

**Faculty Senate  
Executive Committee**

Thursday, November 5, 2009

10:00 a.m.-12:00 p.m. – Adelbert Hall, Room 352

AGENDA

10:00am	Approval of Minutes from the October 7, 2009 Executive Committee meeting, <i>attachment</i>	C. Musil
10:05am	President's Announcements	B. Snyder
10:10am	Provost's Announcements	B. Baeslack
10:15am	Chair's Announcements	C. Musil
10:20am	CTORSP <i>attachments</i>	A. Levine
10:40am	Committee on Undergrad Education Report <i>attachments</i>	G. Chottiner
11:00am	Honorary Degree Recipient <i>attachment</i>	C. Musil
11:05am	Review Faculty Senate Budget Priority Rankings <i>attachment – to be handed out at meeting</i>	C. Musil
11:15am	Undergraduate Advising in the Faculty Handbook <i>attachment</i>	D. Feke
11:35am	Participation in Pilot Accreditation Process	D. Feke
	New Business	
	Approval of Draft Agenda for the November 17, 2009 Faculty Senate meeting <i>attachment</i>	C. Musil



Faculty Senate Executive Committee  
Minutes of the November 5, 2009 meeting  
Adelbert Hall, Room 352

**Committee Members in Attendance**

Bud Baeslack  
Cynthia Beall  
Alan Levine  
Ken Ledford\*

Ken Loparo\*  
Katy Mercer  
Carol Musil  
Roy Ritzmann

Barbara Snyder  
Glenn Starkman  
Liz Woyczynski

**Committee Members Absent**

Diana Morris  
Terry Wolpaw

**Others Present**

Gary Chottiner  
Donald Feke

**Call to Order and approval of minutes**

Professor Carol Musil, chair, Faculty Senate, called the meeting to order at 10:00 a.m. There being no corrections offered, the minutes of the October 7, 2009 meeting of the Faculty Senate Executive Committee were approved as submitted.

**Provost's announcements**

Provost Bud Baeslack commented that alliance proposals for research funding are due November 9. Funding initiatives for undergraduate academic advising and internationalization are being finalized. David Fleshler, associate provost for internationalization, had an excellent trip to China with Norman Tien, dean, Case School of Engineering. The Budget Review Committee meetings are underway. The committee is charged with examining any financial barriers to collaboration. The committee will consider any opportunities for continuous streams of funding to the central budget; but the possible implementation of any such plans is limited when budgets at the schools and college are very tight. Prof. Julia Grant, chair, Faculty Senate Budget Committee and Prof. Alan Levine, chair-elect, Faculty Senate serve on the Budget Review Committee.

**Chair's announcements**

Prof. Carol Musil, chair, Faculty Senate issued a reminder that the Office of the Provost and the Flora Stone Mather Center for Women will be accepting applications from women faculty and staff for the HERS Bryn Mawr Women In Higher Education Leadership Summer Institute scheduled for June 18-July 2, 2010. An informational meeting will be held November 13, 2009 from 12:30 to 2:00 pm in the Spartan Room, Thwing Center. Prof. Musil attended the Provost's Leadership Retreat; childcare, faculty development and mentoring, support for grant funding, and multi-disciplinary opportunities were identified as priorities. Senators were asked to solicit feedback from their constituencies about reinstating the University Ball and forward the feedback to Eric Dicken, executive director, Office of Programs and Special Events. Mr. Dicken has received only a handful of responses to date; discussion ensued about the mixed reviews received to date.

**CTORSP**

Prof. Alan Levine, chair-elect, Faculty Senate (and former chair, Faculty Senate Committee on Graduate Studies) summarized the Clinical Translational Oncology Research Scholars Program (CTORSP) in the School of Medicine and administered through the Case Comprehensive Cancer Center. The CTORSP was discussed at April and again at September meetings of the Executive Committee; several of the issues raised have been answered. Because the CTORSP is a certificate program that requires less than 20 credits, the CTORSP does not need to be reviewed by the Ohio Board of Regents. It was designed as a certificate program rather than a master's degree because most of the students will be faculty members (with advanced degrees) who complete the certificate to be compliant with NIH requirements for career-development training grants. Three quarters of the credits in the CTORSP are already offered through the Clinical Scholars Research Program (CRSP) for which a master's degree is conferred. The CRSP has undergone the required review and approval process appropriate to a master's degree program; therefore CTORSP students can transfer credits to a master's degree should they so desire. The curriculum committee for CTORSP provides oversight for quality of the CTORSP. The Faculty Senate Executive Committee v

and Undergraduate Education, to a subsequent meeting of the Executive Committee to consider the proper and most efficient means of handling these matters.

### Undergraduate Advising in the Faculty Handbook

Don Feke, vice provost for undergraduate education, summarized the final report of the Undergraduate Academic Advising Committee. Among the many recommendations in the report was the need for increasing accountability for quality faculty-centric, major-field academic advising. On behalf of the committee, Vice Provost Feke asked if the Faculty Senate would consider whether professional responsibilities outlined in the Faculty Handbook should be amended to increase the importance of academic advising for undergraduate, graduate and professional students. In Chapter 3, Part One, Article 4.C.1.iii. "advising and mentoring of students and colleagues" is mentioned under the listing for governance. Perhaps one way to make student advising more important would be to include it under teaching, not service. There was a question whether the result would be to include advising hours when reporting teaching hours. There was consensus that the matter was worth further consideration by members of the faculty senate standing committees on graduate studies, undergraduate education, and faculty personnel. It was decided that the issue could be most effectively reviewed by an *ad hoc* committee with one or two faculty members from each of those three committees. A resolution to form the *ad hoc* committee will be drafted for approval by the Executive Committee.

### Pilot Accreditation Process

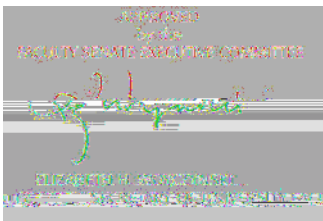
Don Feke, vice provost, Undergraduate Education, reported that the Higher Learning Commission of the North Central Association of Schools and Colleges has offered the university an opportunity to be part of a pilot accreditation program. The pilot program will make the accreditation process easier and more productive. Case Western Reserve is 1 of 14 universities that have been asked to participate; it is the only private, research university. Any college or university that makes a good faith effort during the pilot program will get a pass at its accreditation review, regardless of the results of its quality improvement project. The university needs to improve on outcome assessment endeavors. The pilot allows the university to focus on a topic of central importance; the university's recent internationalization efforts are a possible choice. The pilot program will be discussed with the deans, and it will also be added to the agenda of the November Faculty Senate meeting.

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### Honorary Degree Recipient

The Executive Committee considered the nomination by the Medical School to offer an honorary degree to Ms. Katie Couric, newscaster, who has acted as an advocate for colon cancer awareness, screening and research. The Honorary Degree Committee endorsed this request. Upon motion, duly seconded, the Executive Committee voted to approve the awarding of an honorary degree to Ms. Couric.

\*Due to confusion in the announcements for this meeting, these members were unable to attend.



# CASE COMPREHENSIVE CANCER CENTER

A Comprehensive Cancer Center Designated by the National Cancer Institute

**Stanton L. Gerson, MD**  
Director

March 12, 2009

**Case Comprehensive Cancer Center**  
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Wearn 151, WRN 5065  
Cleveland, OH 44106-5065  
216 844 8562 Phone  
216 844 4975 Fax  
[Stanton.Gerson@case.edu](mailto:Stanton.Gerson@case.edu) Email

Alan Levine, MD  
Professor of Medicine, Surgery, Pathology, and Pharmacology  
Professor of Oncology, Case Comprehensive Cancer Center  
Director of Surgical Research  
Case Western Reserve University BRB 426  
10900 Euclid Avenue  
Cleveland, OH 44106-4952

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 19<sup>th</sup>.

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 pursuing academic research careers as physician scientists. This training will address the need for clinician investigators to translate fundamental cancer research discoveries to medical care of cancer patients. Training will draw on the basic science and clinical investigators who are CWRU School of Medicine faculty and Case Comprehensive Cancer Center members.

The CTORSP will be directed by Stanton L. Gerson, MD, Professor of Medicine and Director of the Case Comprehensive Cancer Center (Case CCC) and Ireland Cancer Center, University Hospitals Case Medical Center (UHCMC) and Alvin H. Schmaier, MD, Professor of Medicine and Chief, Division of Hematology and Oncology, CWRU and UHCMC. CTORSP will be administered through the Case CCC in the School of Medicine. Margy Weinberg, MSW, Training Program Manager at the Case CCC, will serve as the administrator of the program.

Eligible CTORSP candidates are physicians (MD, DO or MD/PhD) with a clinical training background in one of the oncology disciplines, including medical, surgical, dermatological, pediatric, or radiation oncology. Eligibility and recruitment are detailed below. Up to five candidates will be accepted into the program every other year. The program will graduate up to five candidates every other year. This Certificate program combines individualized training plans with courses offered through the University. Each Scholar is guided by a mentoring committee in addition to a basic science and clinical mentor as described in the program details. The Scholars' individual training plan will consist of a formal didactic curriculum consisting of course work and longitudinal training addressing important topics in clinical research. In addition, each Scholar will design an hypothesis-driven, laboratory-based research that they will translate into a patient-oriented, clinical cancer trial. Their research will culminate in application for independent funding as a physician scientist.

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

### **3A. FORMAL DIDACTIC CURRICULUM**



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 to cpackagta efray. Imn of a effo MS Aoe inre irdtici

**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 <sup>nd</sup> /4 <sup>th</sup> 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 <sup>nd</sup> 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 research skills that will deal directly with aspects of cancer detection, diagnosis, prognosis, or treatment, experience and instruction in how to interact and communicate with basic research scientists in the design and implementation of collaborative translational research involving patients. In this context, basic scientists are involved in the training program in clinical seminars, protocol planning sessions, and interdisciplinary program working groups.

Oversight for this portion will be achieved through presentations of research progress. This will occur via poster or PowerPoint presentations to peers as well the twice-yearly mentoring committee meeting that includes feedback/recommendations on their research/clinical trials/publications/grant submission progress and annual progress report given as PowerPoint presentation at the Steering Committee meeting. Drs. Stanton Gerson and Alvin Schmaier will also monitor the Scholar's progress at the monthly Translational Cancer Research course including during their PowerPoint presentations of their progress at this course. In addition, Margy Weinberg will oversee the Scholar's registration to national oncology meetings; organize the CNCR 501 Translational Cancer Research course, the Steering Committee Annual Evaluation; and schedule the Scholar's PowerPoint presentations.





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

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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
<b>Competency 4: Recognize and understand effective leadership traits</b>	
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
<b>Competency 5: Demonstrate ability to disseminate, in both oral and written form, the key scientific foundations and the clinical findings</b>	

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	(Hematology/Oncology)	
<b>Steering Committee</b>	<b>Title</b>	<b>Affiliations</b>
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
<b>Mentors</b>	<b>Title</b>	<b>Affiliations</b>
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





Pamela B. Davis, M.D., Ph.D.  
Dean  
Vice President for Medical Affairs

School of Medicine

June 18, 2009  
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substantial academic and research program that requires 36 credit hours including a formal thesis. Scholars may receive up to 18 hours of credit for thesis research.

## **Certificate in Clinical Translational Oncology Research Support Statement**

The certificate program has its basis in the NCI funded K12 Clinical Oncology Research Program (CORP). The goal of the NCI in establishing this program is to train the next genera

1) primarily perform clinical oncology therapeutic research that develops and tests scientific hypotheses based on fundamental and clinical research findings, 2) design and test hypothesis-based, clinical therapeutic protocols and adjunct biological analyses and for clinician candidates to administer all phases (i.e., pilot/Phase I, Phase II, and Phase III) of cancer therapeutic clinical trials, and 3) conduct cancer therapeutic research in team research settings in which basic research and clinical scientists collaborate and interact to expedite the translation of basic science research discoveries into patient-

06-449). Further, the certificate program provides an excellent roadmap for training a broader range of junior faculty and senior fellows in cancer therapeutic clinical research, and thus will be open to additional trainees beyond those enrolled in the NCI K12.

The certificate program codifies the expectations of the CORP curriculum, which requires

## **FSCUE Report to the FS-ExComm**

(prepared by Gary Chottiner on 10/30/2009)

The FSCUE met on October 14 and again on October 29. The items from those meetings that should be brought to the attention of the FS-ExComm are:

1. The FSCUE approved the attached resolution to form an Academic Standing Subcommittee. If the ExComm approves, we would like the FS to vote on this resolution at their November meeting. (*If this is not possible, a December vote should not cause problems, as long as the resolution is approved at that time.*)
2. There was an annual tradition of the Dean of Undergraduate Studies reporting on Graduation & Retention Statistics during an annual meeting of the UUF (*all the faculty, not just to the UUF Executive Committee*). Jeff Wolcowitz prepared a PowerPoint report for the FSCUE's October 29 meeting. Would the FS-ExComm like a copy of that report? Would it like to schedule a presentation or Q&A period for themselves and/or the FS? If so, Dean Wolcowitz should make the presentation.
3. We are making progress on setting up Curriculum and Student Life Subcommittees.

### **FSCUE Curriculum Subcommittee**

The members of this subcommittee have been identified (see the list below) and a meeting has been scheduled to work out issues of leadership, charge and process. A detailed proposal will be brought to the FSCUE and to the FS for approval. Meanwhile, in order to properly follow the provisions of the Faculty Handbook/Constitution, the FSCUE itself will vote on course and program actions that cross institutional boundaries (perhaps as a consent agenda item), after they have first been reviewed by this subcommittee.

FSCUE Curriculum Subcommittee members:

- Dean of Undergraduate Studies: Jeff Wolcowitz
- Chairs of the constituent faculty

*appropriate USG officer who attended the meeting as a guest.) Glenn Nichols will bring to the next FSCUE meeting a formal resolution to set up this subcommittee.*

4. Another Faculty Handbook Issue

The section of the revised (*summer 2009*) Faculty Handbook that established the FSCUE contains the following statement under Chapter 2, Article IV (Committees of the FS), Sec. E. (Committee on Undergraduate Education), Par. 2. (b):

*"All proposals for undergraduate courses and programs must be submitted for appropriate review through at least one of the four UPF Constituent Faculties."*

The FSCUE's *ad hoc* Curriculum Subcommittee has found this to be a problem, since it mandates that one of the UPF Curriculum Committees consider actions that fall outside its area of expertise. The subcommittee has been sitting on requests from PHED and various professional schools, and some of these requests require action within days if the courses involved are to be available to students when registration opens for spring 2010 courses. At its October 29 meeting, the FSCUE agreed on a temporary method to provide appropriate review of these courses but in the long run it will be preferable if the FSCUE Curriculum Subcommittee could review and approve such courses directly, without diverting them to a UPF Constituent Faculty. This was agreeable to all the College/School representatives who

In those courses that award grades of R at the end of the semester, indicating that the course extends over more than one semester and a final evaluative grade will be assigned when the course is complete; the R grade signifies satisfactory progress. Therefore, the hours for which the grade of R is temporarily awarded will be considered as hours successfully completed for the awarding of Dean's Honors and the determination of academic standing at the end of the semester. For the purposes of calculating GPA for Dean's Honors and academic standing actions, the grade of R will be treated in the same way as a P.

However, once the R is converted to a letter-grade, Dean's Honors will be updated on the student's transcript if the newly-completed GPA does not correspond to the Dean's Honors already listed or the student now qualifies for Dean's Honors that were not previously awarded.

Similarly, if a student no longer qualifies for a previously-imposed academic standing action once an R is converted to a letter-grade, that action will be removed from the student's record. If the conversion of an R grade occurs before another semester of enrollment has been completed, the Committee on Academic Standing will take action on the newly-completed GPA. If a student has completed a semester subsequent to the awarding of an R grade, the Committee on Academic Standing will not go back and impose an action retroactively.

## **PROPOSAL TO CREATE A FSCUE ACADEMIC STANDING SUBCOMMITTEE**

WHEREAS, according to the Faculty Handbook/Constitution as amended in the summer of 2009, the Faculty Senate Committee on Undergraduate Education (FSCUE) “shall be empowered to form subcommittees as it judges appropriate to discharge its duties and to appoint to these subcommittee voting members of the University Faculty, staff members from administrative units that serve the undergraduate mission, and undergraduate students;” and

WHEREAS, the Faculty Senate Bylaws state that “the establishment of any standing subcommittee shall be subject to approval by the Faculty Senate;” and

WHEREAS, the FSCUE has considered and endorsed the creation of an Academic Standing Subcommittee with the membership and authority described below;

NOW THEREFORE, IT IS HEREBY RESOLVED

THAT the Faculty Senate approves the formation of a FSCUE Academic Standing Subcommittee.

THAT the membership of the FSCUE Academic Standing Subcommittee be the following voting and non-voting members:

### Voting Members

Dean of Undergraduate Studies (*ex officio*), Chair

Vice Provost for Undergraduate Education (*ex officio*)

Six regular members of the Undergraduate Program Faculty divided equitably among the constituent faculties, chosen by the FSCUE in consultation with the Dean of Undergraduate Studies for terms of three years

One student member chosen by the Undergraduate Student Government for a term of one year

### Non-voting Members

Staff members in Undergraduate Studies who have direct responsibility for advising students on registration and academic standing matters, as designated by the Dean of Undergraduate Studies

A designee of the Vice President for Student Affairs

Two designees of the Vice President for Enrollment Management, ordinarily the Director of Undergraduate Admissions and the Director of Financial Aid

THAT the Subcommittee will have the responsibility to review and recommend to the FSCUE as to standards fo

awarding of new merit-based scholarships to already-matriculated students; and to report its actions to the FSCUE as well as to the appropriate administrative offices;

- b. To review student petitions for exceptions to administrative and academic rules that extend across all undergraduate degree programs.

THAT the Undergraduate Academic Standing Board may delegate the routine application of academic probation criteria, readmission criteria, merit-scholarship retention rules, honors criteria, and administrative and academic rules that extend across all undergraduate degree programs to the Dean of Undergraduate Studies, while retaining authority in these matters.

JW, 10/22/2009



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### **Faculty Senate Meeting**

Tuesday, November 17, 2009

3:30-5:30 p.m. – Adelbert Hall, Toepfer Room

#### AGENDA

3:30pm	Approval of Minutes from the September 24, 2009 Faculty Senate meeting, <i>attachment</i>	C. Musil
3:35pm	President's Announcements	B. Snyder
3:40pm	Provost's Announcements	B. Baeslack
3:45pm	Chair's Announcements	C. Musil
3:45pm	Report from the Executive Committee	A. Levine
4:05pm	Report from Secretary of the Corporation	J. Arden-Ornt
4:10pm	Update on funding of RFP's for Strategic Alliances	R. Miller
4:25pm		