

Agenda

- **Welcome**

Hee-Young Park, Dean *ad interim*

- **Distinguished Faculty & Staff of the Month**

Presented by: Emelia Benjamin, Associate Dean, Faculty Development *ad interim*

- **CAMED Bylaws: *Vote***

Hee-Young Park, PhD, Dean *ad interim*

- **LCME Update**

Priya Garg, MD, Associate Dean, Medical Education

- **Safety, Security & Preparedness**

Kelly Nee, VP Safety, Security & Preparedness

Anastasios Giannopoulos, Deputy Chief, Division of Public Safety

- **Disability Services**

Dawn Sousa-Hearn, Director, BU Disability Services



Distinguished Faculty of the Month



Distinguished Staff of the Month

- **Nominated by Faculty, Staff or Students**
- **Selected by the School's Awards Committee**

Distinguished Faculty of the Month

April 2026



Marc R. Laroche, MD, MPH
Associate Professor of Medicine (GIM)

- **Nationally recognized researcher in health services addiction & highly sought after as a collaborator and mentor.**
- **Stands out for his dedication to the holistic development of his mentees.**
- **Dedicated to mentoring research fellows and junior faculty in GIM and Family Medicine.**

Distinguished Faculty of the Month

May 2026



Simeon D. Kimmel, MD, MA
Assistant Professor of Medicine (GIM)

- **Exceptional addiction medicine and infectious disease researcher.**
- **Consistently prioritizes mentorship through his work.**
- **Quote from trainee: “*Dr. Kimmel has been monumental to development of our clinical research skills and stands as a role model within the research community.*”**

Distinguished Faculty of the Month

June 2026



Liberty G. Reforma, MD
Assistant Professor of Obstetrics & Gynecology

- Utilizes every opportunity to teach and discuss key topics in OB/GYN to medical students.
- Applies both patient-centered and learner-focused approach to ensure mentees understand not just the “what” but the “why” behind clinical decisions.
- Encourages independent thinking while providing thoughtful guidance when encountering challenging cases.

Distinguished Staff of the Month

April 2026



Jonathan Waldo, LMHC
Associate Director, Clinical Training
MA in Mental Health Counseling & Behavioral Medicine

- **Meets individually with students, gauges their interests, and guides them to create sites of interest.**
- **Contributes the Program in ways that went above and beyond his official role.**
- **Always has a smile on his face, is happy to see his colleagues and students and adds light to those of us feeling less motivated on any given day**

Distinguished Staff of the Month

May 2026

Ethan Gaston
Operations Manager,
Animal Science Center



- **Consistently demonstrates professionalism, diligence, attention to detail and pride in his work. He is kind and empathetic and truly cares about the animals under his care.**
- **Comes in early to help with procedures or animal care and stays late to assist with animal care.**
- **One of the hardest working, dedicated and compassionate individuals.**

Distinguished Staff of the Month

June 2026



Ronald Soulliard
Manager, Information Technology
Framingham Heart Study

- **Played a key role for the renewal of BU contract to provide funding to continue the Framingham Heart Study.**
- **Tireless efforts has helped FHS reach a critical milestone.**
- **Maintained the highest level of professionalism with everyone involved**

Key Changes in the Bylaw

- BU School of Medicine to BU Chobanian & Avedisian School of Medicine (School)
- GMS Faculty Membership: Graduate Educators and Mentors (GEMS) Membership
- Added Technical Standard Committee under MD Committees
- Removed GMS Faculty Senate

LCME Accreditation: Countdown to 2027 Survey Visit

Priya Garg, MD
Faculty Accreditation Lead

Site Visit Dates: February 1-3, 2027



Boston University Chobanian & Avedisian School of Medicine



What is the LCME?



**an accrediting body for MD degree
medical education programs**



**ensures medical schools meet
established standards for educational
quality, institutional structure, and
performance**

site visits of programs occur approximately every 8 years

Timeline

Preparation (DCI draft and ISA completed)

Self Study (Jan-April 2026)

Revise Documents, Consultant Review (May-Sept)

Mock Site Visit (Sept 2026)

Final DCI Submission to LCME (November 2026)

School Activities

- **Collection of information/data for elements**

- Data Collection Instrument (DCI)
- Student survey

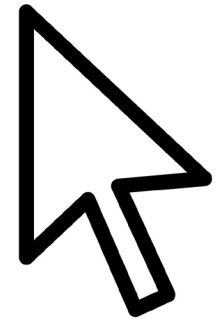


- **Analysis of data/information by institutional stakeholders**

- Self-study committee reports
- Self-study summary report
- Independent student analysis



- **Institutional judgments of performance related to elements/areas of strength and challenges**



Independent Student Analysis

Thank you to the students!

BRENT LEUNG (CLASS OF 2028)
MARCIA RUTH-NDEGE (CLASS OF 2028)
STUART SOMMERS (CLASS OF 2028)
TIOLUWA AKINJAIYEJU (CLASS OF 2028)
JACKSON SMITH (CLASS OF 2028)
JAMES EHLERS (CLASS OF 2028)
HARSHITA PATTAM (CLASS OF 2029)

PAULINE YANG (CLASS OF 2029)
LYDIA ZAMIDAR (CLASS OF 2029)
BRIANA LE (CLASS OF 2029)
GABRIELA COMPTDAER (CLASS OF 2027)
PAUL KARIM (CLASS OF 2027)
KEVIN SENANANAYAKE (CLASS OF 2026)
AMOS MWAURA (CLASS OF 2026)

Faculty Advisor: Shannon Fisher

Boston University Chobanian & Avedisian School of Medicine



Strengths

- **Strong Student-Faculty-Administrative Relationships**
 - accessibility and responsiveness of its administrative leadership
- **Commitment to Health Equity and Social Responsibility**
 - The school's mission to produce **socially responsible physicians** is highly reflected in its curriculum and perceived as a major strength by students
- **Effective Curricular Design and Clinical Preparation**
 - 94% of students find the pre-clerkship workload manageable
 - 95.4% of students satisfied with clerkship quality.
- **Safety**
 - A vast majority of students feel safe and secure on the medical campus (95.7%) and at clinical sites (94.6%)
- **Research Opportunities**
 - 90.3% of students agreeing they have access to research opportunities

Areas for Improvement

- **Assessment Consistency**

- 20.6% of M4 students disagree that **summative assessments are clear and consistent**, often due to variations in how different clinical sites and instructors interpret the standardized rubrics

- **Feedback Quality**

- lower satisfaction with both the **amount and quality of formative feedback** during clerkships compared to the pre-clerkship phase, with about 15.9% of M4s expressing dissatisfaction

- **Clinical and Technological Preparedness**

- Over 20% of students disagree that the pre-clerkship curriculum adequately prepared them to **navigate the HER**
- 36.5% of M4s disagree that the curriculum **prepared them to leverage AI**

- **Elective Advising**

- 24.6% of M4 students finding the **system for advising on elective choices ineffective**



Standard 1

- 1.1 Strategic Planning and Continuous Quality Improvement (CQI)





- **The strategic plan** is the "roadmap" for the future and **Continuous Quality Improvement (CQI)** is the constant "check-up" system for its current performance
- **What is a Strategic Plan?**
 - It is a written document that establishes the school's **short-term and long-term goals**.
 - It defines what the school wants to accomplish and describes the specific process used to develop those goals, often in coordination with a larger university or health system

Strategic Plan 2024-Revised September 2024

Frontline Medicine & Science: 2025 and Beyond

Mission

- The school cultivates the educational, intellectual, professional and personal development of exceptional students, trainees, staff and faculty from varied backgrounds who are deeply committed to innovation in health sciences education, research and training, the study and practice of medicine, and promotion of health and wellbeing of all communities.

Vision

- The school leads locally, nationally and globally in education, research, patient care and optimal health access and outcomes for all.



- Excellence
- integrity
- Service
- social justice
- Respect
- full participation
- Curiosity
- community engagement
- culture of collaboration,
- continuous improvement
- belonging for all.

1. Provide a **learning environment** that fosters the well-being of students, trainees, faculty and staff while supporting innovation in teaching, learning, discovery and patient care.
2. **Educate** learners to provide transformative science, medicine and pedagogy
3. Build a world-class, collaborative **research** ecosystem that drives innovation, enables breakthrough science, and strengthens infrastructure across disciplines and partnerships.

4. Provide a model for equitable, high-value, evidence based, **patient-centered care** at Boston Medical Center (BMC), Veterans Affairs (VA) Hospitals and other affiliated organizations and learning environments in our health system.
5. Continue to invest wisely in **technology and library resources** to facilitate learning, teaching and discovery.
6. Provide **campus space** that inspires innovative teaching, effective learning and exceptional research
7. Expand **development initiatives** to build a sustainable foundation for our future.

Self Study Committees

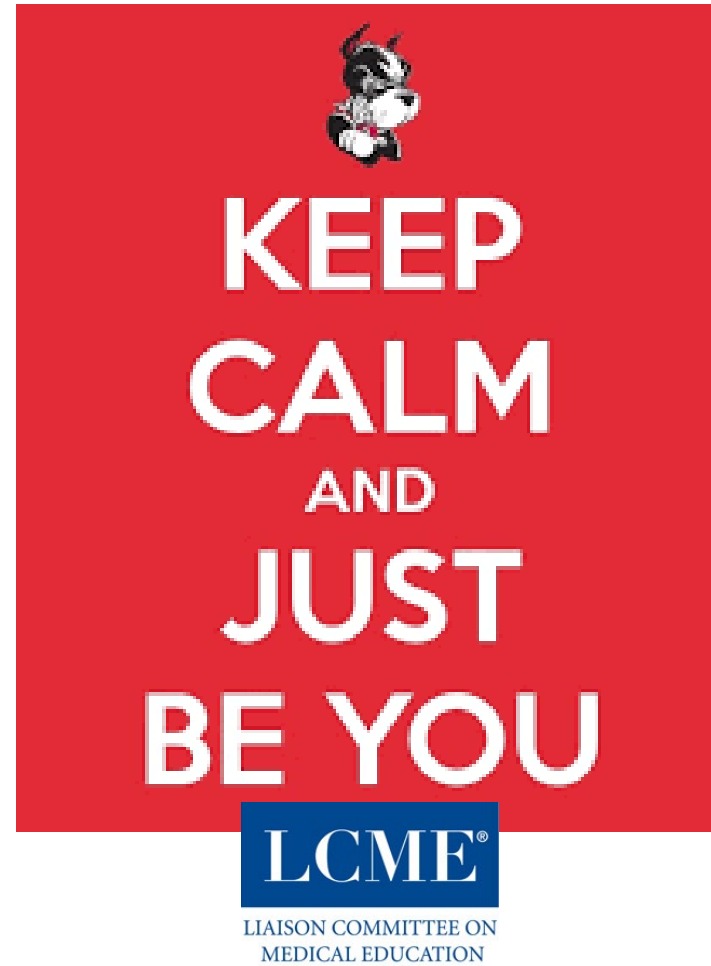


Self Study Committees

- SS 1: Institutional Setting (Standards 1, 2, and 5)
- SS 2: Educational Program (Standards 6, 7, and 8)
- SS 3: Assessment and Learning Environment(Standards 3 and 9)
- SS 4: Faculty (Standard 4)
- SS 5: Medical Students (Standards 10, 11, and 12)

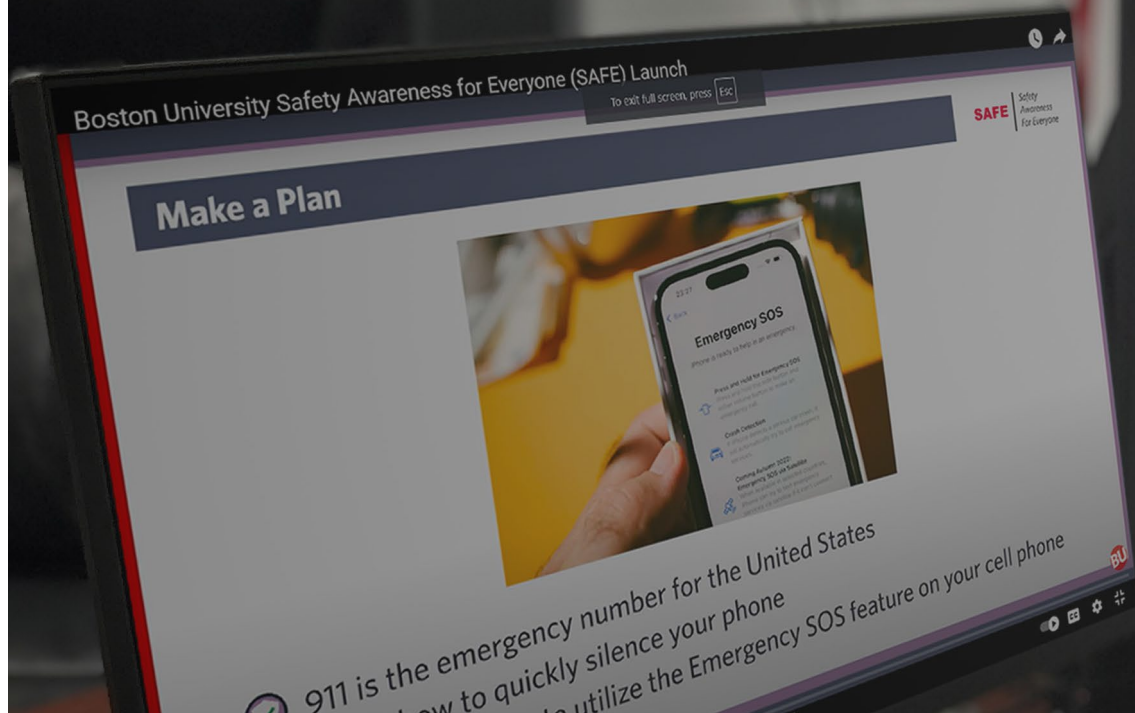
Goals of the Self-study

- Institutional assessment of how well the expectations of each element are being met
 - Schools are expected to identify strengths and challenges/areas needing improvement.
- This allows schools to prospectively develop plans and strategies to address problem areas before the visit and, if possible, implement change
- A good self-study is when the findings of the school and the survey team are consistent
- A self-study is most useful when it meets multiple purposes (not just accreditation)



SAFE

*Safety
Awareness
For Everyone*



Training Goals

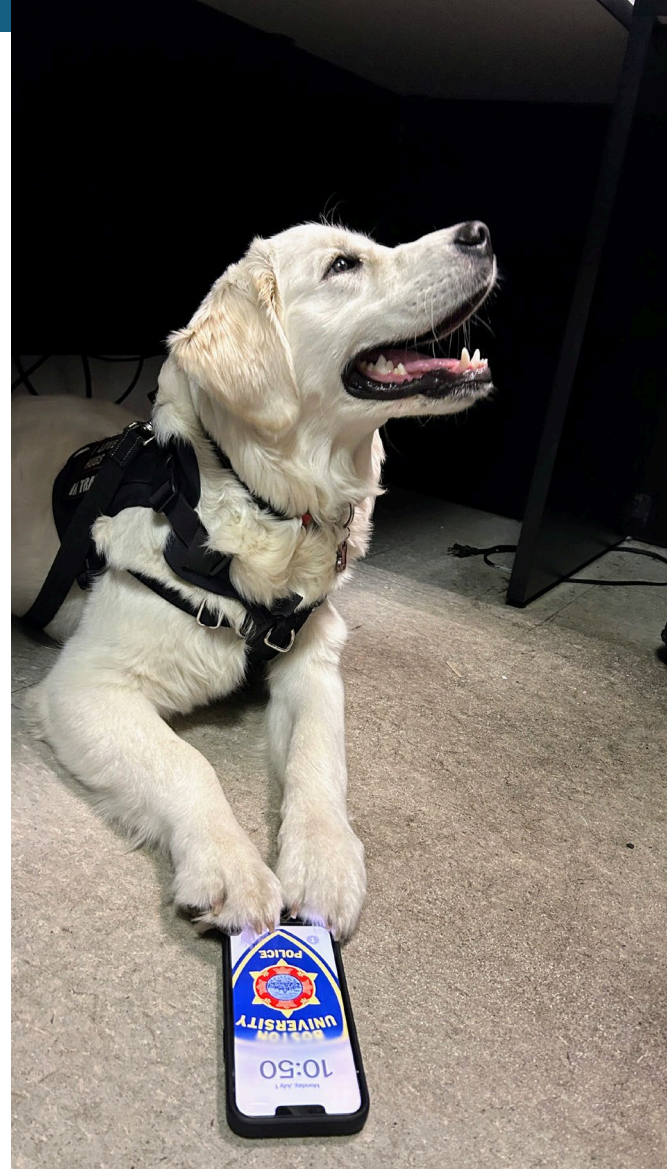
This training is designed to create a safer environment at Boston University through:

- Introducing you to mental and physical exercises that assess your surroundings
- Helping prepare you for an active shooter or an act of targeted violence
- Promoting situational awareness
- Informing you of all available resources.



How to Build Your Plan

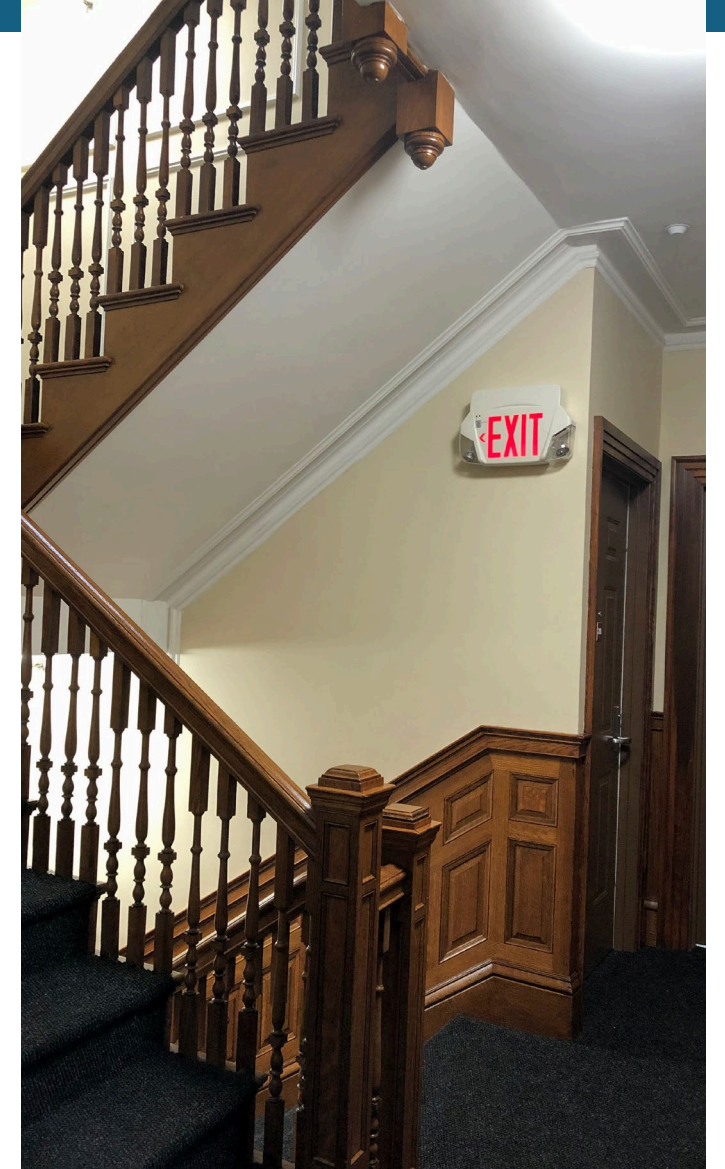
- Create a plan that will prepare you for anywhere you go.
- Program emergency numbers into your phone
 - **911**
 - **BUPD 617-353-2121**
- Utilize your phone's silence and S.O.S features
- Familiarize yourself with the campus building's names, addresses, and room numbers.
- Locate stairwells & escape routes
- Identify exit locations in your buildings



Mental Checklist

Evaluate your surroundings when entering a new space:

- ✓ Do you know if the doors and windows lock?
- ✓ Can I use chairs or desks to barricade the space?
- ✓ Are there spaces in the building where I can be out of view?
- ✓ Are everyday objects (books, bags, and fire extinguishers) available to defend myself?



Suspicious & Dangerous Behavior

Observe people's **behavior**, not appearances and know the warning signs:

- Erratic or irrational behavior that makes you or others feel unsafe
- Talk about harming oneself or others
- Verbal or physical aggression
- Threats or ominous messages posted on social or printed media
- Disregard for expected safety protocols
- A door, window, table, or transportation device had been visibly tampered with or damaged.

If you see something, say something

- Ongoing concerns: Terriers CARE Team (non-emergency)
- Suspicious or immediate behavior: Call BUPD



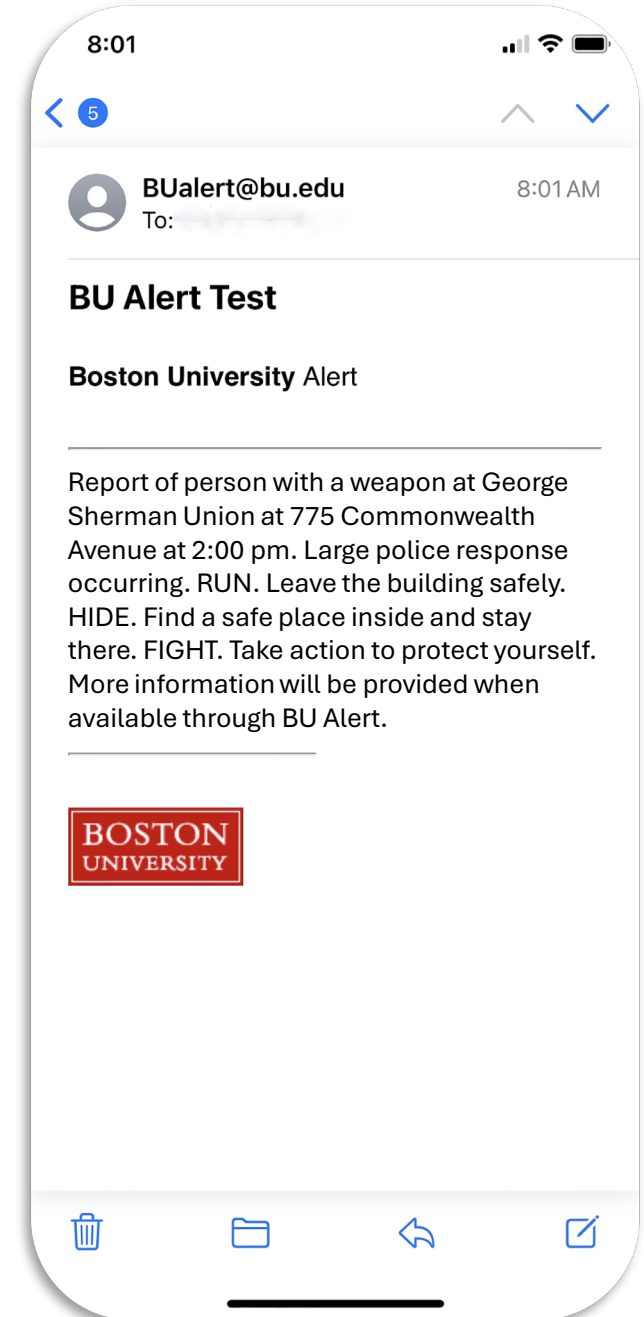
***People** are not suspicious,
but their **actions** can be.*



bu.edu/terrierscare

Responding to an Active Threat

- **Run/Escape** if you can
 - Run away from the area or leave the building if safe to do so
- **Hide** if you can't
 - Hide in an area with the lights off and doors closed and locked
 - Silence your phone
 - Lock or secure entryway if possible
- **Fight** if you must
 - If there is no other option, be prepared to defend yourself
 - Use the help of others or any objects available to assist you



What to Expect from a Police Response

- A police response will arrive at the scene in vehicles and on foot.
- Officers will be positioned to direct people to safe areas and facilitate lockdowns.
- Clearly show an officer your hands during this response to help the officers quickly determine you are not the threat.
- Once the threat is neutralized, officers will secure the area and render aid to anyone at the scene.
- Additional Police, EMS, and Fire Departments will arrive on scene to assist with medical issues and evacuations.



BU Alert

During an emergency, you will be notified via:

- Email
- Text Message
- Phone Call
- Direct Push Notification from the Everbridge App

If you are a parent, visitor to campus, or neighbor And would like to opt-in to receive BU Alert text messages, you can text BUALERT to 888777

Stay in the know with

BU Alert

Update your contact information now!

- Weather closures
- Active threats
- Utility outages
- Campus emergencies



Email



Text



Phone



Everbridge App



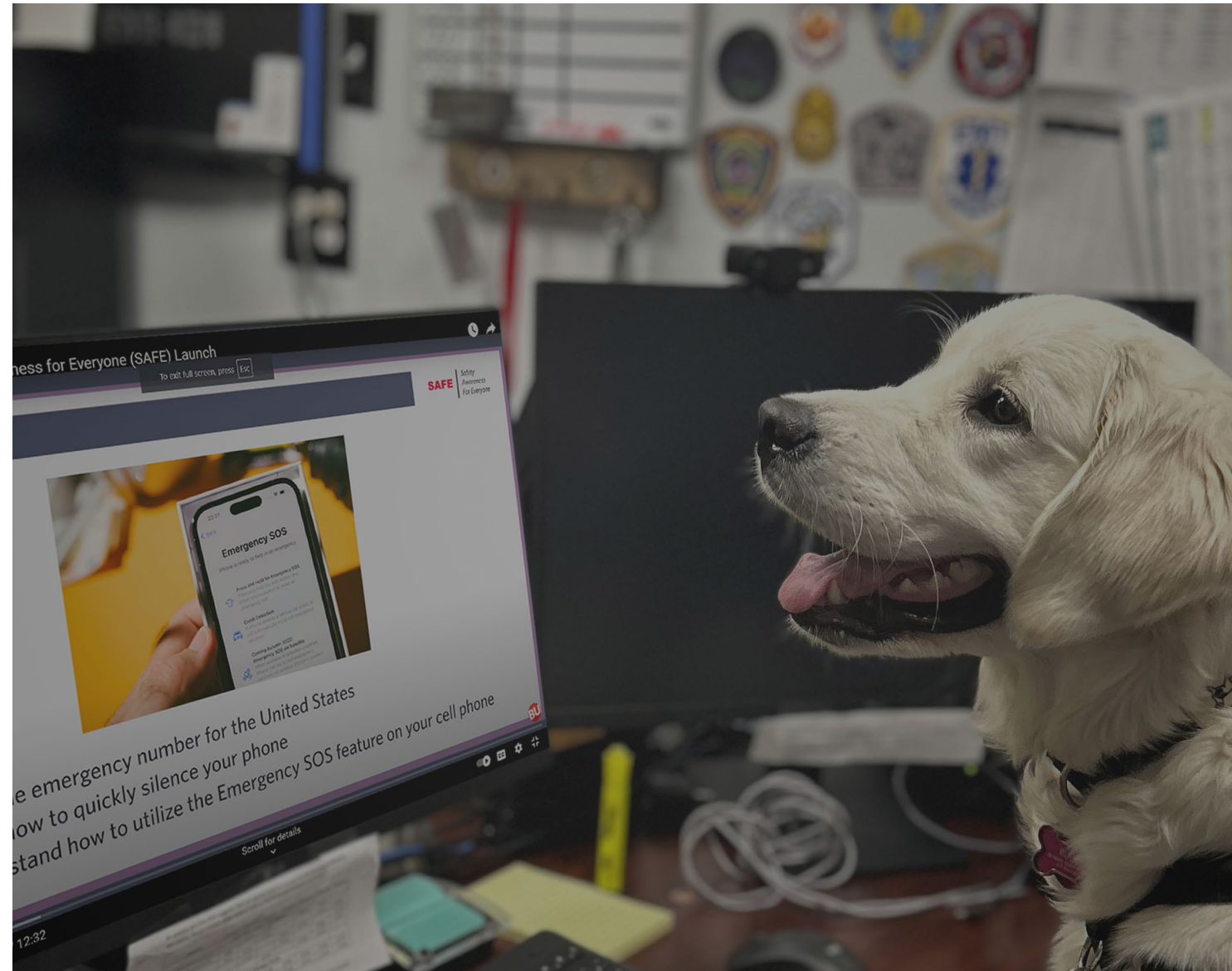
bu.edu/em/bu-alert

Online SAFE Training

Take the SAFE (Safety Awareness for Everyone) training to learn more about the comprehensive support provided to the Boston University community by the BU Police Department (BUPD) in the event of an active threat.



bu.edu/safe



Approach to Protests & Demonstrations

Training & Standard Operating Plan

Purpose & Context

This protocol provides a clear, consistent framework for responding to demonstrations that violate University policy.

Our commitment: Balance free expression rights with the University's operational needs and community safety.

Key principle: Content-neutral enforcement that treats all disruptions consistently, regardless of viewpoint.

Policy Foundation

BU Events and Demonstrations Policy protects free expression while ensuring smooth university operations.

This protocol addresses activities that do not comply with the policy.

- Demonstrations are protected when they follow policy guidelines
- Time, place, and manner restrictions apply to all events
- Disruptions to operations require intervention

Prevention & Proactive Planning

When an event could draw protests or demonstrations:

Alert BUPD and the Dean of Students Office in advance to collaboratively craft a safety plan.

Safety plan may include:

- Guest registration procedures
- Strategic venue selection
- Designated staging area for demonstrations
- Staff training on protocols
- Communication strategies

The Three-Level Protocol

A graduated response approach for policy violations:

Level 1: Initial Request

Event organizer approaches participants and asks them to stop.

Level 2: Formal Warning

Event organizer informs of policy violation and warns of consequences.

Level 3: BUPD Contact

Event organizer contacts BUPD. If activity continues, BUPD intervenes.

Scripted Language

Warning #1:

"Your current activity is disrupting [class/event/operations]. I need to ask you to stop this activity immediately."

Warning #2:

"Your activity is in violation of the BU Events and Demonstrations Policy. If this continues, I will have no choice but to contact BUPD to have you removed."

If BU student: "If you are a BU student, you will face judicial sanctions and your status as a student will be in jeopardy."

If not BU student: "If you are not a BU student, you are trespassing and will be subject to arrest."

Immediate Escalation

BYPASS THREE-LEVEL PROTOCOL

Call BUPD immediately and shut down the program for:

- **Any threat of violence** (suggested or actual)
- **Encampments or "claiming space" activities** (zero tolerance)

If you feel unsafe at any point: Skip the protocol entirely and contact BUPD immediately. Your safety is the priority.

What Constitutes a Disruption

The **Three-Level Protocol applies** to these policy violations:

- Blocking building access or pedestrian flow
- Preventing classes or events from proceeding (shouting down speakers, etc.)
- Unauthorized amplified sound
- Unauthorized structures (non-encampment)
- Refusing to leave after event space reservation has ended

Remember: All enforcement must be content-neutral and applied consistently.

Event Organizer Roles

Who serves as the "event organizer" depends on context:

Classroom

Faculty/instructor

University Event

Designated point person

Departmental Event

School/college/department administrator

Student Event

Event organizer; involve university official if possible

Safety & Documentation

Safety First

- If you feel uncomfortable, skip the protocol and call BUPD immediately
- Having a second person witness conversations is helpful when possible
- BUPD has access to an on-call administrator if needed

Documentation

- Document activities with as much detail as possible
- Include: time, location, what was said, who was involved

Post-Incident Communication

If BUPD was called:

BUPD will handle all communication and documentation. No additional action needed from event organizer.

If disruption ended at Level 1 or 2:

Event organizer should send details of the incident to the Dean of Students Office for records.

Key Principles

Content Neutrality

We respond to **behavior**, not **viewpoint**. The protocol applies consistently to all disruptions, regardless of the message or cause.

Consistency

Following the same process every time builds trust, ensures fairness, and protects the university legally.

Questions & Discussion



Disability and Access Services (DAS)

Dawn Sousa-Hearn and Michelle Silver

An Introduction

What do we do?

- We approve reasonable accommodations for qualifying disabilities.
 - Reasonable accommodations remove barriers, level the playing field, and are appropriate to the disability.
- Approximately 3,500 students are registered with DAS.
 - More than half have testing accommodations.
- Permanent and temporary accommodations.
- General accessibility.
- Advocacy, awareness, and institutional change.

What Kinds of Disabilities Are DAS Students Reporting?

Most disabilities are hidden
or invisible!



ADHD

Deaf or Hard of Hearing

Learning Disabilities

Medical and/or Physical Disabilities

Mental Health Disabilities

Temporary Disabilities

Visual Impairment Disabilities

What is the process for registering?

- Step 1: Application - student completes application through our website.
- Step 2: Documentation - student uploads supporting documentation: Medical which can include psychiatric and psychological documentation, Neuropsychological evaluations, High school documents etc.
- Step 3: Registration - student meets with DAS:
 - Student must call the DAS office to schedule an appointment.
 - Coordinator meets with student in person or via zoom
 - Current appointments are being scheduled within the week. During peak times (start of semester) might be 2-3 weeks
 - Student **MUST** be in attendance. Parent can attend as a guest in the meeting, but this is a student led meeting
- Once the student is registered, it is their responsibility to request that DAS send out a new Dean's Letter at the beginning of each academic year.

What factors are considered when determining accommodations?

- Registration interactive process – what is the student telling us or physically exhibiting?
- Disability documentation.
- History of accommodations (if any).
- Course, Departmental, and Program requirements.
- Reasonability of accommodations.

What information is shared with faculty?

- FERPA requirements-most student information is kept private.
- DAS will only provide student's name, BUID# and what accommodations they are approved for.
- Students may choose to share additional information to faculty.



What is accessibility?

We are legally (and ethically!) obligated to assure that students have equal access to an education. This includes ensuring:

- That buildings are accessible – this is a challenge in an urban university!
- That course materials are accessible to all students.
- That we provide access for both visible and invisible disabilities.
- That compliance is coordinated across all University offices and departments.

Accommodated Testing Center (ATC)

- Currently located at 930 Comm Ave. West, Room 250
- Seats 24 students, with 2 rooms for solo testing
- Open 9 a.m. – 5 p.m. (Testing completed by 4:30)
- Continual proctoring to ensure academic integrity
- A new state-of-the-art ATC is planned for the 2026-27 academic year.
 - Seating for 112.
 - Operational hours will extend 8 a.m. – 8 p.m.
 - Will be located at 25 Buick Street-3rd floor (same location as DAS' main office)

Animals

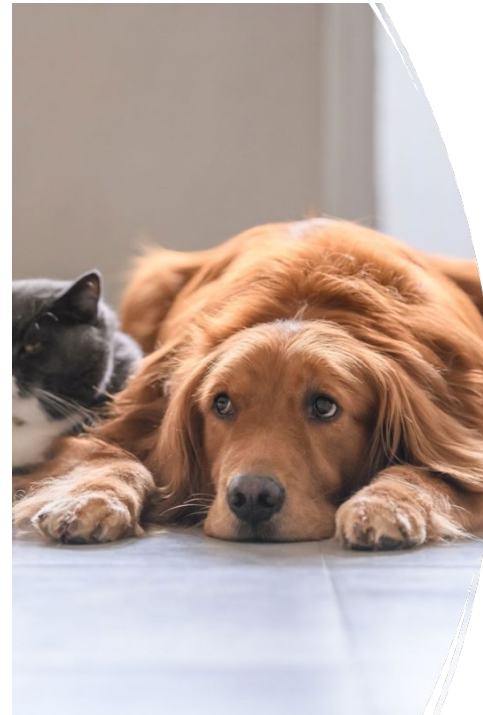
Service Animal

- Must be a dog or miniature horse.
- Handler does not have to register with DAS.
- Must be allowed in all campus buildings their handlers enter.



Emotional Support Animal

- Can be any animal reasonably kept as a pet.
- Handler must be registered with DAS.
- Only have a legal right to be in the student's residence and never in the classroom or other spaces.



Misc./ Housekeeping

- Keep in mind that you are only seeing approved accommodations. Our staff carefully reviews all requests for accommodations combined with recommendations from medical professionals and we sometimes deny accommodation requests.
- Instructors are encouraged to reach out to DAS with questions/ concerns so we can work through these together.
- Do NOT ask a student the nature of the disability – this is against the law. A student can voluntarily share information. Refer a student back to us with concerns.
- If a student comes to you with concerns, please refer them to DAS.
- If a student has accommodations, we are legally obligated to provide them unless they are a fundamental alteration to essential requirements of a course or a (financial) burden to the university.
- Call DAS if you have questions regarding application of an accommodation in their specific course, online or in person. *We are here to support faculty and staff as well as students.*

Q and A

