SCHOOL OF MEDICINE
CASE WESTERN RESERVE
UNIVERSITY

Faculty Council Meeting
Draft Meeting Minutes
Monday, January 23, 2023
4:00-5:30PM

Timing	Agenda Item	Presenter	Summary of discussion	Action items/Motions/ Votes
4:01-4:04PM	Welcome and Chair Announcements	Darin Croft	The Chair called the meeting to order at 4:01PM. The Dean's Third Meeting of Faculty is scheduled for May 3, from Noon to 0 1:00PM via Zoom. The Chair is soliciting topics for the Dean to address. It is customary for the first half of the meeting to address three topics provided by Faculty Council, while the second half is reserved for questions.	
4:04-4:05PM	Approval of December Faculty Council Minutes	Darin Croft	When polled, there were no corrections or additions to the December Faculty Council minutes.	The minutes are accepted as presented by unanimous consent.
4:05-4:08PM	Faculty Council Steering Committee Report of Activities	Matthias Buck	Dr. Buck presented a summary report of activities for the January 9 Faculty Council Steering Committee meeting.	
4:08-4:18PM	Committee on Medical Education	Corinne Bazella	Dr. Bazella presented the Committee on Medical Education's annual report to Faculty Council. CME is responsible for policy oversight, broad planning issues, review, and overall evaluation of the curriculum of the SOM. Meetings are open to the faculty and occur on the 4th Thursday of the month via Zoom from 4:00-5:50PM. She provided an overview of the new initiative curriculum structure explaining that the changes decrease the time for step 1 and increase the time for step 2, giving students more time to explore career choices. The CME is in the process of preparing for the 2024-2025 LCME site visit. The LCME CQI Dashboard Model was revised and approved. The CQI Committee was created as a subcommittee of CME to evaluate LCME standards and to refer non-compliance to CME and evaluated for further review. The pilot Independent Student Analysis for LCME was presented and evaluated. A task force was created to evaluate our grading system in the 3rd year clerkships and how student clinical performance and shelf exam scores are weighed in the grading.	

			The committee charge is being updated and modified and will be presented to the Bylaws Committee and the Faculty Council Steering Committee for review.	
	Committee on Medical Education (continued)			
4:18-4:27PM	Faculty Senate Report	Alan Levine	Dr. Levine informed the members that the Honorary Degree Candidate has been chosen and will be announced at commencement. There has been a large effort by the Provost's office to rekindle the CWRU Cleveland College, which will offer faculty outside and inside the opportunity to teach. Many universities do this already and it will be a financial boon to the university. The Executive Committee has expressed interest in hearing the details and it will be presented to them sometime in the fall. In June of last year, Faculty Council requested that the Faculty Senate look into information they received that University Hospital had a program in which approximately 12 tenure or tenure-track faculty members were asked to sign a contract with a five-year review. If their performance is found to be less than acceptable, their contract will not be renewed, and the side letter they were asked to sign requires them to resign from their tenured appointment at CWRU. The Faculty Senate charged the Personnel Committee, in consultation with the Bylaws Committee, to review whatever documentation was available from UH. This material is very confidential and not available to general faculty. The Personnel Committee took two months to review the 2016 agreement between Case and UH, and the bylaws and constitution for the university, to determine what tenure means and was UH policy consistent with university policy. The Personnel and Bylaws Committees came to the conclusion that the current UH practice is not compatible with CWRU's tenure definition. After unanimous approval from the Executive Committee, this topic was added to the Faculty Senate agenda for January 30.	Dr, Levine will bring this up at the next Faculty Senate Meeting and report back at the February Faculty Council Meeting.
4:27-4:51PM	Basic Science Faculty Salary Review	Jonathan Haines	Dr. Haines explained that CBSC Faculty Salary Review was prepared at the request of the basic science chairs of the SOM who wished to have a better idea of what salaries look like and how they are structured for 100% CWRU paid faculty. These slides have been uploaded to the Faculty Council folder on BOX for members to review. Due to the confidential nature of this information, details will not be provided in the meeting minutes.	

4:51-5:08PM	SOM Data from CWRU Climate Survey	Elizabeth Fehsenfeld	Dr. Fehsenveld, Chief of Staff in the SOM, provided an overview of the data collected from the CWRU Employee Engagement Survey 2022. The SOM number of responses to the survey ranked higher than other schools across the university. The Faculty Senate plans to survey all faculty across the university.	
5:08-5:24PM	Updated DEI Strategic Plan and Grievance Management System Reporting Portal	Tina Lining	Tina Lining, Director of Diversity, Equity and Inclusive Excellence, informed the members that the DEI ad hoc Committee has created a Strategic Diversity Plan outlining four objectives to assist in achieving their goals. She explained that the Grievance Management System has a new care portal through Symplicity which will facilitate the reporting process. Currently 90-minute information meetings are being held to configure our system to fit SOM. Symplicity utilizes "Train the Trainer" methods to implement their products. Dean Gerson plans to send out a message to the SOM and other campuses this month introducing the portal. Introductory presentation to departments will be scheduled. The pilot launch phase is April 2023, with the full launch July M1Orientation and again in August.	
5:24-5:25PM	New Business		When polled, no new business topics were indicated.	
5:25PM	Adjourn		The Chair adjourned the meeting at 5:25PM.	

Present

Robert Abouassaly	Peter K. Kaiser	Linda Dalal Shiber
Alicia Aguilar	Gaby Khoury	Bryan Singelyn
Moises Auron	Erin Lamb	Phoebe Stewart
Blaine (Todd) Bafus	Kelly Lebak	Usha Stiefel
Neil Bruce	Alan Levine	James (Jim) Strainic
Matthias Buck	Lia Logio	Ben Strowbridge
Aleece Caron	Dan Ma	Joseph Tagliaferro
Mohamad Chaaban	Tani Malhotra	Nami Tajima
Darin Croft	Mariel Manlapaz	Sarah Tehranisa
Margot Damaser	Danny Manor	Daniel Tisch
Jonathan Emery	Christopher McFarland	Johannes von Lintig
Stephen Fink	Sam Mesiano	Mark Walker
Ramy Ghayda	David Mihal	Robert Wetzel
Rachael Gowen	Dean Nakamoto	Leon R. White
Matthew Grabowski	Attila Nemeth	Wei Xiong
Alia Hdeib	Arne Rietsch	Samina Yunus
Jessie Jean-Claude	Anastasia Rowland-Seymour	Raed Zuhour
Andrew Jones	Elie Anthony Saade	

Not Present

Elvera L. Baron	Stan Gerson	Raman Marwaha
Corinne Bazella	Jessica Fesler	Daniela Mehech
Maura Berkelhamer	Bahar Bassiri Gharb	William Merrick
Dan Cai	Peter Harte	Nathan Mesko
Bryan Carroll	Amy Hise	Gillian Michaelson
Patrick Collier	Eric W. Kaler	Rocio Moran
Andrew Crofton	Hung-Ying Kao	Cyrus Rabbani
Piet de Boer	Sadashiva Karnik	Tamer Said
Meelie DebRoy	Vijaya Kosaraju	Jacek Skowronski
David DiLorenzo	Sangeeta Krishna	Courtney Smalley
Katherine DiSano	Mallika Lavakumar	Patricia Taylor
Corinna Falck-Ytter	Shawn Li	Ari Wachsman
Jessica Fesler	David Ludlow	Sherry Yu
Robert Geertman		

Others Present

Nicole Deming	Jonathan Haines	Cynthia Kubu
Joyce Helton	Cynthia Kim	Tina Lining
Elizabeth Fehsenfeld	Sadu Karnik	Susan Wang

Faculty Council Meeting
Draft Meeting Minutes
Monday, December 12, 2022
4:00-5:30PM

Timing	Agenda Item	Presenter	Summary of discussion	Action items/Motions/ Votes
4:01-4:04PM	Welcome and Chair Announcements	Darin Croft	The Chair called the meeting to order at 4:01PM. Dr. Croft suggested that it could be beneficial for Faculty Council representatives to forward his meeting slides to their respective departments; the hotlinks are embedded for convenience. Four open seats representing the SOM in the university Faculty Senate need to be filled. A faculty member is also needed to represent the SOM on a university-wide Engagement Working Group. Nominations should be sent to Scott Howard or Nicole Deming. Dr. Croft thanked Colin Drummond for providing the CAPT "Tips for Faculty" document, which will be uploaded to the SOM Faculty Appointments, Promotion & Tenure web page. Suggestions are still being solicited for the Bylaws Committee 5-year review which can be submitted via a Qualtrics survey.	
4:04-4:05PM	Approval of November Faculty Council Minutes	Darin Croft	When polled, there were no corrections or additions to the November Faculty Council minutes.	The minutes are accepted as presented by unanimous consent.
4:05-4:08PM	Faculty Council Steering Committee Report of Activities	Matthias Buck	Dr. Buck presented a summary report of activities for the December 5 Faculty Council Steering Committee meeting.	
4:08-4:25PM	Lecture Committee Report	David Buchner	Dr. David Buchner, Chair of the Lecture Committee, provided an overview of the committee listing members and the three lectures (Louis A. Bloomfield Memorial Lecture, H.M. Hanna Lecture Fund, Courtney Burton Frontiers of Medicine Lecture Fund) this committee oversees. The committee was also charged with looking at a number of underutilized lectureships, some very specialized and not filled for a	

	Lecture Committee Report	(continued)	number of years, and whether those funds could be repurposed into these three prestigious lectureships. It was asked if it was possible to offer CE credits for these lectures. Dr. Cynthia Kubu will pursue this and update Faculty Council. The Lecture Committee currently will have two open seats this year. Anyone interested should contact Scott Howard or Nicole Deming	Dr. Croft will follow up with the Dean's Office to see if there is a website and determine the status of the other funds. Dr. Buchner will send Dr. Croft the pertinent emails.
4:25-4:45PM	Nomination and Elections Committee Report	N. Scott Howard	Dr. Howard provided an overview of the year in review for the Nomination and Elections Committee identifying challenges, areas in which there was improvement, and how they plan to formulate new ways to increase faculty involvement. In 2020-2021 there were concerns regarding the process and perceived irregularities which were discussed at Faculty Council at the close of the 2020-2021 academic year. A number of candidates were not allowed to run for positions without a clear understanding of why. To address these concerns, NEC values were established (Diversity/Integrity/Excellence/ Compassion/Team Work/Accountability/Respect), and objectives set for 2021-2022. Dr. Howard detailed the steps the committee was taking, on a monthly basis, to improve transparency, trust, and diversity of representation through the School of Medicine.	
4:45-4:50PM	Faculty Senate Report	Darin Croft for Alan Levine	Dr. Levine was not available to present his report; Dr. Croft presented his summary. President Kaler convened an Engagement Working Group working group comprised of one representative from each school to serve as liaison. A volunteer from the SOM is still required. Anyone wishing to volunteer, or nominate a colleague, should reach out to Darin Croft or Scott Howard. The requested opinion on the UH tenure issue went to the relevant committees and reports were received back, with the Executive Committee slated to review it in January. The Provost clarified that if inclement weather closes the university classes will be suspended and not held remotely. Clinical activities are not considered classes, and each school should ask their dean for guidance about which activities will continue to take place.	

| 4:50-5:10PM | Extraordinary Service Recognition | Matthias Buck | The FCSC discussed in their September and December meetings a request to honor the extraordinary workload of the Faculty Council Chair and certain Steering Committee Chairs. The Dean does not have a budget, precedent, or authority to reward faculty, on an individual basis, performing specific functions. Department chairs manage their budgets and incentive for faculty. The Faculty Handbook states that service in the teaching programs, research programs, and administrative activities of the university is regarded as within the faculty member's obligation and is compensated for by regular salary

It was suggested that the mechanism should be university-wide and funds should come from the university budget or be earmarked in the schools' budgets. It was commented that this would cost money and additional effort to administer and could be seen as a conflict of interest with their role to serve the faculty. The opposite could be argued since such supplements would be transparent/declared.

Clinical faculty from many of the clinical campuses often have to buy out their clinical time with research funding or external funding which may be a hindrance to participating in faculty governance. However, it may offer their chairs more time to participate in faculty governance and increase diversity in leadership.

Dr. Buck stated that the intention is not to provide dollar amounts that service entails, but to provide recognition of the extraordinary work accomplished by those in the chair positions during the year of their chairmanship

A motion approved by Faculty Council would follow the same process that was used for the UH tenure question (i.e., a request for study by the Faculty Senate). | A motion was made by a FC member and seconded by a FC member to end the debate.

The debate was ended by consensus.

A motion was made by a FC member and seconded by a FC member that the SOM Faculty Council supports recognizing the extraordinary service workload of the Faculty Council Chair and certain Standing Committee chairs via financial supplements and requests that the Faculty Senate: (1) consider the feasibility of a creating university-wide mechanism for providing and/or facilitating such incentives; and (2) review Section III of the Faculty Handbook with respect to current practices of providing administrative supplements and whether this section should be amended to match current practice.

Vote: 25 were in favor, 6 were against, and 4 abstained. The motion is approved.

Darin Croft will draft a letter on behalf of Faculty Council to the Faculty Senate to request-ing them to review these two items and Section 3 of the Faculty Handbook. |

| 5:10PM | New Business | | When polled, no new business topics were indicated. | |
| 5:10PM | Adjourn | | The Chair adjourned the meeting at 5:10PM. | |

Present

Robert Abouassaly
Alicia Aguilar
Moises Auron
Blaine (Todd) Bafus
Matthias Buck
Aleece Caron
Mohamad Chaaban
Darin Croft
Jonathan Emery
Jessica Fesler
Rachael Gowen
Matthew Grabowski
Amy Hise
Jessie Jean-Claude
Andrew Jones

Hung-Ying Kao
Erin Lamb
Lia Logio
Dan Ma
Danny Manor
Christopher McFarland
Daniela Mehech
Gillian Michaelson
David Mihal
Dean Nakamoto
Attila Nemeth
Arne Rietsch
Anastasia Rowland-Seymour
Elie Anthony Saade

Linda Dalal Shiber
Bryan Singelyn
Phoebe Stewart
James (Jim) Strainic
Ben Strowbridge
Nami Tajima
Patricia Taylor
Sarah Tehranisa
Daniel Tisch
Johannes von Lintig
Robert Wetzel
Leon R. White
Raed Zuhour
Wei Xiong

Absent

Elvera L. Baron
Corinne Bazella
Maura Berkelhamer
Neil Bruce
Dan Cai
Bryan Carroll
Patrick Collier
Andrew Crofton
Margot Damaser
Piet de Boer
David DiLorenzo
Meelie DebRoy
Katherine DiSano
Corinna Falck-Ytter

Bahar Bassiri Gharb
Ramy Ghayda
Peter Harte
Alia Hdeib
Peter K. Kaiser
Eric W. Kaler
Sadashiva Karnik
Gaby Khoury
Vijaya Kosaraju
Sangeeta Krishna
Mallika Lavakumar
Kelly Lebak
Alan Levine
Shawn Li

Mariel Manlapaz
Raman Marwaha
William Merrick
Sam Mesiano
Nathan Mesko
Rocio Moran
Cyrus Rabbani
Tamer Said
Jacek Skowronski
Courtney Smalley
Usha Stiefel
Joseph Tagliaferro
Ari Wachsman
Mark Walker

4

Absent (continued)

Stephen Fink

Robert Geertman

Stan Gerson

David Ludlow

Tani Malhotra

Sherry Yu

Samina Yunus

Others Present

David Buchner

Nicole Deming

Joyce Helton

Nelson Scott Howard

Cynthia Kim

Cynthia Kubu

Ashwit Pandit

Faculty Council Report
CME

Committee on Medical Education

Corinne Bazella MD

Jan 23, 2023

Elected Committee Members

Chair - Corinne Bazella, MD - Department of Reproductive Biology

Michael Faulx, MD - Department of Cardiovascular Medicine

Stephanie Harris, PhD - Department of Nutrition

Marvin Nieman, PhD - Department of Pharmacology

Laure Sayyed Kassem, MD - Department of Medicine

Tracey Bonfield, PhD - Department of Genetics and Genome Sciences

Anastasia Rowland-Seymour, MD - Department of Internal Medicine

Mildred Lam, MD - Department of Medicine

Marina Magrey, MD - Department of Medicine

Kathryn Miller, MD - Department of Pediatrics

Jessica Taylor, PhD - Department of Physiology and Biophysics

Jennifer Yoest, MD - Department of Pathology

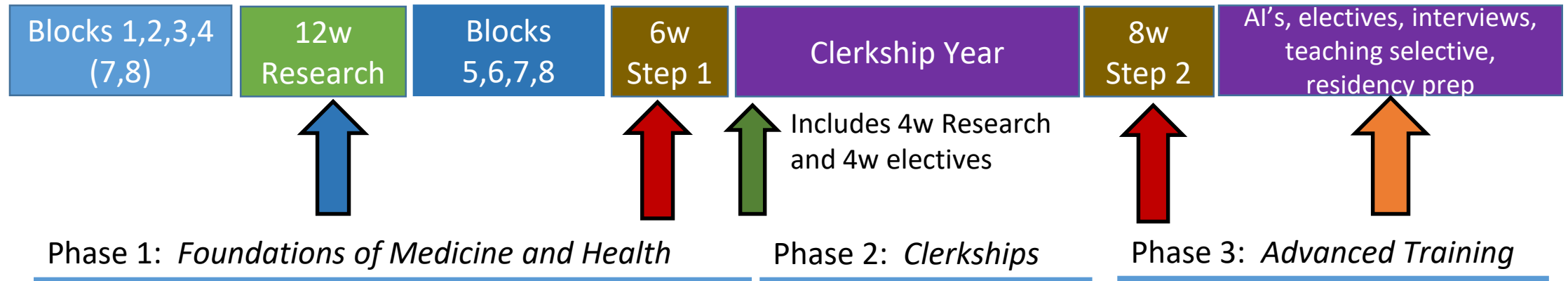Melissa Jenkins, MD – Department of Infectious Disease

CME-Meetings

- CME is responsible for policy oversight, broad planning issues, review, and overall evaluation of the curriculum of the SOM.

- Meeting are open to the faculty and occur the 4th Thursday of the month via ZOOM 4-5:50pm

- **Meetings 2021-22 Academic Year:** 7/22/2021, 8/26/2021, 10/28/2021, 12/02/2021, 1/27/2022, 2/24/2022, 4/28/2022, 5/26/2023, 6/23/2022

- **Meeting 2022-23 Academic Year**: 7/28/22, 8/25/22, 9/22/22, 10/27/22, 12/1/22, 1/26/23, 2/23/23, 3/16/23, 4/27/23, 5/25/23, 6/22/23

Usual Business

- Evaluated, reviewed and made recommendations of CME sub-committees activity through regular reports of JCOG (Joint Clinical Oversight Group), WR2, CCLCM Steering Council, and PEAC (Program Evaluation and Assessment Committee).

- Evaluation and review the cycle of Graduation Questionnaire results, USMLE and national examination results, assessment of residency performance of graduates, NRMP match results, and specialty choices of graduates.

- Collaborative Practice 1 course curriculum review of course satisfaction data and curriculum changes based on student feedback, quality improvement and proposed action steps.

New Initiative Curriculum Structure

| Blocks 1,2,3,4 (7,8) | 12w Research | Blocks 5,6,7,8 | 6w Step 1 | Clerkship Year | 8w Step 2 | AI's, electives, interviews, teaching selective, residency prep |

Includes 4w Research and 4w electives

Phase 1: *Foundations of Medicine and Health*   Phase 2: *Clerkships*   Phase 3: *Advanced Training*

Completion of first 12w of research between Years 1&2

Adjustment of allotted Step 1/Step 2 study time

Early May start to clerkships

Fourth year required Residency Prep

Fourth year required Teaching Selective

*Not drawn to scale

CASE WESTERN RESERVE UNIVERSITY EST. 1826

Preparing for LCME site visit 2024-2025

- Continuous Quality Improvement (CQI) plan of the 12 LCME standards in preparation for LCME site visit review: 8 year cycle, standards reviewed, compliance and plans for improvement for standards in not in compliance.

- LCME CQI Dashboard Model was revised and approved. CQI Committee created as a subcommittee of CME to evaluate LCME standards and to refer non-compliance to CME for further review. The pilot Independent Student Analysis for LCME data was presented and evaluated.

Evaluation of Clerkship Assessment & Grading

- Creation of Task Force to evaluate our grading system in the 3rd year clerkships and how student clinical performance and shelf exam scores are weighed in the grading.

Ongoing updates

- Discussed committee charge updates and modifications to be presented to the Bylaws Committee and then the Steering Council once appropriate changes are finalized by the committee on the transition of PEAC to the CQI Committee and update membership due to creation of new leadership roles since last charge edits in 2018.

Faculty Comments

Questions?

CME is an open committee. We invite and welcome your insight.

Upcoming Meetings: January 26, February 23, March 16, April 27, May 25, June 22

Employee Engagement

Case Western Reserve University Employee Engagement 2022

<div style="background-color: green">Apr 25, 2022 - May 06, 2022</div>

Reporting Group: Direct | Gerson, Stanton - Employee Level - Faculty

GALLUP

Q¹² Mean

The Gallup Q¹² score represents the average, combined score of the 12 elements that measure employee engagement. Each element has consistently been linked to better business outcomes.

RESPONDENTS

126

MEAN PERCENTILE RANK

22

Database: Industry - Education - Postsecondary/Higher Education

ENGAGEMENT MEAN
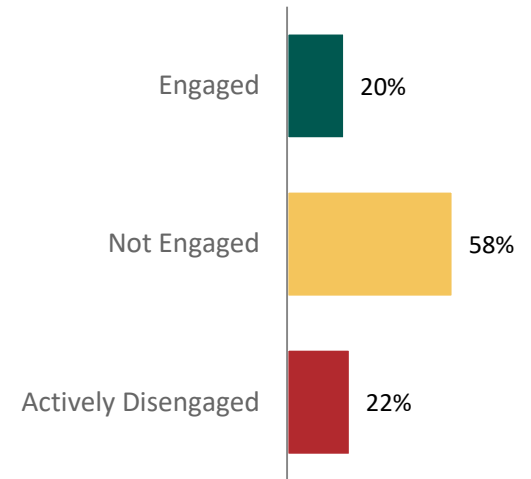
3.52

ENGAGEMENT INDEX

Engaged — 20%

Not Engaged — 58%

Actively Disengaged — 22%

*All text analytics are machine generated. Because we use machine learning to generate sentiments, results may not be 100% accurate.
*Percent Engaged available when n ≥ 30. All categories available when n ≥ 100.
* - Scores are not available due to data suppression.   Respondents can select multiple responses for multi-select questions.

Percentile Rank in Industry - Education - Postsecondary/Higher Education Database

■ < 25th Percentile   ■ 25-49th Percentile   ■ 50-74th Percentile   ■ 75-89th Percentile   ■ >= 90th Percentile

GALLUP

Gallup Q¹² Items

Questions	Respondents	Current Mean	Mean Percentile Rank - Industry by Administration - Education - Postsecondary/Higher Education - 1st Admin Clients Only	Company Overall Current Mean	Frequency Distribution 1% 2% 3% 4% 5%
Q00: Overall Satisfaction	126	3.40	19	3.43	1:2 2:14 3:33 4:40 5:10
Q01: Know What's Expected	125	4.22	41	4.31	1:0 2:3 3:17 4:34 5:46
Q02: Materials and Equipment	125	3.54	16	3.87	1:6 2:14 3:25 4:30 5:26
Q03: Opportunity to do Best	126	3.60	28	3.77	1:2 2:18 3:23 4:30 5:26
Q04: Recognition	121	2.62	16	3.31	1:33 2:17 3:20 4:14 5:16
Q05: Cares About Me	124	3.71	19	4.13	1:10 2:9 3:15 4:35 5:32
Q06: Development	120	3.46	29	3.64	1:8 2:18 3:21 4:24 5:28
Q07: Opinions Count	124	3.37	27	3.62	1:13 2:15 3:20 4:25 5:27
Q08: Mission/Purpose	125	3.66	29	3.65	1:4 2:8 3:33 4:29 5:26
Q09: Committed to Quality	124	3.89	28	3.97	1:2 2:8 3:22 4:34 5:34
Q10: Best Friend	117	2.86	32	2.90	1:22 2:25 3:15 4:20 5:18
Q11: Progress	120	3.67	48	3.49	1:9 2:15 3:11 4:30 5:35
Q12: Learn and Grow	123	3.64	33	3.64	1:7 2:10 3:23 4:35 5:26

*Not shown if n < 4 for Mean, Top Box, Verbatim Responses, and Sentiment, n < 10 for Frequency, or data is unavailable.
* - Scores are not available due to data suppression.   Respondents can select multiple responses for multi-select questions.

Percentile Rank in Industry - Education - Postsecondary/Higher Education Database

■ < 25th Percentile   ■ 25-49th Percentile   ■ 50-74th Percentile   ■ 75-89th Percentile   ■ >= 90th Percentile
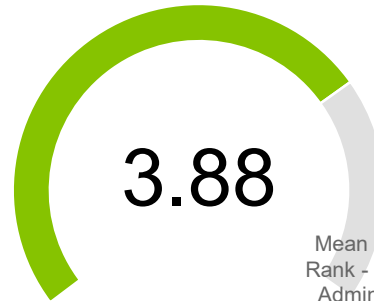
GALLUP

Basic Needs - What do I get?

Employees need to have a clear understanding of what excellence in their role looks like so they can be successful. Groups with high scores on the first element are more productive, cost-effective, creative and adaptive.

RESPONDENTS

125

CURRENT MEAN

3.88

MEAN PERCENTILE RANK

27

Database: Industry - Education - Postsecondary/Higher Education

Questions	Respondents	Current Mean	Mean Percentile Rank - Industry by Administration - Education - Postsecondary/Higher Education - 1st Admin Clients Only	Company Overall Current Mean	Frequency Distribution 1% 2% 3% 4% 5%
Q01: Know What's Expected	125	4.22	41	4.31	1:0 2:3 3:17 4:34 5:46
Q02: Materials and Equipment	125	3.54	16	3.87	1:6 2:14 3:25 4:30 5:26

Percentile Rank in Industry - Education - Postsecondary/Higher Education Database

■ < 25th Percentile　　■ 25-49th Percentile　　■ 50-74th Percentile　　■ 75-89th Percentile　　■ >= 90th Percentile
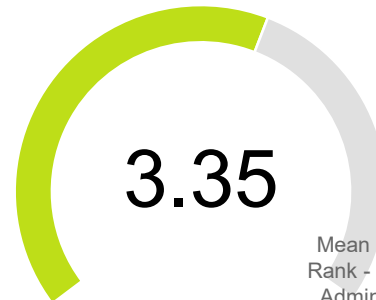
GALLUP

Individual - What do I give?

Employees want to know about their individual contributions and their worth to the organization. Manager support is especially important during this stage because managers typically define and reinforce value.

RESPONDENTS	CURRENT MEAN	MEAN PERCENTILE RANK
126	3.35	21

Database: Industry - Education - Postsecondary/Higher Education

Questions	Respondents	Current Mean	Mean Percentile Rank - Industry by Administration - Education - Postsecondary/Higher Education - 1st Admin Clients Only	Company Overall Current Mean	Frequency Distribution 1% 2% 3% 4% 5%
Q03: Opportunity to do Best	126	3.60	28	3.77	1:2 2:18 3:23 4:30 5:26
Q04: Recognition	121	2.62	16	3.31	1:33 2:17 3:20 4:14 5:16
Q05: Cares About Me	124	3.71	19	4.13	1:10 2:9 3:15 4:35 5:32
Q06: Development	120	3.46	29	3.64	1:8 2:18 3:21 4:24 5:28

*Not shown if n < 4 for Mean, Top Box, Verbatim Responses, and Sentiment, n < 10 for Frequency, or data is unavailable.
* - Scores are not available due to data suppression.   Respondents can select multiple responses for multi-select questions.

Percentile Rank in Industry - Education - Postsecondary/Higher Education Database

■ < 25th Percentile   ■ 25-49th Percentile   ■ 50-74th Percentile   ■ 75-89th Percentile   ■ >= 90th Percentile
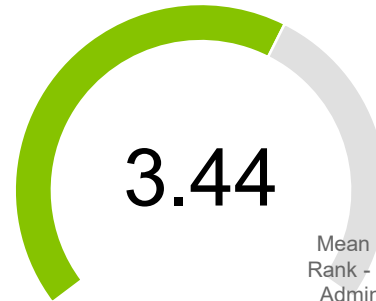
GALLUP

Teamwork - Do I belong here?

Employees need to feel like they belong and are a good fit with their team. They need to know they are part of something bigger than themselves. As a manager, encourage opportunities for teamwork and a sense of belonging.

RESPONDENTS

126

CURRENT MEAN

3.44

MEAN PERCENTILE RANK

28

Database: Industry - Education - Postsecondary/Higher Education

Questions	Respondents	Current Mean	Mean Percentile Rank - Industry by Administration - Education - Postsecondary/Higher Education - 1st Admin Clients Only	Company Overall Current Mean	Frequency Distribution 1% 2% 3% 4% 5%
Q07: Opinions Count	124	3.37	27	3.62	1:13 2:15 3:20 4:25 5:27
Q08: Mission/Purpose	125	3.66	29	3.65	1:4 2:8 3:33 4:29 5:26
Q09: Committed to Quality	124	3.89	28	3.97	1:2 2:8 3:22 4:34 5:34
Q10: Best Friend	117	2.86	32	2.90	1:22 2:25 3:15 4:20 5:18

*Not shown if n < 4 for Mean, Top Box, Verbatim Responses, and Sentiment, n < 10 for Frequency, or data is unavailable.
* - Scores are not available due to data suppression.   Respondents can select multiple responses for multi-select questions.

Percentile Rank in Industry - Education - Postsecondary/Higher Education Database

■ < 25th Percentile   ■ 25-49th Percentile   ■ 50-74th Percentile   ■ 75-89th Percentile   ■ >= 90th Percentile
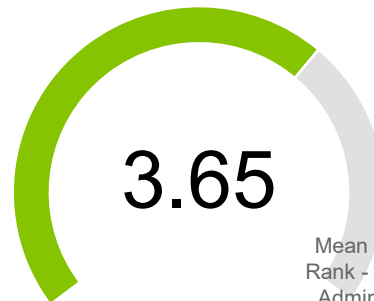
GALLUP

Growth - How can I grow?

Employees need to be challenged to learn something new and find better ways to do their jobs. They need to feel a sense of movement and progress as they mature in their roles.
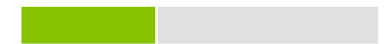
RESPONDENTS

125

CURRENT MEAN

3.65

MEAN PERCENTILE RANK

38

Database: Industry - Education - Postsecondary/Higher Education

Questions	Respondents	Current Mean	Mean Percentile Rank - Industry by Administration - Education - Postsecondary/Higher Education - 1st Admin Clients Only	Company Overall Current Mean	Frequency Distribution 1% 2% 3% 4% 5%
Q11: Progress	120	3.67	48	3.49	1:9 2:15 3:11 4:30 5:35
Q12: Learn and Grow	123	3.64	33	3.64	1:7 2:10 3:23 4:35 5:26

*Not shown if n < 4 for Mean, Top Box, Verbatim Responses, and Sentiment, n < 10 for Frequency, or data is unavailable.
* - Scores are not available due to data suppression.   Respondents can select multiple responses for multi-select questions.

Percentile Rank in Industry - Education - Postsecondary/Higher Education Database

■ < 25th Percentile   ■ 25-49th Percentile   ■ 50-74th Percentile   ■ 75-89th Percentile   ■ >= 90th Percentile

GALLUP

Custom Questions

Questions	Respondents	Current Mean	Mean Percentile Rank - Industry by Administration - Education - Postsecondary/Higher Education - 1st Admin Clients Only	Company Overall Current Mean	Frequency Distribution 1% 2% 3% 4% 5%
At work, I am treated with respect.	126	3.73	*	3.92	1:6 2:12 3:17 4:36 5:30
If I raised a concern about ethics and integrity, I am confident my employer would do what is right.	122	3.58	*	3.63	1:10 2:9 3:23 4:30 5:29
Everyone at this institution is treated fairly regardless of ethnic background, race, gender, age, disability, or other differences not related to job performance.	117	3.46	*	3.37	1:10 2:12 3:21 4:36 5:21
My institution cares about my overall wellbeing.	122	3.05	*	3.27	1:11 2:20 3:32 4:27 5:10
My institution provides me with opportunities to balance my work life and personal life.	123	3.18	*	3.50	1:11 2:12 3:37 4:28 5:11

*Sentiment Distribution is not available when n<50

*Not shown if n < 4 for Mean, Top Box, Verbatim Responses, and Sentiment, n < 10 for Frequency, or data is unavailable.

* - Scores are not available due to data suppression.   Respondents can select multiple responses for multi-select questions.

Percentile Rank in Industry - Education - Postsecondary/Higher Education Database

■ < 25th Percentile   ■ 25-49th Percentile   ■ 50-74th Percentile   ■ 75-89th Percentile   ■ >= 90th Percentile
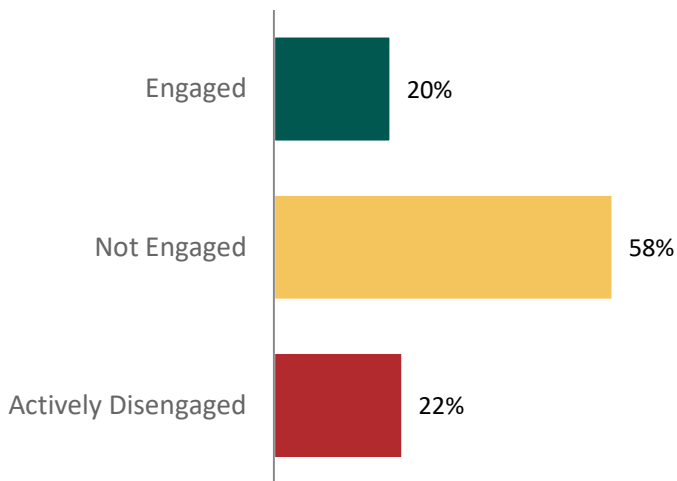
GALLUP

Engagement Index

There is a powerful link between employees who are engaged in their jobs and the achievement of crucial business outcomes.

ENGAGEMENT INDEX RATIO

0.91

ENGAGEMENT INDEX

Category	Percentage
Engaged	20%
Not Engaged	58%
Actively Disengaged	22%

Engaged

Employees are highly involved in and enthusiastic about their work and workplace. They are psychological "owners", drive performance, innovation, and move the organization forward.

Not Engaged

Employees are essentially psychologically unattached to their work and company. Because their engagement needs are not being fully met, they're putting time – but not energy or passion – into their work.

Actively Disengaged

Employees aren't just unhappy at work – they are resentful that their needs are not being met and are busy acting out their unhappiness. Every day, these workers potentially undermine what their engaged coworkers accomplish.

*Percent Engaged available when n ≥ 30. All categories available when n ≥ 100.
* - Scores are not available due to data suppression.   Respondents can select multiple responses for multi-select questions.

GALLUP

Thank You

GALLUP

Tina Roan-Lining

Director, Diversity, Equity, and Inclusive Excellence

Agenda

- Strategic Diversity Plan
- What portal looks like
- GMS history
- Review of timeline

Strategic Plan: Case Western Reserve University School of Medicine Diversity, Equity and Inclusive Excellence

Diversity, Equity, and Inclusion, Ad Hoc Committee has created a Strategic Diversity Plan.

- **Objective 1:** Enhance the overall climate to reflect, promote, and welcome diversity principles—the School of Medicine embraces a climate of inclusive excellence at every level.

- **Objective 2:** Improve and expand content and format of Diversity, Equity and Inclusion training for faculty, staff and students in the context of professionalism.

Strategic Plan: Case Western Reserve University School of Medicine Diversity, Equity and Inclusive Excellence

- **Objective 3**: Expand efforts to recruit Underrepresented in Medicine faculty, staff and students to School of Medicine—retain, develop and promote strategies to diversify faculty, staff, student and trainees.

- **Objective 4:** Increase the diversity of School of Medicine to reflect the changing health-equity needs of an increasingly diverse population and support all students for success in academic medicine and our new national/cultural milieu.

https://case.edu/medicine/about/strategic-plan/case-western-reserve-university-school-medicine-diversity-equity-and-inclusive-excellence

SCHOOL OF MEDICINE

CASE WESTERN RESERVE
UNIVERSITY

Introducing the School of Medicine's New CARE Portal

■ SYMPLICITY®

Grievance Management System

https://case-gme-advocate.symplicity.com/care_report

Other CWRU Users:
Human Resources Central
Equity office
Student Affairs
Law School

SCHOOL OF MEDICINE
Case Western Reserve
UNIVERSITY

Grievance Management System

- GMS - Safe, confidential, reporting system

- School of Medicine's 3-fold mission:
  1. To provide academic excellence in Medical Education, through our unique curriculum
  2. Advance discoveries from our laboratories to patients
  3. Improve the health of our community

- Promote inclusive culture and manage conflict

Departments and Triage Representatives

- **Diversity, Equity, and Inclusion** – Tina Roan-Lining, Monica Yepes-Rios, and Phillip Rowland-Seymour
- **Faculty Affairs**, - Susan Freimark, Professional Conduct Committee, (Cynthia Kubu)
- **Graduate Education**,, - Tessianna Misko, (Marvin Nieman)
- **Human Resources**, - Kimberley Rossi (Elizabeth Fehsenfled)
- **Medical Education** - Mistreatment committee, Molly Simmons, Nicole Deming, Robert Bonomo (Lia Logio)
- **CWRU MSA/CAA** - Joe Rifici, Jennifer Puin (Lia Logio)
- **Physician Assistant** – Jennifer Capretta, (Lia Logio)

As needed:
- **Human Resources Central** – Carolyn Washick
- **Office of Equity, Sexual Harassment and Title IX**– Rachel Lutner
- **Compliance and Ethics** – Lisa Palazzo
- **General Counsel -** Michelle Arndt
- **Office of Research Integrity -** Tracy Wilson-Holden

Johns Hopkins

Duke Univ. School of Medicine

Washington University in St. Louis

University of Utah School of Medicine

Vanderbilt University

Penn Law

Purdue University

Illinois State University

Berklee College

Emory University

Georgia Tech

Florida State University

Ross Medical School

Implementation Process

Currently:

- We are having a series of 90-minute information meetings, to configure our system to fit SOM.

- Symplicity utilizes "Train the Trainer" methods to implement their products. This entails training a core group of system administrators, after which the core group will train other staff on your teams.

System introduction:

- Dean Gerson will send message to the SOM, and other campuses this month introducing the portal.

- Tina Roan-Lining, Susan Friemark, Cynthia Kubu, Nicole Deming, Monica Yes-Rios, Philip Rowland-Seymour, and Kim Rossi, will begin to schedule introductory presentations to departments.

Pilot launch phase = April 2023

Full launch July M1 Orientation and again in August

Questions & Comments

THANK YOU!

Tina Lining
Director, Diversity, Equity, and Inclusive Excellence
email: tar5@case.ede
216-368-1894

Committee on Appointments, Promotion and Tenure
"Tips for Faculty"

The SOM CAPT co-chairs from AY2022 would like to share a few thoughts regarding CAPT review of appointments, promotion, and tenure packets, informed by ideas highlighted at the Fall 2022 SOM Faculty Council meeting. It seems like committee work follows the 80/20 rule in that 80% of the committee effort is spent sorting out the issues with 20% of the cases!

The following are some recommendations and tips for faculty applying for senior level appointments and promotions from the CAPT.

- **Use the CWRU CV Template:** It may seem like extra work, but the standard SOM template for a CV provides information in a predictable and organized format that facilitates CAPT review.
    - Not following the standard is burdensome since sometimes we feel like we are on a "fishing expedition" to extract data for review.
    - Enumerating bullet items helps when summarizing data.
    - Having the faculty ORCID number or link to the candidate's bibliography facilitates publication verification.
    - Organize activities (e.g. lectures, presentations, etc) by level of reputation (i.e. local, regional, national, international).
    - Utilize standard reporting format for grants (e.g. PI, co-I).

- **Organize your Teaching Portfolio:** There are published guidelines (available in the Promotions Guidelines of the CWRU SOM Faculty Affairs page) for the Teaching Portfolio that help the committee create an argument for teaching excellence.
    - The committee can miss important data if there is variance from guidelines, templates, and recommended sections.
    - The teaching portfolio should not simply be the teaching activities from the CV cut and pasted into a separate document. The portfolio should be used to outline scope and impact of teaching activities, including narrative description of most important teaching contributions and one's teaching philosophy.
    - It helps the committee when the teaching documents are crafted such that regional versus national impact is clear.

- **Differentiate Scholarship**
    - Categorize productivity. Clearly segment invited, poster, podium, etc. presentations.
    - Place an asterisk next to the primary author if they are a mentee of the candidate.
    - If the faculty member is "in the middle," and played a key role in this project, the CV should be annotated to include a description of the faculty's unique contribution.
    - If you identify as a "team scientist" make this explicit and follow the additional guidelines for team scientist applicants.
    - For grants, clearly indicate the source and amount of funding; study title and period; name of the PI; and their role on the study; and % effort.
    - It helps if the level of local clinical service is clearly delineated from that which establishes a regional or national reputation in service.

- **Letters of reference**
    - Committee can only base decisions on objective evidence presented. Letters that are generic are not as strongly supportive as those where examples are provided.
    - It is challenging when a superb packet is absent the required number of arms-length letters – be thoughtful in selecting external referees. An external referee is someone with whom the candidate has not had a working relationship as colleague, collaborator, trainee, or student. Examples of what violates the arm's length requirement can be found in the promotions guidelines on the [CWRU SOM Faculty Affairs Forms page.](#) (Department chairs are a good resource when selecting external referees)
    - Very clearly define the collaboration at, say, the national level on a society committee.
    - Letters about teaching are very helpful, indeed.

- **Nomination Letter**
    - In particular for NTT -- the nominating letter should provide a <u>clear statement</u> of primary area of strength, and the data should support that primary strength.
    - Support for primary area of strength should specifically address the criteria for promotion. The most frequent reason for an unfavorable CAPT vote is lack of clear evidence for regional/national reputation commensurate with the desired academic rank.
    - It is perplexing to the committee when the secondary strength is outlined in more detail and is more compelling than the primary area of excellence.
    - For NTT faculty, the primary area of excellence should be clearly stated in the nomination letter, DCAPT letter, faculty's personal statement, and faculty's declared primary area of excellence. It should also be the SAME.