
<b>Unmodified track</b>			
Assistant Professor	3	1	0
Associate Professor	6	6	6
Professor	6	6	6
<b>Clinical track</b>			
Clinical Assistant Professor	3	1	0
Clinical Associate Professor	6	2	0
Clinical Professor	6	3	1
<b>Research track</b>			
Research Assistant Professor	3	1	0
Research Associate Professor	6	2	1
Research Professor	6	3	1
<b>Of the Practice track</b>			
Associate Professor of the Practice	6	2	0
Professor of the Practice	6	2	0
<b>Adjunct faculty, all tracks and ranks</b>	3	2	0
<b>Secondary appointments, all tracks and ranks</b>	3	2	0
<b>Emeritus</b>	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.

## V. Faculty Expectations & Annual Faculty Review

### 1. Expectations of Ourselves at Our Best

This collection of expectations emerged from an all-school retreat discussion on September 7, 2018. The Governing Council made final edits and approved this for inclusion in all syllabi and Faculty, Staff, Student, and Handbooks on November 29, 2018. These are expectations all members of our community, faculty, staff, and students, hold ourselves to, aspiring always to be our best selves.

We all aim to:

- strive for excellence
- exercise the highest integrity in all aspects of work
- be open, flexible, realistic, and understanding
- demonstrate professionalism and trustworthiness as a representative of Boston University and the School of Public Health
- understand and follow the policies and procedures of Boston University and of the School of Public Health

We aim to be guided by five behaviors, with corresponding expectations of ourselves for each behavior:

Behavior	Expectations
Engagement	<ul style="list-style-type: none"><li>▪ Embrace responsibility for our work, learning, and all other activities</li><li>▪ Work responsibly and collaboratively</li><li>▪ Receive constructive feedback from faculty, teaching assistants, mentors and others</li><li>▪ Openly share expertise and experience to assure individual and team success</li></ul>
Collaboration	
Communication	
Respect for others	

Helping others succeed

- Show compassion and tolerance
- Actively and respectfully participate in community and classroom discussions and activities
- Reach out to others who appear to be struggling
- Seek ways to contribute to the success of others

The School of Public Health recognizes that collaboration and mutual respect are central to developing a positive relationship between faculty, students, and staff members, the development of which is critical to our mission. The School of Public Health values academic freedom, diversity & inclusion, and respect for all. We strive for a sense of community in which the individual growth of all members is advanced through the cultivation of mutual respect, tolerance, and understanding. SPH encourages individuality and the culture of freely pursued academic and community activities. We all are working towards a common goal; our ability to excel depends on a collegial environment.

The School of Public Health seeks to create opportunities for the school community to interact across departments and also to engage with pressing topics in public health. To that end, the Dean's Office hosts community programming and signature programming open to all members of the SPH community. Community programs include three annual events for all faculty and staff (the annual All School Retreat, Holiday Party, and Spring Celebration), monthly School Assembly, and monthly coffee chats with the Dean. At the monthly School Assembly, the deans present updates on policies, school strategies, and ongoing work of the School. SPH faculty and staff are responsible for staying up to date with school and university policies and mandatory trainings. The Dean's Office hosts around 25 **Public Health Conversations** annually. All faculty and staff are encouraged to attend.

## 2. 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.**

Primary faculty who are within the term of their initial appointment period are expected to engage in the activities described in the offer letter. The duration of the initial appointment period and the specific expectations vary depending on the needs of the department and school and the basis for the faculty hire. Unless specified otherwise in the offer letter, faculty within the term of their initial appointment period are typically not expected to follow the standard salary coverage rubric described below.

Primary faculty who are beyond the term of their initial appointment period are expected to cover their salary through a mix of teaching, research/scholarship, administration, service and citizenship, and other activities at Boston University. The approach is intended to provide flexibility, unconstrained by rank or track, allowing each faculty member to engage in a mix of activities that best matches their interests and strengths. Accordingly, excellence in each of these core areas can reasonably be expected to vary commensurate with the amount of time dedicated to each. Overall performance is evaluated annually based on excellence in the relevant core areas (based on mix of activities) and meeting salary coverage expectations.

Total level of engagement:

Faculty have considerable flexibility to determine the appropriate level of effort to support their professional goals. To foster an engaged, collaborative environment within our community, faculty with primary faculty appointments are expected to maintain a level of effort in the range of 50% to 100% (ie half-time to full-time). Faculty who wish to drop below 50% FTE may speak with their Chair

about submitting a **phased retirement plan** or transitioning to either an adjunct or secondary appointment, as appropriate.

Faculty who wish to remain engaged as a primary faculty member at a level of at least 50%, but drop below this level due to a temporary shortfall of salary coverage, are permitted to continue below 50% for up to 12 months as they pursue additional coverage. During this period, the faculty member should discuss both internal (e.g. teaching, administrative roles) and external coverage options (e.g. grants, contracts) with their department chair.

In situations where the faculty member feels that continuing as a primary faculty member will position them to better meet the needs of the School, the faculty member may submit a letter to their department chair to make the case for an exception. If the department chair is supportive, then the department chair will submit the exception request to the Dean for consideration. Exceptions may only be approved by the Dean.

Faculty who are engaged at a level below 50% FTE as of January 1, 2024 will be notified of this new policy and allowed to continue at that level through December 31, 2024. This will allow time for them to discuss options with their department chair, such as increasing their level of engagement to at least 50% FTE, submitting a phased retirement proposal, or transitioning to an adjunct or secondary appointment.

#### Teaching:

Excellence in the area of teaching can be demonstrated while serving as primary instructor or co-instructor in courses, advising and mentoring students, and developing or redesigning courses. Examples of ways to demonstrate excellence include (but are not limited to) positive student evaluations, awards for teaching or mentoring, and professional success of trainees.

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. The same rubric applies to coverage for teaching in the Online MPH program (i.e. 30% coverage for each 8 credit module, prorated based on the number of instructors).

There are exceptions to this approach for teaching the MPH integrated core courses (PH717, PH718, PH719, PH720) in fall and spring semesters. Teaching these courses in the fall and spring is set at 20% and prorated based on the number of instructors. This additional coverage recognizes that teaching a common curriculum across multiple concurrent sections, whether taught in-person or online, requires additional coordination. The single offerings of each core course in summer and

in the Executive MPH do not require additional coordination and are therefore set at 15% per course.

Course cancellations are unexpected but sometimes necessary. If a course is offered for registration but then cancelled due to low enrollment, the associated shortfall in salary coverage will not be considered a performance issue at the time of the Annual Faculty Review on the first occurrence. However, the faculty member must submit a [Managing Low Enrolled Courses Form](#) to document (a) how they plan to spend that time productively (e.g. teaching, research, and/or citizenship activities); and (b) the plan to reduce the risk of low enrollment for the course moving forward (e.g. secure approval to modify prerequisites, adjust the frequency that the course is offered, adjust format and/or timeslot, improve course description and advertising). Given these expectations, a shortfall resulting from such situations is not warranted more than once for the same faculty member for the same course.

#### Research/Scholarship:

Excellence in the area of research/scholarship can be demonstrated while generating new knowledge or applying existing knowledge in new ways to increase understanding of a problem and/or recommend insightful responses to a problem, documenting the new knowledge or new ideas, and sharing the documentation so that it is accessible to others for review and critique. Examples of ways to demonstrate excellence include (but are not limited to) publications, grant applications, grant awards, invited talks, presentations at professional meetings, research advising and mentoring, and internal or external awards. It is recognized that publication expectations will vary by academic discipline and by the amount of time dedicated to research/scholarship.

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 (i.e. no teaching or administrative responsibilities), the effort committed to externally funded projects may be as high as 95%. Faculty with primary appointments at SPH are expected to submit grants through SPH unless an exception is approved by the Dean.

#### Service and Citizenship:

In line with the terminology used by the Council on Education for Public Health (CEPH), service refers to activities conducted outside of Boston University for the benefit of the profession and/or society, whereas citizenship refers to activities conducted within Boston University for the benefit of the department, school, or university. Examples of ways to demonstrate excellence in service



include (but are not limited to) active involvement in local, national, and global public health organizations; serving as an external reviewer for grant funding agencies or journals; and public health service awards or recognition. Examples of ways to demonstrate excellence in citizenship include (but are not limited to) serving on committees at the department, school, campus, or university levels; advising and mentoring; participation in student recruitment activities; and participation in special events (e.g. signature programs, alumni events, etc).

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.

Administration (if applicable):

Some faculty serve in administrative roles, including but not limited to deans, chairs, center directors, academic program directors, and certificate directors (See Section VI.1, Process for Assigning Teaching). These roles are assigned by the Dean or department chair with specific expectations and salary coverage that varies by position (but consistent among all faculty who serve in the same position). For faculty serving in such roles, excellence is evaluated based on the role-specific expectations.

Additional notes about Salary Coverage:

The salary coverage guidelines described above apply to faculty in all faculty tracks. For example, at the extremes, coverage on the clinical track could be 90% teaching (i.e. six courses at 15% per course) and 10% for service/citizenship, while coverage on the research track could 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.

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 VII.3.

**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 VI.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 VI.4 External teaching professionals.

### 3. 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 the expectations described in Section V.2, providing 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 at the time of the AFR 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).

#### Annual Performance:

Faculty performance is evaluated during the Annual Faculty Review based on the success with which each faculty member completed their particular mix of activities as agreed at the previous year's meeting and in accordance with faculty expectations described in Section V.2. With the flexibility to customize a mix of activities and the support of a robust portfolio of faculty development resources, the goal is to ensure that every faculty member at SPH is put in the best possible position to meet expectations, to advance their career, and in turn advance the mission of the School. Typically, the vast majority of the faculty will receive an overall rating of Meets Expectations, with Exceptional reserved for faculty who should be recognized for extraordinary performance during the year and Below Expectations reserved for faculty who are underperforming.

During the year, a faculty member who is concerned that they may not be on track to meet expectations should be in communication with their department chair to discuss the situation and strategize together about best next steps. Similarly, if a department chair is concerned that a faculty member may not be on track to meet expectations, then they should be in communication with the faculty member to discuss the situation and strategize together about best next steps. The earlier such concerns are raised, the sooner steps can be taken to ensure the faculty member receives the necessary support.

At the end of the year, if a faculty member receives an overall assessment of below expectations at their annual review, the department chair will provide specific feedback in writing and work with the faculty member to develop a plan to meet expectations the following year. The plan should include intermediate deadlines/milestones as well as quarterly meetings with the department chair with the goal to help the faculty member get back on track.

It is worth noting that one scenario that can unnecessarily lead to unmet expectations is when a faculty member does not communicate their plans to reduce their activities as part of a transition to retirement. To avoid such situations and provide flexibility for faculty, SPH has developed the SPH Faculty Phased Retirement Program (see section VII.9). This program provides an opportunity to

propose a customized mix of professional activities outside of the standard salary coverage expectations during the years preceding retirement

#### Written Warnings:

As the academic environment becomes increasingly complex and competitive, it can be challenging for faculty to have excellent metrics every year. A single “down year” should not be cause for alarm, recognizing that circumstances can vary considerably. Importantly, receiving an overall assessment of below expectations is not the same as receiving a written warning, which is issued in cases where underperformance continues for two years or longer. Additionally, the details surrounding a single down year must be considered. For example:

- For a faculty member focused on research activities, a year in which the faculty member made a great effort to obtain grants is much different than one in which the faculty member submitted no grants and therefore enters the next year with limited prospects for funding.
- If a faculty member has a difficult year teaching because they are teaching a course for the first time or had difficulty integrating an innovative new approach, it is not as concerning as a faculty member who receives poor evaluations year after year.
- If a faculty member with a record of consistently engaging in citizenship and service has a year of limited activity, it is less of a concern than a faculty member who rarely engages.

Such nuance is part of any consideration when determining whether a faculty member met expectations in any given year and when determining whether a written warning may be necessary, always with the goal of developing a plan that will position the faculty member to be successful moving forward.

#### Continuance of Appointment:

The appointment and continuance policies for faculty on the Medical Campus are described in the [Boston University Faculty Handbook](#). The criteria for continuance are described as follows:

Although faculty members holding rolling or term appointments are eligible for continuance (unless otherwise specified in writing at the time of the appointment), continuance is neither inevitable nor routine. The decision not to continue an appointment shall be made by the department chair with the approval of the dean. Subject to institutional needs and goals, recommendations for non-continuance of appointments shall be based on merit as determined through evaluation of faculty performance.

Institutional needs and goals involve consideration of such factors as academic needs of the program; availability of resources to support the program or position – financial as well as

physical; and other institutional and programmatic considerations not directly related to the merit of the individual under consideration for continuance of the appointment.

At SPH, a non-continuance of appointment based on underperformance is only issued if a faculty member has received a written warning at least one year prior. A non-continuance will be issued if a faculty member who has received a written warning is unwilling or unable to address the underperformance. The goal is for the faculty member to return to good standing, but a non-continuance reflects cases where the department chair, and the school, are uncertain whether that is possible. A notice of non-continuance should clearly describe the grounds on which it is issued. The department chair must consult with, and secure approval from, the SPH Dean before a non-continuance notice is issued.

A non-continuance letter is a termination notice such that once the specified term is complete, the faculty member will no longer be employed by the University. Follow-up letters will be sent to the faculty member annually to ensure they are aware of the relevant details. However, if circumstances change following the issuance of a non-continuance notice, the department chair may make a recommendation to the Dean to consider offering a new faculty contract.

Depending on the interests of the faculty member and the needs of the School, the new faculty contract may be full-time, part-time, or variable engagement (in which the level engagement may increase or decrease during the year depending on available salary coverage). A rolling appointment may also be considered as part of the new contract. The Dean must approve the terms of all such offer letters.

Faculty who receive a non-continuance notice at SPH are still eligible to obtain a faculty position elsewhere within Boston University. Such an offer would be made by the Dean of the other school or college and is not within the control of SPH. However, if such a position is obtained, SPH will facilitate the transfer of the faculty member's primary appointment.

### **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. As the final step in the AFR process, the annual letter is signed by the chair, the Dean (or Dean's designee), and 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.

## VI. 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 works with the registrar and director of educational initiatives to prepare a two year course schedule. 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 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 V. 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 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 including, but not limited to, synchronous and asynchronous online teaching and novel uses of technology to enhance in-person 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 and MS PHR admissions which are handled by an 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
- ensuring compliance with accreditation requirements
- submitting curricular changes to the Education Committee for approval
- approving program requirements for annual bulletin deadlines
- reviewing teaching schedules to ensure availability of course offerings
- 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

The **MPH director** is additionally responsible for serving as the point of contact for the part-time student organization, and for overseeing requirements for certificates, course scheduling, the practicum and the integrated learning experiences. The director is a standing member of the Education Committee.

The **Online MPH director** is additionally responsible for working with instructional designers and other staff at BU Virtual and the SPH Education Office, including the OL MPH program manager and the Director of Student Success, to oversee the growth and success of the program. The director is a standing member of the Education Committee.

The **MPH dual degree director** is responsible for managing dual degree programs (MD/MPH, JD/MPH, MBA/MPH, MSW/MPH, MS/MPH), and for working closely with faculty and staff in partner schools to create opportunities for collaboration. The director is additionally responsible for working with the MPH director, program faculty, departments across the University, and SPH leadership. The director is a standing member of the Education Committee.

The **Director of Undergraduate Programs** is responsible for managing the BA/MPH and BS/MPH programs and the minor in public health, working with faculty and staff in partner schools to create opportunities for collaboration. The director is additionally responsible for working with the MPH director, program faculty, departments across the University, and SPH leadership. The director is a standing member of the Education Committee.

The **MS in Population Health Research (PHR) director** is additionally responsible for overseeing the design and implementation of specializations embedded within the program, research seminars, mentored research experiences, and collaborating with faculty across multiple departments. The director is a standing member of the Education Committee.

The **DrPH program director** is a standing member of the Education Committee.

MPH director	30% FTE, one person school-wide
OLMPH director	20% FTE, one person school-wide
DrPH program director	20% FTE, one person school-wide
PhD program directors	15% FTE, one per program
MPH dual degree director	15% FTE, one person school-wide
MS PHR director	15% FTE, one person school-wide
Undergraduate programs	15% FTE, one person school-wide
MA/MS biostatistics directors	10% FTE, one per program

Training grant PI

10% FTE, institutional support for PI

**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
- ensuring compliance with accreditation requirements
- submitting changes to certificate requirements 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. The writing director** is responsible for developing programming to support faculty, staff and students in writing. The writing director is supported centrally by staff in the office of graduate student life who oversee the peer coaching program. Responsibilities of the writing director include:

- 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	10% FTE, one person school-wide
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## **E. 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), and manage the academic requirements of the MPH practicum;
- Education office – who support evaluation of new educational initiatives, 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;
- Registrar’s office – who oversee course scheduling, student registration, student and program adherence to SPH, university and federal policies, and academic integrity.

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 II.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](https://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 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](https://bu.edu/sph/educationcommittee)). If a proposed online 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 V.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.

## 4. Engagement of Course Instructors

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, as well as external teaching professionals who bring their extensive expertise and experience into the classroom.

This diverse group of external teaching professionals (i.e. any course instructor whose primary employment is not at SPH as a primary faculty member) 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. Most often, this group includes:

- 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.
- 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.
- 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.
- Postdoctoral associates or research scientists who have teaching responsibilities described in their appointment letter as part of their core duties and responsibilities.

Under special circumstances, other staff employed by SPH may be engaged to teach a particular course provided that the staff member has the appropriate academic credentials and practical expertise to provide quality instruction. If a staff member with such expertise has expressed interest in engaging in teaching, the following steps apply:

- The relevant Department Chair will reach out to the staff member's supervisor to ensure the staff member's performance is in good standing and that the course instruction time and engagement with students will not conflict with the staff member's core duties and responsibilities of the role which they were hired to carry out at SPH.
- Upon ascertaining that the staff member has a) been regularly performing at a "Successful" or above level in their core role and that b) serving as an instructor for a given course will not conflict with the staff member's core work hours/core duties of their position, the

requesting chair will obtain written approval via email from the Associate Dean for Administration and the Associate Dean for Education.

- The Associate Dean for Administration will then approach the staff member to ascertain interest in the teaching opportunity and that the teaching will not conflict with core responsibilities. Provided there is such expressed interest and the staff member's concurrence in writing, the staff member may be engaged to serve as the instructor for the particular course. This will be done as an unusual exception, and not more than once per calendar year.

### Requesting and Recruiting

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 Dean for Education.

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 a copy to 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.

It is extremely important that the department identify the external teaching professionals by the deadlines outlined in the table above. The deadlines are intended to ensure that instructors (a) receive payment on time, (b) have access to Blackboard and other services, and (c) have the opportunity to take advantage of teaching and advising resources prior to the start of the semester. 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.

### **Compensation**

In the majority of cases, course instructors have primary faculty appointments at SPH and are compensated via salary coverage as per the rubric described in Section V.2.A.

Most external teaching professionals are compensated at a flat rate that is determined by the University and adjusted each year. Typically the funds are paid directly to the individual; however, faculty with primary appointments at another School or College within BU also have the option of applying the funds toward covering their BU salary or having the funds deposited to their BU discretionary account.

Postdoctoral associates and research scientists may receive salary coverage as per the normal coverage rubric (i.e. 15% for a 4 credit course, prorated by number of instructors and/or credits) provided that the teaching responsibilities are described in their appointment letter as part of their core duties and responsibilities.

Once the external teaching professionals have been approved by the Associate Dean of Education, payments will be coordinated centrally using the information provided via the request form.

### **Communication and Onboarding**

- Prior to assigning a course, ETPs are contacted by the Chair or designee to discuss available opportunities to teach a course before formally making the assignment.
- Department Chairs or their designees will notify an external teaching professional via email that they have been assigned to teach a course. In time-sensitive situations, phone follow-up may occur, with conversation being recapped via email.
- A letter of engagement from the Associate Dean of Education is subsequently sent to the ETP detailing the assignment, related compensation and any other relevant BU policies as applicable.
- Once an ETP has been engaged to teach a course, the department academic program administrator or director of administration reaches out to the ETP to ensure they are appropriately onboarded by ensuring they have a BUID, active BU email account and that

they understand any relevant training materials and other prerequisites necessary to prepare one for teaching at BU. **Resources for course instructors** are also shared as part of this onboarding.

- Enrollment is monitored in the weeks leading up to every semester start. In some cases, course cancellations must occur due to low enrollment, which may result in an external teaching professional not being assigned to a course they had previously been assigned to teach.
- Every time a class cancellation results in an external teaching professional not being assigned, the Department Chair or designate will email the affected ETP; a follow-up phone call may also occur.
- Course evaluations and any other assessment of performance is shared with the ETPs and will, as is appropriate on a case-by-case basis, be followed up by a conversation with the Chair about how these may affect future engagement.

## 5. Teaching Assistants

Teaching assistants (TAs) play an essential role in our educational mission. The administrative details related to the administration of TAs at SPH are summarized below.

### Allocation

- The School supports a 0.5 FTE TA for every 10 students enrolled (e.g., 10-19 students enrolled = 0.5 FTE TA; 20-29 students enrolled = 1.0 FTE TA, 30-39 students enrolled = 1.5 FTE TA, etc.)
- For courses with 70 or more students enrolled, 4 TAs will be supported. For courses with 90 or more students enrolled, 5 TAs will be supported.
- Faculty may use discretionary funds to support TAs beyond school-established thresholds.

### Timeline

- School-supported TAs are automatically allocated for fall semester courses based on enrollments as of August 1, for spring semester courses based on enrollments as of December 1, and for summer semester courses based on enrollments as of April 1.
- Faculty wishing to support TAs using discretionary funds must notify their Academic Program Administrator by August 1 for fall semester courses, by December 1 for spring semester courses, and by April 1 for summer semester courses.
- If enrollments change, TA allocations are adjusted accordingly, with final allocations set no later than 10 days before the start of classes for that semester to allow adequate time for processing.

### Processing

- All TAs are processed centrally. Current students are hired through Student Employment and alumnae and unaffiliated individuals are hired as temporary employees.
- A **TA Payment Request Form** must be completed for each TA. In some departments, forms are completed by Academic Program Administrators (APAs), and in others, faculty complete the forms. The online form captures information about the course, the instructor, whether the TA will be supported by discretionary funds, if the TA is a current student or an alum, and if the TA is an international student.
- Once the TA request form is completed, the Education Office will notify the APA or the faculty member if the TA needs to complete hiring paperwork (e.g., I-9 and W-4 forms, FERPA non-disclosures). These forms must be completed in a timely fashion to ensure that the TA can be set up and paid.

### Student 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.
- International students on a student visa are limited by federal regulations to no more than 20 hours of on-campus service per week, which for purposes of the regulations includes graduate teaching fellow and research assistant appointments and any additional on-campus employment. This means that international students on a full teaching fellow or full research appointment (20 hours/week during any semester) are not eligible for additional on-campus work, even if the University employment policy would otherwise allow it.
- Full-time doctoral students may serve as a TA according to their program-specific guidelines.
- International students who are working as Resident Assistants may not work as a TA. Additionally, international students must comply with all policies and visa requirements as outlined on the [ISSO website](#).
- Domestic students who are working as a Resident Assistant must request approval for an exception to the student work hour policy. Exceptions will only be granted in cases where the additional hours of work clearly benefit the student's academic or professional development and do not substantially slow the student's degree progress.

### Staff restrictions

In cases where staff are considered for TA positions, approvals by both the Associate Dean for Education and the Associate Dean for Administration and Finance are required. Certain staff members of the BU community may qualify to serve as TAs, provided that serving in this role will not conflict with their core duties as a staff member. The following conditions apply:

- Full-time staff who are also part-time students are not eligible to serve as TAs.
- The maximum service that any staff member can serve as TA for is one course (4 credits) per calendar year. Overbase payment applies to any staff engagement as TA. (Note that only exempt level staff are eligible to be engaged as TAs)
- For centrally funded staff positions, time allocated toward TA duties cannot occur within an employee's regularly scheduled work hours for their staff position. De-minimis use of email during regular work hours toward TA duties is at the discretion of the staff member's manager as long as it remains just that – minimal in nature – and does not conflict with the duties and responsibilities of the staff member's full-time position.
- Research staff funded from sponsored programs must comply with the University's [effort reporting requirements](#), and PIs must ensure that effort is reported accurately. It is the PI who determines whether serving in a TA role would interfere with an employee's core duties as a staff member. Therefore, the staff member may serve as a TA if they receive written PI permission to engage in such duties, whereby the PI attests that they will ensure that

research staff devote the reported effort to sponsored projects. There should not be a need for staff grant effort reduction unless the PI provides alternative guidance.

- Unless there is documented Provost approval, no full-time staff may serve as instructor or co-instructor for any course.

In instances involving requests to engage a staff employee as a TA, applications must be submitted at least one month prior to the timelines outlined above to allow time to secure necessary approvals.



## 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](https://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. Course Cancellation Process

Course schedules are developed according to the process and timeline outlined in Section VI.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

When a course is approved by the Education Committee, the minimum number of enrollees to justify holding the course will be specified. The minimum enrollment number will typically be 10, but may be set as low as 5 for doctoral-level courses considered essential. Six weeks prior to the first class session, if a course has not met enrollment targets, the registrar will notify the following individuals that the course is at risk of being canceled: the department chair, the faculty member responsible for course scheduling (e.g. Associate Chair for Education), the program director, and the academic program administrator. Certificate leads will also be consulted, as appropriate, to discuss whether there are extenuating circumstances that would justify the course being run.

Additionally, if a course is new or is regularly well-subscribed and it is the first semester that the course has low enrollment, the instructor may submit the [Managing Low Enrolled Courses form](#) to request that the low enrolled course be allowed to run. The request must also include a plan to increase enrollment moving forward (e.g. secure approval to modify prerequisites, adjust the frequency that the course is offered, adjust format and/or timeslot, improve course description and advertising) and must be approved by the department chair, the Registrar, and the Associate Dean for Education.

### Course Cancellations

The Associate Dean for Education makes the final decision on course cancellations no later than 4 weeks prior to the semester start. When a course is cancelled, the registrar will communicate the decision to the department chair, the faculty member responsible for course scheduling (e.g. Associate Chair for Education), the program director, the academic program administrator, as well as to the affected students. The students then work with their advisor, program director, and the registrar to make alternate course selections.

### Implications for Faculty Salary Coverage

Course cancellations are unexpected but sometimes necessary. If a course is offered for registration but then cancelled due to low enrollment, the associated shortfall in salary coverage will not be considered a performance issue at the time of the Annual Faculty Review on the first occurrence. However, the faculty member must submit the [Managing Low Enrolled Courses Form](#) to document (a) how they plan to spend that time productively (e.g. teaching, research, and/or citizenship activities); and (b) the plan to reduce the risk of low enrollment for the course moving forward (e.g. secure approval to modify prerequisites, adjust the frequency that the course is offered, adjust format and/or timeslot, improve course description and advertising). Given these expectations, a shortfall resulting from such situations is not warranted more than once for the same faculty member for the same course.

## VII. Resources for Faculty Development and Advancement

### 1. Faculty Awards

The School of Public Health aspires to excellence in all we do, towards our core purpose of *Think. Teach. Do. For the Health of All.* In recognition of exemplary contributions to the SPH community, several school-level awards are presented to faculty who distinguish themselves throughout the year.

Faculty award recipients are honored each May at either the SPH Convocation Ceremony or Awards Ceremony. Barring any unusual financial/budgetary challenges the school may experience, recipients receive a monetary award when they are honored.

**Norman A. Scotch Award for Excellence in Teaching.** The Norman A. Scotch Award for Excellence in Teaching is presented annually at SPH Convocation to an individual who has made outstanding and sustained contributions to the education program of Boston University School of Public Health. The award is named for our founding Dean, who decided to make excellence in education a hallmark of Boston University School of Public Health. Recipients are selected by the Scotch Selection Committee, which includes the last two Scotch Award recipients, two students, and two alumni.

**Faculty Award for Excellence in Research and Scholarship.** This award is given annually at SPH Convocation to a faculty member whose primary appointment is at BUSPH to recognize a distinguished body of scholarly and/or scientific work on a specific topic or within a general area of expertise. Recipients are selected by the Research Committee.

**Faculty or Staff Award for Excellence in Public Health Practice.** The Award for Excellence in Practice is presented annually at SPH Convocation to an individual who has made outstanding and sustained contributions to practice that improves the health of populations. The award recognizes a faculty or staff member who has gone above and beyond in contributing to the health of the public. Through their advocacy work, community engagement, and/or public policy endeavors, this person will have shown a remarkable drive in creating lasting improvements in the health of our local, regional, and/or global community and engaging the School in this work in a meaningful way. Recipients are selected by the Practice Committee.

**Excellence in Teaching Awards** are selected by the Education Committee.

- **Educational Innovation Award.** The Educational Innovation Award is designed to reward faculty who are prepared to challenge the traditional ways of doing things, to try out new approaches, and to seek improvements in the way teaching is delivered and learning is achieved. This award specifically focuses on unique course design that increases student interest and drives achievement. Its aim is to enhance the status of teaching, encourage innovation, and disseminate good practice. This award is presented at the annual John McCahan Medical Campus Education Day.
- **Excellence in Teaching Award for Teaching in the Core.** The excellence in teaching awards are meant to recognize faculty instructors who have enriched the educational experience for SPH students. This award recognizes an instructor who demonstrates excellence in teaching in PH717, PH718, PH719 or PH720, stimulates interest in the material, motivates students, and promotes student learning. This award is presented at the SPH Award Ceremony.
- **Excellence in Teaching Award for Student Engagement.** The excellence in teaching awards are meant to recognize faculty instructors who have enriched the educational experience for SPH students. This award recognizes an instructor who encourages active learning and creativity, connects with students in meaningful ways, and motivates students to engage in the educational process. This award is presented at the SPH Award Ceremony.
- **Excellence in Teaching Award for Dedication to Student Learning.** The excellence in teaching awards are meant to recognize faculty instructors who have enriched the educational experience for SPH students. This award recognizes an instructor who motivates and inspires students, is available to students inside and outside of the classroom, engages with students in community-wide educational and scholarly activities. This award is presented at the SPH Award Ceremony.
- **Excellence in Teaching Award for Outstanding New Instructor.** The excellence in teaching awards are meant to recognize faculty instructors who have enriched the educational experience for SPH students. This award recognizes an instructor who demonstrates excellence in teaching in the first two years at SPH, stimulates interest in the material, motivates students, and promotes student learning. This award is presented at the SPH Award Ceremony.
- **Excellence in Teaching Award for Innovation in the Classroom.** The excellence in teaching awards are meant to recognize faculty instructors who have enriched the educational experience for SPH students. This award recognizes an instructor who uses new pedagogical techniques or instructional technologies, or uses traditional techniques and

technologies in new and creative ways, provides enhanced learning opportunities for students. These awards are presented at the SPH Award Ceremony.

**Excellence in Research Awards** are celebrated at the school's Award Ceremony and are selected by the Research Committee.

- **Excellence in Research Early Career Award.** The early career excellence award recognizes the outstanding contribution of one faculty member at the assistant rank whose primary academic appointment is at BUSPH. Recipients should have scholarly accomplishments that advance public health research and improves the health of the communities.
- **Excellence in Research Innovation Award.** The innovation in research award recognizes a faculty member whose work shifts existing paradigms, uses novel methodologies, or applies existing methodologies in new ways toward the goal of improving public health. Primary faculty at BUSPH of all ranks and tracks are eligible for this award.
- **Excellence in Research Mentoring Award.** The award for mentoring in research recognizes the sustained contribution toward mentoring junior faculty, post-docs, and students in research. The award is given to one mid-career or senior faculty member whose primary academic appointment is at BUSPH.

## 2. Faculty Incentive Program

The SPH Faculty Incentive Program is intended to reward faculty who exceed salary coverage expectations and/or serve as PI for awards with the full on-campus indirect rate. Primary faculty are eligible for this program provided that their level of engagement is an average of at least 50% FTE during the 12 month period of performance (i.e. full calendar year). Associate deans and faculty who are no longer employed by SPH at the time of disbursement 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 (i.e. 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). Since the University system only tracks the contact PI of each award, the IDC of multi-PI awards will be credited to the contact PI; however, the contact PI has the option to reallocate a portion of the reward payment to other PIs based at SPH with permission from the Associate Dean for Research and Faculty Advancement. Similarly, the PI of program projects or center grants has the option to reallocate portions of the reward payment to the SPH faculty leads of the multiple components with permission from the Associate Dean for Research and Faculty Advancement. In these cases, the transfer of discretionary funds are not limited to the \$4,000 cap specified in Section VIII.3.

**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) the costs associated with a faculty salary coverage shortfall 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.

The school can modify incentive payments if necessitated by fiscal realities in any given year.



### 3. 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 Research and Faculty Advancement Committee (RFAC). 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 RFAC, and (3) the department chair. Information about the SPH Mentoring Program will be included in the offer letter to all new faculty.

***Forming a mentoring team.*** The department chair and/or department representative to the RFAC will meet with the mentee to: (1) clarify the mentee's specific needs and preferences, (2) identify of potential mentors based on expertise and shared interests, and (3) facilitate 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 RFAC.

***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.

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 RFAC every six months. In addition to providing guidance to the mentee, these semi-annual meetings with the department representative will help the RFAC to monitor individual mentorships and the mentoring program overall. Each department chair 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. 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. If the mentee is participating in the mentorship program while preparing for promotion, the mentor would be involved in this process to the extent desired.

Each semester, the department representative to the RFAC will convene a meeting of the mentees in their department. The purpose will be to foster a sense of community and provide an opportunity for discussion and feedback about professional development strategies and/or challenges. These meetings may also be a source of new ideas for topics to be covered in the school-level [Faculty Development Seminar Series](#).

***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, each RFAC department representative will meet with their department chair at least annually to discuss the mentees in their department and follow up with primary mentors, as necessary.

The Mentoring Program will be discussed at monthly meetings of the SPH RFAC, which will provide an opportunity for department representatives to share their experiences and concerns and to

address issues as they arise. Additionally, each semester the Associate Dean for Research and Faculty Advancement will share the roster of participants with department chairs for review and discussion at a meeting of all chairs and associate deans.

## 4. Mid-Rank Review Program

Our goal at SPH is to ensure that all faculty have the resources and support necessary to advance their careers, positioned to rise through the ranks on whichever faculty track best aligns with their mix of activities. The Annual Faculty Review provides an opportunity to look back on performance during the past year and plan for the year ahead, while also considering progress toward long-term goals. The Mid-Rank Review Program provides faculty with an additional mechanism for feedback on their progress toward promotion.

Through the Mid-Rank Review Program, faculty may submit materials for feedback from the SPH Appointments and Promotions Committee. Importantly, this program is offered solely for the purpose of faculty development – it is optional and non-evaluative. The main objectives are to ensure the faculty member understands the expectations for promotion on their particular track, receives feedback on their progress toward that goal, and positions themselves to adjust course (if necessary) in order to remain on track for promotion.

### Timing

The process may be initiated by the faculty member, generally intended to be during the fourth year in rank, (*i.e.* after completing three years in rank, including time in rank at prior institutions) but with flexibility to accommodate particular circumstances. Since there is no specified timeline for promotion, time in rank is quite variable and the framing of the review as “mid-rank” is made generally.

The rationale for encouraging submission during the fourth year is that, in general, a mid-rank review would be less useful for faculty who are less than three years in rank or for faculty who are five years or more in rank. The program is not intended to gauge the likelihood of promotion in the short-term; faculty who are planning to pursue promotion soon should not submit materials for a mid-rank review.

Materials may be submitted for review at any time of year; the A&P Committee meets monthly.

### Process

The faculty member should update their CV and draft an annotated outline of their personal statement (maximum of 3 pages) following the [guidelines](#) in Section IV. Examples of successful promotion materials are available in the [A&P archive](#), organized by rank and track.

The process requires an annotated outline of the personal statement for a few reasons: (1) this exercise will help the faculty member identify areas of strength and areas that may require additional attention prior to promotion, (2) the outline will not represent ‘extra’ work since it will

eventually be used as a basis for drafting the personal statement, and (3) it will be less burdensome for the faculty member than drafting a complete six-page personal statement.

Prior to submission, the faculty member is encouraged to share and discuss their materials with their department chair, their primary mentor, their department representative to the Research and Faculty Advancement committee, their department representative to the A&P committee, and/or colleagues.

Once ready, the department chair submits the materials on behalf of the faculty member to the Associate Dean for Research and Faculty Advancement (ADRFA), who will circulate the materials to the members of the A&P Committee for review. A discussion of the materials will be added to the agenda for the next meeting of the A&P Committee.

### **Feedback from the A&P Committee**

The A&P Committee will review the materials in the context of the criteria and expectations for promotion to the particular rank and track that the faculty member plans to pursue. The feedback will be qualitative, focusing on the strengths and weaknesses of the faculty member's candidacy. The ADRFA will provide a written summary of the feedback to the faculty member, copying their department chair.

It is important to note that the feedback from the A&P Committee is preliminary and non-binding. The official A&P review process is far more comprehensive, including a more detailed six-page personal statement, the solicitation of evaluation letters, and many levels of review and approval.

## 5. 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 as of July 1, faculty members who are at or above 50% effort and who have a balance of less than \$25,000 of discretionary funds 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. Individual discretionary accounts are closed upon the faculty member's departure or retirement from SPH.

Please refer to [Section VIII.3](#) Guidance on Use of Discretionary Funds for more details about the use, restrictions, and administration of discretionary accounts. The school can modify annual discretionary funds if necessitated by fiscal realities in any given year.

## 6. 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 VIII.6 Guidelines for Faculty Leaves for more details.

## 7. Pilot Award Program

**idea hub** at the Boston University School of Public Health is dedicated to creating an innovative space to meet our core purpose to Think. Teach. Do. for the health of all. This RFA includes multiple funding opportunities to support the varied needs of SPH faculty members and are available due to generous donations to the school. For all awards, priority will be given to applications that advance our diversity, equity, inclusion, and justice goals, and are consistent with our strategic research directions, as articulated on our **strategy map**.

### PRE-DOCTORAL AND POST-DOCTORAL RESEARCH AWARDS

**SPH Pre-doctoral Research Ignition Award.** The SPH Research Committee is seeking applications for SPH Pre-doctoral Research Ignition Awards from students enrolled in our PhD or DrPH programs. These awards are intended to provide resources to doctoral students so that they may advance their own research initiatives that are not already funded via other mechanisms, creating an opportunity to advance innovative ideas in ways that would not otherwise be possible. The awards may be used for the collection of preliminary data, equipment, supplies, and/or research support personnel. The expectation is that the funded project will be presented at a professional meeting or conference and result in a publication, and though not a requirement, projects intended to support the development of a dissertation award are encouraged. Applicants are expected to work closely with their faculty mentor during all stages of the process (ie application, research compliance, conducting project, presenting and publishing results). The maximum award amount per recipient is \$2,000 and the award period is one year. There is a limit of one award per student.

**SPH Post-doctoral Research Ignition Award.** The SPH Research Committee is seeking applications for SPH Post-doctoral Research Ignition Awards from post-doctoral associates at SPH. These awards are intended to provide resources to these early career researchers so that they may advance their own innovative research initiatives, supporting preliminary research activities that will lead to the submission of a competitive grant application. The awards may be used for the collection of preliminary data, equipment, supplies, and/or research support personnel. Applicants are expected to work closely with their faculty mentor during all stages of the process (ie pilot application, research compliance, conducting project, grant application). The maximum award amount per recipient is \$5,000 and the award period is one year.

**SUBMISSION DETAILS FOR IGNITION AWARD APPLICATIONS:** Requests for applications are issued in advance of the September 1 and March 1 deadlines. Applications can be submitted to Mike McClean, Associate Dean for Research and Faculty Advancement, at [mmcclean@bu.edu](mailto:mmcclean@bu.edu). They will be reviewed by the SPH Research and Faculty Advancement Committee. In this



competitive process, the review committee acts in an advisory capacity to the Dean, who serves as the final step in the approval process. Applications must include:

- a cover sheet that includes the project title, the PI and faculty mentor, additional investigators (with their affiliations), and a brief abstract that can be shared with donors (maximum 250 words)
- a description of the background, specific aims, and approach (maximum two pages). Note that citations are not counted toward the two-page limit
- a budget and budget justification that includes an explanation of why the proposed pilot project cannot be conducted with existing funds (e.g. a grant of the faculty mentor)
- a letter of support from the faculty mentor (1 page limit) that describes how the mentor will support the PI throughout the project. For doctoral student PIs, the mentor should also confirm that the student is in good standing in the program.

Awarded funds will be deposited to the Department Discretionary Account and can be accessed via the department administrator at the request of the PI in accordance with the approved pilot budget. While funds may be used to support undergraduate or masters students at BU or to engage BEDAC services, they may not be used to support other doctoral students or staff at BU (to avoid conflicts with existing reporting arrangements). Funds may not be used for publication fees, travel to conferences, faculty salaries, or indirect costs at other institutions.

## SEED GRANTS

SPH provides seed funding for faculty-initiated projects that will advance their education, research and practice activities. In this cycle, we are accepting applications for the following seed grant opportunities:

**Early Career Catalyst Award.** The SPH Research Committee is seeking 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 who have not previously received R-level funding should include a letter of support from a faculty mentor as an appendix to their pilot application. This letter, not to exceed 1 page, should outline how the mentor will support the junior faculty member during the pilot project and subsequent preparation of an application for external funding. Junior faculty who have previously received R-level funding are also welcome to include a mentor letter. To further advance the strategic research directions on our strategy map, we strongly encourage applications that address the areas of: cities and health; climate, the planet, and health; health inequities; and mental and behavioral health. The maximum award amount per recipient is \$20,000.

**Established Investigator Innovation Award.** The SPH Research Committee is seeking 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 will be 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 strategic research directions on our strategy map, we strongly encourage applications that address the areas of: cities and health; climate, the planet, and health; health inequities; and mental and behavioral health. The maximum award amount per recipient is \$20,000.

**Educational Innovation Award.** The SPH Education Committee is seeking promising pilot project applications from SPH faculty who are engaged in teaching a course or managing an educational program at SPH. These awards are intended to strengthen the School's equitable and competency-based educational programs through innovation and inclusive practices in teaching, assessment or evaluation. Priority will be 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 award 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.

**Practice Innovation Award.** The SPH Practice Advisory Board is seeking promising pilot project applications from faculty members engaged in advocacy around specific policy initiatives. This award furthers the School's mission to think, teach, do for the health of all by translating faculty research and educational interests into action, and ideally, change. Projects should strengthen the School's commitment to effecting change to improve the conditions that promote health in local, national, and global communities. The project can be related to faculty member's current research, advocacy activities, and/or teaching interests. Pilot awards will be considered for projects that foster engagement of faculty in any or all aspects of advocating for policy or programmatic change at the local, state, national, or global level. Such activities may include but are not limited to writing a policy paper; developing and implementing a strategic advocacy or communication plan; and building a sustainable collaborative of advocacy partners. Priority will be given to projects that demonstrate timely impact and encourage school-wide involvement. Awardees are expected to present their work during a School Assembly. The maximum award per recipient is \$20,000.

**SUBMISSION DETAILS FOR SEED GRANT APPLICATIONS:** Requests for applications are issued in advance of September 1 and March 1 deadlines. All Seed Grant applications should be submitted to Mike McClean, Associate Dean for Research and Faculty Advancement ([mmcclean@bu.edu](mailto:mmcclean@bu.edu)).

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, and approach (maximum two pages). Note that citations are not counted toward the two page limit.
- a timeline for the project that includes 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
- a letter of support from faculty mentor (for Early Career Catalyst Award, if applicable as described above).

In this category of awards, 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 are for one year. Applications are 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.

## STRATEGIC INITIATIVE AWARDS

SPH also provides funding opportunities for the purpose of advancing strategic initiatives of the school. Opportunities within this category vary over time and are specified on each RFA. Currently, we are accepting applications for the following opportunities:

**Training Grant Development Award.** Externally-funded training programs provide critical resources for pre-doctoral and post-doctoral trainees, which also more broadly benefits our faculty and advances the mission of our School. An inherent challenge of pursuing a new externally-funded training program is that Principal Investigators must be willing to lead this non-trivial effort primarily for the benefit of the broader community. Accordingly, the purpose of this award is to provide support for the development of new training grant applications that will support doctoral students and/or post-doctoral fellows via the NIH T32 funding mechanism (or a comparable mechanism).

Established investigators with primary appointments at SPH (associate or full professor ranks, modified or unmodified titles) are eligible to apply. Each award will include 15% salary coverage for the PI (prorated for multiple PIs) during the 12-month period prior to submitting the training grant application. The award also includes a \$1,000 overbase for a member of the staff designated to support the PI in this endeavor. The bonus will be included in the payroll cycle following submission

of the application. Finally, when the training grant is funded, the PI will receive 10% salary coverage for serving as the director (prorated for multiple PIs) for the duration of the award period.

**SUBMISSION DETAILS:** The application is limited to a maximum of two pages and should include the following: an overview of the proposed program (i.e., the need/rationale, objectives, and design), trainee details (i.e., number and type of trainees, eligibility, intended outcomes), and the submission plan (i.e. specify the funder, funding mechanism, due date, estimated budget).

Applications for all Strategic Initiative awards will be accepted on a rolling basis and should be submitted to Dean Galea ([sgalea@bu.edu](mailto:sgalea@bu.edu)). Priority is given to proposals that cross departments within SPH and advance one or more of our strategic research directions as described on our strategy map.

**Think. Teach. Do. Protected Time Award.** Faculty at all career stages work to balance the multiple demands that are an inherent part of faculty life while also working to advance their careers. These many competing demands can make it challenging to pursue activities that are not funded via external sources or captured by the SPH rubric for faculty salary coverage, as described in the Faculty Handbook. Accordingly, the purpose of this award is to provide protected time for activities that are outside the scope an individual faculty member's normal research, teaching, and service activities and that will advance the strategic priorities of the School, as detailed on the [strategy map](#).

Faculty are welcome to pursue specific SPH-solicited proposals as well as their own faculty-initiated proposals. For SPH-solicited proposals, the School will offer specific opportunities inviting applications from faculty to conduct specified activities to meet School needs. For faculty-initiated proposals, the School will accept applications in which faculty propose to conduct a defined set of activities that are outside the scope of an individual faculty member's normal research, teaching, and service activities covered via the salary coverage rubric described in the Faculty Handbook ([Section V.2 Faculty Expectations](#)). These awards are not intended to support activities that are consistent with an individual faculty member's normal responsibilities and scope of engagement.

As just a few examples, activities that could be supported by this mechanism include (but are not limited to):

- faculty may propose a set of activities to pivot their research agenda to include a new area of inquiry that will lead to new opportunities for interdisciplinary collaboration and funding;
- the School may determine that a new approach is needed in a particular pedagogic content area and offer salary coverage to faculty who would like to take on the responsibility of

developing a new comprehensive curricular rethink for a cluster of courses or a specific program;

- faculty may be called upon, or propose to engage in, a suite of citizenship activities that leans on their particular expertise and experience that goes beyond our normal citizenship activities.

Full-time faculty members with primary appointments at SPH are eligible to apply. Each award will provide up to a maximum of 15% salary coverage for a maximum of a 12-month award period. Note that these are maximums; the level and duration of requested support must align with the effort required to conduct the proposed activities. Given the novelty of this funding opportunity, we will reevaluate and reconsider the TTD Protected Teim Award in Spring 2025.

**SUBMISSION DETAILS:** The application is limited to a maximum of one page and should include a summary of the proposed activities, a description of the anticipated benefits, and a justification for the level and duration of requested support.

Applications will be accepted on a rolling basis and can be submitted to Mike McClean, Associate Dean for Research and Faculty Advancement ([mmcclean@bu.edu](mailto:mmcclean@bu.edu)). Applications will be reviewed by the Research, Education, Practice, or DEIJ Committee, as appropriate. The review committee will serve in an advisory capacity to the Dean, who serves as the final step in the approval process.

### **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 (i.e.,  $\leq 30^{\text{th}}$  percentile), or (b) a 'quick turnaround' funding opportunity.

**SUBMISSION DETAILS FOR FAST-TRACK FUNDING:** Applications are accepted on a rolling basis and should be submitted to Mike McClean, Associate Dean for Research and Faculty Advancement ([mmcclean@bu.edu](mailto:mmcclean@bu.edu)). 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 research awards must include details about the funder, funding mechanism, due date, and an explanation of why the application meets the criteria for fast-track funding. Note that citations are not counted toward the three-page limit.

- a budget and budget justification that includes an explanation of why the proposed pilot project cannot be conducted without the requested funds; and
- the summary statement and/or RFA, as applicable.

As for seed grants, 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 are for one year. Applications are reviewed by the Research Committee. Applicants are encouraged to discuss their application with their departmental representative to the relevant committee prior to submission.

### **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.

## 8. Grant Writing Program

The majority of our research portfolio at SPH, as well as some of our training programs and practice activities, are funded via external sources. The pursuit of grants and contracts is an essential part of what we do, providing the resources necessary for us to advance our mission. Recognizing that it is indeed a very competitive environment, and that grant writing is an acquired skill, we offer a grant writing workshop for faculty members, postdoctoral trainees, and research scientists at SPH.

The workshop is designed so that by the end of the 10-session program, each participant will have completed all scientific sections of their proposal. Grant writing skills are taught through a combination of lectures, peer feedback, and a mock study section. The workshop generally follows NIH grant proposal guidelines for R-series grants but participants who are working on non-NIH grant proposals are also eligible to participate.

A key feature of the workshop is to engage with a cohort of participants while sharing the experience of producing a competitive grant application. The schedule brings structure and accountability to the process of grant preparation, which for some can be one of the most challenging aspects of grant writing. Since peer feedback and peer support are core elements of the program, participants are expected to commit to attending sessions, meeting deadlines, and completing the program. Faculty, postdocs, and research scientists may participate in the workshop more than once, each time producing a new grant application.

The general timeline for the annual workshop is:

- **Information session.** Typically held in March. After the information session, faculty interested in participating are asked to complete a brief application that a) indicates their grant writing experience, b) provides a brief description of their proposal, and c) confirms their commitment to the program.
- **Pre-workshop sessions.** Typically held in April. Understanding that participants may be at different stages of developing their ideas, the purpose of these sessions is to discuss proposal ideas and help formulate research questions so that all participants begin the actual workshop ready to move forward with the development of their specific aims.
- **Workshop.** Ten 2-hour sessions typically held between May and July. The specific days/times are determined based upon the availability of workshop participants.

The most recent schedule for the workshop is available [here](#).

Please contact the [Associate Dean for Research and Faculty Advancement](#) with any questions.

## 9. Phased Retirement Program

### Overview

Our goal is for all of our faculty to enjoy a long, productive, and satisfying career at the Boston University School of Public Health (BUSPH). To that end, we provide a vibrant and comprehensive portfolio of faculty development programs that address the needs of our faculty members at every career stage, including retirement.

Under federal law, a faculty member is not required to retire based on the faculty member's age. Each faculty member makes their own decision about when to retire based on personal circumstances. When planning for retirement, faculty will want to consider issues related to health insurance and Medicare, social security benefits, tuition remission, and other benefits. The BU Office of Human Resources provides useful information to help navigate these particular **benefits issues**, as well as additional information about **resources** available to BU retirees.

A faculty member considering retirement should initiate the discussion with their department chair at least a year in advance. Faculty may choose to retire in any number of ways. One option is to formalize their plan by providing their department chair with a letter of resignation. The SPH Faculty Phased Retirement Program provides another option, intended to provide faculty with the flexibility necessary to plan their retirement in a manner that respects their contributions to BU, meets their needs during the pre-retirement period, and is aligned with the interests of the School.

Note that when a resignation is processed by BU Human Resources, it is technically only considered to be a "retirement" if the faculty member was age 55 or older and had 10 or more years of service (ie 10 continuous years of service after the age of 45) at the time of their retirement. This BU HR definition does not affect eligibility for this SPH program.

### Phased Retirement Option

Through the phased retirement program, primary faculty who intend to retire within three years or less may propose a plan for reduced engagement during the years preceding retirement. Primary faculty at SPH are normally expected to cover their salary via a mix of internally and externally supported activities, following the rubric for salary coverage described in the SPH Faculty Handbook. However, the phased retirement program provides the opportunity for faculty to customize a mix of professional activities, as agreed upon with the Chair and the Dean, outside of the standard salary coverage expectations. This approach provides faculty with increased flexibility to engage in activities such as unfunded scholarship, faculty mentoring, student advising, public health practice, service, and/or citizenship. The phased retirement plan is also expected to include



some amount of teaching, funded scholarship, and/or administration, structured in a way that is mutually beneficial to the faculty member and the School.

Recognizing that each faculty member's circumstances and preferences are different, it is expected that the proposed plans will vary both in overall effort and in type of engagement. For example, a faculty member could propose a gradual reduction to 75% effort in year 1, 50% effort in year 2, and 25% effort in year 3. In this case, a proposed plan might include teaching three courses in year 1, two courses in year 2, and 1 course in year 3, with the balance of time spent on externally funded research and/or activities that outside of this program would not be associated with salary coverage. As another example, a faculty member may propose to reduce to 50% for just a period of two years. In this case, a proposed plan might include teaching one course per year while also ramping down externally funded research, with the balance of time spent on activities that outside of this program would not be associated with salary coverage. These examples are just two of many possible scenarios, fully expecting that the mix of proposed activities will vary depending on the interests of the faculty member in balance with the mission and strategic priorities of the department and the School.

When developing a phased retirement plan, faculty will want to consider the implications for their BU employment benefits. A change in employment status from full-time to part-time is considered a qualifying change in status. Depending on how percent time changes, certain benefits may be affected. Faculty should consult [the Human Resources website](#) to obtain the most current information on the benefits implications of changing from full-time to part-time.

While participating in the phased retirement program, faculty are still eligible to benefit from the Faculty Incentive Program and their access to School and University resources (e.g. email, libraries, administrative support, etc.) will remain unchanged. Additionally, they will continue to have office space at SPH as per the [Principles Guiding Use of Space at SPH](#). Upon retirement from Boston University, faculty are eligible for the benefits described on the [Human Resources website](#).

## Application Process

A request for phased retirement plan should 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 level of engagement (% FTE) during each year preceding the proposed date of retirement, (b) a proposed mix of professional activities during each year of the pre-retirement period that broadly aligns with the proposed levels of engagement, and (c) a summary of the responsibilities that they intend to discontinue and will require alternative arrangements.

The expectation is that faculty members will continue their externally funded activities as part of the phased retirement plan. However, in some cases, given the particular nature of the funded activities, it may be acceptable to reassign externally funded activities if it would (a) allow the faculty member to better achieve their goals during the pre-retirement period, (b) benefit the career of another SPH faculty member, and (b) not jeopardize the success of the project.

## **Decision**

The Department Chair will review the merits of the proposed phased retirement plan. Within four weeks of receiving the request, the Department Chair will inform the faculty member of their 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 will be expected to follow their approved phased retirement plan instead of the SPH rubric for salary coverage and will retire from SPH on the agreed upon date. Once the agreement is made, the retirement date can only be delayed with the approval of the Dean. The faculty member retains the right to retire earlier if they wish.

A request may be denied based on merit in which case the written explanation will provide feedback intended to help the faculty member revise their proposed phased retirement plan so that it is of sufficient mutual benefit to them and to the School. After considering feedback, the faculty member may submit a revised request.

A copy of the faculty member's proposed plan, chair's recommendation, and Dean's decision letter will be kept as part of the faculty member's personnel file in the SPH Faculty Resources Office.

The SPH Faculty Phased Retirement Program will be reviewed periodically by the Governing Council.

## 10. 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/](https://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.

## 11. Boston University Resources for Faculty Support

Boston University has numerous resources available to faculty on both campuses. Please see [Section I.2. BU Faculty Resources](#) for more information.

## VIII. 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. Faculty Compensation

Faculty are a vital component of the SPH community, and equity in faculty salaries is consistent with our values and supports our efforts to advance the SPH mission. An equitable approach to setting salaries is necessary for hiring and retaining outstanding faculty members and for cultivating a diverse and inclusive community of educators and scholars.

In 2018, the **Dean's Task Force on Faculty Salary Equity** identified a set of principles to ensure that salary equity at SPH endures over time. According to U.S. federal law, employers *are not permitted* to compensate employees differently for jobs performed under similar working conditions requiring essentially equal skill, effort and responsibility. However, pay differentials *are permitted* when they are based on seniority, merit, quantity or quality of production, or other factors not related to discrimination. This recognition by federal law reflects the notion that **equity** in faculty salaries is not the same as **equality** in faculty salaries. With this key distinction in mind, the Dean's Task Force identified the following principles to guide our thinking on faculty salary equity:

***Principle 1. Certain factors may impact salary.*** Federal law recognizes that pay differentials *are permitted* when based on seniority, merit, quantity or quality of production, or other factors unrelated to discrimination. Operationalizing these factors in the context of SPH faculty, measures that may appropriately lead to differences in salary include: faculty rank (assistant, associate or full professor), time in rank, market forces, and merit. It is expected and justifiable that differences in faculty salaries will arise as a result of these factors.

***Principle 2. Certain factors should not adversely impact salary.*** Consistent with Federal Law, the following factors should never adversely impact an individual's compensation: gender, race/ethnicity, sexual orientation, place of birth; religion, gender expression, age, or disability. However, it may be appropriate to provide higher levels of compensation for faculty in cases where the intent is to meet our goal of recruiting and retaining faculty who come from groups that have been historically marginalized or underrepresented in academia.

***Principle 3. Accountability.*** The principles above should be applied uniformly and consistently. Accordingly, it should be possible to provide an objective basis for faculty salaries that deviate from salaries of other faculty at the same rank and comparable time in rank. This requires that factors influencing an individual's initial salary, as well as factors that contribute to subsequent salary adjustments, should be documented.

***Principle 4. Confidentiality.*** Consistent with policy and practice at Boston University, all faculty salary information is confidential and not made publicly available. Analyses, evaluation and adjustments of faculty salaries should consider individual characteristics but protects confidentiality.

These four principles guide our approach for setting and reviewing the salaries of faculty with primary appointments at SPH. Salaries are most often set and/or adjusted at the time of initial hire, at the time of promotion, and via annual increases following the Annual Faculty Review (AFR) process. Equity is considered at every stage as follows:

***Salary at the time of hire.*** When determining the salary to include in an offer letter, the first step is to review the salaries of faculty at the same rank and comparable time in rank, both within the department and school-wide. The ideal starting salary is one that falls well in line with the existing distribution. The realities of recruiting outstanding faculty require that we also consider market forces, such that it is occasionally necessary to offer a higher salary to be competitive.

***Salary at the time of promotion.*** There is no standard set amount for the percent increase received at the time of promotion. Broadly, the modal increase tends to be approximately 10-15%, but can vary depending on the review the salaries of faculty at the same rank and comparable time in rank, both within the department and school-wide.

***Annual increases following the AFR process.*** Each year, the University approves a pool of funds that may be allocated for salary increases effective July 1. The pool may vary from year to year but is typically an amount equal to 2.5-3% of all SPH faculty salaries. This pool includes funds to reward merit as well as funds to address equity issues that emerged during the previous year, potentially due to new hires and/or promotions.

With this approach, the goal of maintaining salary equity is a year-round effort. Additionally, it is also important to periodically conduct a more comprehensive school-wide assessment. To that end, the Dean's Task Force proposed a rigorous analytical framework that is used to systematically evaluate faculty salary equity every three years. This **assessment** process started in 2018, followed by 2021, and so forth.

The subject of overbase pay requires special mention in a conversation about equity and faculty compensation. There are only three circumstances where SPH faculty are approved to receive overbase pay, i.e. compensation above and beyond their annual base salary. The first is via the faculty incentive program, which allows up to 25% of the reward payment to be taken as additional compensation. The second is for developing a module for the OLMPH program, which allows compensation to be taken as overbase if the faculty member is fully covered. The third is for honoraria received from a source within BU but outside of SPH (ie from another college/school or BUMC/CRC administration) up to a maximum of \$1,000. Otherwise, as described in **Section V.2**, compensation for activities conducted elsewhere within BU but outside of SPH (e.g. teaching a course at another BU school or college, or serving in an administrative role at the campus or



university level) is applied toward the SPH salary coverage and is not paid directly as overbase.

Recognizing that equity is a product of an institutional culture that values fairness and is non-discriminatory, the principles and approaches described above guide our on-going process of assessment, reflection, learning, documentation, and adjustment. As we work to promote equity within and across our local and global communities, we similarly work to ensure the same within our community at SPH.

### 3. 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 to clear deficits in other accounts or 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 up to \$4,000 of discretionary funds per year to other faculty members (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. Individual discretionary accounts are closed upon the faculty member's departure or retirement from SPH; however, faculty are welcome to direct their remaining funds to one or more of the following "Faculty Support" accounts that best align with their own priorities:

- Faculty support for Student Scholarships
- Faculty support for Staff Awards and Professional Development
- Faculty support for Early Career Faculty
- Faculty support for Pilot Award Program

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. In cases where Emeritus faculty require funds to support their continued engagement with SPH, they are welcome to reach out to the Dean to request the necessary support.

### **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.

## 4. External Professional Activities

As per the BU Faculty Handbook, faculty are allowed to engage in external professional activities provided they comply with the [Conflict of Commitment Policy](#). By definition, this policy refers to activities that are external to BU, and as per the policy: "Faculty may not use University resources (including but not limited to funds, facilities, and equipment), personnel (including students and University employees), confidential information, or indicators of University endorsement in connection with External Professional Activities except in a purely incidental way." 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 direct funds earned via external activities toward supporting activities at SPH, then after they receive payment directly (with no BU involvement), the faculty member may donate the funds through our SPH Development Office. However, all donations must comply with the University's [Gift Policy and Crediting Manual](#). In particular, this policy "prohibits the use of donated funds (or substituted equivalent amounts from institutional funds) to fund any or all of the employee/donor's salary." It also states that "contributions can not be set aside for the specific use of a person or persons but can be directed to a specific department, program, or research area."

Please contact the [Associate Dean for Research and Faculty Advancement](#) with any questions about external professional activities.

## 5. 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, SPH strives 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, there are few 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.

In the majority of cases, IPAs for faculty (new or renewal) are approved up to a maximum salary coverage of 20% FTE per faculty member. The need for this restriction is driven by the fact that every IPA is equivalent to a grant with a 0% indirect rate. This approach is intended to represent a compromise in the spirit of fairness and consistency, still allowing support from IPAs to represent a portion of the external funding portfolio.

SPH staff are not eligible to be supported via IPAs. There are many administrative, financial, and legal complexities associated with supporting staff via IPAs.

The BU Office of Sponsored Programs form for initiating an IPA for SPH faculty is available at [bu.edu/researchsupport/formsandpolicies/form-library/](https://bu.edu/researchsupport/formsandpolicies/form-library/).

## 6. 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, are eligible for sabbatical leaves (with the exception of associate deans and department chairs, who are not eligible for sabbatical while serving in their leadership roles). 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 proposed plan for covering their teaching, advising, administrative, and service responsibilities that they plan to relinquish during their absence, and (c) a detailed summary of their salary coverage that will be supported by external sources (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 while also considering the feasibility of the proposed plan for covering the faculty member's teaching, advising, administrative, and service responsibilities during the sabbatical. If necessary, the chair will work with the faculty member to revise their sabbatical request to reflect the updated plan for covering these responsibilities.. 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 Research and Faculty Advancement 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.

#### **c. Personal and Family Leaves**

Qualifying personal and family leaves may be paid or unpaid, depending on the circumstances. The policy at Boston University incorporates the provisions of the Family and Medical Leave Act (FMLA), the Massachusetts Paid Family and Medical Leave Law (PFML) and other relevant federal and state personal and family leave laws, and presents the University's general service eligibility requirements for and specific details of each leave type. For more information about the leave policies, see [bu.edu/handbook/leaves-absences/faculty-personal-and-family-leave-policies/](https://bu.edu/handbook/leaves-absences/faculty-personal-and-family-leave-policies/).

Personal and family leave benefits are administered by Matrix Absence Management. For more information about how to access leave benefits, see [bu.edu/hr/lifebu/paid-family-and-medical-leave/for-full-time-faculty/how-to-access-benefits-faculty/](https://bu.edu/hr/lifebu/paid-family-and-medical-leave/for-full-time-faculty/how-to-access-benefits-faculty/).

## 7. 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://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://bu.edu/ombuds/).

## 8. 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 to the SPH Associate Dean for Administration and Finance who will assess the implications and confer with the Dean.
3. Faculty and director-level staff (central or departmental) operating on premises at least 3 days a week should have individual offices.
4. Non-director level staff (central or departmental) and faculty operating on premises less than 3 days a week, or who do not need a private office to carry out the core duties and responsibilities of their roles should have access to appropriate shared space.
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 workstation in shared offices that are optimally configured for this purpose.
7. Insofar as possible, we will preserve the 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 needs, we want to make sure that we do not have redundant conference room space to ensure sufficient office and workspace.

### Space Assignment

The Associate Dean for Administration and Finance assigns overall office space to departments. Individual assignments of personnel to particular offices/cubicles are managed by departmental chairs/unit heads and directors of administration. The Associate Dean for Administration and Finance, as well as Occupational Health and Human Resources may be consulted for recommendations as needed.

### Access

Access is authorized by each department adhering to campus safety guidelines as well as Campus Planning and Operations protocols and procedures.

### Operations & Maintenance

- Ongoing Operations & Maintenance are funded by central budget resources and will include standard general office infrastructure repairs, maintenance painting, cleaning, except when the Department has applied non-standard office furniture, finishes, fixtures or equipment with no prior approval from the Associate Dean for Administration.
- Office spaces are initially outfitted with a standard set of furniture funded centrally by the School. Changes or upgrades to the standard set of furniture due to PI preference is the responsibility of the PI and as such must be funded accordingly by that PI's discretionary account.
- Each department is responsible for funding of approved equipment, supplies, etc., that are not identified as a larger School project or expense, yet are a preference of the requesting department. Whenever such preferences apply to a specific PI, the latter bears the costs through their discretionary account.

### Costs

- All costs associated with setting up a standard office with standard equipment/furniture (as highlighted in the description of single occupancy/shared occupancy office section below) for a new faculty/staff are borne by the School.
- All costs associated with additional (by choice) equipment and furniture beyond the standard (described below) are borne by the individual requesting PI through their discretionary account.

### Inventory

Space inventory is maintained by the Director of Facilities and Building Operations utilizing the Physical Planning & Space Management system. Requests for space inventory information can be made by contacting [mkoehler@bu.edu](mailto:mkoehler@bu.edu).

### Single-Occupant Faculty/Staff Offices

All single-occupant Faculty/Staff Offices contain:

- Desk, with drawer storage or small file cabinet
- Task Chair
- Landline phone
- Computing equipment

Items that may also be included are:

- File Cabinet Storage
- Wall shelving or bookcases
- Meeting table and seating (optional, and based on office size)

Any faculty/staff seeking to bring into the office other furniture items beyond the above, even if at no cost to the School, must receive approval from the Associate Dean for Administration or Finance in order to do so in order to remain in compliance with fire codes and other legal requirements. The request for approval may be sent via email with a succinct business rationale substantiating the need to bring such other furniture into the office.

### **Shared Faculty/Staff Offices**

All shared Faculty/Staff Offices contain for each personnel:

- Desk with personal storage
- Chair

Shared resources may include:

- File Cabinet Storage
- Wall shelving or bookcases
- Land line phone for each occupant
- Computing equipment

Items that may also be included:

- Meeting table and seating is optional, and based on office size.

Any faculty/staff seeking to bring into the office other furniture items beyond the above, even if at no cost to the School, must receive approval from the Associate Dean for Administration or Finance in order to do so in order to remain in compliance with fire codes and other legal requirements. The request for approval may be sent via email with a succinct business rationale substantiating the need to bring such other furniture into the office.

### **Protocol to outfit offices:**

- When possible, vacant offices may necessitate being properly outfitted as highlighted above to accommodate new faculty/staff.
- Departmental Directors of Administration in collaboration with Departmental Chairs determine which offices to assign to new faculty/staff, whether to displace existing occupants based on actual office usage etc.
- Whenever displacement of a current occupant is necessary, it is the responsibility of the department's Director of Administration to coordinate accordingly with the Director of

Facilities and Building Operations so that pre-existing items are appropriately removed or disposed of. Furniture may not be placed outside of an office setting, as it may potentially cause entry or egress blocking or other fire code/legal violations. The Director of Administration works with the Facilities Director to create an FSR so that items may be removed or disposed of.

- Items such as books, office supplies and personal effects should be removed and appropriately disposed of by the existing occupant of the office being vacated. In order to minimize the burden, it is highly recommended that only necessary, work-related items be kept in any occupied office. Personal effects within an office setting should be kept to a minimum.
- Assembly and dissembling of furniture necessitate an FSR creation by the department's Director of Administration upon communication with the Director of Facilities and Building Operations. If items need to be relocated, the FSR should include the new location where the items are to be placed and/or assembled. Union custodians are assigned to service each FSR. Should a request entail moving items that are significantly larger than usual, typically a team of four custodians for a four-hour shift is assigned, commensurate with provisions of the collective bargaining agreement (CBA) which custodians are members of.
- Whenever existing furniture becomes damaged beyond appropriate use, new furniture replacement becomes necessary. In such cases, the Director of Administration works closely with the SPH Director of Facilities and Building Operations in order to engage a BUMC designer in selecting furniture approved by Kimball lines. FSR creation in order to request a new furniture must thus be submitted by the Director of Administration in collaboration with the Director of Facilities and Building Operations. It is likely that a designer as well as a sales representative/consultant would then further engage with the Director of Administration of the respective department in order to measure the impacted space and size up the necessary furniture.
- Additionally, furniture may be selected from the BU Guide marketplace. Generally, WB Mason is the general material provider. Each selection made must be shared by the departmental Director of Administration with the Director of Facilities and Building Operations. While WB Mason provides shipping, assembly is not always guaranteed. Further, some items may not require assembly. For instance, desks that are 48" or less are shipped by WB Mason in a flat box, while larger desks arrive assembled. An FSR must be submitted by the Director of Administration, upon consultation with the Director of Facilities and Building Operations to ensure appropriate assembly for any furniture arriving in a box (i.e. unassembled).
- Regardless of vendor, there are limitations to what can be purchased, adhering to considerations such as a commercial building/application, fire rating certifications as well as durability rigor. To that end, the Director of Administration must render the SPH Director of Facilities and Business Operations aware of any non-BU approved vendors/designers (e.g. purchasing items from HomeGoods or Pier One, etc.).

Any questions or concerns not addressed through the information provided in the sections above may be directed to the SPH Director of Facilities and Building Operations or to the Associate Dean for Administration and Finance.

## 9. Building Research Teams

As faculty members grow their research portfolios over time, there are increasing opportunities (and need) to engage students and research staff. Importantly, the process of ensuring that there is enough “help” to support a growing portfolio starts when the faculty member drafts their project budget. A common pitfall is to insufficiently allocate funds to students and research staff who will conduct the day-to-day activities of a project. This tends to result in an inefficient use of project funds and increases the burden on the principal investigator.

Ideally, efficient research teams are designed so that project tasks and their associated costs are well matched to the skill level required to complete them. For example, the budget will be strained if funds are used to support a faculty member to conduct routine tasks that could instead be completed by a research scientist. Similarly, it will cost more to fund a post-doc to conduct routine tasks that could instead be completed by a masters student. And while sometimes it may be useful to hire a data analyst or data manager, often faculty opt to engage the Biostatistics and Epidemiology Data Analytics Center (BEDAC) for data services. The following sections provide an overview of options for building research teams and meeting project needs.

### a. Research Staff

There are two broad categories of research staff: those in the Academic Research Job Family (ARJF) and those in Non-Academic Support Positions.

The ARJF category is characterized by “specialized support,” where an individual is hired because their skills align with specific research needs in a specific research area/project. The job does not need to be posted through the HR website or undergo HR evaluation for compensation, although some hiring managers choose to undergo the HR courtesy posting process. Decisions about hiring and compensation are made by the faculty member who serves as the PI/hiring manager, with approval from the department chair and Dean, via an offer letter from SPH, provided that the PI has sufficient funds available (via external sources, development funds, and/or discretionary funds).

#### Job titles in the Academic Research Job Family (ARJF)

	Research Fellow	Postdoctoral Fellow	Postdoctoral Associate	Senior Postdoctoral Associate	Research Scientist	Senior Research Scientist
Requirements	Master’s degree or equivalent	PhD or equivalent	PhD or equivalent	PhD or equivalent + at least 3yrs	Typically PhD or equivalent	Typically PhD or equivalent



				post-PhD experience		+ at least 5 years at the Research Scientist level (or equivalent)
Funding	Research grants, development funds, and/or discretionary funds	Training grant (e.g., T32) or fellowship (e.g., F32) and supplemented by non-federal funds	Research grants, development funds, and/or discretionary funds			
Purpose	Support research programs under the direction of a faculty supervisor	Engage in a defined period of research training under the direction of a faculty mentor			Support research programs under the direction of a faculty supervisor	

In contrast, Non-Academic Support Positions are characterized by “broader/general support” and includes job titles such as Research Assistant, Research Coordinator, Project Manager, Data Analyst, and

Data Scientist. For these positions, an individual is hired through BU HR, following the same protocols as administrative support positions. HR posts the job for at least 5 business days and HR Compensation comps the job based on the position description provided by the hiring manager, whereby apportionment of core duties and responsibilities and scope thereof guide the benchmarking process. The hiring decision is made by the faculty member, communicating the selection to HR whose recruiters are ultimately responsible for extending the formal offer. As with research positions in the ARJF category, funding is from research grants, development funds, and/or discretionary funds.

#### **b. Biostatistics and Epidemiology Data Analytics Center (BEDAC)**

**BEDAC** is a school-wide service center at SPH that offers a menu of state-of-the-art data services including informatics, analytics, clinical trial management, research data storage service, statistical and epidemiological analysis, data management, project management, web application

development, and other technology services crucial to conducting translational, clinical, and basic research. Faculty can engage BEDAC to provide support services tailored to their research needs via a service-center model. This can be an attractive alternative to hiring full-time research staff to provide these services, which would include the additional responsibility of training and managing staff, as well as assuming responsibility for adherence to best practices. To explore the possibility of engaging BEDAC in research, faculty are welcome to complete a [Proposal Request Form](#) and/or reach out to [BEDACprp@bu.edu](mailto:BEDACprp@bu.edu).

### c. Doctoral Students

At SPH, PhD students are generally funded under one of two mechanisms: as pre-doctoral training fellows funded via NRSA institutional training grants (ie T32) or individual fellowships (ie F31), or as graduate research assistants (GRAs) funded via faculty research grants. Importantly, regardless of funding mechanism, a PhD student's time is spent engaging in a combination of research activities and academic training activities (eg coursework, dissertation research, seminars, etc).

For pre-doctoral training fellows, the costs of full-time support should be budgeted to the maximum that is allowed by the grant. Since these mechanisms typically cap the stipend at the NIH pre-doctoral limit and cap the amount of tuition support, SPH provides the additional support necessary for these students to receive the full 12-month SPH stipend and full tuition.

For GRAs, 100% of the 12-month stipend and fringe is supported by external funding. In these cases, SPH provides the additional support necessary to cover full tuition, health insurance, and fees. While the grant covers 100% of the PhD student's stipend, it is acknowledged that the student should spend a maximum of 20 hours per week strictly on research activities. This allows them to allocate at least 20 hours per week to academic training activities. Ideally, these are not mutually exclusive categories of activity but rather integrated and synergistic to the extent possible. As a PhD student progresses through the program, the research activities and training activities often converge to become one and the same. NIH recognizes the dual role of students as both trainees and employees on research grants (i.e., R/P/U series grants). The rationale is that the research experience will further their training and support the development of skills critical to pursue careers as independent investigators or other related careers (Uniform Guidance [200.400f](#) and the NIH policy memo, [NIH-OD-15-008](#).)

Funding from faculty and/or department discretionary accounts may also be considered as sources of support for PhD students; however, in such cases, the details of the plan for providing full support to the student must be approved by the Associate Dean for Education.

Faculty supervisors should be aware that full-time PhD students are eligible for **paid vacation**, paid accommodation for **childbirth and adoption**, and have access to a wide range of offerings through the Boston University **Office of Professional Development and Postdoctoral Affairs**, including **professional development grants** to support training outside of Boston University, **teaching resources**, and **wellness and community resources** to support living in Boston, wellness programming, and more.

#### **d. Master's Students**

Master's students at SPH are often eager to engage in research opportunities during their program. While full-time positions are posted as described in the section on Research Staff above, part-time opportunities can be advertised via the **Career and Practicum Office (CPO)**. The CPO can share examples of part-time job descriptions, help connect you with students interested in your research topic, and post the opportunities on **Handshake** (our student job board). The CPO can be reached at SPHCareerOffice@bu.edu.

#### **e. Undergraduate Students**

The most common approach for engaging BU undergraduate students is via the **Undergraduate Research Opportunities Program (UROP)**. UROP connects BU undergraduate students with funded, faculty-mentored research projects. The engagement can be on a volunteer basis, for a stipend, or for academic credit. Faculty are encouraged to see [bu.edu/urop/mentors/](https://bu.edu/urop/mentors/) for information for mentors, including how to post a research opportunity.