

**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, <i>attachment</i>	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 <i>ad hoc</i> Committee on University-Level Faculty Committees <i>attachment</i>	R. Dubin C. Musil
10:00am	Faculty Handbook <i>attachment</i>	C. Cano
10:10am	Resolutions by Graduate Studies Committee <i>attachment</i>	A. Levine
10:25am	New Certificate Program: Clinical Translational Oncology Research Scholars Program (CTORSP) <i>attachment</i>	A. Levine
10:30am	Report on University-Wide Research Needs <i>attachment</i>	R. Muzic
10:40am	Faculty Parental Leave Policy Faculty Compensation Philosophy	S. Case
11:00am	Faculty Permission for Alumni Access MediaVision Classes, <i>attachment</i>	G. Starkman
11:10am	Chairs of 09-10 Standing Committees <i>attachment</i>	G. Starkman C. Musil
11:20am	Faculty Senate Meeting Dates for 09-10 <i>attachment</i>	L. Woyczynski
11:25am	Approval of Draft Agenda for the April 27, 2009 Faculty Senate meeting, <i>attachment</i>	G. Starkman



**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
Glenn Starkman
Terry Wolpaw
Liz Woyczynski

Committee Members Absent

David Matthiesen

Others in Attendance

Susan Case
Allen Levine

Call to Order and approval of minutes

Professor Glenn Starkman, chair, called the meeting to order at 11:00am. There being no corrections offered, the minutes of the March 16, 2009 Executive Committee meeting were approved as submitted.

President's Announcements

President Barbara Snyder said that the university would like to start a fund-raising campaign directed to faculty and staff. The university would not publish the amount pledged by any one professor or staff member. The percentage of participating faculty and staff may be published. Having a high percentage of alumni, faculty or staff who contribute money to the university can benefit future university fund-raising effort; a high percentage of participants is an indicator of the support for the university's current endeavors.

Provost's Announcements

Provost Bud Baeslack said that the School of Engineering has agreed, for the time being, not to pursue its interest in making SAGES optional for engineering students. The Provost's Office has studied the documentation when SAGES was created. At the time, SAGES was referred to as "a common basis for undergraduate education." As such, it is "one off" from an officially established university-wide core curriculum. There is value to independence, and there is value to having a university-wide core curriculum. Case Western Reserve University is unusual in not having a core curriculum. The Faculty Senate *ad hoc* Committee on SAGES has recently been formed; the committee will consider the pedagogy of SAGES. The Faculty Senate Committee on Undergraduate Education may later consider the governance issues associated with SAGES.

Final Report of the Faculty Senate *ad hoc* 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. The *ad hoc* committee will draft the necessary changes to the Faculty Handbook and the Faculty Senate By-laws for consideration by the Faculty Senate Committee on By-laws in 09-10.

Proposed Changes to the Faculty Handbook

Prof. Christine Cano, chair of the faculty senate committee on by-laws, presented a change to the Constitution of the University Faculty that would allow faculty and staff to attend the same state of the university address by the president each fall. The recent practice has been that the president gives two state of the university addresses, one to faculty and one to staff. As written in Article IV, Section A, the state of the university address is the required part of an annual fall meeting of the University Faculty. The proposed changes to the Constitution of the University Faculty allow that if there are additional agenda items after the state of the university address, the meeting of the University Faculty would continue after staff depart. The Executive Committee endorsed the changes for final consideration by the Faculty Senate at its April meeting.

Proposed Resolutions by the Committee on Graduate Studies

Prof. Alan Levine, chair of the faculty senate committee on graduate studies, presented two resolutions prepared with the consent of the Committee on Graduate Studies.

One resolution proposes that a faculty member from another university or research institution could serve on a graduate student's dissertation committee. There was a question whether that faculty member could be an adjunct faculty member at another institution. And there was a question about whether non-faculty from research institutions such as Scripps or the Cleveland Clinic would be allowed to participate. The required consent of others, as detailed in the proposal, ensures the necessary quality control. Perhaps it should be stated that the outside faculty member must act in accordance with Case Western Reserve University by-laws.

The second resolution proposes that emeriti faculty could serve on the dissertation committees. There was a question whether or not emeriti faculty could chair a dissertation committee or be the primary dissertation advisor. It has happened that students have been transferred to the supervision of less expert faculty because the professor who was originally supervising the dissertation retired and couldn't continue to participate. A few emeriti faculty have already served on dissertation committees, after numerous levels of approval were confirmed; this resolution would make the pre-approval process easier. Would this resolution make it harder for deans or students to not approve emeriti professors they felt were not well connected to their fields anymore?

After some discussion, the Executive Committee encouraged the Committee on Graduate Studies to seek further review of these two proposals by the associate deans in charge of academic affairs and the executive committees at each of the schools and the college.

Proposed Certificate Program: Clinical Translational Oncology Research Scholars Program (CTORSP)

Prof. Alan Levine presented the proposed new certificate program. There were a number of questions. Given the time constraints at the end of academic year, a MOTION was made to forward the proposal, without approval, to the Faculty Senate for further review. The Executive Committee requested that 1) Prof. Stan Gerson, who submitted the proposal to the Committee on Graduate Studies, be present for the discussion at the faculty senate meeting and that 2) the standard letter of approval from the dean, which was not initially included, be attached to the proposal for consideration by the Faculty Senate.

Report on University-Wide Research Needs

Prof. Ray Muzic, chair of the faculty senate committee on research, presented a report on university-wide research needs. The Executive Committee endorsed the report, and encouraged the committee to develop a set of working points and identify with the provost the initiatives that can be started – for instance, the first 2 items would be low cost initiatives – and to forward a report on progress made to the Faculty Senate next year.

Faculty Parental Leave Policy

Prof. Susan Case, chair of the faculty senate committee on faculty compensation, presented the proposed updated Faculty Parental Leave policy, which the president submitted for the committee's review in fall 2008. Much work has gone into clarifying all the issues addressed. The new policy gives up to 16 weeks of paid parental leave that can be applied flexibly toward work in fall and/or spring semesters, depending on the date of birth or arrival of the new child(ren). Prof. Case stated that this improved policy is as good as or better than the parental leave policies at other prominent research institutions. A few edits had yet to be ironed out. The Executive Committee endorsed the policy for final review by the Faculty Senate at its April meeting.

Faculty Compensation Philosophy

Prof. Susan Case, chair of the faculty senate committee on faculty compensation, presented the committee's proposed faculty compensation philosophy. There were a number of questions and time constraints prevented full discussion. Prof. Glenn Starkman, chair, and Prof. Carol Musil, chair-elect, offered to meet with Prof. Case and to solicit the Executive Committee for further feedback by email.

Chairs of 09-10 Faculty Senate Standing Committees and 09-10 Faculty Senate Meeting Dates

All of the identified chairs for 09-10 faculty senate standing committees and the 09-10 meeting dates were approved by the Executive Committee.

Approval of the Monday, April 27, 2009 Faculty Senate meeting agenda

With slight modifications, the agenda for the April 27 faculty senate meeting was approved. The meeting was adjourned at 1:10 p.m.

APPROVED
by the
FACULTY SENATE EXECUTIVE COMMITTEE



ELIZABETH H. WOYCZYNSKI
SECRETARY OF UNIVERSITY FACULTY

Final Proposal
***ad hoc* Committee on University Level Faculty Committees**

CHARGE

Resolved, whereas the Faculty Senate currently has twelve standing committees, and has received a report from an ad hoc committee recommending the creation of a thirteenth; and

Whereas there are in addition two ad hoc senate committees; and

Whereas there exist other university level faculty committees, and committees with substantial faculty membership; and

Whereas faculty effort in university service should be utilized with the greatest possible efficiency and effectiveness;

Therefore, the Executive Committee of the Faculty Senate instructs the Chair to empanel and charge an ad hoc committee on University-Level Faculty Committees to examine the number, composition, charges, and methods of nomination and selection of members of such committees and make recommendations to improve the efficiency and effectiveness of university-level faculty governance while preserving and strengthening the commitment to democracy and transparency. The Committee will provide a report to the Executive Committee no later than March 1, 2009, and, working with the Committee on By-laws, prepare appropriate amendments to the Constitution of the University and to the By-Laws of the Faculty Senate in sufficient time to be considered at the Spring meeting of the University Faculty, subject to approval of the Faculty Senate.

COMMITTEE

Prof. Robin Dubin, Weatherhead School of Management, co-chair
Prof. Carol Musil, School of Nursing, co-chair

Prof. Ronald Fry, Weatherhead School of Management
Prof. Peter Gerhart, School of Law
Prof. James Kazura, School of Medicine
Prof. Edith Lerner, School of Medicine
Prof. J. Mann, Case School of Engineering
Prof. Sandra Russ, College of Arts and Sciences
Liz Woyczynski, secretary of the university faculty

INTERVIEWED

Kathryn Adams, former chair, faculty senate committee on women faculty
Jay Alexander, former chair, faculty senate
Bud Baeslack, provost's research council
Molly Berger, former chair, faculty senate nominating committee
John Blackwell, former chair, faculty senate information resources committee
Susan Case, current chair, faculty senate faculty compensation committee
John Clochesy, former chair, faculty senate graduate studies committee
Mark Coticchia, *ex officio* faculty senate research committee
Denise Douglas, chair, president's advisory committee on women
Robin Dubin, former chair, faculty senate nominating committee
Faye Gary, former chair, faculty senate committee on women faculty
Lev Gonick, *ex officio*, faculty senate research committee;
 chair, ITSPAC – Information Technology Services Planning and Advisory Committee
Bob Greene, chair, faculty senate personnel committee
Peter Haas, chair, faculty senate university libraries committee
Sharona Hoffman, former chair, faculty senate committee on women faculty
Cathy Kash, member, faculty senate research committee

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 Lipton, former chair, faculty senate personnel committee
Sana Loue, chair, faculty senate committee on minority affairs
Liz Madigan, former chair, faculty senate information resources committee and member, PACOW
Dave Matthiesen, former chair, faculty senate
Ica Mana-Zloczower, former chair, graduate studies committee
Dorothy Miller, *ex officio*, faculty senate committee on women faculty
Marilyn Mobley, vice president of diversity, inclusion and equal opportunity
Carol Musil, former chair, faculty senate research committee
Ray Muzic, chair, faculty senate research committee
Spencer Neth, former chair, faculty senate committee on minority affairs
Bob Savinell, former chair, faculty senate research committee
Lynn Singer, provost's research council
Glenn Starkman, chair, faculty senate
Rhonda Williams, chair, PACM - President's Advisory Council on Minorities

QUESTIONS ASKED

(for senate committees)

- *What is the function of the committee?*
- *What are the issues the committee worked on? How were these issues identified?*
- *What information/support would you have liked as a new chair?*
- *(For some committees)The by-laws require these administrators to serve ex officio; are these productive liaisons?*

(for administrative committees)

- *How are the charges to the administrative committee and the faculty senate committee different?*
- *Is there unnecessary overlap and repetition, or do the committees work at cross purposes?*
- *How can these two committees communicate and work together?*

RETAIN ALL FACULTY SENATE STANDING COMMITTEES

- Current and/or former standing committee leadership cited examples of important issues and effective leadership for each of the current committee. Although committees' activity has waxed and waned over the years, the potential – and the importance of each committee's charge - was affirmed.
- Standing committees can be more effective with better support and communication. Suggestions follow throughout the report.
- Provost plans to disband the Research Council and use the Faculty Senate Committee on Research. Senate leadership and nominating committee are working to fill openings with active researchers and scholars.
- There is a vice-president for diversity, who has plans to form a new diversity leadership council. The topic of PACM, PACoW, FS Minority Affairs, and FS Women Faculty has received much discussion, and committee members agree there are too many committees working on diversity issues. One strongly considered possibility was merging the faculty senate committees on minorities and women, to enhance their combined strength, but also to allow the one committee to form separate subcommittees for women faculty and minority affairs as necessary for certain issues. But there was disagreement about how best to combine the 4 committees. We recommend a close working relationship between the two faculty senate committees with the Diversity Leadership Council, and PACOW and PACM, including overlap of membership to the extent that faculty senate committee members are members of the PACOW and PACM. Since this is a time of change with the new vice-president of diversity, inclusion and equal

opportunity, we suggest that the question of whether the FS Committees on Women Faculty and Minority Affairs be merged or remain separate be revisited spring 2010, and the question decided by the FS Executive Committee.

FACULTY MEMBERSHIP ON CENTRAL ADMINISTRATION COMMITTEES

- Administrators who have central administration standing committees with charges that overlap the charges of faculty senate committees should include members of the relevant faculty senate committees. If possible they should appoint a faculty co-chair who is a chair or member of a relevant faculty senate committee.
- Administrators who form central administration *ad hoc* committees that include faculty should consult faculty senate leadership and faculty senate nominating committee for suggested faculty membership.
- Before new faculty senate ad hoc committees are established, the Faculty Senate Executive Committee should consider if a standing committee could accomplish the work. We recommend that the charges of faculty senate *ad hoc* committees be reviewed annually to determine if committees should continue.

CHANGES TO EXECUTIVE COMMITTEE

OBJECTIVES:

- Improve connection to the schools, but retain support for broader objectives of faculty senate
- Improve connection to standing committees, and be proactive in development of standing committee agendas
- Reinforce the executive committee charge, as stated in the by-laws

PROPOSALS:

Membership

- Membership should be consistent with a federated model, which ensures representation of the faculty senate with a clear link with colleges/schools.
- Members should still be elected by the faculty senate.
- Elect one senator from each school. (*A change in the Constitution would be required to make this happen, by vote of the faculty senate, the university faculty, and the Board of Trustees.*)
- Nominees for the Executive Committee will be drawn from each college/school's senators who agree to run and who will be serving on the faculty senate next year; names will be placed on the slate for each school/college and one senator from each school/college will be selected by the entire senate through plurality vote.
- Each senator on the executive committee should participate as an *ex officio* member on the school's executive committee (or equal alternative at schools that don't have an executive committee.) They are responsible for communicating school issues to the executive committee and senate issues to their schools.

Charge

- Executive committee is responsible for nominating, soliciting interest, and voting to approve the standing committee chairs no later than the date of May commencement ceremonies.

Process

- One meeting of executive committee/year (December?) should be dedicated to members reports on issues from the schools.
- Two meetings of the executive committee/year/ should be dedicated to reports and discussion from standing committee chairs.
- Hold an orientation for chairs of the standing committees as described in the Appendix of this report.

CHANGES TO NOMINATING COMMITTEE

OBJECTIVES:

- Improve nominating committee knowledge of standing committee and executive committee activities so that nominating committee members can be better informed and more effective nominators and recruiters

PROPOSALS:

Membership

- In September, request one senator from each school to populate the nominating committee.

Process

- In October, chair of the faculty senate should appoint the chair of the nominating committee
- Nominating committee should meet at least once in fall semester
- Nominating committee should contact standing committee members whose terms are up, who are eligible to serve again, to see if they will serve again, before the faculty interest survey gets emailed and posted in *Case Daily*
- Faculty interest survey should be precise in identifying which committees have openings, and if new membership needs to come from certain schools
- Nominating committee should have committees' charges at hand and in mind when recruiting
- The nominating committee should meet at least once in the fall, so that it can be a support for filling occasional membership holes throughout the year, and advise the chair and help recruit membership for any *ad hoc* committees
- Nominating Committee selects the membership for faculty senate standing committees; committee chairs are appointed by the Executive Committee, per Faculty Handbook.

STRENGTHEN FACULTY SENATE COMMITTEE OF RESEARCH

OBJECTIVES:

- Focus all discussions and initiatives regarding research through the Faculty Senate Committee on Research

PROPOSALS:

- Provost Bud Baeslack plans to discontinue the former Provost's Research Council
- Faculty Senate should review the charge of the former Provost's Research Council and incorporate any relevant ,new elements into the charge for the Faculty Senate Research Committee
- Recruit active researchers, funded and non-funded, to Faculty Senate Research Committee to fill openings as members finish their terms
- Several administrators (VP for Research and Technology Management and the Dean of Graduate Studies) are presently *ex officio* members of the committee. Add one more *ex officio* member from the Office of the Provost.
- The committee includes three graduate students and one post-doctoral scholar/fellow. A split of two and two is reasonable. Our post-doctoral scholars/fellows should be better represented.
- Members of the Faculty Senate University Libraries and Information Resources Committees should serve as *ex officio* members of the Faculty Senate Research Committee.

IMPROVE SUPPORT FOR STANDING COMMITTEES

OBJECTIVES:

- Improve support and feedback for chairs and in determining their committee agendas
- Improve support for organizing committee activities

PROPOSALS:

Membership

- Each chair should appoint a vice-chair, in consultation with the chair of the faculty senate, to help with coordinating committee activities, to foster shared and continued committee leadership. The vice-chair could – but doesn't have to be – considered for future chair.
- Engage standing committees before appointing *ad hoc* committees. If an *ad hoc* committee is necessary, 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 the same school.
- Standing committee chairs, in consultation with the faculty senate chair, should be able to replace inactive 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 chairs.

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 and review COACH, Climate and other relevant surveys.

SUPPORT FOR CHAIR OF FACULTY SENATE

- Provide teaching relief or other compensation for chair of faculty senate (2 classes/ each semester)
- Confirm levels of support for chair-elect, chair of budget committee, and chair of undergraduate committee (1 class? each semester?)
- Secretary of university faculty and university counsel's office to provide orientation to faculty senate chair about grievance process

RECOGNITION FOR SENATE MEMBERS

- Acknowledge efforts of Committee chairs and Executive committee members:
- Continue annual dinner for chairs and executive committee or luncheon at the Case Club
- Thank you reception for all senators (these could be relatively low cost)

MEDICAL SCHOOL SENATE ELECTIONS TIMED EARLIER, CONSISTENT WITH OTHER SCHOOLS

- Medical school currently elects senators in September; we recommend that their elections are consistent with the other college/schools' cycle (elections in spring for next academic year)

RECOMMENDATION TO CONVENE SIMILAR AD HOC COMMITTEE EVERY 5 YEARS

- A review, such as this one, should be repeated on a regular cycle.

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 university faculty
- president/provost
- 09-10 elected executive committee
- 08-09 standing committee chairs
- 09-10 standing committee chairs

Activities

- Remarks by past chair about the past year's activities
- Thanks and remarks by president/provost
- Reports by past committee chairs about past year's activities
- Review poll results by faculty senate – faculty - about potential issues
- Review the charges to each of the standing committees
- Meet in small groups to discuss potential issues
- Small groups report back
- Review of process – meeting dates, web postings, shared documents, etc.
- Remarks by current chair about the upcoming year's activities

Support, distribute

- Spiral bound copy of By-laws to new executive committee and committee chairs
- Spiral bound copy of Faculty Handbook to new executive committee and committee chairs
- New edition of *Robert's Rules of Order* to chair and chair-elect
- 09-10 committee rosters
- A nice lunch

Preparation

- Poll faculty senate in April to get feedback on potential issues for upcoming year
- Template for current chairs to report on last year's activities and recommendations for next year
- Approve 09-10 committee chairs at April executive committee meeting

Follow-up after Meeting

- Minutes from orientation emailed to all 09-10 elected senators and committee members

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 within the scope of faculty competence and consisting of the conduct of the institution's educational, research and scholarly activities. These activities inherently require action in concert among the various scholarly disciplines, and thus call for a coherent structure of group policy formulation and group procedure. The provision of such a structure is the essential function of this constitution.

ARTICLE I. MEMBERSHIP OF THE UNIVERSITY FACULTY

The University Faculty consists of three different categories of faculty appointments: 1) tenured or tenure track appointments, 2) non-tenure track appointments, and 3) special appointments. Faculty members described in Sec. A and Sec. B shall be deemed "voting members" of the University Faculty. Each engage in the missions of faculty of the University as described below:

Sec. A. Tenured or tenure-track faculty members

Tenured or tenure track faculty members are those persons holding full-time academic appointments at the ranks of professor, associate professor, and assistant professor in the constituent faculties whose obligations to the University include 1) teaching, 2) research and scholarship, and 3) service to the University community. Tenured or tenure track faculty shall be entitled to vote on all matters coming before the University Faculty as well as all matters coming before the constituent faculties in which they are appointed.

Sec. B. Non-tenure track faculty members

Non-tenure track faculty members are those persons holding full-time academic appointments at the ranks of professor, associate professor, assistant professor, senior instructor, and instructor in the constituent faculties whose obligations to the University include two of the three obligations of the tenured/tenure track faculty, i.e. 1) teaching, 2) research and scholarship or 3) service to the University community. Non-tenure track faculty members shall be entitled to vote on all matters coming before the University Faculty. The by-laws of the constituent faculty shall determine if they may vote on matters coming before the constituent faculties in which they are appointed.

Sec. C. Special faculty members

Special faculty members are: 1) those persons holding part-time academic appointments, or 2) persons holding full-time academic appointments, but who have specific, limited responsibilities for the duration of a specific project, or for a limited duration. Examples of special appointments are faculty members hired for one semester, who teach one course on a repeated basis, who engage in clinical supervision only without other responsibilities to the University, or who are engaged in a specific project conducted outside the University. In general, special faculty members' obligations to the University shall include one of the three obligations of the tenured/tenure track faculty, i.e. 1) teaching, 2) research and scholarship or 3) service to the university community. The titles held by special faculty members shall be determined according to the by-laws of the constituent faculty to which their appointment is made, subject to approval by the provost, and shall include a modifier to traditional ranks that reflects the nature of the appointment. Special faculty members shall not be entitled to vote on any matter coming before the University Faculty. The by-laws of the constituent faculty shall determine if they may vote on matters coming before the constituent faculties in which they are appointed.

Sec. D. Majority of appointments shall be tenured or tenure track

At least a majority of the voting University Faculty members within each constituent faculty shall be tenured or tenure track faculty members. However, under special circumstances which are reviewed by the Faculty Senate and approved by the provost, a constituent faculty may ask for an exception to this rule. Unless otherwise stated in the by-laws or by separate resolution of the constituent faculty, the proportion of tenure/tenure track faculty to non-tenure track faculty within a constituent faculty will be decided by the dean in consultation with that constituent faculty, subject to review by the Faculty Senate and the approval of the provost. The provost will monitor and must approve available tenured or tenure track positions in all constituent faculties.

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 activities of the University shall reside in the University Faculty.

Sec. B. Powers Reserved

The University Faculty, on recommendation of the Faculty Senate, as provided in Article V, Section A, Paragraph 2, shall make recommendations to the president for consideration and transmittal to the Board of Trustees concerning amendments to the Constitution of the University Faculty (Chapter 2); the establishment, discontinuance, or separation of any college, school, or constituent faculty, or the merging of two or more of such organizational units; or the consolidation of the University with other academic organizations. The University Faculty shall have the rights of initiative and referendum under procedures specified in Article VIII.

ARTICLE IV. MEETINGS OF THE UNIVERSITY FACULTY

Sec. A. Annual Meeting

The University Faculty shall have an annual meeting early in the fall term. The agenda for the annual meeting shall include a report by the president on the state of the University and such additional business as may be introduced by the process of initiative as provided in Article VIII. Staff may be invited by the president and the chair of the Senate to attend the report on the state of the University and discussion thereon. That report shall then be delivered immediately after the

meeting is called to order and all other business that concerns just the University Faculty, if any, shall follow discussion of the report.

Sec. B. Special Meetings

Special meetings of the University Faculty may be called by the president or by the Faculty Senate, or upon a petition of ten percent of the voting members of the University Faculty stating the purpose of the proposed meeting. The petition shall be delivered to the secretary of the University Faculty who shall certify the validity of the petition to the president, who in turn shall call the special meeting within thirty (30) days of receiving the certified petition.

Sec. C. Emergency Meetings

An emergency meeting of the University Faculty may be called by the president or by the chair of the Faculty Senate.

Sec. D. Notification and Agenda

The chair of the Faculty Senate, or on the chair's designation, the secretary of the University Faculty, shall notify each voting member of the University Faculty at least ten days before each annual meeting and special meeting. Such notification shall be in writing and shall specify the time, the place, and the agenda of the meeting. Any main motion to be introduced at an annual meeting or a special meeting shall be included in the agenda.

Sec. E. Quorum and Rules of Order

Par. 1. A quorum of a meeting of the University Faculty shall consist of thirty percent of the voting members, except that at a meeting called by petition, a quorum shall be forty percent.

Par. 2. Meetings shall be conducted according to the latest edition of *Robert's Rules of Order Newly Revised*, unless otherwise specified.

ARTICLE V. THE FACULTY SENATE

Sec. A. Purpose and Functions

Par. 1. There shall be a Faculty Senate, which shall meet regularly to exercise all powers of the University Faculty not reserved to the University Faculty itself or delegated elsewhere by the University Faculty.

Par. 2. The powers and obligations of the Faculty Senate shall include but not be limited to those following:

- a. Making recommendations to the University Faculty on all issues presented to the University Faculty, including those specified in Article III, Section B.
- b. Making recommendations to the president for consideration and transmittal to the Board of Trustees with respect to policies governing:
 1. Standards of appointment, reappointment, promotion, tenure and termination of service of members of the constituent faculties;
 2. Standards for curricula and content of all degree programs;
 3. Standards and facilities for research and scholarship;
 4. Admission standards and academic requirements for students;
 5. Awarding of degrees in course;

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;
 3. Approval of the University academic calendar and modifications in the university calendar except in the case of extraordinary circumstances.
- d. Advising and consulting with the president on the appointment of major academic officers other than those of individual constituent faculties, on the formulation of the budget, on the allocation of the University's resources and facilities, on long-range planning, on the composition of faculty benefits, and on other matters of similar concern to the University Faculty.
- e. Reviewing current programs, policies and organizational structures with regard to their effectiveness, and exercising initiative in proposing the development and introduction of new programs, policies, and organizational structures.
- f. Recommending amendments of this constitution, as provided in Article IX.

Sec. B. Meetings

Par. 1. The by-laws of the Faculty Senate shall provide as to frequency of regular meetings and emergency meetings, provided, however, that each year the Faculty Senate shall hold not fewer than two regular meetings during the period from September to December, inclusive, nor fewer than two during the period from January to May, inclusive.

Par. 2. The by-laws of the Faculty Senate shall specify rules concerning the calling of meetings by petition or otherwise, notice of meetings, agenda, quorum, meeting procedures, and the distribution and approval of minutes.

Sec. C. Membership

The voting members of the Faculty Senate shall be the president of the University, the provost or a designee of the president, the secretary of the Faculty Senate, elected voting members of the University Faculty apportioned as specified in Article V, Section F, the chair of each standing and *ad hoc* committee of the Faculty Senate, for the duration of such committee chairmanship, one undergraduate student, one student enrolled in the School of Graduate Studies, and one student enrolled in a post-baccalaureate program in any of the professional schools, the three student members to be selected by their respective constituencies.

Sec. D. Privilege of Attendance

Members of the Board of Trustees, a designee of the provost, vice presidents, deans, and other academic officers of equivalent rank, as well as others designated in the Faculty Senate by-laws may attend all meetings of the Faculty Senate and may participate in its discussions. Student and faculty members of committees of the Faculty Senate who are not elected senators may attend all meetings of the Faculty Senate, and may participate in the discussions of the Faculty Senate related to their committee's work. Other members of the university community may attend designated meetings with the permission of the chair.

Sec. E. Officers

Par. 1. The Faculty Senate shall elect annually from among the voting members of the University Faculty a chair-elect, who shall serve as vice chair during his or her first year of office and shall become chair of the Faculty Senate during his or her second year in office and past chair in the third year. If not already an elected member of the Faculty Senate, the vice chair, the chair, and the past chair shall be voting members of the Faculty Senate by virtue

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 meeting subsequent to the spring commencement.

Par. 3. TERM OF OFFICE. The elected faculty senators representing constituent faculties shall serve overlapping three-year terms to end on commencement day of the terminal year. The faculty senator of the Department of Physical Education and Athletics shall serve a three-year term. Excepting as otherwise provided in this constitution, any elected faculty senator who shall have been a member of the Faculty Senate for three consecutive years shall not be eligible for election for a fourth consecutive year, whether representing the same or another constituency, but after the lapse of one year following three consecutive years of membership, he or she shall again be eligible for election.

Par. 4. VACANCIES OTHER THAN LEAVES OF ABSENCE. Faculty senatorial vacancies, other than those occasioned by leaves of absence from the University, shall be filled by the constituent faculty for only the unexpired portion of the term. The incumbent who completes the unexpired term shall, upon completion, be eligible for immediate election to serve for a maximum of three additional consecutive years.

Par. 5. LEAVES OF ABSENCE. Faculty senatorial vacancies occasioned by leaves of absence from the University shall be filled for only the duration of the absence. Should the period of absence terminate before the end of the senatorial term so vacated, the original incumbent, upon return to the University, shall resume membership and complete the term. Should the period of absence terminate at the same time as the senatorial term, both the original incumbent and the incumbent who shall have completed the vacated term shall be eligible for immediate election to serve for a maximum of three additional consecutive years.

Sec. G. Annual Report

Each year, the chair of the Faculty Senate shall make available to all voting members of the University Faculty a report on the activities of the Faculty Senate that year.

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 By-Laws. The at-large members shall be elected to serve overlapping three-year terms. One of the at-large members shall serve as the chair of the Budget Committee. Should the terms of senatorial members of the Budget Committee extend beyond their terms as members of the Faculty Senate, they shall complete their committee terms as non-senatorial members.**

Par. 2. The Budget Committee shall participate with the university administration to assure that the budgetary goals and priorities are responsive to the academic plans.

Par. 3. The Budget Committee shall review and report to the Faculty Senate on the adherence to budgetary priorities and the attainment of budgetary goals. The Budget Committee shall advise the Faculty Senate on the financial feasibility of the University's current and planned education programs, activities, and facilities, and their effect on the operating budget, capital requirements, and financial health of the University. The Budget Committee shall also advise the Faculty Senate on budgetary questions as they affect current and planned educational programs, activities, and facilities.

Par. 4. The members of the Budget Committee shall serve also as the elected faculty representatives of the University Planning and Budget Committee which reports to and advises the president in the preparation of the budget of the University.

Par 5. Each constituent faculty shall have a Budget Committee. The regular members of each Budget Committee shall be selected from among the University voting faculty of that constituent faculty by direct election or by appointment by a directly elected body of that constituent faculty. In addition, each Budget Committee may include additional members *ex officio* as needed.

Sec. D. Committee on Graduate Studies

Par. 1. The Committee on Graduate Studies shall consist of the dean of graduate studies, *ex officio*, the vice president for research and technology management, *ex officio*, nine voting members of the University Faculty elected for overlapping three-year terms, three graduate student members elected for one-year terms, and the professional school senator, *ex officio*. The Nominating Committee, in consultation with the dean of graduate studies, shall select nominees for election to the committee on the basis of participation in graduate research and in graduate study and instruction. Such selection shall be broadly representative of graduate disciplines.

Par. 2. The Committee on Graduate Studies shall review and recommend to the Faculty Senate with respect to the academic standards and degree requirements of all departmental, inter-departmental, inter-divisional constituent faculty, and *ad hoc* and special programs under the administration of the dean of graduate studies.

Sec. E Committee on Undergraduate Education

Par. 1. The Committee on Undergraduate Education shall consist of (1) the following voting members: the Provost, *ex officio*, three voting members of the University Faculty elected by the Faculty Senate for overlapping three-year terms, one representative each from the College of Arts & Sciences, the Case School of Engineering, the Frances Payne Bolton School of Nursing, and the Weatherhead School of Management appointed by the executive committee/faculty council, one voting member of the University Faculty from the Department of Physical Education and Athletics, one voting member from the University Faculty from the Departments in the Case School of Medicine that offer undergraduate majors, two undergraduate students selected by the Undergraduate Student Government for a one-year term; (2) Up to four non-voting members, designated by the Provost from among members of the administration with the rank of deputy, vice or associate-provost, vice-president, or dean and having specific responsibility for undergraduate education and life. (Hereinafter, voting members of the University Faculty who have a primary or joint appointment in at least one of these four constituent faculties, or in the Department of Physical Education and Athletics, or in one of the Departments in the Case School of Medicine that offer undergraduate majors are collectively referred to as the "Undergraduate Program Faculty", or "UPF".) The Faculty Senate shall appoint a chair and vice chair from the voting members of the Undergraduate Program Faculty who are members of the Committee on Undergraduate Education, with either the chair or the vice chair assuming the role of chair in the subsequent year, assisted by the vice chair appointed in that year.

Par. 2. (a) The Undergraduate Program Faculty is responsible for the basic policies that govern undergraduate education at the University. The Committee on Undergraduate Education shall review and recommend to the Faculty Senate with respect to changes in standards of admission for undergraduate students; changes in academic requirements and regulations for undergraduate students; curricula, contents, and standards for newly-proposed undergraduate degree programs¹; changes in existing undergraduate curricula and degree programs within a constituent faculty that specifically influence undergraduate degree programs or students enrolled in undergraduate degree programs in other constituent faculties (the Provost, or the Provost's designee, in consultation with the chair of the Committee on Undergraduate Education will decide which course action forms require review by the Committee); resource allocations for undergraduate education, outcome assessment of undergraduate degree programs, the discontinuance of existing undergraduate degree programs; standards for undergraduate academic standing; standards for receipt and retention of merit-based undergraduate financial aid; standards of undergraduate academic integrity and student conduct; standards and facilities for undergraduate research and scholarship; and conditions of undergraduate student life. The Committee on Undergraduate Education shall be responsible for the

¹ Degree programs are the major and minor academic programs that are officially recognized by the Office of Undergraduate Studies and appear on an official academic transcript of a student.

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 the members of the Committee on Undergraduate Education, or of the Chair of the Faculty Senate involve important basic policies that govern undergraduate education at the University and extend beyond degree programs in a constituent faculty, the Committee on Undergraduate Education may refer proposals for action to a meeting of the Undergraduate Program Faculty for discussion. After that meeting, eligible faculty members in those faculties, departments, or programs shall vote on proposals by electronic ballot. The result of that vote shall be conveyed to the Faculty Senate for action at its next meeting after the vote.

(b) Meetings of the Undergraduate Program Faculty defined in Par. 3(a) to consider proposals for action regarding issues that involve important basic policies that govern undergraduate education at the University and extend beyond degree programs in a constituent faculty may also be called by the President, by the Provost, by the Chair of Committee on Undergraduate Education, by the Chair of the Faculty Senate, or upon written petition, stating the proposal for action at the meeting and signed by not less than 10 (ten) percent of the total number of eligible voting members of the UPF. Such a petition shall be delivered to the Chair of the Committee on Undergraduate Education, who shall certify the signatures to the Committee. The Committee on Undergraduate Education shall specify a meeting date upon receipt of the Petition, such meeting to take place no later than 30 (thirty) calendar days after receipt of the petition.

(c) The President, or in the absence of the President, the Provost, or in the absence of the Provost, the Chair of the Committee on Undergraduate Education, shall preside at all meetings of the Undergraduate Program Faculty defined in Par. 3(a).

Par. 4. In discharging its responsibilities, the Committee on Undergraduate Education shall observe university policies governing academic freedom.

Sec. F. Other Standing Committees

Par. 1. The by-laws of the Faculty Senate shall provide for additional standing committees and shall assign explicitly to each the appropriate areas of Senate powers and obligations from among those enumerated in this constitution, Article V, Section A.

Par. 2. As may be provided in the by-laws of the Faculty Senate, members of such additional standing committees may include members of the university community who are not themselves members of the Faculty Senate.

Par. 3. All standing committees shall report to the Faculty Senate.

Sec. G. Ad hoc Committees

Par. 1. *Ad hoc* committees of the Faculty Senate may be established by the Executive Committee. The Executive Committee shall provide each such *ad hoc* committee with a specific charge stated in writing, and the *ad hoc* committee shall confine itself to the fulfillment of this charge unless otherwise authorized in writing by the Executive Committee. The maximum term of any such *ad hoc* committee shall be twelve months, subject to extension at the discretion of the Executive Committee.

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.

Par. 2. Each constituent faculty shall have a dean or otherwise designated chief executive officer appointed for a term of office by the president after consultation with that faculty. Each constituent faculty shall establish procedures for advising the president regarding the appointment of a dean or chief executive officer, pursuant to the guidelines found in the *Faculty Handbook* (Chapter 3).

Par. 3. Each constituent faculty shall be responsible to the University Faculty for execution of the programs delegated to it.

Par. 4. In discharging its responsibilities, each constituent faculty shall observe university policies governing academic freedom, and its by-laws shall provide that the decision-making processes in its government are essentially democratic.

Par. 5: Each constituent faculty shall have a Budget Committee. The regular members of each Budget Committee shall be selected from among the University voting faculty of that constituent faculty by direct election or by appointment by a directly elected body of that constituent faculty. In addition, each Budget Committee may include additional members *ex officio* as needed.

Sec. B. Departments

Par. 1. Any constituent faculty may be organized into departments. The department shall be the basic unit of those faculties so organized. Each member of the University Faculty holding a principal appointment in such a faculty shall normally have an appointment in a department.

Par. 2. The department shall provide a central administration and a focal point for an academic discipline or for closely related disciplines; it shall plan and provide programs of teaching and scholarly work and professional activity, assume the responsibility for implementing these programs, and determine the policies necessary to guide

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

Subject to regulations and standards determined by the Faculty Senate upon recommendation of the Committee on Graduate Studies, as provided in Article VI, Section D, Paragraph 2, each department, and each constituent faculty not having a departmental structure, shall be charged with the responsibility for its graduate programs, and each constituent faculty shall be charged with the responsibility for its inter-departmental and inter-divisional graduate programs. Graduate programs in which more than one constituent faculty participate shall be the joint responsibility of the participating faculties.

ARTICLE VIII. INITIATIVE AND REFERENDUM

Sec. A. Initiative

A motion or resolution may be placed on the agenda of a meeting of the University Faculty by any of the following initiative procedures:

1. A request of the president,
2. A request of the chair of the Faculty Senate,
3. A petition signed by forty percent of the voting members of the Faculty Senate,
4. A petition signed by two-thirds of the voting members of the University Faculty in any constituent faculty, or
5. A petition signed by ten percent of the voting members of the University Faculty.

Sec. B. Referendum

Any action of the Faculty Senate may be made subject to referendum by the University Faculty, within six months of the date of such action, by any of the procedures specified above for initiative. A two-thirds vote of the voting members of the University Faculty present at the meeting called to consider such referendum shall be required to overrule the action of the Faculty Senate. In the event that the meeting does not achieve a quorum, that petition of referendum shall expire.

ARTICLE IX. AMENDMENT

Par. 1. An amendment of this constitution may be proposed by majority vote of the Faculty Senate or by action of the voting members of the University Faculty at an annual meeting or at a special meeting, subject to the procedures specified in Article VIII, Section A. The vote on any proposed amendment shall be by mail ballot of the University Faculty and shall require the approval of sixty percent of those voting members returning ballots. In the case of an amendment proposed by majority vote of the Faculty Senate, the president of the University shall call a special meeting of the University Faculty to discuss the proposed amendment; that meeting shall take place not later than the fifth day preceding the final date for submission of ballots.

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 in advising graduate students, which may include acting as a voting member on a graduate student's dissertation committee, dissertation advisor, or committee chair. These assignments will require approval from the emeritus faculty member, the student, the department chair, and the Dean of Graduate Studies. The emeritus faculty member must agree to continue to abide by Case Western Reserve University faculty by-laws. The Faculty Senate Committee on Graduate Studies also encourages emeritus faculty to function as mentors for junior faculty for graduate education.



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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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 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.

Leadership, Faculty, and Resources

The CTORSP Certificate program will utilize the resources of nine outstanding interdisciplinary scientific programs within the Case CCC. These research programs bring together basic research scientists and clinical investigators from the three institutions of the Case CCC: CWRU, University Hospitals Case Medical Center (UHCMC), and Cleveland Clinic and include members from the other University-affiliated hospitals; MetroHealth Medical Center and the Louis Stokes Cleveland Veteran Affairs Medical Center. All of these institutions provide mentors who have strong cancer research programs and experience in clinical and research oncology training.

The program's Steering Committee will be composed of senior researchers selected by Drs. Gerson and Schmaier. The two primary mentors will work with the Scholar to select a mentoring committee. Together these clinicians and researchers will assist with developing the individualized training plan for each Scholar. Through formal meetings and presentations, the mentors and the program's Steering Committee will evaluate the Scholars' progress toward their research and training goals. Mentors and Steering Committee members are accomplished basic and physician scientists, with experience and success in achieving extramural support for their research.

PROGRAM DETAILS

1. Program Overview: The CTORSP Scholars select one of three areas of concentration: 1) Mechanism Based Therapeutic Development and Clinical Trials, 2) Stem Cell Biology and Hematologic Malignancy Clinical Trials, and 3) Prevention, Aging and Cancer Genetics and Clinical Trials. The Certificate program creates multiple opportunities for the Scholars to work with PhDs and MDs in order to establish transdisciplinary teams to develop an original cancer-related research project effectively carrying a laboratory observation through a clinical trial to improve an aspect of patient care. Scholars will be taught to make novel observations about the nature and progression of disease and to frame

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

Each Scholar will be co-mentored by both a basic scientist and a clinical investigator. A mentoring committee comprised of faculty in the Scholar's focus of oncology research provides additional guidance and support. Mentors will be selected from one of nine scientific programs of the Case CCC. During the period of mentored laboratory training, the Scholars will develop original hypothesis-based experiments related to disease mechanisms at a molecular or cellular level. As the Scholars build on their laboratory conclusions to create and implement clinical trials, they will be mentored by clinical investigators. Clinical trials will be aimed at developing new methods for diagnosis and testing promising ideas for novel therapeutic interventions.

2. General Recruitment Strategies

The Steering Committee oversees, implements and monitors recruitment of Scholars. This responsibility includes assurance that the different clinical oncology disciplines are well represented. The specific recruitment strategies to assure a talented and diverse applicant pool are presented below in detail.

Scholar Candidate Eligibility

a. All candidates will be physicians holding the MD, DO or MD/PhD degrees and have completed specialty clinical training and are board-eligible in a cancer-related specialty. The Scholars will have a clinical training background in one of the following oncology disciplines: medical, surgical, dermatological, pediatric or radiation oncology.

b. All clinician candidates must be eligible to obtain NIH funding.

c. Clinician candidates who have equivalent training or clear experience in clinical trial design and leadership in clinical oncology trials would not normally be candidates for this Certificate program.

Scholar Candidate Pool

The primary source of candidates to this Certificate program will be junior faculty with primary or secondary CWRU appointments in the various fields of oncology. Candidates coming from existing clinical training programs corresponding to multiple oncology disciplines will also serve as an important applicant pool. These individuals will have training in oncology disciplines including surgery, gynecology, dermatology, medical, pediatrics and radiation oncology. For all candidates the Steering Committee will only accept candidates for review for whom their Department makes a minimum of a 2-year commitment so they can complete their Certificate program's requirements. The oncology disciplines with strong track records in recruiting and supporting research-oriented trainees are summarized as follows:

Medical Oncology Trainees: The fellowship program in Medical Oncology is under the direction of Dr. Alvin H. Schmaier, Chief of the Division of Hematology Oncology. The fellowship is approved for 5 years under ACGME. The fellowship program recruits 4-5 new trainees per year from a pool of 260 applicants of whom 30 are interviewed and 20 are ranked and placed in the fellowship ranking lottery between institutions. Applicants are selected on the basis of their promise as academic investigators.

Radiation Oncology Trainees: This Residency Program is approved under ACGME for 5 years. Over the last 4 years Radiation Oncology faculty has grown to include 12 physicians, 7 PhD medical physicists, and 6 PHD radiation biologists. NCI and other peer reviewed funding is approximately \$3.5M.

Pediatric Oncology Trainees: The fellowship program in Pediatric Hematology/Oncology at Case and Rainbow Babies and Children's Hospital is under the direction of Dr. John Letterio, who served as Chief from the Carcinogenesis Branch of the NCI. Dr. Letterio has developed an academic division, recruited two physician scientists for laboratory-based research, and has established a 3-year fellowship for which the latter 2 years are research based.

3. Clinical Translational Oncology Research Certificate Program Details:

The Certificate program consists of three separate, yet integrated, sections: A) a formal didactic curriculum consisting of core course work and ongoing longitudinal training, B) an intensive mentored research project, and C) submission of an application for independent funding. Each of these components is described in detail below. Upon the successful completion of all program requirements, Scholars will receive a Certificate in Clinical Translational Oncology Research.

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 special statistical methods in the analysis of clinical trials based on the student's individual clinical trial design. Topics can include: intent-to-treat analysis, analysis of compliance data, equivalency testing, multiple comparisons, and sequential testing. Each Scholar will make a presentation explaining the progress they have made in writing their protocol through their attendance at the summer Clinical Protocol writing workshop. Pre-requisite: Consent of Instructor. 6:00 – 7:45pm Wearn 137. Pass/No Pass.

Translational Cancer Research (CNCR 501-4) (1 Sp) Course Director: Stanton L. Gerson, MD & Alvin Schmaier, MD

Goal: Professional development. 1) This section of the course will focus on oral presentations with attention on the content and style of the presentation materials (PowerPoint), and oral presentation style. Each clinician will present his/her research twice during the semester. Written evaluation included. 2) This section of the course builds basic knowledge and develops core skills in scientific writing for peer reviewed journals, the anatomy of the scientific grant proposal, and how to serve as reviewer in the peer review process. 3) This section focuses on grantsmanship; sources of grant funding and strategies in applying and responding to reviews. 4) This section of the course teaches how to recognize and understand effective leadership traits

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.

In addition, Scholars will be required to take a special ethics course designed for clinical investigators. (If the Scholar shows proof of prior attendance at this or an equivalent course, this requirement is waived.)

Research Integrity and Ethics (IBMS 500) (0 Sum) Jessica Berg, PhD/Eric Juengst, PhD

Goal: To introduce students to the ethical, policy, and legal issues raised by research involving human subjects. Topics include (among others): regulation and monitoring of research; research in third-world nations; research with special populations; stem cell and genetic research; research to combat bioterrorism; scientific misconduct; conflicts of interest; commercialization and intellectual property; and the use of deception and placebos. IBMS 500 meets for 3 days in May.

3A1b. Elective Courses

(6 credit hours) Requirement: A minimum of one course must address clinical trial design. Courses must be taken for credit and completed during the two year program. Should the Scholar receive a fail or no pass, the Scholar is required to successfully repeat the course or receive a pass or a passing grade in an alternative course.

INTRODUCTORY COURSES

Theme: Clinical Trial Design

Introduction Clinical Research Summer Series (CRSP 401) (3 Summer) Douglas Einstadter, MD & E. Regis McFadden, MD

Goal: This course is designed to familiarize one with the language and concepts of clinical investigation and statistical computing, as well as provide opportunities for problem-solving and practical application of the information derived from the lectures. The material is organized along the internal logic of the research process, beginning with mechanisms of choosing a research question and moving into the information needed to design the protocol, implement it, analyze the findings, & draw and disseminate the conclusion(s). Regular Grading System.

Biostatistics for Clinical Research (CRSP 403) (3 Fall) Thomas Love, PhD

Goal: Learn the statistical process: how to conduct studies, what the results mean, and what can be inferred about the whole from pieces of information. Understanding and describing relationships between phenomena and measuring how well these relationships fit data. A project involves problem specification, data collection, management, analysis, and presentation. Will use statistical software extensively; exposed to multiple packages. Topics: descriptive statistics, exploratory data analysis, the fundamentals of probability, sampling, inferential statistics, power & sample size, experimental design, correlation, regression, & association. Prereq: CRSP 401. Regular Grading System.

Study Design and Epidemiology Methods (CRSP 402) (3 Fall) Douglas Einstadter, MD

Goal: Learn methods used in the conduct of epidemiologic and health services research; considers how epidemiologic studies may be designed to maximize etiologic inferences. Topics: measures of disease frequency, measures of effect, cross-sectional studies, case-control studies, cohort studies, randomized controlled trials, confounding, bias, and effect modification. Prereq: CRSP 401 or permission of instructor. Regular Grading System.

Health Disparities (CRSP 510) (3 Fall) Drs. Joseph J. Sudano and Ashwini Sehgal, and Michele E. Petrick

Goal: Provide theoretical and application tools for students from many disciplinary backgrounds to conduct research and develop interventions to reduce health disparities. The course is situated contextually within the historical record of the United States, reviewing social, political, economic,

cultural, legal, and ethical theories related to disparities in general, with a central focus on health disparities. Several frameworks regarding health disparities are used for investigating and discussing the empirical evidence on disparities among other subgroups (e.g., the poor, women, uninsured, disabled, and non-English speaking populations) are also included and discussed. Students are expected to develop a research proposal (observational, clinical, and/or intervention) rooted in their disciplinary background that incorporates materials from the various perspectives presented throughout the course, with the objective of developing and reinforcing a more comprehensive approach to current practices within their fields. Offered as CRSP 510, EPBI 510, MPHP 510, NURS 510, and SASS 510. Mon. 5:30– 8:00 pm, Location: NOA 31A. Regular Grading System.

Introduction to Behavioral Medicine (EPBI 411) (3 Fall) Kristina Noel Knight, MPH

Goal: Using a biopsychosocial perspective, students will learn the measurement and modeling of behavioral, social, psychological, and environmental factors related to disease prevention, disease management, and health promotion. EPBI 411 or MPHP 411. Tue/Thurs 1:15–2:30 pm, Loc: WHITE 324. Regular Grading System.

Theme: Communication and Leadership

Communication in Clinical Research (Part 1) (CRSP 412) (1 Fall) Drs. Ralph O'Brien and John J. Lewandowski

Goal: Parts 1 and 2 of this course build basic knowledge and develop core skills in scientific communication, grantsmanship, and the peer review process. Written and oral communication in clinical science, applying for grants, submitting abstracts and manuscripts, giving presentations, and the peer review process is covered. Recommended preparation: CRSP 401 or equivalent and consent of instructor. Mon 8:30–10:30am, Location: Cleveland Clinic JJ3-107 A & B. Pass/NoPass or Pass/Fail grading only.

Communication in Clinical Research (Part 2) (CRSP 413) (1 Sp) Ralph O'Brien, PhD

Goal: Parts 1 and 2 of this course build basic knowledge and develop core skills in scientific communication, grantsmanship, and the peer review process. Written and oral communication in clinical science, applying for grants, submitting abstracts and manuscripts, giving presentations, and the peer review process is covered. Prereq: CRSP 401 or equivalent and consent of instructor. Mon. 3:00 – 5:00 pm, Location: Cleveland Clinic, JJ3-107 A & B. Course offered for Pass/NoPass or Pass/Fail grading only.

ADVANCED

Theme: Clinical Trial Design

Statistics of Controlled Trials (EPBI 458) (3 Fall) Jeffrey Albert, PhD

Goal: Learn the special statistical methods and philosophical issues in the design and analysis of clinical trials. The emphasis is on practical important issues that are typically not covered in standard biostatistics courses. Topics include: randomization techniques, intent-to-treat analysis, analysis of compliance data, equivalency testing, surrogate endpoints, multiple comparisons, sequential testing, and Bayesian methods. Offered as EPBI 458 and MPHP 458. Tue/Thurs 1:15 – 2:30 pm, Location NOA 300. Regular Grading System.

Clinical Trials and Intervention Studies (EPBI 450) (3) Mark Schluchter, PhD

Goal: Learn issues in the design, organization, and operation of randomized, controlled clinical trials and intervention studies. Emphasis on long-term multicenter trials. Topics include legal and ethical issues in the design; application of concepts of controls, masking, and randomization; steps required for quality data collection; monitoring for evidence of adverse or beneficial treatment effects; elements of organizational structure; sample size calculations and data analysis procedures; and common mistakes. Prereq: EPBI 431 or consent of instructor. XLIST: MPHP 450, Mon/Wed 1:30 – 2:45, Location: MEDS WG73. Regular Grading System.

Observational Studies (CRSP 500) (3 Sp) Thomas Love, PhD

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 MS Excel and from there into MS Access in order to trim, query and globally manipulate and pre package data. Importation of data into other third party software such as, GeneSpring (Agilent), DecisionSite (Spotfire) and PathwayStudio (Ariadne, Genomics) will enable participants to cluster and mine the data in search of higher-order patterns and pathway annotation and assignment. A new module on proteomics and introduction to systems Biology has been added this year. Permission from course co-ordinator required. Payment of Lab fee (\$600). Regular Grading System.

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 develop a set of skills specific to being an effective member and leader of an interdisciplinary research team, including working with different value and knowledge sets across disciplines, running effective meetings, managing conflict, giving and receiving feedback, and group decision-making techniques. Using the small group seminar approach and case studies, learners practice individual and group communication, reflective and self-assessment techniques, and engage in experiential learning activities regarding effective teamwork in interdisciplinary research teams. Techniques to increase group creativity and frame new insights are discussed. Prereq: K12 Appointment or permission of instructor. Fri 9:00am–3:00pm, S 8:00am–3:00pm, Location: NOA 228, Course offered: Pass/No Pass or Pass/Fail grading only.

Leadership Assessment and Development (CRSP 502) (2 Sp) Tony Lingham, PhD

Goal: Learn a method for assessing their knowledge, abilities, and values relevant to management; and for developing and implementing plans for acquiring new management related knowledge and abilities. The major goals of this course include generating data through a variety of assessment methods designed to reveal your interests, abilities, values, and knowledge related to leadership effectiveness; learning how to interpret this assessment data and use it to design/plan developmental activities; small group sharing of insights from the various assessments. Prereq: K12 appointment. Tue 1:00–4:00 pm. Regular Grading System.

Innovation and Entrepreneurship (CRSP 503) (2 Sp) Scott Shane, PhD

Goal: Acquaint and ultimately engage clinical researchers with the business of innovation and entrepreneurship. Goals include: (1) to provide researchers with many of the skills that they would need to translate academic research into commercial uses; (2) to sensitize clinical researchers to the goals of the business community and facilitate their ability to work with the private sector on technology development; and (3) to make clinical researchers aware of the processes of academic technology development and transfer. Sessions consist of lectures and case discussion facilitated by the instructor. Some sessions include members of the business community as guest lecturers. As an example, students discuss the financing of new companies with local venture capitalists. Student products include the evaluation of the commercial potential of a university technology in which they apply their new knowledge about commercialization of scientific discoveries. ECON 406, HSMC 406. Prereq: Consent of instructor. Wed 1:00 – 2:45 pm, Location: PBLB 121. Regular Grading System.

3A2. LONGITUDINAL TRAINING

Formal coursework supplemented by longitudinal training provided through seminars, meetings, conferences and retreats, as well as institutional conferences, which will allow the Scholar to have interaction with their peers, colleagues, and mentors.

3A2a. Protocol Review & Monitoring Committee (PRMC), Chair, David Adelstein, MD

Purpose: Observe and participate in PRMC deliberations. This committee provides the scientific review required for all cancer related human subject research prior to IRB review. 2nd/4th Tues/Wearn 137, 4:30-6:00PM.

3A2b. Clinical Trial Protocol Development: Each Scholar will make a presentation during the Translational Cancer Research (Fall CNCR 501-3) detailing the progress and skills they have acquired through participation in one of the following Clinical Protocol Writing workshops.

American Society of Clinical Oncology and American Association for Cancer Research - Methods in Clinical Cancer Research <http://www.vailworkshop.org/>.

A 7-day intensive workshop in the essentials of effective clinical trial designs of therapeutic interventions in the treatment of cancer for junior faculty clinical researchers. AACR and ASCO have designed this intensive Workshop to increase the reliability and effectiveness of clinical trials by:

Introducing clinical fellows and junior faculty with an oncology subspecialty to the principles of good clinical trial design. **Goal:** This Workshop will give them the tools they need to conduct clinical trials that will yield clear results that investigators can use to proceed to the next level of research. **Goal:** Exposing early career clinical scientists to the full spectrum of challenges in clinical research – from surgery, radiotherapy, conventional and investigational antineoplastic agents and multidisciplinary treatment regimens to gene therapy, biologic therapy, and multimodality and combination treatments. Workshop faculty seek to inspire participants to devote all or a portion of their future careers to some aspect of clinical research. **Goal:** Developing a cadre of well-trained, experienced clinical researchers whose expertise will foster better clinical trial design. **Goal:** Learn such expertise to thereby hasten the introduction of improved regimens for cancer therapy and prevention into everyday medical practice and patient care.

The American Society of Hematology: Clinical Research Training Institute Curriculum
http://www.hematology.org/education/training/crti_brochure_2008.pdf

3-part program: summer workshop, a week-long immersion course in the basics of clinical research. Participants work from their own proposed clinical research protocols and refine and revise their plans with input from the expert faculty. Two subsequent sessions, one at the ASH annual meeting and one in the spring, provide an opportunity for further interaction and mentoring opportunities.

Participants will:

- Discuss the principles of clinical research design and execution
- Examine the methodology for interpreting results of clinical research studies
- Detail the ethical and regulatory issues of clinical research, emphasizing human research protection
- Discuss the fundamentals of competitive grant writing, abstract presentation, & manuscript preparation
- Further develop & improve the quality of their own research proposals through input from faculty & peers
- Learn strategies for pursuing and developing a successful career in hematologic research
- Meet leaders in clinical hematologic research who can enhance networking opportunities for career development

3A2c. Clinical Trials Disease Teams pre-review all therapeutic trials for scientific merit, prioritization, and intent to accrue patients.

Goal: Through observation and participation in these meetings Scholars will gain an appreciation of the methods by which the clinical research agenda is developed within the disease teams.

Clinical Trials Disease Teams	Leaders
Brain Tumors	Andrew Sloan, MD, Gene Barnett, MD
Head and Neck Cancer	Panos Savvides, MD, David Adelstein, MD
Thoracic/Esophagus Cancers	Afshin Dowlati, MD, Tarek Mekhai, MD
Breast Cancer	Joseph Baar, MD, G.Thomas Budd, MD
Gastrointestinal Cancer	Smitha Krishnamurthi, MD, Robert Pelley, MD
Genitourinary Cancer	Matthew Cooney, MD, Robert Dreicer, MD
Gynecologic Cancer	Steven Waggoner, MD, Peter Rose, MD
Malignant Melanoma	Kevin Cooper, MD, Ernest Borden, MD
Soft Tissue Sarcoma	Patrick Getty, MD, G. Thomas Budd, MD

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	Monday/WRB 2-136	12:00-1:00PM
Hematology Conference	Wednesday/WRB 2-136	1:00-2:00PM

3A2f. Case Comprehensive Cancer Center Annual Retreat (Held for 2 days each July)

Goals: 1) To interact and network with Case Cancer Center members, 2) to learn first hand about individual member's current and future cancer research with the possibility of creating collaborations, and 3) develop a finer understanding of the resources available through the Case Cancer Center.

3B. INTENSIVE MENTORED RESEARCH PROJECT (10 credit hours)

In addition to the core courses and longitudinal training described above, each Scholar will participate in an intensive mentored research project centered on a specific hypothesis-based research problem that will result in a clinical trial and a first authored publication in a peer-reviewed journal. This program will include twice-yearly mentoring committee meetings and a review of a minimum of one manuscript for a journal.

3B1. Primary Co-Mentors and Mentoring Committee

Each Scholar will be guided in choosing two primary co-mentors along with a mentoring committee consisting of specialists in the Scholar's field of oncology research. One mentor represents a clinical oncology discipline (medical, surgical, dermatological, pediatric, or radiation oncology); and a

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.

3B2. Faculty Mentors and Thematic Research Focus Areas

All scientific programs of the Case CCC will contribute mentors and provide a scientific focus area of investigation for the Scholar. This allows for the co-ordination of multidisciplinary and transdisciplinary investigation into the training and research focus of the Scholars in a manner that cuts across the Scientific Programs of the Case CCC. All clinical research mentors are involved in investigator-initiated clinical trials, have outside funding for clinical research, and participate in Case CCC multidisciplinary research initiatives. They will provide Scholars with training in clinical trial hypothesis testing through study design, including involvement by the biostatisticians, patient eligibility and ethical conduct during early phase clinical trials, patient accrual and assessment in the conduct of the interventional trial and careful review of the endpoints of the trial. Basic research mentors have successful and accomplished laboratory or prevention and interventional programs that will provide the framework for the Scholar to develop hypotheses that form the basis for interventional clinical trials.

Case CCC Scientific Programs and Clinical Trials Disease Teams	
Program	Leaders
Cancer Genetics	Sanford D. Markowitz, MD, PhD* Professor of Medicine (Hematology/Oncology) Robert C. Elston, PhD* Professor of Epidemiology & Biostatistics

Cell Death Regulation	Clark W. Distelhorst, MD* Professor of Medicine (Hematology/Oncology) & Pharmacology Nancy L. Oleinick, PhD* Professor of Radiation Oncology Alexandru Almasan, PhD Associate Professor of Cancer Biology, Radiation Oncology
Molecular Basis of Cancer	George R. Stark, PhD Professor of Molecular Genetics Susann M. Brady-Kalnay, PhD Associate Professor of Molecular Biology & Microbiology
GU Malignancies	Eric A. Klein, MD* Professor of Urology Warren D.W. Heston, PhD Professor of Cancer Biology, Urology
Stem Cells & Hematologic Malignancies	Kevin D. Bunting, PhD* Associate Professor of Medicine (Hematology/Oncology) Hillard M. Lazarus, MD* Professor of Medicine (Hematology/Oncology)
Developmental Therapeutics	Afshin Dowlati, MD* Associate Professor of Medicine (Hematology/Oncology)
Cancer Prevention, Control, & Population Research	Gregory S. Cooper, MD* Professor of Medicine (Gastroenterology) Susan A. Flocke, PhD* Associate Professor of Family Medicine
Aging-Cancer Research	Nathan A. Berger, MD* Director, Center for Science, Health and Society Hanna-Payne Professor of Experimental Medicine Julia Hannum Rose, PhD Professor of Medicine (Geriatrics)
Cancer Imaging (Developing Program)	James Basilion, PhD Associate Professor of Radiology, Biomedical Engineering Jeffrey L. Duerk, PhD Professor of Radiology, Biomedical Engineering
Clinical Disease Teams	Leaders
Brain Tumors	Andrew Sloan, MD*, Gene Barnett, MD
Head and Neck Cancer	Panos Savvides, MD, David Adelstein, MD
Thoracic/Esophagus Cancers	Afshin Dowlati, MD*, Tarek Mekhai, MD
Breast Cancer	Joseph Baar, MD, G.Thomas Budd, MD
Gastrointestinal Cancer	Smitha Krishnamurthi, MD, Robert Pelley, MD
Genitourinary Cancer	Matthew Cooney, MD, Robert Dreicer, MD
Gynecologic Cancer	Steven Waggoner, MD*, Peter Rose, MD
Malignant Melanoma	Kevin Cooper, MD*, Ernest Borden, MD
Soft Tissue Sarcoma	Patrick Getty, MD, G. Thomas Budd, MD
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*

*Serves as a mentor or on the Certificate Steering Committee

3C. Applications for Independent Funding

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

					journal
C	Application for independent funding	1. Fellowships: ie ACS, LLF 2. Pharmaceutical companies 3. R or K grant-mentored or independent career awards	0	1. & 2. During 1 st yr 3. During 2 nd yr	1-3. Written application for funding submitted to SC for review

** If the Scholar shows proof of prior attendance at either of these or an equivalent course, this requirement is waived.)*

**CLINICAL TRANSLATIONAL ONCOLOGY RESEARCH CERTIFICATE PROGRAM
CORE COMPETENCIES**

Competency 1: Develop a rational scientific hypothesis based on clinical knowledge and research findings with the potential for improving the medical care of cancer patients	
1.1	Develop an understanding of cross disciplinary concepts and language in order to develop original cancer research hypothesizes
1.2	Demonstrate ability to communicate, verbally and in writing, with basic and behavioral research scientists (PhD) in order to effect the translation of basic/behavioral information into patient-oriented research
1.3	Demonstrate the ability to formulate specific aims to validate the research hypothesis
1.4	Identify Case Comprehensive Cancer Center Core Facility resources available to support and enhance the implementation of the scientific research (Biostatistics, Gene Expression & Genotyping, Imaging Research, Tissue Procurement and Histology)
1.5	Attain required research subject approval(s) to conduct laboratory based research, if appropriate
1.6	Demonstrate the ability to translate laboratory-based scientific knowledge into a developmental therapeutic cancer clinical trial
1.7	Demonstrate an understanding of, and the ability to manage, ethical issues that may arise during the course of the study
Competency 2: Develop, conduct, manage and evaluate the results of an innovative cancer clinical trial	
2.1	Translate basic research findings into an innovative clinical trial designed to improve the medical care of cancer patients
2.2	Identify Case Comprehensive Cancer Center Core Facility resources available to support and enhance the implementation of the cancer clinical trial (Clinical Trials, Biostatistics, Translational Research, Cancer Pharmacology)
2.3	Demonstrate an understanding of the principles involved in producing an accepted Letter of Intent (LOI)
2.4	Attain Cancer Therapy Evaluation Program (CTEP) approval (when appropriate) for utilization of the selected therapeutic agent
2.5	Attain required Institutional Review Board (IRB) approval to perform the clinical trial
2.6	Accrue the appropriate patient population necessary to perform the desired clinical trial
2.7	Oversee data collection and management of clinical results and findings
2.8	Analyze clinical results and finding
2.9	Critically evaluate all aspects pertaining to the clinical trial
2.10	Demonstrate an understanding of, and the ability to manage, ethical issues that may arise during the course of the clinical trial
Competency 3: Develop and nurture transdisciplinary collaborations	
3.1	Work with a mentoring team to identify and initiate potential professional collaborations
3.2	Identify potential collaborations opportunities with other Scholars in the certificate program
3.3	Establish an effective relationship with various scientific (PhD), clinical (oncology disciplines), and program leadership within the certificate program
3.4	Identify a potential network of collaborations locally (Cleveland), regionally (Ohio and Tri-State),

	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	Acceptance to present their original cancer research findings at a nation oncology conference
5.2	Acceptance of a first authored research manuscript to a peer reviewed journal
5.3	Submission of a grant proposal with clear specific aims
5.4	Review and edit a manuscript for a national journal
5.5	Demonstrate the ability to translate data from the laboratory setting to the clinical setting and back to the laboratory (bench-bedside-bench)

4. INTERACTION BETWEEN THE CERTIFICATE PROGRAM AND OTHER PROGRAMS:

4A. CTSC

The Certificate program will take advantage of resources available through the School of Medicine's Clinical Translational Science Center, through their programs for research and career development of junior faculty. Both the Certificate and the CTSC programs take advantage of the courses offered through the CRSP.

4B. CRSP (The Masters in Clinical Research Program):

The Masters in Clinical Research Program (CRSP) will review courses and research proposals in order to decide on an individual basis which of the credits, presented here, can be transferred to CRSP Master Program.

5. PROGRAM OVERSIGHT, ADDITIONAL RESOURCES, AND EVALUATION

5A. Program Oversight

Dr. Gerson, Director of the Case CCC, will serve as the Program Director of the Certificate Program. Dr. Gerson will be responsible for the oversight of the CTORSP training program, including appointment of mentors, decisions regarding the curriculum, and implementation of Steering Committee recommendations. He will oversee and promote high quality mentoring of clinical investigators and will support their multidisciplinary training by taking advantage of all of the resources of the Case CCC. Dr. Gerson's career interests reflect the goals of the Certificate Program and his status as Program Director ensures the seamless linkage to the Cancer Center and the commitment by the Cancer Center to the goals of the Certificate Program.

Dr. Schmaier, Chief of the Division of Hematology Oncology, serves as the Co-Director. Dr. Schmaier is an outstanding laboratory-based investigator, an excellent clinician and has an extensive track record mentoring students, fellows and junior faculty. As Certificate Program Co-Director, Dr. Schmaier will have oversight of the mentoring committees for each Scholar and will co-chair the Steering Committee.

5B. Additional Resources

5B1. Shared Resources

As part of the Case CCC, Scholars will have access to the expertise and services of the Case CCC Shared Resources to aid in their training and to advance their research goals. The resources are described, briefly, below.

Shared Resources of the Case Comprehensive Cancer Center

Shared Resource	Leadership	Description
Athymic Animal & Xenograft	Lili Liu, PhD	Preparation of mouse xenografts for drug screening and immunodeficient animals for human stem cell engraftment.
Behavioral Measurement	Susan Flocke, PhD	Measure development and resource for analysis of human responses.
Biostatistics	Mark Schluchter, PhD	Support for clinical trials and preclinical data analysis.
Cancer Pharmacology	Yan Xu, MD	Detection methods development and pharmacokinetic measurements during clinical trials.
Clinical Trials	Smitha Krishnamurthi, MD	Management of all investigator-initiated clinical trials.
Confocal Microscopy	James Jacobberger, PhD	High quality microscopic analysis.
Cytometry	James Jacobberger, PhD	Flow analysis of cell phenotype, apoptosis, cell cycle, and drug effect of TK inhibitors.
Gene Expression & Genotyping	Martina Veigl, PhD	Affymetrix chips for gene expression, SNIPS, genome scanning to clinical samples.
Hematopoietic Stem Cells	Luis Solchaga, PhD	Analysis of stem cells, distribution of hematologic malignancies cell samples.
High Throughput Sequencing	Mark Adams, PhD	High throughput sequencing Examination of genetic alterations associated with clinical and experimental cancers
Hybridoma	Clemencia Colmenares, PhD	Preparation of antibodies.
Imaging Research	Christopher Flask, PhD	Animal and human imaging with MR, PET, luciferase, SPECT, imaging and radionuclide preparation.
Practice Based Research Network	James Werner, PhD	130 practice network in Northern Ohio for analysis of practice trends and interventions in cancer screening and prevention.
Proteomics	Mark Chance, PhD	Mass spectrometry and peptide identification.
Radiation Resources	Nancy Oleinick, PhD	Research equipment for radiation of animals and cell lines.
Tissue Procurement & Histology	Gregory MacLennan, MD	Collection and distribution of human tumors discarded at surgery.
Tissue Biorepository	Joseph Willis, MD	Preparation of tissue specific biorepository with clinical outcome annotation.
Transgenic & Targeting	Ronald A. Conlon, PhD	Creation of transgenic and knockout mice.
Translational Research	John J. Pink, PhD	Coordinating center for collection, processing, storage and distribution of

	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 (Friday, 9-11 am). This weekly meeting reviews all active patients on Phase I clinical trials at Case CCC. New trials, adverse events, dose escalation, regulatory, safety and privacy issues are addressed. Scholars develop clinical protocols with mentors and seek input from the Translational Core Facility (John Pink, PhD, Director) and from laboratory investigators. Statisticians from the Cancer Center Biostatistics Core are actively involved in study design and post-activation study review and analysis.

Developmental Therapeutics Program Meetings (Wednesday 5-60 pm) This weekly meeting will aid Scholars in the understanding the development and prioritization of clinical trials, and promote the discovery and evaluation of new mechanism-based therapeutics for the cancer patient. Program investigators lead innovative Phase I and Phase II clinical trials with novel agents, incorporating pharmacokinetic and pharmacodynamic studies to monitor drug effects, and to develop relevant biomarkers by integrating correlative laboratory endpoints and capitalizing on cancer imaging technologies.

5C. Program Evaluation

5C1. Evaluation of Mentoring: Mentors and Scholars

Mentoring is regarded as a powerful catalyst and essential for professional development, and is considered critical for establishing a strong career in clinical research and academic medicine. Evaluations will assess the extent to which Scholars and their mentors identify and meet expectations within the mentor-scholar relationship; the extent to which short- and long-term career goals are set; and whether scholars participate in close, collaborative relationships with their mentors. Special attention will be given to the extent to which women and minorities are supported in the mentoring relationship; to the assessment of issues in such areas as gender and power; negotiation and conflict management; performance pressures, isolation, and role-limiting expectations. Both surveys and individual interviews will be used to assess the quality of the mentoring relationships.

5C2. Steering Committee and Evaluation

The Steering Committee will have a very active role evaluating the Certificate program, providing feedback on mentor and Scholar interactions and will serve as the central review during the evaluation of scholars, mentors, and the Certificate program. The Steering Committee will review each Scholar's progress on a yearly basis. At this annual meeting Scholars will provide a PowerPoint presentation outlining their research progress and advancement in the Certificate program according to the goals and established timeline. The Steering Committee will review the Scholar's evaluation of their

mentors and Certificate program and the mentor's evaluation of the Scholar's progress and the Certificate program. The mentoring committee issues an evaluation on a yearly basis or more frequently, if the mentoring committee report raises concerns. This process is longitudinal and continuous over the course of the training period. The goal is to assure that Scholars are developing the skills and confidence to design and manage clinical trials; to fine tune the didactic training to meet current and future needs; and successfully apply for independent funding.

5C3. Evaluation Process and Results

The continued evolution of the Certificate program keeps it current with mentor and Scholar expectations and needs. A core value of the CTORSP is that regular assessment of all elements of the program is essential to its continued evolution. The input of Steering Committee members and research mentors is sought as well as the evaluations of the Scholars themselves, so that programs may be tailored to the Scholars needs and interests.

5C4. Tracking

For tracking purposes, a variety of data regarding applicants and selected Scholars will be collected and reviewed yearly with the Steering Committee. These outcomes, tracked and recorded in a database, will include: 1) all scholars who applied for admission or positions within the department(s) participating in the Program; 2) scholars who were offered admission to or a position within the participating department(s); 3) scholars actually enrolled in the participating departments; 4) applicant characteristics (i.e., degree, gender, ethnicity, prior institution, topic of research); 5) information on the recruitment and retention of underrepresented minorities will be collected.

In addition, in order to monitor and evaluate the Certificate Program and Scholars' performance in the longer term, Scholars' perceptions of program quality and impact, as well as specific outcomes consistent with the goals of this program, will be measured annually from matriculation and up to 7 years following graduation. Specific longer term outcomes to be monitored annually will include publications; presentations at national and international scientific meetings; grant proposals submitted and funded, with special attention to multidisciplinary grants and program project and center-type grants; mentorship and pertinent outcomes of mentoring others; research-related leadership posts and awards at local through international levels; and any evidence of commercial translation of research (e.g., business spin-offs, patents, etc.). Routine data will be collected using an internet-accessible survey, using a modified version of the Case School of Medicine Annual Faculty Activity Summary Form. The Case CCC Training Program Manager, Ms. Margy Weinberg, MSW, will assemble these and report them to the Steering Committee. In addition, each previous Scholar will be contacted by telephone to discuss and describe their career accomplishments and reflect on elements of the Certificate program that were particularly useful to them in their current positions.

6. TUITION

The Clinical Translational Oncology Research Scholar's Program (CTORSP) does not provide support for the Scholar's tuition.

Scholars are encouraged to apply for institutional training programs that provide tuition support.

Many employers provide a tuition benefit. Please contact your administrator or the Human Resources Department (Benefits Office) for limits/details.

Should the Scholar receive a fail or no pass, the Scholar will be required to repeat the course or take an alternative course within the two years of the Certificate program.

Clinical Translational Oncology Research Scholars Program (CTORSP)		
Leadership		
Directors	Title	Affiliations
Stanton L. Gerson, MD	Professor of Medicine (Hematology/Oncology); Director, CWRU and UHCMC, Director, Comprehensive Cancer Center; Director, Director, Ireland Cancer Center	CWRU and UHCMC
Alvin H. Schmaier, MD	Professor and Division Chief of Medicine	CWRU and UHCMC

	(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 Care Division	CWRU and UHCMC
Eric A. Klein, MD	Professor of Urology, CWRU; Chair of Urology, Cleveland Clinic	CWRU and Cleveland Clinic
Eric D. Kodish, MD	Professor and Chair of Bioethics, Cleveland Clinic; Professor of Pediatrics and Bioethics, CWRU	CWRU and Cleveland Clinic
Mary J. Laughlin, MD	Associate Professor of Medicine (Hematology/Oncology)	CWRU and UHCMC
Hillard M. Lazarus, MD	Professor of Medicine (Hematology/Oncology)	CWRU and UHCMC
John Letterio, MD	Professor and Division Chief, Pediatrics (Hematology/Oncology)	CWRU and UHCMC
Sanford D. Markowitz, MD, PhD	Professor of Medicine (Hematology/Oncology)	CWRU and UHCMC
Keith R. McCrae, MD	Professor of Medicine (Hematology/Oncology)	CWRU and UHCMC
Robert H. Miller, PhD	Professor of Neurosciences and Neurological	CWRU

	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.

After compiling the list, the committee members voted on prioritization to identify what we felt were the most pressing needs. The first four items listed below stood out from the others as having the highest priority.

It should be noted that the needs are aligned with the strategic plan. This is indicated by quoting, *in this font*, relevant points from the strategic plan.

Members of the faculty are committed to working with university administration to address these matters and advance the research mission of Case. The Faculty Senate Committee on Research invites members of the administration and staff to future meetings to discuss these matters and to develop solutions.

1. Disseminate information about funded research and research investigators on campus (Pre-Award)

Goal: Scholarship that capitalizes on the power of collaboration.

Enhance research and discovery. ... establish powerful alliances ...

Recommendation

- Create faculty accessible electronic database of CWRU research and investigators, e.g., NIH CRISP.
- The database should include/account for multiple PIs on NIH, NSF, and other grants, so that faculty receive proper credit for their contributions.
- The database should include faculty in the humanities whose grants are to the individual, not to the institution.
- To accomplish these may required improved software system for grants administration.

2. Information about funding sources and proposal requirements (Pre-Award)

Explore opportunities for partnerships with industry.

Recommendation

- Provide broader sources of information about funding to faculty (government, foundations, industry).
- Provide assistance to Identify sources of matching funds.
- Host symposia with guest speakers from funding agencies – e.g., NIH regarding new proposal requirements.
- Provide seminars for Department Administrators on research proposal and funding requirements.
- Provide seminars on grant budget preparation – e.g., maximizing budgets, allowable expenses, cost estimating, etc....

3. More help with proposal preparation (Pre-Award)

Make institutional information and analyses more widely available.

Recommendation

- Make available boilerplate and data for training grants.
- Provide consultation on grant budget preparation.

4. More seed/pilot funding (Pre-Award)

Nurture a community of scholars.

Support advancement of select academic fields as well as new areas of interdisciplinary excellence.

Recommendation

- Pilot funds should be made available for new investigators particularly to support research aligned with strategic plan and to leverage resources.
- Invest a share of overhead funds to support new research project development.

5. Reduce barriers to multidisciplinary research (Pre-Award)

Build on our relationships with world-class health care ... across greater Cleveland.

Eliminate administrative and financial barriers to ease students' exploration of multiple subjects.

Recommendation

- Establish uniform policies across schools (student stipends, tuition, and accounting) to facilitate multidisciplinary projects. Ask Provost to work with deans on this and FSCoR could provide members to advisory committee.
- Facilitate multiple PI mechanisms.
- Provide assistance with large proposals.
- Make available bridge funding to previously funded researchers while they work towards obtaining new funding.
- Obtain grants administration software system to facilitate multidisciplinary work.
- CWRU and UH IRB's should recognize human subjects training by other institutions.

6. Assistance in paying charges assessed to authors/university for publication – especially in open access journals (Pre-Award)

Enhance availability of information related to budgets, planning and institutional policies.

Recommendation

- Raise awareness of need to budget for publication charges.

7. Assistance with account management (Post-Award)

Enhance availability of information related to budgets, planning and institutional policies.

Recommendation

- Support setting up grant accounts.
- Communicate with investigators regarding budget changes.
- Improve support on accuracy of information on funds available to avoid over- and under-spending.

8. Improve communications with OSPA (Other)

Improve internal "customer satisfaction with administrative services.

Recommendation

- Collect faculty/researcher feedback about experiences with OSPA and OSPA experiences with faculty.
- More communication between OSPA and Associate Deans for Research.
- Improve tracking and reporting of applications submitted and funded.
- Update OSPA Website – e.g., staffing, information on SOM research.

- Improve tracking and reporting of applications submitted and funded.
- Update OSPA Website – e.g., staffing, information on SOM research.

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
- The parents shall designate which caregiver is the primary and which one is the secondary
- The workload release includes release for a faculty member from research, scholarship, teaching and service duties

Current Policy

Recommended Policy

Faculty

- One academic semester workload release for primary caregivers following each live birth or each adoption of a child under the age of 6
 - Workload release is limited to a release from teaching and service duties only
- Up to a semester (*16 weeks*) of paid parental leave at 100% of the pay and benefits the faculty member would have received that semester if not on leave to allow for the care and bonding with a newborn, adopted, or foster child (or children, in the case of multiple births, adoptions, or multiple placements). At the option of the faculty member, the parental leave provided by the Policy may be taken during the semester in which a child is born, adopted, or becomes a foster child, or during any subsequent semester that begins no later than twelve months after the birth, adoption, or placement of a foster child or child under guardianship allowing for the relief of a semester workload.
 - Up to 3 weeks of paid parental leave is also available for secondary caregivers, domestic partners, foster parents, guardians, or adoptive parents to care for and bond with a newborn, adopted, foster, or child placed in guardianship (or children, in the case of multiple births, adoptions or multiple placements) within twelve months of birth, adoption, or placement.
 - The parents shall determine which caregiver is the primary and which is the secondary
 - The new parental policy can be used in combination with existing University Leave programs sequentially (not concurrently) to optimize the duration of paid leave and/or paid time off in the event of medical complications for the mother or child or children during birth or adoption. *This enables the available leave to extend beyond sixteen weeks where necessary.*
 - The Policy will apply to all FTE faculty *who are more than 50% time* as defined by the Faculty Handbook, across all Schools and Colleges
 - Faculty members on leave shall be relieved of their normal duties and responsibilities during the period of leave including research, teaching, and service responsibilities, with the tenure clock *extended during this period within Guidelines stated in the Faculty Handbook*. Being on leave shall not adversely impact any employee evaluation.
 - The benefits afforded under this *Policy meet or exceed* the rights afforded under the FMLA *and are not in addition to those offered by FMLA*.
 - *Paid parental leave is separate from sick days paid leave. Use of parental leave has no effect on any remaining leave time of the employee.*

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
- Forces employees to choose between family, with unpaid leave, and work, which keeps them away from family obligations

Benefits of Adopting New Policy

- Impacts positively on recruiting and retention
- Increases the value of the total compensation package
- Supports a family-friendly work environment
- Boosts morale during period of low merit increases
- Provides fathers, mothers, domestic partners, foster parents, guardians, and adoptive parents greater flexibility to be involved in child rearing

Cost Estimates

The primary component to the cost of the recommended paid parental leave policy is derived from labor replacement expenses. The estimated costs are:

Labor Replacement

About \$ 300,000

The labor replacement figure includes the implementation costs for staff as well as faculty. The staff portion has already been implemented. While some of the projected replacement cost is currently being experienced, the data is insufficient to accurately predict the true incremental cost. In addition, adjunct faculty are already being utilized to fill the vacated teaching duties of faculty on the current policy – i.e., the cost of adjunct faculty is already being incurred.

U.S. adoption statistics suggest an adoption rate of 30 per 1,000 live births. Therefore, the cost analysis assumes that 3% of parental leaves will be attributable to adoptions. The university has not historically maintained leave administration data regarding adoptions, so the 3% assumption seems the most reasonable estimate that can be applied at this time. There are very few instances of faculty serving as foster parents or becoming legal guardians of young children at CWRU. But with the intent to have an inclusive policy recognizing the needs for better work in life integration, the multiple ways of becoming a parent are included in this policy.

Revised April 1, 2009

COMPENSATION PHILOSOPHY, OBJECTIVES, STRATEGIES and PRINCIPLES

Compensation Philosophy

Case Western Reserve University believes that competitive pay is a key element in the recruitment, retention, motivation, development, and reward for the productivity and commitment of our highly qualified, diverse faculty who help fulfill the University's mission and programs. Faculty salaries will be based on performance *and* faculty obligations as described in the *Faculty Handbook*, external market comparisons *by* discipline at peer institutions, and internal equity within the capacity of the fiscal resources of the university. *All compensation practices are* in compliance with all applicable rules and laws *and take into consideration the* fiduciary accountability to the Case Western Reserve University Board of Trustees. Implementation of *the* compensation philosophy should be *a* high priority, resulting in a raise pool that accommodates a competitive salary policy and affects the institution's success in fulfilling its mission.

Compensation Objectives

In order to fulfill its mission, Case Western Reserve University must attract and retain outstanding faculty. To achieve this goal, faculty compensation must be competitive using systems that are transparent, clearly communicated and fairly administered. To meet this goal, the compensation system must include the following:

1. *Faculty compensation* commensurate within the same discipline and rank.
2. *Compensation that is* competitive with relevant external labor markets with *the* goal of achieving at least the mean of AAU averages over a four-year period in all disciplines and ranks.
3. *Compensation that* makes adjustments for salary compression, inversion, and inequity of traditional salary structures due to unjustified distortions not reflecting levels of *documented faculty* performance.
4. Performance-based reward structure *that is equitable, fair, and transparent*, recognizing a combination of scholarly and creative activities *aligned with institutional goals, including:* teaching, research, service contributions, *collaborative, and interdisciplinary efforts throughout a faculty members career.*
5. *Compensation that* maintains faculty real purchasing power, equity, and morale.

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 on performance and equity (internal and market); and impact where appropriate.
 - Performance information should include input from the Dean, Department Chair or other direct supervisor and other sources of feedback where feasible.
 - Internal equity patterns, including inversion and compression of salary, should be reviewed yearly.
 - The concept of impact allows the Provost, Dean, Chair or Vice President to prioritize scarce resources to colleges, departments, teams, or individuals with an eye toward the greatest potential for excellence.
 - Faculty will have *input* over the criteria *and process* used to measure performance *with sufficient faculty consensus achieved*.
 - Every faculty member who is performing satisfactorily, in varying combinations of faculty responsibilities including teaching, research or creative activity, and service, would receive a raise at least maintaining a constant standard of living equal to or greater than inflation.
 - The highest performing faculty with outstanding accomplishments should receive appropriately increased compensation significantly higher than that earned by colleagues at the lowest performance levels.
2. The compensation plan for each school should be guided by central principles and guidelines, unit governance, and focused on furthering academic excellence in scholarship, teaching and service as well as creating an environment of opportunity and fairness. The system established should include input from faculty, be administered objectively and fairly, and provide compensation increments that reflect economic realities and can boost faculty morale.
3. The compensation plan must accurately measure performance and provide opportunity for performance improvement. The factors determining rewards for performance must be clearly delineated.
4. The compensation plan needs to *ensure* that faculty collegiality, collaboration, and cohesiveness do not decrease because of how the merit compensation system is implemented.
5. Raise-pools should be equal to or greater than the previous year's Consumer's Price Index increase for the Cleveland area in order to maintain a competitive salary policy.
6. Although it is easy to focus on the extremes of high and low performance, the compensation system should not overlook the contributions of individuals, who, while not top rated, are strong and consistent performers.
7. Each school's compensation planning process should provide reasonably equivalent opportunities and outcomes for small departments as well as larger ones.
8. Schools/department determine their own written guidelines transparently communicated to faculty regarding salary budget increases for faculty hired or promoted immediately preceding July 1.
9. Annual salary adjustments may range from no increase to the maximum increase allowed by pool-based performance evaluation criteria. A zero percent raise for any faculty member should be an exception.
10. As per the Faculty Handbook, a faculty salary cannot be lowered.

**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