Principles Regarding Interactions between ColoradoSPH Units
Regarding Faculty Appointments
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Introduction:

This document outlines principles intended to improve the alignment of the goals and procedures of the Colorado School of Public Health Units (e.g., Departments, Centers) regarding faculty with academic appointments (at Instructor, Assistant, Associate and Professor ranks, regardless of track) whose scope of work / responsibilities reside(s) in more than one such Unit. Departments are core to academic infrastructure, providing an institutional discipline-based "home" for faculty and students. Centers are typically mission-driven, providing a focus for multidisciplinary research or for delivery of particular services. Centers draw on faculty from one or more departments and may be the principal locus of activities for some faculty members. Thus, any decisions, whether academic or financial, related to such faculty need to be based on documented tripartite agreements between faculty members, Department Chairs and Center Directors.

The development of this document was motivated by the need to have clear principles for handling academic and financial issues related to faculty members that arise from their dual roles in both Departments and Centers.

Rationale:

"*The university of the 21st century is a horizontally integrated academy where the generation of human and intellectual capital thrives on collaboration and interaction across traditional academic disciplines. To achieve this multidisciplinary culture without academic impediments requires that the campus re-examine how departments, divisions, schools, and campus units approach their traditionally vertical education and research missions*" (UCSD *Best Practices and Guidelines for Multidisciplinary Appointments, 2*007).

The continuing evolution of the academic enterprise in the direction of multidisciplinary scholarship requires an expanded set of considerations for faculty appointments, advancement, performance evaluations and financial support, beyond existing disciplinary-based approaches. These considerations need to acknowledge that faculty development takes place in multiple venues that extend beyond departmental boundaries and that a unit outside of a department may be the primary locus of academic responsibilities for some faculty members. Additionally, absent clear guidance on how to handle interactions of Departments and Centers around faculty members, roles and responsibilities for fostering faculty development may be uncertain. Tension and confusion may arise as a result, and most importantly, opportunities may be lost for synergism in mentoring and developing faculty members across their careers.

Goals: This document provides a framework for generation of policies and procedures related to faculty members whose activities and responsibilities occur in a Center in addition to their Department. The document is intended to:

- Clarify the roles of Departments and Centers regarding appointments, advancement, performance evaluations and salary/financial support for faculty members whose activities and responsibilities reside in more than one Unit;
- Protect those faculty members from excessive workloads and possibly conflicting expectations reflecting the demands of multiple Units;
- Assure that expectations from the involved Units regarding research, teaching, practice and service are clearly articulated, fair, and agreed upon in advance;
- Ensure that the interests and priorities of both Departments and Centers are taken into consideration;
- Assure that all participating Units closely collaborate to ensure that the faculty member can develop his/her career and successfully attain promotion/tenure.

Principles:

- When an appointment involving two or more Units (e.g., a Department and a Center) is initiated, <u>regardless of whether for a new recruitment or a current faculty member,</u> an agreement between the units is produced and signed by heads of the units involved as well as the faculty member and the Dean. This may take the form of a Memorandum of Agreement (MOA), which will be appended to the new or existing Letter of Offer as an addendum. The MOA should address the following topics:
  - implementation of processes and procedures related to the faculty member's academic life, including responsibilities for mentoring, career development and procedures for performance evaluations; teaching; leadership and service assignments, as well as access to/provision of resources such as logistical support, space and equipment.
  - administration of extramural funds, including pre- and post-award support (funds may be managed by more than one unit); allocation of indirect cost returns under the existing protocols of the School of Public Health; salary commitments of each Unit;
  - commitment of sources of salary support and the length of commitment, if applicable, and the conditions under which the allocations may change. A joint process for sharing salary coverage and a clear timeline for notification of a change in support between the Center and the Department should be established and specified in the MOA.
  - how often and when the MOA will be reviewed and updated (e.g., at the time of the annual faculty evaluation, at the time of promotion/tenure, whenever changes are necessary, etc).
- Both the Department and the Center related to a faculty member need to collaborate to develop a career development and mentoring plan that assures appropriate attention to growth and advancement.
- According to the By-laws of the Colorado School of Public Health and per the University of Colorado,

Departments hold responsibility for the annual evaluation and the required scoring of each faculty member. However, for faculty members with roles in more than one Unit, the annual review process would be most appropriately completed collaboratively by the Department Chair and Center Director. The annual performance review is a time for the Department Chair, Center Director and faculty member to document and sign off on the plan for the next year (e.g. percent time/effort teaching, changes in responsibilities for service, responsibilities for salary coverage, salary increase decisions, bridge funding, readiness for promotion/tenure, etc).

- Performance evaluations and other academic reviews (e.g., mid-term, promotion) should acknowledge the faculty members' commitments to serving more than one Unit.
- The faculty member who serves more than one Unit should be supported and encouraged by the involved units to become involved in the life of their Department, Center, School, and broader academic community. This includes appropriate participation in faculty meetings, opportunities to contribute leadership and service activities, inclusion on regular communications, unit web pages, and the campus directory (which should identify all relevant units for the faculty member). At the same time, Units should work together to ensure that faculty members are not excessively burdened with service expectations.
- Units should collaborate to ensure that faculty members who serve more than one Unit have access to resources comparable to those whose activities reside in one Unit. Examples of such resources are mentors, space, IT and research administration support, equipment, funding, and access to graduate students.
- Faculty members with both Department and Center responsibilities play an active role in facilitating the effective collaboration between Units and the implementation of these principles. If the faculty member becomes aware of issues or concerns related to their multiple roles, they should bring these to the attention of their Department Chair and Center Director in a timely manner. The Unit heads will then work together to address the issue, further engaging the Associate Dean for Faculty Affairs only if the issues cannot be satisfactorily resolved by Unit leaders.

This document articulates general principles for interaction among the organizational Units in question. Memoranda of Agreement between or among them should seek to reflect these core values. However, it represents a statement of <u>least</u> restrictive expectations wherein actual agreements among Centers and Departments may embody more specific terms and conditions that define the operational aspects of their relationships.