



**Faculty Senate
Executive Committee**
Thursday April 16, 2009
9:30 a.m. – 11:30 p.m. – Adelbert Hall, Room 352

AGENDA

9:30am	Approval of Minutes from the March 16, 2009 Executive Committee meeting,	G. Starkman
	President's Announcements	B. Snyder
9:35am	Provost's Announcements	B. Baeslack
	Chair's Announcements	G. Starkman
9:40am	Final Report of the Committee on University-Level Faculty Committees	R. Dubin C. Musil



Faculty Senate
Executive Committee Meeting
Thursday, April 16, 2009
9:30 – 11:30 a.m. – Adelbert Hall, Room 352

Committee Members in Attendance

Bud Baeslack
Cynthia Beall
Bill Deal
Steve Garverick
Leonard Lynn
Katy Mercer

Shirley Moore
Carol Musil
Barbara Snyder
Glen

Final Report of the Faculty Senate

Committee on University Level Faculty Committees

Prof. Carol Musil and Prof. Robin Dubin, co chairs of the Faculty Senate *ad hoc* Committee on University Level Committees, presented the committee's final report. The committee was charged with improving the efficiency and effectiveness of the Faculty Senate. The committee proposes that the Executive Committee should have one senator from each school, elected by the senate, who would serve *ex officio* on the schools' faculty senate executive committees. This should increase and improve university senate and school governance communications. The committee also proposes that the Nominating Committee should be made up of senators, rather than non senators, who will be better informed when recruiting members for the faculty senate standing committees. The Executive Committee endorsed the ad hoc committee's final

Report on University Wide Research Needs

Prof. Ray Muzic, chair of

Elizabeth Kaufman, chair, faculty senate committee on women faculty
Ken Laurita, former chair, faculty senate graduate studies committee
Ken Ledford, chair, faculty senate budget committee
Alan Levine, chair faculty senate graduate studies committee
Judy

opportunity, we suggest that the question of whether

CHANGES TO NOMINATING COMMITTEE

OBJECTIVES:

-

Membership

- Each chair should appoint a vice chair, in consultation with the chair of the faculty senate, coordinating committee activities, to foster shared and continued committee leadership. could – but doesn't have to be – considered for future chair.
- Engage standing committees before appointing *ad hoc* committees. If an *ad hoc* committee recruit membership from, or a liaison to, standing committees where relevant.
- Every standing committee should have the rule that there will be no more than 2 faculty from school.
- Standing committee chairs, in consultation with the faculty senate chair, should be able to replace standing committee members, with faculty suggested, solicited, and appointed by the nominating committee. A mechanism should also be in place to replace non functioning standing committee

Process

- Hold an annual orientation: to pass agenda from old to new committee leadership, discuss potential agenda items for the committees, and provide information about office/administrative support available for committee activities
- Increase support from office of secretary of university faculty for each standing committee: meetings scheduled, minutes taken, minutes posted to the web, shared online documents for committee members, etc.
- Template for year end report required of current chairs, report to be shared with chair, chair elect, and future standing committee chair
- Office of Secretary of University Faculty office facilitate posting standing committee meeting minutes on the web, creating mailings lists, and create secure websites for internal committee documents and communications

CHARGE FOR FACULTY SENATE PERSONNEL COMMITTEE

The Faculty Senate Personnel Committee should annually request

Standing

University School.

ANNUAL FACULTY SENATE ORIENTATION

Third Week in August, just before classes start
At Gwin Estate or Squire Vallevue Farm

Objective

- Thank leadership for service
- Help standing committee chairs develop committee agendas
- Help standing committee chairs organize committee activities
- Make senate experience less intimidating, more understandable, more accessible
- Increase effectiveness and efficiency of faculty senate

Attendance

past chair, chair, and chair elect, secretary of unf18Tc (se 55.967 t 1392 D0590 335/tden TfE240TDe0005 (as)Tj/Tj/T

For April 2009 Meetings of
Executive Committee and
Faculty Senate

Approved changes

Proposed change

Text relevant to proposed change

Chapter 2

Organization and Constitution of the Faculty

Introduction

The Board of Trustees has delegated to the University Faculty certain powers and responsibilities concerning the University's educational, research, and scholarly activities. Educational policy is recommended to the president for transmittal to the Board of Trustees through the structure described in the "Constitution of the University Faculty."

The faculty of the University comprises eight constituent faculties, each responsible for a particular professional or scholarly discipline or group of related disciplines. The eight include the faculties of Applied Social Sciences; Arts and Sciences; Dentistry; Engineering; Law; Management; Medicine; and Nursing.

All powers of the University Faculty, not reserved for the University Faculty itself, are exercised by the Faculty Senate, which is elected by the constituent faculties. The Faculty Senate also includes voting student members. The president of the University, the provost or a designee of the president, and the secretary of the University Faculty are members *ex officio* of the University Faculty and Faculty Senate.

Undergraduate education is governed by the Faculty Senate Committee on Undergraduate Education.

Graduate education is governed by the Faculty Senate Committee on Graduate Studies.

The secretary of the University Faculty serves as secretary of the Faculty Senate. Copies of the complete by-laws of the Faculty Senate may be obtained from the Office of the Secretary of the Faculty Senate. The by-laws of each constituent faculty may be obtained from the dean of the respective unit.

Preamble

The Board of Trustees of the University has delegated to the University Faculty certain powers and responsibilities

Sec. E. Members ex officio

The president of the University, the provost or a designee of the president, the secretary of the University Faculty, and such other officers of the University as may be specified in the by-laws of the Faculty Senate shall be voting members of the University Faculty by virtue of office.

Sec. F. List of members of the University Faculty

By September 1 of each year, the dean of each constituent faculty shall furnish to the Secretary of the University Faculty a list of all voting members of the University Faculty, according to the above definitions, showing their respective ranks and voting privileges. Faculty additions or deletions from the list shall be communicated to the secretary of the University Faculty when they occur. Unless a written challenge is filed with the secretary of the University Faculty, each person whose name appears on any of these lists shall be a member of the University Faculty. Such a challenge shall be adjudicated by the Faculty Senate.

ARTICLE II. OFFICERS OF THE UNIVERSITY FACULTY

Sec. A. Chair

The president of the University shall be chair of the University Faculty.

Sec. B. Vice Chair

The chair of the Faculty Senate shall be vice chair of the University Faculty.

Sec. C. Secretary

The secretary of the University Faculty shall update and make available to every member of the University Faculty, as defined in Article I, Section A-C, a *Faculty Handbook* setting forth all university policies and procedures directly affecting members of the University Faculty.

ARTICLE III. AUTHORITIES AND POWERS OF THE UNIVERSITY FACULTY

Sec. A. Authorities

Those authorities delegated by the Board of Trustees to the faculty for the educational, research and scholarly

meeting is called to order and all other bus

6. Awarding of honorary degrees.
- c. Making recommendations to the president for consideration and transmittal to the Board of Trustees with respect to:
 1. New degrees and the discontinuance of existing degrees;
 2. The establishment or discontinuance of departments within constituent faculties, as provided in Article VII, Section B, the renaming of departments, the merging of departments, or the transfer of departments between constituent faculties;



of office. The chair of the Faculty Senate, or in the chair's absence, the vice chair, shall preside over the Faculty Senate and shall be vice chair of the University Faculty.

Par. 2. The secretary of the University Faculty shall serve *ex officio* as secretary of the Faculty Senate.

Par. 3. Additional officers of the Faculty Senate may be selected in a manner and for duties and terms to be specified in the by-laws of the Faculty Senate.

Sec. F. Apportionment, Election, Term of Office, and Vacancies

Par. 1. APPORTIONMENT. Pursuant to Article V, Section C, each constituent faculty of fewer than seventy voting members of the University Faculty shall elect three voting members of the Faculty Senate, each constituent faculty of at least 70 but fewer than 150 shall elect five and each constituent faculty of 150 or greater shall elect ten. The Department of Physical Education and Athletics shall have one voting member of the Faculty Senate. For purposes of apportionment, the membership of any constituent faculty shall be deemed to consist of only those members who are voting members of the University Faculty as defined in Article I. Reapportionments shall be made prior to senatorial elections in any year as may be required by changes in the number of members of each constituent faculty or by changes in the number or identity of constituent faculties. For the purpose of such reapportionment, the secretary and the chair of the Faculty Senate shall have reference to the lists of faculty members furnished by the deans of the constituent faculties as provided in Article I of this constitution and shall inform each dean as to the resulting number of senators to be elected that year by that faculty.

Par. 2. ELECTION. Each elected faculty member of the Faculty Senate shall be elected by majority vote of the constituent faculty represented, but no one such member shall represent more than one electorate. The Department of Physical Education and Athletics shall elect its faculty senator by majority vote. Each member of the University Faculty holding appointments in more than one constituent faculty shall vote in senatorial elections and be eligible for election to the Faculty Senate as a member of that faculty in which the member holds the primary appointment. The senatorial elections shall be held in the spring semester. The newly elected senators shall take their seats at the first

ARTICLE VI. COMMITTEES OF THE FACULTY SENATE

Sec. A. Executive Committee

Par. 1. The Executive Committee shall consist of thirteen persons. The president of the University, or, in the absence of the president, a designee of the president; the provost; the chair of the Faculty Senate; the vice chair of the Faculty Senate; the immediate past chair of the Faculty Senate; the secretary of the University Faculty shall be members *ex officio*. In addition, there shall be seven faculty members of the Faculty Senate elected at large by the Faculty Senate for one-year terms. A member may be successively re-elected to membership of the Executive Committee for the duration of his or her term as a member of the Faculty Senate. The chair of the Faculty Senate or, in the absence of the chair, the vice chair shall serve as chair of the Executive Committee.

Par. 2. The Executive Committee shall consult with the president on such matters as the president may bring before it; it shall be empowered to act for the Faculty Senate between meetings on matters requiring emergency action; and it shall advise the president in the selection of officers of academic administration whose positions carry responsibilities extending beyond a single constituent faculty.

Par. 3. The Executive Committee shall set the agenda for meetings of the Faculty Senate, subject, however, to such exceptions as may be specified in the by-laws of the Faculty Senate.

Par. 4. The Executive Committee shall report all actions and recommendations to the Faculty Senate.

Sec. B. Nominating Committee

Par. 1. The Nominating Committee shall consist of voting members of the University Faculty, one representing each constituent faculty, to be selected by the faculty senators representing that faculty. The dean of each constituent faculty shall administer the selection. The term of membership on the Nominating Committee shall be two years. A member of the Nominating Committee may serve no more than two terms consecutively. Members shall serve overlapping two-year terms.

Par. 2. The Nominating Committee shall nominate candidates for the position of chair-elect and for membership of the standing and *ad hoc* committees of the Faculty Senate, unless otherwise specified. The Faculty Senate shall elect a chair-elect and members of such standing and *ad hoc* committees from the nominees named by the Nominating Committee, except that additional nominations shall be invited from the floor. No nominations shall be valid unless the proposed nominee shall have signified in advance a willingness to serve.

Sec. C. Budget Committee

Par. 1. **The Budget committee shall consist of one voting member elected by each constituent faculty budget committee for a term of not less than two years, three members of the University Faculty at-large, at least one of whom must be an elected member of the Faculty Senate, the chair of the Committee on Faculty Compensation *ex officio*, and such additional members *ex officio* as shall be specified in the Faculty Senate**

interpretation of existing policies and the application of existing academic rules to decide cases that involve academic probation, separation, and readmission; to review and to decide upon applications for undergraduate admission to the University; to decide cases of receipt and retention of merit-based undergraduate financial aid; and to report its actions to the Faculty Senate as well as the appropriate administrative offices. The Committee on Undergraduate Education shall receive regular reports from the executive or other governing committees of the constituent faculties, departments, or programs of the UPF that involve matters of undergraduate education not within the charge of the Committee on Undergraduate Education and as a matter of communication transmit them to the Faculty Senate as well as the appropriate administrative offices. The Committee on Undergraduate Education shall be empowered to form subcommittees as it judges appropriate to discharge its duties and to appoint to these subcommittees voting members of the University Faculty, staff members from administrative units that serve the undergraduate mission, and undergraduate students.

(b) The Undergraduate Program Faculty is responsible for the administration of all undergraduate programs at the University. All proposals for undergraduate courses and programs must be submitted for appropriate review through at least one of the four UPF Constituent Faculties.

Par. 3. (a) When issues arise that in the judgment of the Chair or a majority of th

Par. 2. At the discretion of the Executive Committee, such *ad hoc* committees may include members of the university community who are not themselves members of the Faculty Senate.

Sec. H. Multipartite Committees and Commissions

The Faculty Senate may participate on behalf of the University Faculty in the establishment of multipartite committees and commissions of faculty and other agencies and groups of the University. The Faculty Senate shall approve the faculty membership of such bodies on recommendation of the Nominating Committee.

ARTICLE VII. THE STRUCTURE OF THE UNIVERSITY FACULTY

Sec. A. Constituent Faculties

Par. 1. For the purpose of organization and execution of the educational and research programs of the University, the University Faculty shall be organized into constituent faculties, each responsible for a particular professional or scholarly discipline or group of related disciplines. In pursuit of this function, each constituent faculty shall discharge the following obligations:

- a. The recommendation to the president of promotions and of initial faculty appointments;
- b. Recommendation to the president of tenure appointments;
- c. The election of faculty members to the Faculty Senate;
- d. The recommendation to the Board of Trustees of awarding of degrees in course.

Each constituent faculty shall be governed in accordance with by-laws adopted by that faculty and ratified by the Faculty Senate.

them and the practices necessary to carry them out. The department shall be responsible for the content of the undergraduate curricula and programs in its disciplinary fields. It shall maintain and staff the facilities which lie within its jurisdiction.

Par. 3. Each department shall have a chair appointed by the president after consultation with the members of that department. Such consultation shall be conducted by the dean of the constituent faculty and reported to the president. Each constituent faculty shall establish procedures for advising the president regarding appointment of a chair pursuant to the guidelines found in the *Faculty Handbook*. These procedures shall be incorporated in the by-laws of the constituent faculty.

Sec. C. Graduate Programs

Par. 2. At least once every five years, the Faculty Senate shall review all provisions of this constitution and recommend to the University Faculty as to desirable amendments.

Par. 3. After its approval by the voting members of the University Faculty, an amendment shall be submitted to the president for consideration and transmittal to the Board of Trustees for approval. The amendment shall take effect immediately upon receipt of trustee approval unless the amendment specified otherwise.

ARTICLE X. RATIFICATION

Par. 1. This constitution shall be approved by a sixty percent majority vote of a meeting of the Faculty Senate as constituted under the 1969 constitution. Upon such Senate approval, a draft of this constitution shall be distributed to all members of the University Faculty, and a meeting of the University Faculty shall be held to discuss it. The constitution shall then be submitted to a mail ballot of the University Faculty and shall require the approval of sixty percent majority of those members of the University Faculty returning ballots. In the event of failure to achieve such majority, the constitution shall be referred back to the Faculty Senate.

Par. 2. After approval by the University Faculty, the constitution shall be submitted to the president for consideration and transmittal to the Board of Trustees for approval.

**Approved by the Faculty Senate 5/9/77;
approved by the Board of Trustees 6/22/77;
amended by the University Faculty 10/3/79;
approved by the Board of Trustees 10/9/79;
amended by the University Faculty 5/17/82;
approved by the Board of Trustees 6/3/82;
amended by the University Faculty 9/27/85;
approved by the Board of Trustees 10/8/85;
amended by the University Faculty 2/27/87;
approved by the Board of Trustees 3/18/87;
amended by the University Faculty 10/8/87;
approved by the Board of Trustees 10/24/87;
amended by the University Faculty 10/13/88; approved by the Board of Trustees 11/15/88;
amended by the University Faculty 10/11/90; approved by the Board of Trustees 10/13/90;
amended by the University Faculty 10/11/91; approved by the Board of Trustees 10/19/91;
amended by the University Faculty 10/15/93; approved by the Board of Trustees 10/30/93;
amended by the University Faculty 10/5/95;
approved by the Board of Trustees 11/9/95;
amended by the University Faculty 10/14/94; approved by the Board of Trustees 6/15/96;
amended by the University Faculty 10/13/00; approved by the Board of Trustees 3/11/00;
amended by the University Faculty 10/12/01; approved by the Board of Trustees 11/7/01;
amended by the University Faculty 4/23/03; approved by the Board of Trustees 5/19/03.
amended by the University Faculty 4/57/05; approved by the Board of Trustees 7/13/05*

approved by the University Faculty 5/24/77;

amended by the University Faculty 10/5/07; approved by the Board of Trustees 10/19/07

Resolutions by the Faculty Senate Graduate Studies Committee
for consideration at April 2009 Executive Committee and Faculty Senate Meetings

Resolution 1:

The Faculty Senate Committee on Graduate Studies resolves that the by-laws be revised to include the possibility that one voting member, not serving as committee chair, of a student's dissertation committee may be a faculty member from an outside university or research institution, if sufficient academic justification is identified. The department chair, the committee chair, the dissertation advisor, and the student must agree to this appointment, and the outside faculty member must agree to abide by Case Western Reserve University faculty by-laws. Final approval of this committee member rests with the Dean of Graduate Studies.

Resolution 2:

The Faculty Senate Committee on Graduate Studies encourages the continued, active engagement of emeritus faculty

CASE COMPREHENSIVE CANCER CENTER

A Comprehensive Cancer Center Designated by the National Cancer Institute

Stanton L. Gerson, MD
Director

March 12, 2009

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216 844 8562 Phone
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Alan Levine, MD
Professor of Medicine, Surgery, Pathology, and Pharmacology
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10900 Euclid Avenue
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Dr. Levine & Members of the CWRU Faculty Senate Graduate Education Review Committee:

Thank you for your review of the attached proposal for a new Certificate program Clinical Translational Oncology Research Scholars Program (CTORSP) in the School of Medicine and administered through the Case Comprehensive Cancer Center.

Moving forward with this Certificate program will allow us be compliant with an NIH requirement for career-development training grants. All institutions that are awarded a Paul Calabresi Career Development Award for Clinical Oncology (K12) are expected to receive formal recognition from the parent institution with a special certification in clinical research.

We look forward to the opportunity to discuss this Certificate proposal at your meeting on March 19th.

Sincerely,



Stanton L. Gerson, MD
Director, Clinical Translational Oncology Research Scholars Program (CTORSP)
Director, Case Comprehensive Cancer Center
Director, Ireland Cancer Center





Clinical Translational Oncology Research Scholars Program (CTORSP)

The Clinical Translational Oncology Scholar's Program (CTORSP) is a 16-20 hour two-year program that culminates in a Certificate in Clinical Translational Oncology Research. This program has been developed to provide structured training for clinical oncology junior faculty who are interested in

questions that will stimulate their laboratory investigations that will become the basis for clinical investigations.

3A. FORMAL DIDACTIC CURRICULUM

3A1. COURSEWORK

3A1a. Required Courses

Translational Cancer Research (CNCR 501:1-4) (Fall & Spring for two years) Requirement: Attendance and participation at a minimum of 10 classes per year and presentation of research a total of 4 times over two years.

Translational Cancer Research (CNCR 501-1) (1 Fall) Course Directors: Stanton L. Gerson, MD & Alvin Schmaier, MD

Goal: This section of the course teaches clinicians the language and concepts of translational research and provides opportunities for problem-solving and practical application to the student's individual research project. Topics: development of hypothesis and specific aims for original laboratory research question, developing and nurturing interdisciplinary collaborations, available resources through the Case CCC Core Facilities, understanding the regulatory environment governing research and learning the process of obtaining relevant approvals. Each student will write a sample hypothesis and specific aims which will be critiqued by the other members of the class. Pre-req: Consent of Instructor. 6:00 – 7:45pm Wearn 137. Pass/No Pass.

Translational Cancer Research (CNCR 501-2) (1 Sp) Course Director: Stanton L. Gerson, MD & Alvin Schmaier, MD

Goal: This course teaches clinicians how to develop and manage a Phase I innovative cancer clinical trial. Topics: defining and designing the trial: 1) the purpose and parameters of the protocol, 2) incorporating laboratory research/ correlative science, 3) managing regulatory, legal, and ethical issues, 4) the purpose and process for the Letter of Intent (LOI), 5) choice of single or multi-site trials, 6) sample size calculations and how to accrue appropriate patient population, and 7) an introduction to the special statistical methods in the research design. Funding and budget issues: 1) attaining CTEP approval for therapeutic agents, 2) working with pharmaceutical companies, and 3) seeking NIH or foundation funding. Clinical trial management: 1) overseeing quality collection and management of data, 2) monitoring for evidence of adverse or beneficial treatment effects, 3) data analysis procedures, and 4) common mistakes. Additional topics: how to hire and supervise staff, and becoming involved with Eastern Cooperative Oncology Group (ECOG) or other Cooperative Groups. Each clinician will present his/her research twice during the semester. Pre-requisite: Consent of Instructor. 6:00 – 7:45pm Wearn 137. Pass/No Pass.

Translational Cancer Research (CNCR 501-3) (1 Fall) Course Director: Stanton Gerson, MD & Alvin Schmaier, MD

Goal: This course teaches clinicians how to analyze and evaluate all aspects of the Phase I clinical trial including clinical results and findings. Topics: An introduction to the

with interdisciplinary research teams in academic and clinic settings. Group discussion of article *Social Intelligence and the Biology of Leadership* by Goleman and Boyatzis; Topic 2: grantsmanship and the peer review process. Pre-requisite: Consent of Instructor. 6:00–7:45pm Wearn 137. Pass/No Pass.

cultural, legal, and ethical theories related to disparities in general, with a central focus on health

An observation study is an empirical investigation of treatments, policies or exposures and the effects that they cause, but it differs from an experiment because the investigator cannot control treatment assignment. **Goal:** Learn design, data collection and analysis methods appropriate for clinical investigators, preparing students to design and interpret their own studies, and those of others in their field. Technical formalities are minimized, and the presentations focus on the practical application of methodologies and strategies. A course project involves the completion of an observational study, and substantial use of statistical software. Topics include randomized experiments and how they differ from observational studies, planning and design for observational studies, adjustments for overt bias, sensitivity analysis, methods for detecting hidden bias, and propensity methods for selection bias adjustment, including multivariate matching, stratification and regression adjustments. Prereq: EPBI 432, EPBI 441, CRSP 406 or consent of instructor. Tue/Thurs 9:00–11:30am, Location: MetroHealth. Regular Grading System.

Theme: Bioinformatics

Introduction to SAS Programming (CRSP 406) (2 Fall) Rhoderick Machekano, PhD and Steven Lewis, MS

Goal: Students learn how to use SAS version 8.2 in the context of clinical research. Topics include an overview of the SAS "data step" and procedures commonly used to explore, visualize, and summarize clinical data. Students learn the basics of the SAS programming language, how to troubleshoot SAS code, as well as how to interpret selected SAS output. Clinical research datasets are used in class examples, computer laboratory sessions, and homework. Each session includes a lecture immediately followed by a computer lab to reinforce the concepts introduced. Students work in small groups or individually. Recommended preparation: CRSP 403 or consent of instructor. Tues/Thurs 8:30–11:00am, Location: MetroHealth, Rammelkamp, Rm R219, Course offered for Pass/NoPass or Pass/Fail grading only.

Logistic Regression/ Survival Analysis (CRSP 407) (3 Sp) Denise Babineau, PhD

Goal: Learn how to use the two most common statistical modeling techniques found in the medical, epidemiologic, and public health research fields; logistic regression and survival analysis. The course emphasizes summarizing and analyzing binary and time-to-event outcomes. The focus is on establishing a foundation for when and how to use these modeling techniques as well as an understanding of interpreting results from analyses. Two course projects will involve problem specification, data collection, analysis, and presentation. Students use statistical software extensively and are exposed to output from SAS. Planned topics include contingency tables, logistic regression models and diagnostic measure, analyzing ordinal outcomes, estimating of the survival curve, Cox proportional hazard regression models and diagnostic measures, and sample size estimation. Prereq: CRSP 403, CRSP 406 or consent of instructor. Mon 1:00–2:30; Wed 3:30–5:00pm. Regular Grading System.

The Biology and Mathematics of Biochemistry Microarray Studies (BIOC 460) (3 Sp) Patrick Leahy, PhD

Goal: This is a hands-on computer-based course, which upon completion will enable participants to conduct meaningful analyses of expression microarray and proteomics data. The course is multi-faceted and cross-disciplinary in nature. Upon completion, participants will have a thorough understanding of the principles underlying available micro-array technologies, including: sample preparation, sample processing on microarrays, familiarity with the use of Affymetrix Expression Console software, generation of microarray data sets, an ability to move data effortlessly from EC

Theme: Communication and Leadership

Working in Interdisciplinary Research Teams (CRSP 501) (1 Fall) Shirley Mason Moore, PhD, RN, FAAN

Goal: Understand why and how different professional disciplines, each representing a body of scientific knowledge, must work together to develop and disseminate knowledge. Learners

Lymphoma, Hematologic Malignancies/ Stem Cell Transplant, Myeloma, Leukemia	Hillard Lazarus, MD, John Sweetenham, MD
Pediatric Malignancies	John Letterio, MD, Gregory Plautz, MD
Phase I Program	Afshin Dowlati, MD

3A2d. Designated Tumor Board Conference

Goals: The Tumor Board Conferences bring together multidisciplinary team to evaluate the diagnosis, classify the stages, discuss management modalities and selection of treatment modalities of various cancers.

Conference	Directors	Day	Time
Thoracic	Afshin Dowlati, MD	Monday	7:00-8:30AM
Sarcoma	Patrick Getty, MD	2 nd /4 th Monday	5:00-6:00PM
GU	Matt Cooney, MD	Tuesday	7:00-8:00AM
Neuro/Gamma Knife	Robert Maciunas, MD	Wednesday	1:30-2:30PM
GI	Thomas Stellato, MD	Wednesday	4:30-5:30PM
Lymphoma/Leukemia	Brenda Cooper, MD	Thursday	8:00-9:00AM
Breast	Paula Silverman, MD	Thursday	4:00-6:00PM
Head/Neck	Panos Savvides, MD/PhD, Pierre Lavertu, MD	Friday	7:00-8:00AM

All conferences are held in the Radiation Oncology Conf Room, Lerner Tower (B-151)

3A2e. Institutional Conferences:

Goals: Provide an opportunity for multidisciplinary cancer focused clinicians & researchers to be introduced to research discoveries and treatment modalities from peers, national and international experts in their fields

Conference	Day/Location	Time
Ireland Cancer Center Grand Rounds	Wednesday/Lerner B-151	8:00-9:00AM
Cancer Center Blood Club Seminar	Friday/BRB 105	12:00-1:00PM
Hematology/Oncology Fellows Conference	Friday/Wearn 137	8:00-9:00AM
Pathology Grand Rounds	2 nd Wed Sept.-June/Pathology Amp	8:00-9:00AM
Research and Progress Hematology Conference	Monday/WRB 2-136	12:00-1:00PM

second mentor represents a basic or prevention/ population science discipline (cancer genetics, cancer biology, clinical pharmacology, epidemiology, and health care outcomes). This pairing of clinical and basic investigators as primary co-mentors fosters a complementary interdisciplinary clinical and basic training experience that involves the hands-on exposure to translational research projects involving the clinician and basic scientist. Early in the first year, Scholars, in consultation with their mentors, will develop an individualized plan which will identify their current level of learning in key areas for review as well as identify areas for future development. Together, they will identify key learning objectives, the means for meeting them and a timeline for completion of the certificate requirements. At this point, Scholars also identify various sources of learning appropriate to identified short and long-term career goals (including research scope, clinical trial plans, manuscript preparation and timeline for the Certificate program requirements), and learning needs essential to achieving their goals. Scholars will meet, on an ongoing basis, with their primary co-mentors and a minimum of twice a year with their mentoring committee, which includes Dr. Alvin H. Schmaier. Dr. Schmaier will have oversight of the mentoring committees for each Scholar.

The goal of the mentoring committee is to provide a mentoring that focuses on developing the skills necessary for translating basic cancer research findings into clinical experiments, procedures, and trials directly involving cancer patients in a clinical environment. This includes an understanding and working knowledge of the scientific method, particularly hypothesis development, experimental design, and statistical methods. Further, the clinical mentoring relationship will provide the Scholar with clinical

In the 1st year of the program, Scholars will be encouraged to apply for additional research support funding to support their clinical trials. Resources include ACS, Leukemia and Lymphoma Foundation and pharmaceutical companies. During the 2nd year in the program, Scholars will be required to submit applications for funding to such sources as: NIH K22 Career Transition Award, NIH K23 Mentored Patient Oriented Research Career Development Award or Independent awards such as R01 or R03. Oversight for this component will be accomplished, in part, through the mentors who will be involved in the review of their Scholar's grant submissions. Further, Drs. Gerson and Schmaier will discuss grant submissions during the Translational Research Course. Applications for funding are listed in the annual progress report that is reviewed by the Steering Committee.

3D. Overview and Timeline Of Certificate Requirements

	Requirements	Details	Credit Hours	Timeline	Product
A	Formal didactic curriculum	<ol style="list-style-type: none"> 1. CNCR 501(1-4)- Translational Cancer Research 2. IBMS 500 Research Integrity & Ethics 3. Two courses; 6 hrs from list of courses in section A. 4. Protocol Review Monitoring Committee 5. ASCO/AACR or ASH Protocol Writing Course 6. Clinical Disease Teams 7. Designated Tumor Board: Thoracic, Sarcoma, GU, Neuro/Gamma Knife, GI, Lymphoma/Leukemia, Breast, or Head/Neck 8. Institutional Conferences: Ireland Cancer Center Grand Rounds, Cancer Center Blood Club Seminar, Hematology Conference, Hematology/Oncology Fellows Conference, Pathology Grand Rounds, Research and Progress 9. Case Comprehensive Cancer Center Retreat 	<p>4 hrs</p> <p>0 hrs</p> <p>6 hrs</p>	<ol style="list-style-type: none"> 1. 1st Wed eve. both yrs 2. 3 days in May/ 2nd yr 3. Anytime during 2yrs 4. Longitudinal 5. Summer 2nd yr 6. Longitudinal 7. Longitudinal 8. Longitudinal 9. July/2 days annually 	<ol style="list-style-type: none"> 1. Passing grade on presentation to CNCR 501 directors/students & to Steering Committee, credit for 4 courses 2. Transcript 3. 6 hours credit, course required projects 4. Presentation of IRB proposal 5. Presentation of protocol at CNCR 501 6. Presentation of LOI 7. Active participation 8. Presentation when requested 9. Presentation or poster when requested.
B	Intensive mentored research project	<ol style="list-style-type: none"> 1. Laboratory cancer related research 2. Developmental Therapeutics Program Meetings 3. Developmental Therapeutic Clinical Trial 4. Mentoring committee meetings 	10 hrs	<ol style="list-style-type: none"> 1. Primarily 1st yr 2. Longitudinal 3. 1st & 2nd yr 4. Twice a yr 5. Publication in either yr 6. Review of manuscript anytime during 2 years 	<ol style="list-style-type: none"> 1. Develop original hypothesis & specific aims 3. From concept to successfully opening a clinical trial 4. Passing grade in research presentation in CNCR 501& Steering Committee meeting 4. Summary of meeting & annual progress report 5. 1st author publication in peer reviewed journal 6. Review of at least 1 manuscript for national

c				journal
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	nationally, and internationally (when appropriate) to enhance future cancer based research
3.5	Identify and utilize (when appropriate) resources available through the Eastern Cooperative Oncology Group (ECOG)
3.6	Demonstrate effective relationships with CTEP, IRB and other regulatory agencies to aid in the advancement of the proposed clinical trial
3.7	Develop and nurture productive collaborations
Competency 4: Recognize and understand effective leadership traits	
4.1	Actively participate in appropriate clinical and scientific based workshops, seminars, retreats, and other learning opportunities
4.2	Establish an effective relationship mentors, mentoring committee members, and colleagues.
4.3	Demonstrate the ability to effectively provide constructive feedback and receive criticism
4.4	Recognize effective and ineffective leadership traits
Competency 5: Demonstrate ability to disseminate, in both oral and written form, the key scientific foundations and the clinical findings	

5.1

		human samples from clinical trials.
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5B2. Special Training Environment

There are a number of specific training sessions for this program. All involve active working groups and scientific collaborating teams that meet regularly to review results, develop new concepts, review clinical trials based on laboratory efforts and manage patients on early phase clinical trials. The specific scheduled meetings are:

Drug Development Working Group Committee monthly meeting (Monday 4-6 pm). All laboratory and clinical investigators involved in development of novel anti cancer drugs either in preclinical or early phase clinical trials including laboratory correlates evaluated during early clinical development of new drugs attend this meeting.

Included are pharmacokinetics of clinical drugs with methods development and validation for new agents; pharmacodynamic measurements of targets, enzyme, protein, DNA damage, cell cycle analysis, and apoptosis, depending on the agent, using biochemical cytometry, IHC, and imaging technologies; and preclinical evaluation of new markers to be used in clinical trials.

Angiogenesis Working Group (monthly, Wednesday, noon): This team evaluates new molecules that have anti-angiogenic properties in cancer, develops research and clinical questions involving basic biologists in the Vascular Biology of Cancer initiative, the imaging research group and the clinical trials group.

Phase I Patient Protocol Review

	(Hematology/Oncology)	
Steering Committee	Title	Affiliations
Randall D. Cebul, MD	Professor of Medicine, Director of the Center for Health Care Research and Policy	CWRU and MetroHealth
Kevin Cooper, MD	Professor and Chair of Dermatology	CWRU and UHCMC
Clark W. Distelhorst, MD	Professor of Medicine (Hematology/Oncology) and Pharmacology	CWRU and UHCMC
Julian A. Kim, MD	Professor of Surgical Oncology	CWRU and UHCMC
John Letterio, MD	Professor and Division Chief of Pediatrics (Hematology/Oncology)	CWRU and UHCMC
Sanford D. Markowitz, MD, PhD	Professor of Medicine (Hematology/Oncology)	CWRU and UHCMC
Kurt C. Stange, MD, PhD	Professor of Family Medicine; Director, Center for Research in Family Practice & Primary Care	CWRU
Jackson T. Wright, Jr., MD, PhD, FCAP	Professor of Medicine	CWRU, UHCMC and VAMC
Mentors	Title	Affiliations
Nathan A. Berger, MD	Professor of Medicine (Hematology/Oncology), Experimental Medicine, Director, Center for Science, Health and Society	CWRU and UHCMC
Kevin D. Bunting, PhD	Associate Professor of Medicine (Hematology/Oncology),	CWRU and UHCMC
Kenneth R. Cooke, MD	Professor of Pediatrics,	Rainbow Babies and Children's Hospital and CWRU
Gregory S. Cooper, MD	Professor of Medicine (Gastroenterology)	CWRU and UHCMC
Kevin Cooper, MD	Professor and Chair of Dermatology	CWRU and UHCMC
Afshin Dowlati, MD	Associate Professor of Medicine (Hematology/Oncology)	CWRU and UHCMC
Robert C. Elston, PhD	Professor and Interim Chair of Epidemiology & Biostatistics	CWRU
Susan A. Flocke, PhD	Associate Professor of Family Medicine	CWRU and UHCMC
Sanjay Gupta, PhD	Associate Professor of Urology	CWRU
Charles L. Hoppel, MD	Professor of Clinical Pharmacology	CWRU and VAMC
David Kaplan, MD, PhD	Professor of Pathology	CWRU
Jeffery A. Kern, MD	Professor and Chief of Pulmonary and Critical	

	Surgery	
Nancy L. Oleinick, PhD	Professor of Radiation Oncology	CWRU and UHCMC
Paula Silverman, MD	Associate Professor of Medicine (Hematology/Oncology) ,	CWRU and UHCMC
Andrew E. Sloan, MD, FACS	Associate Professor of Neurological Surgery	CWRU and UHCMC
Kurt C. Stange, MD, PhD	Professor of Family Medicine; Director, Center for Research in Family Practice & Primary Care	CWRU
Steven E. Waggoner, MD	Associate Professor of Reproductive Biology, Division Chief of Gynecological Oncology	CWRU and UHCMC
Georgia L. Wiesner, MD	Associate Professor of Genetics	CWRU and UHCMC
Yu-Chung Yang, PhD	Professor of Biochemistry	CWRU

**University-Wide Research Needs
Recommendations from the Faculty Senate Committee on Research
March 2009**

The Faculty Senate Committee on Research has compiled a list of university-wide research needs and recommendations on strategies for addressing these needs. In this process committee members solicited input from their schools, departments, and colleagues. Our intent was to be inclusive of the diverse needs across schools and to organize and categorize the needs.

9. Increase centralized research resources (Other)

Increase space for teaching and research.

Recommendation

Leadership on identifying additional resources that could enhance campus-wide research effectiveness.

Better access to statistics software (IT responsibility?).

Purchases of large data sets for secondary data analyses.

Assess need for university-wide resources– e.g., survey research center, more statisticians available for consultation and collaboration with faculty.

Increase usefulness of Technology Transfer Office.

Enhance incentives for setting up research programs.

Seminars on advanced statistics.

Continued support for continuing operation and expansion of cluster.

Improved computational and informatics resources.

Staffing to support faculty's use of advanced resources (i.e., computing).

Library workspace needed for humanities faculty.

Library holdings, critical for faculty research needs, needs expansion.

10. Clarification on Effort Reporting and related Conflict of Commitment policy (Other)

Establish new policies to address conflicts of interest and conflicts of commitment.

Recommendation

Clarify definitions (% vs. absolute effort) and how, for example, to account for extra work that adds to the denominator and dilutes the relative (but not absolute) effort spent on other tasks.

Provide education of faculty regarding reporting requirements, particularly as new policies are implemented.

April 1, Draft 19

PARENTAL LEAVE POLICY EXECUTIVE SUMMARY

Recommendations for Enhancement of Current Policy for Faculty

Case Western Reserve University is committed to providing family friendly leave programs across all Colleges and Schools to improve employees' quality of life by helping them balance work and family lives. To this end, it is recommended that a new Parental Leave Policy be created that will provide:

Up to one semester (*16 weeks*) of paid parental leave for primary caregivers, including guardians, to care for and bond with a newborn, adopted or foster child under the age of 6

Up to 3 weeks of paid parental leave for secondary caregivers and domestic partners to care for and bond with a newborn, adopted, or foster child

Both a mother and a father, as well as both domestic partners, foster parents and guardians who are employees of CWRU can take this leave

Current Policy

Recommended Policy

Faculty

One academic semester workload release for primary caregivers following each live birth or each adoption

Policy Comparison

The following comparison highlights the significant components of the current and recommended policies:

Policy Implications

The key implications to consider when evaluating the current and proposed policies are:

Consequences of Maintaining Current Policies

Puts university at competitive disadvantage in market for talent acquisition and retention

Benefits of Adopting New Policy

Compensation Strategies

The university's compensation strategies will maximize recruitment, development, performance, and retention of quality faculty across the lifespan (not just for pre-tenure periods), while adhering to the letter and spirit of applicable regulations.

It is important to note that each school, while centrally driven by the university, is also an independent strategic unit. As such, the achievement of excellence becomes the means of measuring compensation strategy success within each school. Here, 'excellence' implies academic knowledge and expertise, dedication to teaching, a commitment to research or creative activities, the contribution of professional service to the University and academia in general, with an emphasis on a responsibility to contribute to the University's missions, values, vision, and goals. This contributes to developing and retaining high quality faculty, while creating an equitable environment to stimulate the best performance possible.

Competitive market data regarding rank and discipline will be used to determine appropriate compensation levels for these positions. Base salary considerations are determined by composite survey information collected from College and University Professional Association (CUPA), American Association of University Professors (AAUP), and American Medical Council (AMC).

Within the market-based approach, schools should pay particular attention to equity patterns across protected groups, especially taking leadership to transcend any of the historical market-based patterns of inequality. Schools should also correct for salary inversion and compression of the salary of the more experienced faculty whose performance has been satisfactory.

The goal is that eighty percent of the CWRU faculty *will* have salaries between the 50% - 75% of AAU averages by rank and discipline. Adjustments should be *weighted to address* those faculty *with at least satisfactory performance who are* at the lower end of the salary pool first, moving up to those at the highest end.

To correct for unjustified salary distortions that do not accurately reflect the relative level of performance by the faculty, a check for the presence of compensation distortions or inequities should be conducted by doing a regression analysis. This review of relative faculty compensation will be conducted every two years to oversee the appropriateness of the CWRU merit faculty compensation system.

The university does not administer step or across-the-board raises. Such strategies fail to compensate for individual faculty contribution and impact. Salary increases supported by these guiding principles and administrative guidelines are awarded based on "merit" and contribution to all institutionally valued faculty activities.

"Merit" can be said to include all aforementioned criteria, namely: (1) performance on teaching, research, service and scholarly and creative activity, (2) internal and external equity, and (3) impact of the individual faculty member's performance on the mission of the department, school and/or university. The definition of scholarship is broadened, as are activities for which a faculty member can receive reward.

The system should take advantage of strengths of individual faculty members with particular sensitivity to differences among individuals.

Compensation Principles

1. Each school should adopt a process of compensation planning *that* incorporates information

**Proposed Slate of Candidates
for Faculty Senate Standing Committee Chairs
2009 2010**

By law VII. Committees

Item b. Executive Committee

The Executive Committee shall select the chair of each standing and ad hoc committee from among the faculty members on each respective committee.

Budget Committee

Prof. Julia Grant, Accounting, WSOM

Committee on By Laws

Prof. Christine Cano, French and Francophone Studies, CAS

Committee on Faculty Compensation

Prof. Mark A. Smith, Pathology, SOM

Committee on Faculty Personnel

TBD

Committee on Graduate Studies

TBD

Committee on Information Resources

Prof. Kalle Lyyntinen, Management Information Decision Systems, WSOM

Committee on Minority Affairs

Prof. Aura Perez, Pediatrics UH, SOM

Nominating Committee

Prof. Katy Mercer, LAW

Committee on Research

TBD

Committee on Undergraduate Education

(approved by Faculty Senate, to be official upon approval of University Faculty and Board of Trustees)

Prof. Gary Chottiner, Physics, CAS

Committee on University Libraries

Prof. Peter Haas, Religion, CAS

Committee on Women Faculty

Prof. Betsy Kaufman, Department of Medicine, SOM

By law VII, Committees

Item b. Executive Committee

Each year the Executive Committee, in consultation with the Secretary, shall determine the dates of regular meetings of the Faculty Senate as specified in By law III, Item a.

By law III. Meetings

Item a. Regular Meetings

Pursuant to the Constitution, Article V, Section B, during each academic year the Faculty Senate shall hold at least three regular meetings within the period from September to December, inclusive, and at least three within the period from January to May, inclusive. The period between any two successive regular meetings shall not normally be less than approximately one month. The dates of regular meetings shall be determined by the Executive Committee in consultation with the Secretary.

FS Executive Committee

Monday, August 24, 2009 @ 9:00am 11:00am
Thursday, September 17, 2009 @ 2:00pm 4:00pm
Wednesday, October 7, 2009 @ 3:00pm 5:00pm
Monday, November 9, 2009 @ 10:00am 12:00pm
Tuesday, December 8, 2009 @ 1:30pm 3:30pm
Wednesday, January 13, 2010 @ 1:00pm 3:00pm
Thursday, February 11, 2010 @ 10:00am 12:00pm
Wednesday, March 17, 2010 @ 1:30pm 3:30pm
Tuesday, April 13, 2010 @ 10:00am 12:00pm

Faculty Senate @ 3:30 5:30

Thursday, September 24, 2009
Monday, October 26, 2009
Thursday, November 19, 2009
Monday, December 21, 2009
Tuesday, January 19, 2010
Wednesday, February 24, 2010
Thursday, March 25, 2010
Wednesday, April 21, 2010