

**Faculty Senate
Executive Committee**

Thursday, November 5, 2009

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

AGENDA

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

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

Committee Members in Attendance

Bud Baeslack
Cynthia Beall
Alan Levine
Ken Ledford*

Ken Loparo*
Katy Mercer
Carol Musil
Roy Ritzmann

Barbara Snyder
Glenn Starkman
Liz Woyczynski

Committee Members Absent

Diana Morris
Terry Wolpaw

Others Present

Gary Chottiner
Donald Feke

Call to Order and approval of minutes

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

Provost's announcements

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

Chair's announcements

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

CTORSP

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

Committee on Undergrad Education Report

Prof. Gary Chottiner, chair, Faculty Senate Committee on Undergraduate Education (FSCUE), reported the proposal approved by the FSCUE for the creation of the FSCUE Academic Standing Subcommittee. The membership is very similar to the membership of the former UUF Committee on Academic Standing which functioned quite well. A student member was added; the student will attend meetings when policy is discussed. The Subcommittee will be referred to as the Academic Standing Board when student cases of academic standing are reviewed; the student member will not attend those meetings. The change in name is intended to prevent students from thinking that they could appeal the decisions of a subcommittee to a committee. There was some concern about adding the two staff members from enrollment management and the appropriate staff of the Office Undergraduate Studies as non-voting members, as staff would significantly outnumber faculty on the committee for matters of discussion. The Executive Committee asked the FSCUE to reconsider these same staff members as guests of the committee, as staff members from Undergraduate Studies had been designated in the membership of the former UUF Committee on Academic Standing. The proposal will be considered by the Faculty Senate, as amended by the FSCUE, or as currently proposed, for further discussion at the Senate. The proposed FSCUE Academic Standing Committee needs to meet in early January; Senate approval in November or December is critical.

The FSCUE will have a proposal for the creation of the FSCUE Subcommittee on Student Life ready for review by the Faculty Senate in December. The FSCUE description in the Constitution of the University Faculty should be amended to more efficiently accommodate the course action forms presented by the constituent faculties departments who do not belong to the Undergraduate Program Faculty. Prof. Chottiner outlined the FSCUE proposal for handling matters until the Constitution can be updated.

The FSCUE approved an updated policy on the 'R' grade. Discussion ensued about whether further approval is required by the Executive Committee or the Faculty Senate. The Constitution says that the FSCUE shall "approve and recommend to the Faculty Senate with respect to...changes in academic requirements..." However, the FSCUE was created to enhance efficiencies. Bringing all such items for discussion to Executive Committee and/or Senate meetings would be especially time consuming and inefficient. As noted, the Committee on Graduate Studies is also required to "review and recommend to the Faculty Senate with respect to academic standards and degree requirements..." The Committees on Graduate Studies and Undergraduate Education could forward reports for review by consent agenda to the Executive Committee and the Faculty Senate. The Faculty Senate by-laws require that the Executive Committee "...assume full responsibility for bringing to the attention of the Faculty Senate all issues, which in Committee's judgment, affect the vital interests of the Faculty..." Only items of critical importance on the consent agendas would be items for discussion at faculty senate meetings. It was decided that the Executive Committee would invite Chuck Rozek, dean of graduate studies, and Don Feke, vice provost for undergraduate studies, and the chairs of the Committees on Graduate Studies

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

Undergraduate Advising in the Faculty Handbook

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

Pilot Accreditation Process

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

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Honorary Degree Recipient

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

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

APPROVED
by the
FACULTY SENATE EXECUTIVE COMMITTEE



ELIZABETH H. WOYCZYNSKI
SECRETARY OF UNIVERSITY FACULTY



CASE COMPREHENSIVE CANCER CENTER

A Comprehensive Cancer Center Designated by the National Cancer Institute



Stanton L. Gerson, MD
Director

March 12, 2009

Case Comprehensive Cancer Center
11100 Euclid Avenue
Wearn 151, WRN 5065
Cleveland, OH 44106-5065
216 844 8562 Phone
216 844 4975 Fax
Stanton.Gerson@case.edu Email

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

Dr. Levine & Members of the CWRU Faculty Senate Graduate Education Review Committee:

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

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

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



CASE WESTERN RESERVE
UNIVERSITY
SCHOOL OF MEDICINE

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

School of Medicine

Case Western Reserve University
10900 Euclid Avenue
Biomedical Research Bldg, Rm. 113
Cleveland, Ohio 44106-4915

June 18, 2009

Alan D. Levine, Ph.D.
Chair, Graduate Studies Committee
Case Western Reserve University
School of Medicine

Phone 216-368-2825
Fax 216-368-2820
E-mail pamela.davis@case.edu
<http://casemed.case.edu>

To the Faculty Senate,

I endorse the development of the Clinical Oncology Research Training Program Certificate program led by Drs. Gerson and Schmaier that was recently reviewed by members of Faculty Senate. In the intervening period since review, it became clear to me that we do not have a satisfactory process at the School of Medicine, nor at the University, to review new or continuing certificate programs, and I apologize for any contributions from the SOM to the confusion. I have now reviewed the proposal, and support it. In particular, I would like to address several concerns that were apparently raised about the proposed certificate program.

1. Why is it a certificate, rather than a MS program? This certificate program has a clear focus on Cancer Biology training for junior clinical oncology faculty who are supported by an extramural training program for the express purpose of enhanced clinical oncology training. There is little career currency for these folks who already hold an MD in completing the components of an academic master's degree, but much to be gained in developing their specific knowledge and interests in cancer clinical trials. I should add that such certificates are becoming the rule in clinical research, to demonstrate a basic level of competency in these areas of study. In particular, the certificate will demonstrate that the scholars have fulfilled the basic course requirements of the program and developed their abilities to cogently write a translational clinical trial. The proposed certificate outlines 19 curricular hours in a thoughtful plan of study that allows other professional work to continue, while most MS programs require perhaps twice as many hours of coursework. Thus, it is a focused program with a focused purpose in training young faculty to prepare cancer therapeutics clinical trials.

2. Does it duplicate the CRSP program? The Clinical Scholars Research Program, currently led by Dr. Randy Cebul, in the process of transition to the Center for Clinical Investigation as an academic home, is an approved MS degree intended for individuals who have completed their clinical training and wish to develop a professional career based upon clinical investigation, rather broadly. The CRSP is a Master's "Plan A"

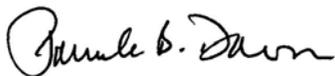
June 18, 2009
Page 2

substantial academic and research program that requires 36 credit hours including a formal thesis. Scholars may receive up to 18 hours of credit for thesis research. Scholars select one of four areas of concentration or specialty tracks with additional required coursework: Clinical Trials; Health Services/Outcomes Research; or Multidisciplinary/Translational Research. Some specific course electives are likely to be attractive to trainees in each program, but it is clear that the CRSP is a more substantive undertaking for which a MS is conferred, and had a broader scope. The CTSC (Clinical and Translational Science Collaborative) has considered adding a certificate program, and is actively working on a PhD curriculum, but at the present time only the MS is approved. Our faculty are active on national committees that are setting the standards for competencies at each of these levels, and the proposed certificate program is in line with national expectations.

3. Why wasn't there a letter from the Dean? Although both the SOM and Faculty Senate have clear review mechanisms for doctoral and master's programs (through Graduate Education and Faculty Affairs, and that require Dean's support), certificate programs currently fall between the cracks, both for initial review of new certificates and for periodic quality review once underway. It was not clear to any of us that a Dean's letter was required. To my knowledge, the SOM administers only one other certificate program (in Global Health). We will take steps to clarify that the initial review process for certificates is similar to that of a Master's program at the SOM. I anticipate that this will reduce confusion in the future.

I apologize for the delay in providing this information to you.

Sincerely,



Pamela B. Davis, M.D., Ph.D.

cc: Charles E. Rozek, Ph.D.
Dean, School of Graduate Studies
Case Western Reserve University

Certificate in Clinical Translational Oncology Research Support Statement

The certificate program has its basis in the NCI funded K12 Clinical Oncology Research Program (CORP). The goal of the NCI in establishing this program is to train the next generation of oncology physician scientists who “1) primarily perform clinical oncology therapeutic research that develops and tests scientific hypotheses based on fundamental and clinical research findings, 2) design and test hypothesis-based, clinical therapeutic protocols and adjunct biological analyses and for clinician candidates to administer all phases (i.e., pilot/Phase I, Phase II, and Phase III) of cancer therapeutic clinical trials, and 3) conduct cancer therapeutic research in team research settings in which basic research and clinical scientists collaborate and interact to expedite the translation of basic science research discoveries into patient-oriented therapeutic cancer research.” (NIH program announcement 06-449). Further, the certificate program provides an excellent roadmap for training a broader range of junior faculty and senior fellows in cancer therapeutic clinical research, and thus will be open to additional trainees beyond those enrolled in the NCI K12.

The certificate program codifies the expectations of the CORP curriculum, which requires K12 awardees to specify the didactic, clinical research and basic science research core components that trainees must complete to “graduate” from the program. Thus the certificate program that is proposed is targeted to oncology specialties and is heavily weighted toward specific elements that are deemed essential to a career in cancer research. Among these elements are:

Teaching the language and concepts of translational research and guiding them in the development of a hypothesis and specific aims of an original laboratory research question;

Instructing in critical aspects of managing a Phase I cancer clinical trial, with particular emphasis on incorporating laboratory research and correlative science and managing the regulatory, legal and ethical issues involved in the clinical trial for cancer patients; overseeing quality collection and management of data, monitoring for evidence of adverse or beneficial treatment effects, data analysis procedures;

Teaching analysis and evaluation of all aspects of Phase I trials including such topics as intent to treat analysis, analysis of compliance data, equivalency testing, multiple comparisons, and sequential testing.

Mentoring fellows in their professional development so that they may collaborate effectively with interdisciplinary colleagues.

These elements are part of the required curriculum which is supplemented by elective courses that are taken through CRSP. The focus and challenge of the clinical translational oncology research program is to provide a strong curriculum for training junior faculty in oncologic specialties and to do this in a way that incorporates as much practical application as possible, minimizing classroom hours and emphasizing individual mentorship to prepare them to develop strong and worthwhile hypotheses and develop proposals for research for improving the medical care of cancer patients that may be successfully supported by extramural funding agencies.

PI: Stanton L. Gerson, MD
Case Comprehensive Cancer Center

Margy Weinberg 216-844-5375
Administration

FSCUE Report to the FS-ExComm

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

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

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

FSCUE Curriculum Subcommittee

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

FSCUE Curriculum Subcommittee members:

- Dean of Undergraduate Studies: Jeff Wolcowitz
- Chairs of the constituent faculty curriculum committees:
Cathy Albers, Julia Grant, Ken Gustafson, Peg Heinzer
- Associate Deans for undergraduate education from the constituent faculties:
Pat Crago, Julia Grant, Jill Korbin, Lynn Lotas
- Representative from the SOM departments of biochemistry and nutrition: James Bruzik
- Vice Provost for Undergraduate Education: Don Feke
- 2 representatives from student government: TBD (*The President and Vice President for Academics of USG have been contacted but they won't identify the USG representatives until the meeting times are set.*)

FSCUE Student Life Subcommittee

Glenn Nichols drafted a proposal for a FSCUE Student Life Subcommittee. The FSCUE discussed this proposal and suggested some adjustments. (*Our discussions included the*

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

4. Another Faculty Handbook Issue

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

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

The FSCUE's *ad hoc* Curriculum Subcommittee has found this to be a problem, since it mandates that one of the UPF Curriculum Committees consider actions that fall outside its area of expertise. The subcommittee has been sitting on requests from PHED and various professional schools, and some of these requests require action within days if the courses involved are to be available to students when registration opens for spring 2010 courses. At its October 29 meeting, the FSCUE agreed on a temporary method to provide appropriate review of these courses but in the long run it will be preferable if the FSCUE Curriculum Subcommittee could review and approve such courses directly, without diverting them to a UPF Constituent Faculty. This was agreeable to all the College/School representatives who were at the FSCUE meeting. It should be noted that each UPF constituent faculty will be represented on the FSCUE Curriculum Subcommittee by the chair of their curriculum committee and a representative of their Dean. This provides ample opportunity for a College/School to review such requests and insist on more careful consideration and perhaps rejection of anything that raises a concern for their constituency.

The FSCUE will draft appropriate language for a change in the Handbook but wants to alert the FS-ExComm to this concern, seek any input they may have, and inquire about any deadlines for action on this issue.

5. R grade policy

The following proposal was approved by the FSCUE's *ad hoc* Academic Standing Subcommittee on 7/27/2009. It was approved by the FSCUE on 10/14/2009 and we are *reporting* this to the FS-ExComm. It is not clear to the FSCUE if this issue rises to the level of "*changes in academic requirements and regulations*". The FSCUE is charged with reviewing and recommending such changes to the FS, and a FS vote might be required before such a change is implemented. The proposal language would first have to be changed to that of a formal resolution. The FSCUE expects to deal with *many* such issues on a regular basis and we need to determine if they can be put into action immediately after FSCUE approval or should wait for FS-ExComm and perhaps FS review and approval. We will, in any case, report all such changes to the FS-ExComm.

R Grades and Dean's Honors/Academic Standing Determinations

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

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

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

PROPOSAL TO CREATE A FSCUE ACADEMIC STANDING SUBCOMMITTEE

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

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

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

NOW THEREFORE, IT IS HEREBY RESOLVED

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

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

Voting Members

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

Vice Provost for Undergraduate Education (*ex officio*)

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

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

Non-voting Members

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

A designee of the Vice President for Student Affairs

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

THAT the Subcommittee will have the responsibility to review and recommend to the FSCUE as to standards for undergraduate academic standing and honors, standards for the retention of merit-based scholarships and the awarding of new merit-based scholarships to already-matriculated students, the structure and composition of the grading system, and other academic policies and procedures that extend across all undergraduate degree programs.

THAT the Subcommittee absent the student member shall be referred to as the Undergraduate Academic Standing Board and will have the following responsibilities:

- a. To exercise the authority given to the FSCUE in the Faculty Handbook to interpret existing policies and apply existing academic rules to decide cases that involve academic probation, separation, and readmission; to decide cases of the retention of merit-based scholarships and the

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

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

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

JW, 10/22/2009



CONFIDENTIAL

To: Carol Musil
Chair, Faculty Senate
Executive Committee

From: W.A. "Bud" Baeslack III
Provost and Chair, Honorary Degree Committee

Date: July 22, 2009

The honorary degree committee reviewed a nomination to award an honorary degree by correspondence, between May 29, 2009, and June 2, 2009. The review was conducted outside the usual cycle at the president's request in conjunction with the nominee's potential invitation to speak at commencement.

Dean Pamela Davis recommended Katie Couric for an honorary degree in recognition of her activities as a proponent of colon cancer awareness, screening, and research. She played a significant role in a breakthrough made by the School of Medicine's Sanford Markowitz. After reviewing Dr. Davis's nomination and supporting materials, which included a letter of support from Dr. Markowitz, the committee members strongly recommended Katie Couric for an honorary degree.

I hereby submit this recommendation for review by the Faculty Senate executive committee. If approved by your committee, which acts for the University Faculty, this recommendation will be conveyed to the president for submission to the Board of Trustees.

C: Elizabeth Woyczynski, Secretary, Faculty Senate
Honorary Degree Committee

Cynthia Beall
John Lewandowski
Mark Hans
Jacqueline Lipton (08-09)
David Clingingsmith
Nathan Berger

Diana Morris
Sharon Milligan
Patrick Kennedy
Robin Dubin – ex officio
Richard Zdanis – ex officio
Lynn Singer – ex officio

Undergraduate Advising Review Committee Report and Recommendations – May 2009

The Undergraduate Advising Review Committee (UARC) was established as part of the Strategic Plan implementation process in early 2009. The charge to the group was to evaluate the current system of undergraduate advising at Case Western Reserve University, and to make recommendations that would both enhance student satisfaction with the advising process and provide students with better access to information and assistance with academic matters. The ultimate goal of this initiative is to improve the overall academic experience of CWRU undergraduates and to enable them to better plan and prepare for what they will do after graduation. An improved advising process is also likely to contribute to an increased retention of students towards completion of their degrees.

Committee members include:

- Steven Cummins (student, USG VP of Academic Affairs, 2009-10)
- Nancy Dilulio (Instructor, Department of Biology)
- Donald Feke (Vice Provost, Chair of the UARC)
- Robert Greene (Professor and Chair, Department of Psychology)
- James Hurley (Assistant Dean, Weatherhead School of Management)
- Edith Lerner (Associate Professor and Vice-chair, Department of Nutrition)
- Lynn Lotas (Associate Dean, Nursing)
- Joseph Mansour (Professor, Mechanical Engineering)
- Myles Nickolich (student, USG President for 2008-09)
- Minh-Tri Nguyen (student, USG VP of Student Life, 2009-10)
- Duwain Pinder (student, USG President for 2009-10)
- Mano Singham (Director, UCITE)
- Jeffrey Wolcowitz (Dean, Undergraduate Studies)
- Jeffrey Zabinski (student, USG VP of Academic Affairs, 2008-09)

The UARC met eight times (February 11, March 4, March 18, April 1, April 15, April 29, May 8, and May 27) and carried out some of its business through electronic communications. In developing its recommendations, the methodology employed by the UARC included performing a detailed review of the undergraduate advising practices currently in use at CWRU, examining recommendations on advising systems and structures from NACADA (National ACademic ADvising Association), and identifying best practices in place at some other universities. In addition, Thomas Geaghan (CWRU Institutional Research) met with the UARC to present an analysis of recent student survey data on advising, and Thomas Matthews (Director, CWRU Career Center) met with the UARC to provide details on the advising functions carried out within the Career Center.

Major Findings

1. There is a wealth of advising information available at CWRU. Sources of information include:
 - Information on majors and minors provided by the Office of Undergraduate Admission during the recruitment process
 - The summer orientation advisor, who helps students set (most of) their first-semester schedule
 - The SAGES First Seminar instructor, who currently serves as the student's official advisor until a major is declared
 - The Departmental Representative, the person who coordinates and oversees major-field advising in each department
 - Deans in the Office of Undergraduate Studies
 - The major-field advisor, who serves as the student's official advisor and controls advising holds within SIS
 - Undergraduate advising offices in some schools (e.g. WSOM)
 - The faculty at large, who interact regularly with our students and often provide advice and mentoring
 - The student information system (SIS) which includes reports of degree requirements and allows students to explore "what-if" scenarios for potential changes of major
 - The Office of Financial Aid
 - International Student Services Office
 - University Counseling Services
 - Educational Services for Students (ESS) Office
 - Office of Multicultural Affairs
 - SOURCE, for advice on undergraduate research or independent creative activities
 - The Co-op Office, for advice on Co-op opportunities
 - The Career Center, for advice on career selection, or internship and practicum opportunities
 - The student's peers

Each individual or office may have specialized knowledge and talents, and thus can be expected to provide different types of advice or mentoring for our students. However, CWRU currently does not do a good job of coordinating these sources of advising information, or informing students and faculty about the availability and specializations of these sources.

2. It is beneficial to distinguish between advising and mentoring functions. Advising processes may be viewed as more transactional (e.g., advisors review students' course selections and release advising holds in SIS) whereas mentoring takes on the longer-range perspective (e.g., a mentor could recommend that a student participate in an undergraduate research activity as a means of discovery of potential interest in a specific field). Undergraduates should expect to receive both mentoring and advising as part of their CWRU experience. We note that advisors should be expected to provide some level of mentoring to students in addition to the transactional advising functions. Mentors, on the other hand, are not expected to perform transactional advising functions. We also

note that an advising relationships can be formed by a simple assignment of a student to an advisor, but a successful mentoring relationship requires a deeper connection and, at some level, a match of interpersonal chemistries.

3. A primary source of student frustration with advising at CWRU is that the person designated as the student's advisor may not know, or know how to find, all of the information necessary to be an effective advisor. A secondary issue is that seemingly contradictory advice and opinions may be received from different sources. One important role of an advisor is to help the student make sense out of the various pieces of information to find the best course of action.
4. Outside of awarding a \$1500 discretionary fund for SAGES First Seminar Instructors, CWRU currently gives little or no recognition or reward to faculty who serve as advisors. Correspondingly, faculty members are generally not held accountable for their work as advisors. Advising quality is not assessed at present. The net result is a non-uniform advising experience across our undergraduate student body. Some students have the type of advising experience that is appropriate for an institution of our caliber, and engage in advising and mentoring relationships with caring, receptive faculty members. Unfortunately, there seems to be a significant number of other students who do not enjoy such a relationship with their advisor, and are irritated by being assigned to unresponsive, indifferent advisors.

Recommendations

The UARC recommends that CWRU take steps to build an undergraduate advising system that serves the multi-dimensional needs and expectation of our students, faculty and staff. For example, students and their advisors should have easy access to reliable, clear, detailed and complete information on academic requirements and related policies as they proceed through their degree programs. Students should also have the opportunity to engage in mentoring relationships with faculty and staff so as to take advantage of their insights into longer-range or higher-level topics, such as selection of majors and minors, study abroad, participation in undergraduate research, career opportunities, advanced study, etc. In addition, it would be beneficial to evolve the culture at CWRU such that it is clear that undergraduate advising is considered to be a fundamental aspect of a faculty member's responsibility. Correspondingly, faculty members should be held accountable to properly fulfill their advising responsibilities, and should be properly supported by the University to succeed in their advising and mentoring roles.

CWRU's current undergraduate advising system does not fully meet these goals. To address the issues and opportunities described above, we make specific recommendations in three categories.

Structure of CWRU's advising system

The UARC suggests that the basic structure of the CWRU advising system is sound, but can be improved by implementing some minor changes. CWRU's central undergraduate support offices (e.g.,

Undergraduate Studies, Student Affairs offices) should continue to provide the foundation for our advising system, but some improvements in operations and information flow can be made.

Consistent with the practice at most other private, selective institutions, it is appropriate that CWRU's system for major-field academic advising and mentoring is faculty-centric. The UARC also asserts that one-size does not fit all, and that individual departments are in the best position to understand how to best deploy resources to conduct major-field advising. The system of Department Representatives (whose duty it is to coordinate advising activities within the department) should be maintained, and their roles strengthened.

The following modifications and improvements to CWRU's advising system are recommended.

- 1) Like most research-oriented universities, CWRU is too complex to reasonably expect that an individual faculty member, having a full plate of research, teaching, and service responsibilities, could be totally aware of all that he or she needs to know to be a single source of advice for students. Thus, the UARC recommends that CWRU should cultivate a culture and an understanding that undergraduate advising occurs via a team effort. The team consists of a number of individuals from central university offices (e.g. Undergraduate Studies, Student Affairs offices) that supplement and support the major-field advising that occurs within the departments by faculty advisors. Currently, our students may feel that they are handed off from one faculty advisor to the next, and because of this, may not feel a connection with faculty advisors. For example, in the span of four months, a first-year student's official advisor would be the summer orientation advisor (in July or August), the SAGES First Seminar Instructor (in August through October), and then a major-field advisor (which could be assigned as early as November). Rather, we recommend that a student's experience be one of *acquiring additional advisors and mentors* as they continue their academic journey toward their degree. Some advisors (e.g., a major-field advisor) would be added to the student's advising portfolio at different points in their program, while others (e.g., a financial aid counselor) would be used as needed.

In order to function efficiently, a team should have someone acting as captain. In the case of this advising team, the captain would be the person having the primary responsibility for the student's advising experience. He/she would be the one who would release the advising hold in SIS, for example. The UARC recommends that the First-Year Advisor (see below) be the team captain up until the point at which the student declares a major, but this role would shift to the major field advisor(s) once the student declares his/her major(s).

- 2) CWRU should institute a First-Year Advising system which is similar to, but more effective than the one which was successfully used prior to the advent of SAGES. First-Year advisors will be a select group of faculty or staff members, who are very interested in the welfare and acclimation of first-year students. These First-Year Advisors are expected to function as generalist advisors for a student until he/she would declare a major.

For the purposes of building a continuing relationship between student and advisor, to the extent possible, the summer orientation advising should be organized in a manner that would subsequently enable the orientation advisor to become the student's First-Year Advisor. If a first-year student can identify a probable major or likely area of interest, it would be beneficial to assign that student to a First-Year Advisor who comes from that area. Optimally, First-Year Advisors should be assigned 8-10 advisees.

- 3) In conjunction with the preceding recommendation, we are suggesting that the advising role of SAGES First Seminar instructors be transitioned into one in which these faculty members perform a mentoring (rather than advising) function. In this role, the SAGES First Seminar instructors would be freed from the burden of having to provide academic information about unfamiliar majors, and could focus more on embellishing the overall college experience for their students, encouraging the students to broaden their perspectives, etc. This plan would also alleviate the concerns raised in anecdotal reports from some faculty, who have indicated that they would not consider teaching SAGES First Seminar courses unless the advising burden was removed.

If they are so inclined, SAGES First Seminar Instructors could still choose to serve as First-Year Advisors. However, their advisees would not necessarily be the students enrolled in their SAGES First Seminar course.

- 4) The role of the deans within the Office of Undergraduate Studies can be defined in a manner that builds deeper relationships between students and their assistant dean. The notion of a "cohort dean" who would be assigned to track with a student as he/she progresses toward a degree is endorsed.
- 5) Considering students in their sophomore through senior years, even with the recent hiring of another assistant dean within the Office of Undergraduate Studies, the student-to-assistant-dean ratio is still roughly 1,000:1. The University should consider hiring one or two additional assistant deans (which would reduce the 1,000:1 ratio described above) and/or other professional staff members to bolster undergraduate advising resources within central offices. Such individuals could have cross-cutting responsibilities as, for example, a pre-health advisor or the supporting coordinator of the Department Representatives.

Information and communication

- 1) The University should establish and publicize clear expectations for the types of advising provided by all of the offices and individuals listed above under **Major Findings #1**. Correspondingly, the expectations placed on the students regarding their role in the advising process must also be explicit, especially that students are expected to actively seek the most

appropriate source of advice from the members of their advising team, rather than expecting their official advisor to be a single-source provider.

- 2) An advising website and/or brochure that contains the information described in the preceding recommendation should be prepared. Having this descriptive information available will help both the faculty and students locate appropriate sources of advising information on campus. Preparatory to this step, the faculty should be surveyed to determine the types of advising information they would like to be cataloged.
- 3) SIS should be customized to enable students to easily locate information on their individual team of advisors (e.g., contact information for their various advisors, a brief description of each individual's area of responsibility). In its current configuration, SIS lists only the student's major field advisor(s). However, we envision the student having the ability to go into SIS, click on an "advising" link, and be taken to a page where the student's whole advising team is listed. Students should have the ability to customize their personal list of advisors (e.g. add the name of the person from the Office of Multicultural Affairs with whom they interact.) The intention of this page is to make the student (and each member of the team of advisors) clear on their advisors' specific responsibilities. Preliminary conversations with the SIS implementation team have indicated that such a customization could be delivered within a 2-3 month time frame.

Accountability and incentives

- 1) CWRU should commit to a continuous improvement process for undergraduate advising. Components of such a process could include an annual survey completed by the students on their advising/mentoring experiences. Advisors should also be regularly surveyed to determine whether they had access to necessary resources, whether their advising load was appropriate, and whether the major-field advising process is achieving the desired outcomes. NACADA can provide guidance on such surveys. (Appropriate measures to ensure student anonymity would need to be developed.)

CWRU should utilize the expertise of our Institutional Research staff to develop means to assess the success of our advising programs. Feedback and other data obtained from these assessments should be made available to the campus community, so that best practices can be identified and shared across departments. In addition, this information should be used by the deans to hold departments accountable for the success of their advising efforts.

- 2) Individual departments should be asked to develop and report formal advising plans for their majors. Such plans would include information on the criteria used to assign faculty to advising roles.

- 3) The CWRU Faculty Handbook does not explicitly list “advising” as a normal expectation or fundamental duty of the undergraduate faculty, or as a component of the faculty member’s portfolio on which promotion and tenure decisions are based. One conceptual approach would be to count advising as part of the faculty member’s teaching responsibilities. The UARC recommends that the Faculty Senate consider appropriate revisions to the Handbook that place greater emphasis on the importance of academic advising among a faculty member’s responsibilities, and make it clear that advising is expected of the faculty.
- 4) In certain cases, it may be expedient or desirable for a faculty member to carry more than a normal load of advising responsibilities, or for a staff member whose ordinary duties do not involve advising to serve as an advisor. If this occurs, the UARC recommends that the faculty or staff member be compensated for these extraordinary advising activities. In the case of faculty members carrying an overload of major-field advising responsibilities, we recommend a commensurate reduction in teaching load.

As an aside, we note that SAGES First Seminar Instructors are currently offered a \$1500 discretionary fund incentive for completing their advising role. In some cases, we note that First Seminar Instructors may actually perform no advising duties (e.g., students receive advice on their Fall semester courses from their summer orientation advisors, and if students declare their majors early enough, major-field advisors will provide advice on Spring semester courses). Since we are recommending that first-year advising be decoupled from SAGES First Seminar instruction, the UARC suggests that the funds used for this incentive be redirected for the purpose described above (course release for faculty members carrying advising overload) or for item (5) below. However, we expect that significantly more funds than this amount would be needed to fully fund the advising system that we envision.

- 5) The UARC suggests that the University should provide incentives aimed at improving the quality of the undergraduate advising experience. CWRU should consider establishing a pool of funds, which can be distributed to departments on the basis of demonstrating successful advising programs or innovative approaches to advising. The departments would have the flexibility to utilize the funds as they see fit. For example, the funds could be used to hire more staff to aid advising, to enable teaching release for a faculty member who wants to devote additional time to advising activities, to provide discretionary funds or salary supplements to those faculty members acting as advisors.

Next Steps

If accepted, the various recommendations contained in this report would need to be vetted by the groups that would be most affected by the specific recommendation, or by an appropriate governance body. For example, the recommendation suggesting Faculty Handbook revisions would have to undergo Faculty Senate review. The recommendation about removing advising from the duties of the SAGES

First Seminar Instructors would need to be reviewed by the faculty (through the new Faculty Senate Committee on Undergraduate Education) since it was the constituent undergraduate faculties that approved our current advising model when each faculty voted to adopt SAGES. The concept of re-instituting First-Year advisors should be discussed with the deans and faculty of the schools, since it would take faculty resources to accomplish this plan. Other recommendations (e.g., the SIS customization, requiring departments to formulate explicit plans for major-field advising) could be done immediately with the Provost's approval.

Some of these recommendations (e.g., hiring additional professional staff member who would bolster advising resources, establishing a pool of resources for rewarding innovative and successful advising programs) will require financial resources. If these recommendations are approved in concept, then detailed business plans should be prepared for each.

Faculty Senate Meeting
Tuesday, November 17, 2009
3:30-5:30 p.m. – Adelbert Hall, Toepfer Room

AGENDA

3:30pm	Approval of Minutes from the September 24, 2009 Faculty Senate meeting, <i>attachment</i>	C. Musil
3:35pm	President's Announcements	B. Snyder
3:40pm	Provost's Announcements	B. Baeslack
3:45pm	Chair's Announcements	C. Musil
3:45pm	Report from the Executive Committee	A. Levine
4:05pm	Report from Secretary of the Corporation	J. Arden-Ornt
4:10pm	Update on funding of RFP's for Strategic Alliances	R. Miller
4:25pm	CTORSP	A. Levine S. Gerson
4:40pm	Approval of new FSCUE Standing Subcommittee	G. Chottiner
4:50pm	New Marketing and Branding Guidelines	G. Bieler
5:10pm	Report on Undergraduate Enrollment and Retention	J. Wolcowitz
	New Business	