

**Faculty Council Meeting**  
**Approved Meeting Minutes**  
Monday, June 15  
4:00-5:30PM – ZOOM Meeting

4:00-4:10PM	Welcome and Chair Announcements	Gary Clark
4:10-4:15PM	Approval of May Faculty Council Minutes	
4:15-4:20PM	Steering Committee Report	Jennifer McBride
4:20-4:40PM	Faculty Council Elections	
4:40-4:50PM	Bylaws Amendments Presentation	Darin Croft
4:50-5:05PM	Faculty Senate Report	Cynthia Kubu
5:05-5:25PM	Standing Committee Annual Reports	
5:25-5:30PM	New Business	

**Members Present**

Matthias Buck	Jeffrey Hopcian	Anna Miller
Cathy Carlin	Alex Huang	Vincent Monnier
Sudha Chakrapani	Darrell Hulisz	Vicki Noble
Gary Clark	Beata Jastrzebska	Ben Roiitberg
Travis Cleland	David Katz	Ashleigh Schaffer
Darin Croft	Allyson Kozak	Hemalatha Sentilkumar
Piet de Boer	Varun Kshetry	Daniel Sweeney
Pamela Davis	Cynthia Kubu	Patricia Taylor
William Dupps	Suet Kam Lam	Carlos Trombetta
Todd Emch	Maria Cecelia Lansang	Heather Vallier
Judith French	Charles Malemud	Allison Vidimos
Thomas Gerken	Peter MacFarlane	Susan Wang
Monica Gerrek	Jennifer McBride	Nicole Ward
Anna Maria Hibbs	Maureen McEnery	Richard Zigmond
Amy Hise		

### **Members Absent**

Alicia Aguilar	Laura Kreiner	Abhishek Ray
Corinne Bazella	Vinod Labhasetwar	Steve Ricanati
Robert Bonomo	Ameya Nayate	Satya Sahoo
Shu Chen	George Ochenjele	Barbara Snyder
Jae-Sung Cho	Clifford Packer	Satish Viswanath
Brian D'Anza	Nimitt Patel	Jo Ann Wise
Philipp Dines	Anand Ramamurthi	Jamie Wood
Ankur Kalra		

### **Others Present**

Mark Chance	Neil Greenspan	Danny Manor
Nicole Deming	Joyce Helton	Joan Schenkel
Stan Gerson	Matthew Lester	

### **Chair Announcements**

Gary Clark, Chair of Faculty Council, welcomed the members to the final Faculty Council meeting for the 2019-2020 academic year. This meeting is being conducted via ZOOM. If you wish to speak, indicate, if you are visual, with a hand up; send a chat request, or use the hand icon in Zoom which is the best way to be recognized, and we will recognize you appropriately to ask a question or make a comment.

Dr. Clark reminded the members of the Diversity Strategic Action Plan presented by Sana Loue at the December Faculty Council meeting. He gave a brief overview of the plan's overall vision, goals and strategies to remind everyone of its relation in the context of what is happening in our society today.

The plan's vision is to increase knowledge, understanding, presence, and celebration of diversity at all levels of the School of Medicine.

GOAL 1: To enhance the overall climate to reflect, promote, and welcome diversity.

- Develop and sustain the speaker series with diversity focus
- Support student affinity group
- Conduct biannual diversity needs assessment survey
- Increase diversity-related events at SOM
- Conduct a systematic evaluation of policies/procedures to identify unintentional bias
- Improve faculty, staff, student awareness re: reporting requirements
- Produce annual diversity report that focuses on diversity issues and accomplishments
- Increase faculty and staff diversity
- Increase pipeline programs

GOAL 2: Enhance the Curriculum and associated training opportunities to increase inclusiveness and decrease adverse experiences

- Revise medical school curriculum to be more representative, less othering
- Improve IQ facilitator training for diversity
- Improve oversight of medical school training sites
- Encourage clinical affiliates to sponsor student networking events

- Integrate diversity-related issues into graduate programs
- Develop formal mentor-mentee match program for URM, first generation college, and low SES students and postdocs
- Restructure diversity-related SOM offices
- Continue to provide established programs
- Provide mental health resources/supports for SOM professional/graduate students

GOAL 3: Improve and expand content and format of diversity training for faculty, staff, and students in context of professionalism

- Foster diversity of thought
- Create longitudinal core curriculum
- Develop trained, SOM-based core facilitator group to lead diversity sessions
- Create, disseminate, and utilize mechanisms to foster narrative and discussion
- Integrate faculty participation in leading diversity training into salary, promotion, tenure metrics
- Train faculty and staff to better manage conflict situations

GOAL 4: Enhance SOM diversity and diversity-related functions through the development of adequate financial resources

- Increase scholarships for SOM medical and graduate students
- Create opportunities and programs to develop more diverse pipeline
- Raise sufficient funding to create/sustain SOM Center for Diversity and Inclusion

This is the strategic development action plan that was developed and is now in place for our university for the next four years. Clifford Harding, Professor and Chair of Pathology, sent an e-mail to faculty, staff and students.

“Our society and our local community are faced with a disease that I believe is a far greater threat than COVID-19, and this disease has actually been with us for a long time. This is the disease of racism, which affects many communities, but particularly Black Americans. The horrific tragedy of George Floyd’s death is the latest in a long history of injustices, so quickly following the outrageous murder of Ahmaud Arbery. Race, ethnicity, religion, gender identity – these and other social parameters are too often used as the basis of destructive othering.

I hope we will stand against racism and seek true remedies for this disease. But what should we do? The answer will be different for each of us, depending on our circumstances and abilities. I will give you some general thoughts, information sources and opportunities that was provided by Michelle Cruz, an MSTP student in the Pathology Graduate Program. You may find other ways to contribute. (The complete text of Dr. Harding’s e-mail is included as an attachment.)

Michelle Cruz made a powerful statement when she said that it is not enough to simply not be racist. She stated that if you want to learn how to be a better ally or start to make change here are several great places to start being anti-racist. The scaffolded list includes ways to identify where you are in your process. Educate yourself on white supremacy share this with others, and have difficult conversations with family/friends which create sustained change. If you do not feel comfortable protesting, donate to various groups. There are a number of websites that relate to Black Lives Matter. Join groups and take action such as CWRU Social Justice Institute and SURI (showing up for Racial Justice). There are mailing lists, Facebook groups, write letters to senators, volunteer. Call Ohio Statehouse, Oppose 2 bills which will only serve to increase

mortality – H.B.381 – “Stand Your Ground” and HB 178 – untrained carry (AKA permit-less carry). This would allow Ohioans to carry firearms without a permit or any training.

She recommends acknowledging, empathizing, and understanding with what students of color are going through. There should be some ideas on better ways to support “wellness”. Have your facts straight. As scientists, it is probably important for you to have actual statistics and published papers about police violence e.g. black men are about 2.5 times more likely to be killed by police than white men. There are databases that provide this information (<https://mappingpoliceviolence.org/> and <https://fatalencounters.org/>). (Michelle Cruz’ entire response to Dr. Harding’s email is attached.)

Dr. Gerson stated that he perceives this as a challenge – challenging us as faculty and as Faculty Council, to be more engaged in trying to implement the plan. This will be a topic of significant discussion in the fall and we will identify faculty champions in the fall. This is clearly an important item for all of us to spend more time on. We have to balance needs to be one priority. The strategic plan is very complex and is going to take efforts of all to prioritize to make progress, do have to develop a sense of prioritization, of commitment. Should be proactive about it.

Amy Hise, the chair of the newly formed Committee on Women and Minority Faculty, stated that she appreciated the comments of Dr. Clark and Dr. Gerson. She is looking forward to the fall when her committee will be presenting data, assessing where we are right now, and determining what are the key recommendations moving forward.

In summarizing Faculty Council’s annual report, Gary Clark noted that Faculty Council met nine times with the April, May and June meetings being conducted remotely through Zoom. The council made a recommendation for the creation of an ad hoc committee on faculty awards. They voted to elect two Faculty Council members to the NEC: Anand Ramamurthi and Jo Ann Wise. They approved the creation of an on-line Nutrition degree program, and the creation of an ad hoc committee on professional conduct. They approved the Bylaws Committee amendments to Article 5, which completed the 5-year review. They approved the creation of an ad hoc committee tasked with looking at the tenured salary guarantee in the SOM bylaws. They approved Article 3.6b for clarity and Sana Loue presented the Diversity Strategic Action Plan.

Dr. Clark acknowledged that this is Dean Davis’ final Faculty Council meeting, as she will be stepping down in a little over two weeks as Dean of the School of Medicine. He wanted to take a moment to recognize and show our appreciation for all of her contributions and dedication to the School of Medicine.

Dean Davis thanked everyone in Faculty Council for all of their hard work this year, for committee work and council work, and stated that they’ve done great yeoman service this year.

Dr. Clark also added his thanks to all involved in Faculty Council. He thanked them for being informed, being engaged, and for their contributions as well.

#### **Approval of May 18 Faculty Council Meeting Minutes**

When the council was polled for suggested edits or corrections, several members indicated their attendance was not noted correctly. Attendees not noted as being present but having attended the

meeting were: Pete McFarland, Monica Gerrek, Vincent Monnier, Robert Bonomo, and Anna Maria Hibbs.

A motion was made and seconded to approve the Faculty Council meeting minutes as amended. There being no further discussion, a vote was taken. All in favor say aye or raise hands. All opposed say nay or raise hands. All were in favor, no one opposed, and no one abstained. The motion passes.

### **Faculty Council Steering Committee Report**

Dr. Clark will summarize the outcome of the recent elections. Darin Croft from The Bylaws Committee reviewed appendices and the faculty handbook and made corrections. The merits of oral vs. written reports for the standing committees was discussed. Requested transition of the ad hoc Committee on Graduate Education Programs to a standing committee. The Faculty Council Steering Committee reviewed materials in support of the new chairperson and sent them to the Dean for consideration.

The first remote electronic voting for Faculty Council elections was successful. There were 47 ballots out of 58 representatives. NEC reviewed and confirmed that it was a valid election. Brian D'Anza had 39 votes. For Chair-Elect, Nicole Ward had 24 votes; Darin Croft had 23 votes. Nicole Ward is the new Chair-Elect for Faculty Council.

The results of the election of Faculty Council Steering Committee members is still under review. When the review is completed, the results will be shared with Faculty Council.

When asked what it meant when results are still being reviewed, Dr. Clark explained that he could not comment further than that it is under review. If it is a valid election, why can't we know the results? Question raised that requires input and until that is resolved, they have been asked not to say anything about the election, nor to go into any details. At the resolution the results of the Steering Committee election will be share with Faculty Council. When asked if this was a technical error with the election, Nicole Deming again stated that the best course of action is to not say anything at this point.

A member felt that this was completely unacceptable and since it is the last Faculty Council meeting of the academic year the results needed to be disseminated. While this is a democratic process, there are other dynamics with regard to the Faculty Senate that are involved, which cannot be discussed. When it is resolved, the results of the election will be communicated to Faculty Council.

Independent of these election results, we cannot disclose the Faculty Senate's involvement. It is an unusual situation and we are asking you to bear with us and we will update as appropriate, and disclose as much as we can after resolution of this issue. We acknowledge that it is frustrating, but we are constrained from discussing it further

We have been asked to refrain from disclosing the election results at this time. No one is happy to not know the results of the election, but in the interest of time and the agenda, we do have to move on.

When the member persisted and accused the Chair of trying to interfere with a free and fair election, the Chair deemed him out of order and, as was his prerogative, and moved on to Darin Croft's presentation.

### **Bylaws Presentation – Darin Croft**

Today we will present changes that are basically clarifications, which were made to the appendix.

Appendix to the Bylaws Qualifications and Standards for Appointment, Promotion and Tenure – we just reviewed this essentially for minor formatting and consistency issues a few months ago. It was discussed briefly at Faculty Council but a separate committee to review its substance. We did not touch the substance of the qualifications.

Table of contents – in the title, “of faculty” was removed as being redundant, and made it parallel to the Faculty Handbook. The phrase “combined achievement track”, which appears throughout this document, was deleted and replaced with “non-tenure track.” A page number had been repeated and was corrected. One important change in terms of correcting the citation for 1A, made it consistent between the SOM and the faculty handbook –

The sentence “Success in obtaining external research grants or other supportive funding shall also be considered in the evaluation of research qualifications” was moved to better reflect its relative importance in the review process. When talking about criteria for tenure and excellence in scholarly research, contributions should be evaluated to include publications in scholarly journals, awards, honors, and national offices. While two comments had been added to the document, the Bylaws Committee is not proposing any changes right now. They recommend that this be looked at closely by the administration and/or committee that next reviews these standards. It might be appropriate to remove “generally” or loosen other requirements, as the description does not seem to closely match the current situation. However, the Exceptional Qualifications section may provide enough latitude to permit this language.. There is a little bit of gray area in the exceptional qualifications section. If you are super exemplary in one of these areas, it may help to compensate for deficiencies.

Another comment the committee felt was important to highlight was that the Provost’s approval of transfer be based on evidence. That text is taken directly from the faculty handbook. The committee is suggesting adequate resources (funding, space) are also necessary to develop such components. The final change, under Standards for Promotion of Adjunct Faculty –used to be referred to as subject committees, now have blocks. That concludes the proposed changes

A member asked that regarding the comment about qualifications for tenure, is the Bylaws Committee just recommending that we push this to the Committee on Promotions and Tenure? Dr. Croft explained that periodically there is a special committee to review these qualifications, not the CAPT. Whenever that is done, we are flagging it for that group.

A motion was made and seconded to approve bylaws amendments to the appendix as presented. There being no further discussion, a vote was taken. 38 were in favor, 0 were opposed, and 0 abstained. The motion passes.

### **Annual Report for Committee on Biomedical Research – Stan Gerson**

Dr. Gerson will name a replacement chair for the Committee on Biomedical Research in early July.

There are a couple of informative engagements designed to help appreciate the breadth of research initiatives across the school. Review of artificial intelligence by Anant Madabhushi, an

absolute star in this area. Further progressed and developed in BME across the school and Cancer Center. Took a broad perspective. Review of previous strategic plan in preparation for new SOM Dean. Currently exists to help the committee in the upcoming year. We will consider revisions to that plan and contribute to that during the next deanship period.

Core facilities review — Chris Flask reviewed selecting priority for shared resources and request additional support. Alan Diehl discussed plans for the Biochemistry Department, which included a discussion of metabolomics and did couple of adjustments on the committee for both MHMC and Cleveland Clinic.

Additional conversation was to bring in Jing Li, the interim chair of the newly formulated Computer and Data Sciences Department. The SOM Data Department has multiple interactions, which makes it hard to encourage large scale research projects. How can shared resources be maximized at the university. Discussion of the technology and applications of single cell sequencing to encourage broader uptake for the technology and how to build pipeline across spectrum for that search.

In response to an issue brought forth by the Provost's Office at the request of the board of the university, asked for an inventory and review of all centers and institutes in the SOM. Centers that are still missing from the list need to be identified. This is a daunting task. The committee is reviewing the process for establishment, review and disestablishment of centers and institutes, with the goal of bringing it up-to-date on this process. We met for two months in a row on this topic through the committee. Dr. Gerson will plan to discuss this with chairs after this meeting and discuss it at the Dean's Leadership Group in July, and bring back to Faculty Council in the fall. Recommendations for actions are to go to the Dean in July. Discussion with faculty/chairs regarding inclusion of hospital based centers will be addressed in the fall

Activities will not alter the right to form centers and institutions under GMS and will retain the six member advisory committee Dean Davis has appointed over the past few years and oversight in centers and institutions. We will suggest that a couple of centers that are currently A be converted to B, reassessing as center in SOM. We are in the process of doing so. There are a number of hospital-based centers that may or may not be appropriate for ongoing recognition by the school. Centers to change from A to B (no primary faculty) are: Center for Global Health and Disease, Center for Proteomics and Bioinformatics, and the National Center for Regenerative Medicine. The Center for Synchrotron Biosciences will be removed from the B list. There are three centers to disestablish, and five centers that will be reviewed under the new guidelines for applicability as a SOM center.

The goal is to help provide a little extra rigor around development of centers and have institutes and centers be interchanged. Let folks decide.

In essence, we are going to suggest that the designations of the school only include type A and B centers and we want to clear that with the chairs. Perhaps we can increase involvement of the chairs in organizational structures so that the centers have more alignment with the schools. There are 120-130 centers in the institute. Trying to do our part by coming forward with a better proposal.

Mostly since 1986, it was left up to the authority of the Dean. Further discussion with Faculty Council will be informative for feedback but not for voting.

The annual report for the Committee on Biomedical Research is accepted as presented.

### **Faculty Senate Report – Cyndi Kubu**

Cyndi Kubu provided a brief summary of the Faculty Senate activities. A neuroscience major was approved as was approval given to have the committee meet remotely. Financials were presented last month.

### **Annual Report for CAPT**

All of the demographics are not yet available, and the committee is still reviewing file. It would make more sense to present this report in the fall and look at that data in September. .

### **Admissions Committee Annual Report**

Todd Otteson, chair of the Admissions Committee is not available for the presentation. The report has been posted on BOX.

### **Bylaws Committee – Annual Report**

Dr. Croft stated that it was a very busy year for the Bylaws Committee and the details are in the annual report. They are still working, with another meeting this week, to codify the regulations about electronic elections. Two of members are rotating off – Maureen McEnery and Jonathan Miller. He acknowledged their contributions over the past three years and that it has been great working with them. He is looking forward to having the two new members on the committee next year.

### **Committee on Budget, Finance, and Compensation – Annual Report**

Matthias Buck, chair of the CBFC briefly summarized the written report as submitted. He explained that the CBFC has two standing committees that report to Faculty Council. The committee is comprised of faculty from the basic science and clinical departments. Matthew Lester represents the administration, Hope Barkoukis and Mark Aulisio – ex officio Basic Science Chairs, with Robert Salata and the ex officio Clinical Science Chair. Dr. Buck expressed his gratitude to Stephanie Ford and Marvin Nieman for their participation as they will be rotating off the committee and an election will be held shortly to identify new members.

Dr. Buck stated that the charge is extensive as the committee provides wide input on reviewing proposed budgets for consistency with SOM strategic plan priorities, and analyzing and reporting on SOM sponsored research activities. They provided annual recommendations to Faculty Council on the allocation of SOM resources, and met with the Faculty Council Steering Committee regarding compensation and the annual allocation of funds available for faculty compensation. A town hall meeting was held on November 25, 2019. They provided an annual review of the guidelines and policies for faculty compensation for each department, and a competitive analyses of faculty compensation n peer universities nationwide. They assessed the effect of compensation on the ability of the SOM to attract and retain top faculty. They held nine monthly CFBC meetings in addition to three special meetings.

They received Quarterly updates on the SOM finances and Budget projections review of FY20 and of early FY21 spending guidelines. Dr. Buck noted that the SOM is doing overall well given the changed agreement with UH and COVID-19. When comparing and discussing faculty salaries with respect to AAMC median and our peer institutions, the decile curve has been largely flattened and we are slightly above AAMC median in most levels/departments.

The CBFC had presentations from the Development Office concerning the past capital campaign and ongoing fund raising, the Research Office on SOM Bridge Funding where recommendations



were made and Mark Chance replied; Instrumentation Cores, their administration and finances, and hiring and retention success of faculty.

It is extra-ordinary business in extra-ordinary times. The CBFC provided input into prioritization and strategy of the COVID-19 contingency request for a 10% cut to SOM unrestricted budget. An ad hoc sub-committee (Mendel Singer, chair; Mark Aulisio, Matthias Buck, Danny Manor, William Schilling) was formed to investigate and make recommendations regarding the RCM budgetary model and centralization of SOM functions and finances. There was concern with finances of inter-school programs such as ThinkBig(ongoing) and distribution of awards.

For FY21, the committee would like to have a better understanding of some of the recurring budget numbers, e.g. the operational budget. The 5-year strategic plan is aligned with research and teaching. How much does research cost us.

Finally, should mention that the committee wrote a letter and sent it last Wednesday to Provost Vinson and John Sedaris expressing concern about the timely communication and transparency on financial decisions that were being made. The general feeling from the Faculty Senate Finance Committee is that they were not in the loop as much as they should be. They acknowledged receipt of the letter and will reply soon.

#### **Committee on Students -- Annual Report**

The annual report for the Committee on Students has been distributed.

#### **Lecture Committee – Annual Report**

The chair of the committee, Neil Greenspan, explained that the main focus of the Lecture Committee are the Louis A. Bloomfield Memorial and H.M. Hanna lectureships. In the last couple of years, a whole host of lectureships have been added within the SOM due to underutilized funds.

One used in the past year or year and a half is the Courtney Burton lectureship where quite a bit of underutilized funds have accumulated since it hasn't been used much. Had scheduled past year – Hanna Lecture in November, with Professor Sheena Radford from the University of Leeds Center for Structural Biology. There was another candidate from UCSF in May and he had agreed to come but got back to us after months indicating that he couldn't find date that would work and now we're dealing with the pandemic. We had a lecture scheduled for next year for the Hanna lectureship from the Netherlands, but were informed that we should not expect a visit in person even next fall. We inquired whether a Zoom on line lecture was a possibility, but he declined. There are no Hanna lectures scheduled for the next academic year.

The Lecture Committee had three Courtney Burton frontiers of medicine lectures in past year (going back to April and May of 2019). Someone was invited for a spectroscopy symposium. Over the summer in July, a series of lectures for the Opioid Conference that was held here. As a committee, do we have to plan to invite people who will speak remotely? It is a new situation planning for lectures, as we can't actually have people come here. Through the fall, could not invite people to come in person. How open or interested are they in giving zoom lectures, and how interested are staff or students in listening to lectures remotely. It was noted that sometimes you can actually get better attendance on a Zoom lecture.

Of the lectureships made to us by Nicole Deming and Halle Lewis underutilized, no one was submitting nominations. Started getting a series of applications for the Courtney Rurton lectureship; Nicole and Halle had agreed on two dates for submission, October and April. Would have started in the spring but was obliterated by the pandemic. That is the situation with the Lecture Committee.

The comment was made that it would probably be a good idea to start doing the lectures remotely as many other institutions are doing just that.

The ad hoc Committee on Women and Minority Faculty will present their report in the fall and we look forward to their presentation.

This completes the annual reports submission.

Dean Davis stated that we have heard from our colleagues at Cleveland Clinic, who are involved in the analysis of the epidemiology of COVID-19 in Cleveland, and who feel it is indicated that they are able to return Hope Hospital to the HEC. That process will begin very shortly, if hasn't already begun. We are hoping to reclaim the Education Building towards the end of July. This is a very exciting development and especially since we are eager to be able to do as much in person as possible. We think this is a great advantage for the SOM.

The council, when polled, did not indicate there was any new business. A motion was made and seconded to adjourn. All were in favor, none were opposed, and none abstained. The motion passes.

Cyndi Kubu thanked Dr. Clark for his service and leadership over the past year.

There being no further agenda items to be addressed, the meeting was adjourned at 5:12PM.

Respectfully submitted,

Joyce Helton

<b>SCHOOL OF MEDICINE DIVERSITY STRATEGIC ACTION PLAN January 1, 2020-December 31, 2024*+</b>			
<b>Vision: To increase knowledge, understanding, presence, and celebration of diversity at all levels of the School of Medicine</b>			
<b><u>Strategy/Expected Outcome</u></b>	<b><u>Action Steps (with timeline)</u></b>	<b><u>Metrics/Targets</u></b>	<b><u>Responsible Party</u></b>
<b>Goal 1: Enhance the overall climate to reflect, promote, and welcome diversity</b>			
Develop and sustain a multiple speaker series that focuses on diversity- and inclusion-related issues	--Identify desired speakers and schedule --Collaborate with SOM Development to secure ongoing funding	--Launching of series --Number of talks per year --Number of speakers --Attendance at talks --Successful solicitation of funding	SOM Development Office; SOM Office for Faculty Development and Diversity
Support student affinity groups financially and through connection	--Continue with ongoing support to LMSA, NMSA, QGRad --Facilitate development of cross-campus student networks	--Number of meetings held with multiple student organizations participating --Number of events sponsored collaboratively by student groups	Office of the Dean; Medical Education; Society Deans; student groups
Conduct a biannual diversity needs assessment to monitor progress	--Develop needs assessment instrument --Develop mechanism for dissemination of instrument, analysis of responses, and compilation and dissemination of results	--Conduct of survey --Analysis of survey responses and dissemination of findings	SOM Office for Faculty Development and Diversity
Increase diversity-related events and celebrations at the SOM	Promote campus-wide diversity calendar on the SOM website	Production of calendar on diverse SOM websites	Office of the Dean; SOM Office for Faculty Development and Diversity, department chairs; student affinity groups
	Develop programming for diversity-related events, e.g., MLK Week, PRIDE month, International Day of Persons with Disabilities	Development and production of events for --Black history month --National Hispanic American Heritage Month --International Women's Day --PRIDE month --International Day of Persons with Disabilities	
Conduct a systematic evaluation of all policies and procedures to ascertain the extent to which they reflect unintentional bias	Identify SOM policies and procedures that may exist apart from those of the university Solicit volunteers from within the SOM and the university to serve on committee to evaluate policies and procedures Develop timeline for review of all SOM policies	Identification of policies and procedures Recruitment of volunteers Development of timeline Review of policies and procedures	Dean's office, Office for Faculty Affairs and Human Resources, Office for Faculty Development and Diversity, Medical Education, Faculty Council

	and procedures	Presentation of recommended revisions	
Improve faculty, staff, and student awareness and adherence relating to university reporting requirements for harassment	<ul style="list-style-type: none"> <li>--Continue to send notices to faculty and staff relating to policies</li> <li>--Assess awareness of policies and procedures through inclusion of items in biannual diversity needs assessment</li> <li>--Incorporate information into new faculty orientation and chair bootcamp</li> </ul>	<ul style="list-style-type: none"> <li>--Annual dissemination of notices to faculty and staff relating to policies</li> <li>--Inclusion of questions relating to policies and procedures in biannual diversity needs assessment</li> <li>--Incorporation of information into new faculty orientation and chair bootcamp</li> </ul>	SOM Office for Faculty Development and Diversity; university office: Office of Inclusion, Diversity and Equal Opportunity, Title IX office
Produce an annual report that focuses on diversity issues and accomplishments	Develop annual report	Annual report developed and disseminated in paper and electronic formats	Vice Dean for Faculty Development and Diversity in collaboration with other SOM offices
Increase diversity of faculty and staff	Work with leadership and Chairs of search committees to ensure diversity on search committees, using a broad definition of diversity	Increased diversity of faculty and staff at multiple levels of SOM	Office of Faculty Affairs and Human Resources; Vice Dean, Faculty Development and Diversity; department chairs; CWRU Human Resources
	Expand sources of recruitment to include more potential sources of diverse candidates		
	Increase diversity of candidate pools that reflects broad definition of diversity		
	Develop mechanism to facilitate retention of faculty and staff to maintain diversity		
Maintain and expand pipeline programs and foster coordination between programs to maximize efforts	<ul style="list-style-type: none"> <li>--Seek funding to continue and expand existing pipeline programs: <ul style="list-style-type: none"> <li>--pre-health conference for minority and disadvantaged students</li> <li>--NIH-funded Heart, Lung, and Blood Summer Research Program</li> <li>--pipeline program with CMSD</li> <li>--Joan C. Edwards Foundation scholarship</li> </ul> </li> <li>--Identify mechanisms for coordination</li> </ul>	<ul style="list-style-type: none"> <li>--Continuation of programming</li> <li>--Identification of person/office responsible for coordination of efforts</li> </ul>	Individual program directors; Dean's office; SOM Development
Expand efforts to identify and implement diversity-related best practices and programming	<ul style="list-style-type: none"> <li>Recruit volunteers from across campus</li> <li>Identify existing opportunities to collaborate with other schools within CWRU</li> </ul>	Recruitment of diverse committee members from across CWRU	Office for Faculty Development and Diversity; Dean's office; Faculty Council; Admissions; SOM

	Compile inventory of best practices utilized by various CWRU schools and beyond	Identification of existing opportunities and best practices Compilation of recommendations Dissemination and broad review by stakeholders of recommendations	Graduate Office; Medical Education; OIDE; CWRU LGBT Center; CWRU Flora Stone Mather Women's Center; CWRU Academic Affairs Council; Office for Faculty Affairs and Human Resources (SOM & central); SAC
<b>Goal 2: Enhance the curriculum and associated training opportunities to increase inclusiveness and decrease adverse experiences</b>			
Revise medical school curriculum to be more inclusive, more representative of population demographics, and less Othering	--Revision of IQ & FCM cases --Inclusion of diverse students on development of all Blocks	--Revision of IQ & FCM cases to reflect population demographics --Student participation on committees to revise cases	Office for Faculty Development and Diversity; Medical Education
	Revise poverty simulation to reduce othering or replace current poverty simulation with alternative activity designed to meet educational goals	Revision of poverty simulation or identification and implementation of alternative activity	
Improve IQ facilitator training for diversity	--Establish process for ongoing facilitator training --Institute requirement of diversity training for all IQ facilitators --Develop content for facilitator training, including video training	--Launching of diversity training curriculum specifically for facilitators --Implementation of diversity training requirement for all IQ facilitators --Evaluation of diversity training and ongoing improvement of process and content --Incorporation of diversity-related questions into student evaluation of IQ facilitators	Office for Faculty Development and Diversity; Medical Education; OIDE
Improve oversight of medical school training sites to reduce harassment and improve reporting of problematic incidents and encounters	--Increase collaboration with CWRU Office of Equity and OIDE --Establish relationships with legal counsel and Title IX offices of clinical affiliates --Develop process in collaboration with clinical affiliates and CWRU Office of Equity for reporting and investigation of problematic incidents and encounters	Establishment of procedures as noted	SOM Office for Faculty Development and Diversity; SOM Medical Education; CWRU Equity Office; CWRU Legal Counsel and Legal Counsel and Title IX officers of clinical affiliates

Encourage clinical affiliates to sponsor faculty-student networking events	Continue currently existing networking activities  Increase sponsorship of faculty-student networking events at UH, MHMC, VA, and CCF	Number of networking events held per year Number of networking events sponsored annually by each clinical affiliate Faculty and student attendance at each networking events	Faculty at MHMC, UH, CCF, VA; Society Deans; Medical Education
Integrate diversity-related issues into SOM graduate degree programs	--Include diversity-related discussions in IBMS sessions --Encourage and facilitate all basic science departments to incorporate relevant diversity-related concepts into their curriculum and courses Encourage and facilitate the PA program to incorporate relevant diversity-related concepts into their curriculum and courses	--Revision of IBMS curriculum to include diversity-related issues --Identification of IBMS speaker(s) on diversity --Revision of curricula and courses within departments and within the PA program to address relevant diversity-related concepts	SOM Office of Graduate Education; Office for Faculty Development and Diversity; curriculum committees of basic science departments; basic science department Chairs; PA program
Develop formal mentor-mentee match program for SOM professional and graduate students and postdocs who self-identify as URM#, first generation college, and/or of lower SES	--Develop listing of faculty willing to serve as mentors --Sponsor several mentor-mentee match events annually	--Number of faculty willing to serve as mentors --Number of students/postdocs and faculty participating in program --Number of mentor-mentee match events held annually Mentor and mentee program evaluations	Office for Faculty Development and Diversity; Medical Education; Student Affairs
Restructure diversity-related offices in the SOM so that there can be better integration of programs and functions	Restructure diversity functions related to faculty, staff, and students through single office	Integration of SOM diversity-related functions into one office	Dean's office; Office of Vice Dean for Faculty Development and Diversity; SOM Graduate office; SOM Admissions; SOM Student Affairs; SOM Office of Diversity Initiatives & Community Engagement; Society deans
Continue to provide established diversity-related programs	Continue educational and networking programming	Continuation of following programs: --Faculty Reaching for Academic Medical Excellence (FRAME)— Minority faculty-student meet and greet reception	Office for Faculty Development and Diversity

		--Minority faculty directory	
	Ensure adequate access to ESS/disability resources, mental health services, student health services, Title IX confidential reporters remains adequate in view of distance between HEC and central campus	Development of mechanisms to maintain accessibility	SOM Office for Faculty Development and Diversity; CWRU Office of Equity
Provide mental health resources and supports for SOM professional and graduate students within the SOM	<p>Conduct survey of SOM professional and graduate students to determine level and nature of need</p> <p>Conduct survey of other medical schools and graduate schools to ascertain existing approaches to provision of mental health support and counseling services both in-school and in larger university setting</p> <p>Examine possible mechanisms and nature of support services that could be implemented within SOM, considering structure, financing, and other considerations</p>	<p>Recruit volunteers to serve on committee</p> <p>Network with SOM constituent groups</p> <p>Develop and disseminate survey and analyze findings</p> <p>Determine level and nature of need</p> <p>Survey other academic medical centers and graduate programs for current and best practices</p> <p>Identify and evaluate possible avenues for provision of additional services in SOM</p> <p>Provide recommendations</p>	Admissions; SOM Graduate Office; student organizations; Dean's office; Office for Faculty Development and Diversity; Student services, SOM student groups; Development
<b>Goal 3: Improve and expand content and format of diversity training for faculty, staff, and students in the context of professionalism</b>			
Foster diversity of thought	Develop and sustain a speaker series that focuses on diversity- and inclusion-related issues	<p>--Number of talks given each year</p> <p>--Number of people in attendance at each talk</p>	Office for Faculty Development and Diversity; Dean's office
Create a longitudinal core curriculum for faculty and staff that encourages awareness of unconscious bias, privilege, and self-reflection and includes information relating to relationship of diversity to ancestry, pharmacogenetics, access, and local environment	Develop online curriculum	<p>Number of people that completed the training.</p> <p>Aim for 10% participation in the 1<sup>st</sup> year</p>	SOM Office for Faculty Development and Diversity; SOM Development office; CWRU Office for Inclusion, Diversity, and Equal Opportunity; student representatives
	Develop in-person training		
	Provide listing of resources for self-assessment		
Develop a trained SOM-based	--Identify SOM-based volunteers to lead effort	Each participant will complete	Expertise within the CWRU

core facilitator group to lead sessions and modules using individual's own stories	--Development of narratives --Development of sociodramas and training of sociodrama facilitators	an evaluation form for each session	community in facilitating a narrative session and socio-drama; OIDEO
Create, disseminate, and utilize mechanisms to foster narrative and discussion	--Identify individuals to create mechanisms --Create mechanisms: --On line edited posting boards --Cartoons --Advertisement	--Number of mechanisms created --Number of volunteers --Frequency of usage	SOM Office for Faculty Development and Diversity
Integrate faculty participation in leading diversity training into salary and promotion and tenure metrics	Incorporate provision of training into metrics for faculty salary and promotion Incorporate the level of department contributions to diversity training into chair evaluations	The number of departments that incorporate faculty training efforts into the promotion and salary metrics  Dean incorporation of department participation into chair evaluation and department review processes	SOM leadership; department chairs; SOM Faculty Council; SOM dean
Train faculty and staff to better manage conflict situations	--Identify potential resources and mechanisms for training --Explore whether training should be voluntary or mandatory --Develop calendar for regular training sessions --Develop written guidance for faculty and staff	--Implementation of training mechanism --Number of faculty trained --Evaluations of training provided --Development and dissemination of written guidance	SOM Office for Faculty Development and Diversity; CWRU HR
<b>Goal 4: Enhance SOM diversity and diversity-related functions through the development of adequate financial resources</b>			
Increase scholarships to increase local diversity pool of medical and SOM graduate students	Make an inventory of all scholarship available for prospective medical and SOM graduate students by January 2021	Inventory should be listed on SOM website and communicated	SOM Development; SOM Office of Student Affairs; SOM Admissions
	Identify the gaps for SOM degree programs without scholarship funding by March 2021	Define the priority list for fundraising opportunities	SOM Development
	Define baseline and set goals for scholarship by June 2021		SOM Development; SOM Leadership; SOM Office of Student Affairs
	Develop Fundraising plan by August 2021	Fundraising plan developed and communicated to SOM Development team	SOM Development



	Monitor annual progress versus goals	Annual \$ raised versus goals report	SOM Development
	Replicate the Joan C. Edwards Scholarship program for other degrees in SOM (eg. MS, MA, MPH, PA, etc) by December 2024	Annual fundraising plan	SOM Development
Create opportunities and programs to develop a more diverse pipeline pool	Explore need for Increased funding for a liaison between SOM and CMSD (~Sarah Sells) by December 2024	Increase effort to at least one FTE responsible for liaison between SOM and CMSD, if justified	SOM Development; Medical Education
	Increase funding for programs such as Youth Scholars Academy and endowed position for its leader by December 2023	\$2M professorship \$1M endowed fund	
Raise sufficient funding to create and sustain a SOM Center for Diversity and Inclusion	Refine opportunities for funding (Total \$5M to name center= \$2M professorship, \$1M staff endowed position, 2@ \$250K (\$500K) lectures series, \$500K diversity and inclusion longitudinal curriculum for faculty and staff, others (\$1M): space, awards, professional development, diversity experts trainers, etc by January 2021	Funding Opportunities confirmed	SOM Development: Office of the Dean; SOM Office for Faculty Development and Diversity
	Develop a fundraising plan to create a SOM Center for Diversity and Inclusion by January 2022	Fundraising plan developed and communicated to SOM Development team	SOM Development: Office of the Dean; SOM Office for Faculty Development and Diversity
	Raise funds to create SOM Center for Diversity and Inclusion by December 31, 2024	SOM Center for Diversity and Inclusion named for \$5M	SOM Development: Office of the Dean; SOM Office for Faculty Development and Diversity

\*For the purposes of this strategic action plan, diversity is to be defined broadly including, but not limited to, race, ethnicity, sex, sexual identity, sexual orientation, gender, gender identity, gender orientation, religion, spirituality, veteran status, disability, political opinion, thought, socioeconomic status, first generation college, primary language, nationality/citizenship, and country of origin.

+Nothing in this document is intending to supersede or circumvent existing approval processes for effectuating changes in a specified domain, e.g., faculty reporting, curriculum development/revision or to supersede or circumvent accreditation requirements for any program.

#For the purpose of this document and plan, URM signifies “underrepresented minority”, which is intended to include individuals who self-identify as a member of any group that is recognized as a minority for the purposes of federal, state, or university reporting requirements. This includes, but may not be limited to, identification in any of the following groups or any subgroup thereof: African American, Black, Afro Caribbean, Latino, Latina, Latinx, Hispanic, Native American, American Indian, Alaskan Native, Hawaiian Native, Asian, or Pacific Islander. This is a broader category than URiM (underrepresented in medicine), which does not include individuals who self-identify as Asian or as a member of an Asian subgroup, and does not include most Pacific Islander groups. The term does not

include individuals who identify based on veteran status, first generation college, disability, socioeconomic status, language, religion, spirituality, primary language, nationality/citizenship, or country of origin. The use of the term “minority” is in no way meant to disregard the diversity that exists within and across minoritized groups.

From: **Clifford Harding** <[cvh3@case.edu](mailto:cvh3@case.edu)>

Date: Thu, Jun 4, 2020 at 4:28 PM

Subject: Combat racism

To: Denise Davis <[denise.davis@case.edu](mailto:denise.davis@case.edu)>

Cc: Margaret Larkins-Pettigrew <[Margaret.Larkins-Pettigrew@uhhospitals.org](mailto:Margaret.Larkins-Pettigrew@uhhospitals.org)>, Sana Loue <[sl54@case.edu](mailto:sl54@case.edu)>, Pamela Davis <[pbd@case.edu](mailto:pbd@case.edu)>, Stanton Gerson <[slg5@case.edu](mailto:slg5@case.edu)>, Usha Stiefel <[uxv@case.edu](mailto:uxv@case.edu)>, Nicole Deming <[nmd11@case.edu](mailto:nmd11@case.edu)>, Hannah Gilmore <[Hannah.Gilmore@uhhospitals.org](mailto:Hannah.Gilmore@uhhospitals.org)>, Christine Schmotzer <[Christine.Schmotzer@uhhospitals.org](mailto:Christine.Schmotzer@uhhospitals.org)>, Navid Sadri <[Navid.Sadri@uhhospitals.org](mailto:Navid.Sadri@uhhospitals.org)>, Rodgers, Mark <[Mark.Rodgers@uhhospitals.org](mailto:Mark.Rodgers@uhhospitals.org)>, James Kazura <[jxk14@case.edu](mailto:jxk14@case.edu)>, Adam Burgener <[adam.burgener@case.edu](mailto:adam.burgener@case.edu)>, Adam Baldwin <[Adam.Baldwin@uhhospitals.org](mailto:Adam.Baldwin@uhhospitals.org)>, Ruth Natali <[ruth.natali@uhhospitals.org](mailto:ruth.natali@uhhospitals.org)>, Ashley Hlavacik <[Ashley.Hlavacik@uhhospitals.org](mailto:Ashley.Hlavacik@uhhospitals.org)>, Kim Ockunzzi <[Kim.Ockunzzi@uhhospitals.org](mailto:Kim.Ockunzzi@uhhospitals.org)>, Kristen Camputaro <[kmc56@case.edu](mailto:kmc56@case.edu)>, Michelle Cruz <[mac386@case.edu](mailto:mac386@case.edu)>

Denise, Please send this to all faculty, staff, students, residents and fellows in Pathology and Anatomy, copying me. Work with other admin teams as needed to disseminate. Include the attachments.

To: Faculty, Staff, Students, Residents and Fellows in Pathology and Anatomy

Dear Pathology and Anatomy Colleagues and Friends,

Our society and our local community are faced with a disease that I believe is a far greater threat than COVID-19, and this disease has actually been with us for a long time. This is the disease of racism, which affects many communities, but particularly Black Americans. The horrific tragedy of George Floyd's death is the latest in a long history of injustices, so quickly following the outrageous murder of Ahmaud Arbery. Race, ethnicity, religion, gender identity – these and other social parameters are too often used as the basis of destructive othering.

I hope we will all stand against racism and seek true remedies for this disease. But what should we do? The answer will be different for each of us, depending on our circumstances and abilities. I will give you some general thoughts, and one of the attachments provides a list of thoughts, information sources and opportunities that was provided by Michelle Cruz, an MSTP student in the Pathology Graduate Program. You may find other ways to contribute.

Beyond the specific and overt actions each of us may take, I think we all need to take time for deep introspection to search ourselves and try to understand the impact that our actions have on others. I personally believe that tribalism is inherent in the human condition, and it can influence any of us toward prejudice and racism, regardless of our intellectual intent. Confront this with introspection, question yourself, and seek to understand others and to have empathy for others. Too many times in our community I hear quick, aggressive, judgmental statements – even if they are about other aspects of life or work, and less egregious than overtly racist positions, this is a mind set that causes damage. I am guilty of this, especially when I am angry. Are we really justified in those judgments? Are we sufficiently conscious of the damage that our words can cause? A few months ago, when dealing with a conflict, I asked a colleague to “stand in the other person's shoes” and “give the benefit of the doubt” to open the mind to others' ideas. I think it helped

to solve the problem. We need to do more of that to understand the challenges, needs and viewpoints of others in our lives and across our country. This approach can be a piece of an approach to combating racism, and it should be applied to other conflicts and injustices as well.

I am proud of the ways in which our community is collaborative and supportive, but we are not without fault, and toxicities exist. Academia and the medical professions are far from free of these problems – indeed the pressure to establish one's academic or professional reputation for career advancement breeds competitiveness that is often accompanied by attitudes of egotism, superiority, narcissism, narrow-mindedness, selfishness and dismissal of the viewpoints and needs of others. Self-doubt is considered a weakness, and indeed it can be a problem if overdone to cause low self-esteem, but we should all have some self-doubt, and I think most of us should have more of it than we do. We must look into ourselves, to question ourselves and to find humility and empathy. This approach may form a foundation from which to confront racism either within ourselves or within our environment.

My comments above may seem too general and theoretical. If such approaches help to form a foundation, how then shall we specifically confront racism with our own overt actions? Each of us must find our way. Some efforts will be very public, while others will be less public but still important. I attach a set of thoughts and information sources provided by Michelle Cruz during a conversation within the MSTP community (shared with her permission). This list includes sources that speak to many aspects of the problem, and various sources among these can reach people of many backgrounds. Michelle's message references the CWRU SOM Diversity Strategic Action Plan (DSAP), which was presented by Sana Loue to Faculty Council for approval in December. Unfortunately, most people in our community are not even aware that this plan has been approved. I hope you will press for our School to advance its efforts in this area.

I do want to recognize the important messages that have been sent by leadership of CWRU, CWRU SOM and UH. There are many among our community who have advanced this cause. I cannot name individuals beyond a few who have particularly affected my own experience. I would like to thank Dr. Sana Loue, past Vice Dean for Faculty Development and Diversity, who developed the DSAP and has advocated and educated for diversity. I would also like to thank Dr. Margaret Larkins-Pettigrew, who is Executive Director of the Office of Community Impact, Equity, Diversity & Inclusion at UH, and one of the Society Deans at CWRU SOM. For those of us who have had the opportunity, Margaret has enlightened us with her workshops and her wisdom. I would especially like to thank our students, Michelle and others, who teach me so much.

As Michelle's opening phrase in the attached document states, "it is not enough to simply not be racist". We must work to combat racism within ourselves, our community and our nation.

Sincerely,

Cliff

Resource materials:

1. CWRU SOM Diversity Strategic Action Plan in web page format: <https://case.edu/medicine/faculty-development-diversity/diversity/diversity-strategic-action-plan>
2. CWRU SOM Diversity Strategic Action Plan in pdf format (provided by Dr. Sana Loue): Attachment.
3. Michelle's material: Attachment.

Clifford V. Harding, MD, PhD  
Joseph R. Kahn Professor and Chair of Pathology  
Director, Diagnostic Institute  
Distinguished University Professor  
Case Western Reserve University/University Hospitals Cleveland Medical Center

**1)** It is not enough to simply not be racist. If you want to learn how to be a better ally or start to make change here are several great places to start being anti-racist. The scaffolded list includes ways to identify where you are in your process. Educate yourself on white supremacy, share this with others, and have difficult conversations with family/friends which create sustained change.

[Scaffolded antiracist resources](#)

[bit.ly/ANTIRACISMRESOURCES](https://bit.ly/ANTIRACISMRESOURCES)

[Even more resources](#)

[Articles for physicians specifically](#)

**2)** Push CWRU-SOM on making changes that support students of color- these conversations are in progress with society deans and alongside SNMA/LMSA. When initiatives come out - support them. Help CWRU fix their [Race, Police and Protest](#) website... maybe just forward this email, because it is lacking. Advocate for and help move DSAP forward. DSAP is a long term plan (a draft of which is attached) has lots of good things in it at multiple levels of the institution. It has been preliminarily\* approved by both the faculty Council, and the Dean's office as of Jan I believe. But I don't think there is anyone leading the charge anymore since Sana Loue stepped down, and CWRU SOM hasn't hired a new person to fill her role.

**3) Don't feel comfortable protesting?** [There](#) are lots of things you can do. Also put your money where your mouth is. As a program we can give donations of medical and other supplies as shown below and money to organizations for bailout funds/ legal aid etc.

# **SUPPLY DRIVE** to Support **Black Lives**

Supplies needed:

- **WATER!**  
(esp bottles with  
squirt tops!)
- **RAGS!**  
(one-time use)
- **DISH SOAP**
- **MEDICAL TAPE**
- **ACE BANDAGES**
- **BANDAIDS**  
(esp XL)
- **FIRST AID KITS**
- **GAUZE**
- **SUNSCREEN**
- **COLD COMPRESSES**
- **SNACKS**
- **GATORADE**
- **ALOE**
- **MASKS**
- **PADS**
- **ALCOHOL PADS**
- **HAND SANITIZER**
- **GLOVES**  
(nitrile & work)

## **DROPOFF LOCATION**

- **IRTF Office**
- **Mon-Fri; 10AM - 3PM**
- **Call number on door to be let in**

IRTF Office  
3606 Bridge Ave  
Cleveland, OH 44113

Black Visions Collective (blackvisionsmn.org)  
Reclaim the Block (reclaimtheblock.org)  
Know Your Rights Camp (knowyourrightscamp.com)  
Minnesota Freedom Fund (minnesotafreedomfund.org)  
George Floyd Memorial Fund (gofundme.com/f/georgefloyd)  
Campaign Zero (joincampaignzero.org)  
Black Lives Matter (blacklivesmatter.com)  
Communities United Against Police Brutality (cuapb.org)  
I Run With Maud (gofundme.com/f/i-run-with-maud)  
NAACP Legal Defense Fund (naacpldf.org)  
American Civil Liberties Union (aclu.org)

**4) Join Groups and take action** such as CWRU Social Justice Institute and [SURJ](#) (showing up for Racial Justice). There are mailing lists, facebook groups etc where calls for action to write letters to senators, volunteering, resources and more are regularly posted. example action happening right now Call Ohio Statehouse, Oppose 2 bills which will only serve to increase mortality

H.B. 381 - "Stand Your Ground" (AKA Kill at Will: [#StandYourGround](#) laws in Florida & Georgia made it difficult to charge [#TrayvonMartin](#) and [#AhmaudArbery](#)'s killers). Ohioans already have a right to self defense. This bill removes the obligation to NOT use deadly force when someone seems threatening in a public space if you can avoid it.

HB 178 -Untrained carry (AKA permit-less carry) This would allow Ohioans to carry firearms without a permit or any training. It is shameful to even consider supporting bills known to increase murder rates (See resources below),  
ESPECIALLY while Ohioans march for black lives outside.

\*CALL these committee members\*: **if you have 2 min** Committee Chair - Rep George Lang (R): 614-466-8550, Vice Chair - Rep Phil Plummer (R): 614-644-8051, Ranking Democrat - Rep Dave Leland (D): 614-466-2473

**if you have 10 min** Rep Jim Butler (R): 614-644-6008, Rep Jeff Crossman (D): 614-466-3485, Rep Bob Cupp (R): 614-466-9624, Rep Tavia Galonski (D): 614-644-6037, Rep Diane Grendell (R): 614-644-5088, Rep John Rogers (D): 614-466-7251, Rep Bill Seitz (R): (614) 466-8258, Rep Todd Smith (R): 614-466-2960, Rep Thomas West (D): 614-466-8030

**Information/Resources:** \*More on HB 381\*: <https://tinyurl.com/yb8v8w6x> \*More on HB 178\*: <https://tinyurl.com/ycexn582>



\*Stand Your Ground - Racial Bias\*:

<https://tinyurl.com/yasrwj93>

<https://tinyurl.com/yys8kenn>

<https://tinyurl.com/yy47da6g>

\*Stand Your Ground - Murder Rates\*:

<https://tinyurl.com/y66bvta8>

<https://tinyurl.com/vlc4tsy>

\*Permit-less / Untrained Carry\*:

<https://tinyurl.com/y3ghskqp>

<https://tinyurl.com/yc7thcpq>

**5) Acknowledge, understand, empathize** with what students of color are going through, with the educational materials above there should be some ideas on better ways to support "wellness". Through all of this we still have to turn in assignments, do lab experiments, write, show up and be "normal" etc.. There is a lot of trauma, and emotional exhaustion. A pizza party, sponsored yoga, or lecture series doesn't cut it.

**6) Have your facts straight.** We are scientists so it is probably important for you to have actual statistics and published papers about police violence. Fair. Here they are:

Databases

<https://mappingpoliceviolence.org/>

<https://fatalecounters.org/>

**Many data linked together [easy to read](#) about how to make (data supported) change and decrease violence** the whole organization behind that is [here](#) and the information is also summarized in this [youtube video](#)

[News Articles](#) with [easy graphics](#) of the data

such as the one below

## Leading causes of death for young black men:

1. Accidental death
2. Suicide
3. Other homicides
4. Heart disease
5. Cancer
6. Use of police force\*

\* Including asphyxiation, beating, a chemical agent, a medical emergency, a Taser, or a gunshot

**100 in  
100,000  
black men  
& boys**

**39 in  
100,000  
white men  
& boys**

will be killed by police during their lives

Black men are about **2.5x** more likely to be killed by police than white men.

**Faculty Council Meeting**  
**Draft Meeting Minutes**  
Monday, May 18, 2020  
4:00-5:30PM – BRB 105

4:00-4:10PM	Welcome and Chair Announcements	Gary Clark
4:10-4:15PM	Faculty Council Steering Committee Report	Jennifer McBride
4:15-4:20PM	Approval of Minutes from February and April	Gary Clark
4:20-4:40PM	Presentation of Proposed Bylaws Amendments	Darin Croft
4:40-4:55PM	Continued discussion of proposal of ad hoc committee to look at tenure salary guarantee in the SOM bylaws	
4:55-5:10PM	Faculty Council Elections	
5:10-5:20PM	Faculty Senate Executive Committee Report	Cynthia Kubu
5:20-5:30PM	COVID-19 SOM Update	Mark Chance
	New Business	

**Members Present**

Corinne Bazella	Thomas Gerken	Anand Ramamurthi
Matthias Buck	Amy Hise	Satya Sahoo
Cathleen Carlin	Jeffrey Hopcian	Ashleigh Schaffer
Sudha Chakrapani	Alex Huang	Hemalatha Senthilkumar
Shu Chen	Darrell Hulisz	Patricia Taylor
Gary Clark	Beata Jastrzebska	Carlos Trombetta
Travis Cleland	David Katz	Heather Vallier
Darin Croft	Suet Kam Lama	Satish Viswanath
Brian D'Anza	Cynthia Kubu	Susan Wang
Pamela Davis	Maria Cecilia Lansang	Nicole Ward
Piet de Boer	Charles Malemud	Jo Ann Wise
Philipp Dines	Jennifer McBride	Jamie Wood
Todd Emch	Maureen McEnery	Richard Zigmond
Judith French	Anna Miller	

**Members Absent**

Alicia Aguilar  
Robert Bonomo  
Jae-Sung Cho  
William Dupps  
Monika Gerrek  
Anna Maria Hibbs  
Robert Hughes  
Ankur Kalra  
Allyson Kozak

Laura Kreiner  
Varun Kshetry  
Vinod Labhasetwar  
Peter MacFarlane  
Vincent Monnier  
Ameya Nayate  
Vicki Noble  
George Ochenjele

Clifford Packer  
Nimitt Patel  
Abhishek Ray  
Steve Ricanati  
Ben Roitberg  
Barbara Snyder  
Daniel Sweeney  
Allison Vidimos

#### **Others Present**

Mark Chance  
Nicole Deming

Peter Harte  
Joyce Helton

Matthew Lester  
Danny Manor

#### **Chair Announcements**

Gary Clark, Chair of Faculty Council, called the meeting to order at 4:00PM and welcomed everyone to the second Faculty Council meeting being held via Zoom.

Dr. Clark reminder everyone that the Dean's Third Meeting with SOM Faculty is scheduled as a livestream meeting for Thursday, May 28, from 1-2:30 PM. Topics have been solicited from faculty, which Dr. McBride will summarize in her Faculty Council Steering Committee Report. Mark Chance will address communications from Case University regarding the reopening of the campus and a COVID-19 update later in the meeting. The standing committee annual reports will be submitted by the committee chairs for the June Faculty Council meeting.

Today's focus is on Faculty Council elections for the positions for Faculty Council Chair Elect, Faculty Council Steering Committee and Faculty Council members on the Nomination and Elections Committee. We will review the candidates and the ballots for those vacancies today with the opportunity for nominations from the floor. Once completed the ballots will be sent out. Voting will be open through Tuesday, May 26 at 5:00PM. Another election will be coming shortly (SOM faculty elections for the various standing committees, Faculty Council representatives-at-large, and ad hoc committees). Dr. Maureen McEnery, Chair of the NEC will speak to that as well.

#### **Faculty Council Summary Report (Jennifer McBride)**

The Faculty Council Steering Committee last met on May 4. Since the April Faculty Council Steering Committee meeting minutes had just been posted, the committee opted to review them via e-mail and go on to amend those minutes as needed at the next meeting. An emeritus packet was reviewed for recommendation to the Dean. Topics that were solicited for the Dean's Third Meeting with SOM Faculty had to be submitted by May 12 and would be finalized by May 13. The three topics chosen were:

- What is the financial impact of COVID-19 on the SOM especially the changes to hiring faculty and staff, salary and benefits;
- What are the updated guidelines for ramping up research activities on our campus; and
- What are the initiatives in place or being developed to support education on campus and HEC with COVID-19.

1 The activities of the Nominations and Elections Committee were discussed in addition to the  
2 response rates for the Faculty Interest Survey. Voting for the positions of Faculty Council Chair  
3 Elect, Faculty Council Steering Committee members, and openings for Faculty Council members  
4 on the NEC were discussed.

5  
6 In the interest of time, the committee agreed that the option of submitting their annual report as a  
7 written report in lieu of a presentation would be given to several of the Faculty Council standing  
8 committees. The FCSC reviewed with Dr. Croft the proposed changes to the bylaws and  
9 discussed the continuation of the remote meetings for the rest of the academic year, as many  
10 people are doing in this climate.

#### 11 **Review of Meeting Minutes from the February and April Faculty Council Meetings**

12 The draft Faculty Council meeting minutes for the February and April Faculty Council meetings  
13 were disseminated via the meeting e-mail announcement to the members for their review. It was  
14 noted that there was no Faculty Council meeting held in March.

15  
16  
17 When the committee was polled for edits or corrections, Dr. Piet de Boer stated that he was listed  
18 as absent on the April 20 minutes, but did attend the meeting. The minutes will be corrected to  
19 reflect this change. A heading was also incorrect on the April 20 minutes and will be corrected.

20  
21 A motion was made and seconded to approve the February 17 Faculty Council meeting minutes  
22 as presented. There being no further discussion, a vote was taken. 44 were in favor, 0 were  
23 opposed, and 1 abstained. The motion passes.

24  
25 A motion was made and seconded to approve the April 20 Faculty Council meeting minutes with  
26 the corrections as noted. There being no further discussion, a vote was taken. 42 were in favor,  
27 0 were opposed, and 1 abstained. The motion passes.

#### 28 **Presentation of Proposed Bylaws Amendments (Darin Croft)**

29 Dr. Croft reminded the members that the presentation of the proposed bylaws amendments for  
30 Articles 5.7, 5.9 and 5.10, and then additional proposed changes to article 3, ran out of time at  
31 last month's Faculty Council meeting. There are many issues with the text of Article 5.7 that fall  
32 outside of the Bylaws purview. The suggested modification to the bylaws themselves is fairly  
33 modest.

34  
35  
36 Dr. Clark reminded the members that the discussion, and a motion to consider appointing an ad  
37 hoc committee to explore the language that is in Article 5.7 – Tenure Guarantee, was postponed  
38 to today's meeting since Faculty Council no longer had a quorum after that motion was made  
39 and seconded. It will be the next agenda item after the suggested changes to the bylaws. It is a  
40 separate and distinct issue and not related to these bylaws changes.

41  
42 A member commented that the best base salary is equal for faculty no matter where they are  
43 based, but there is not a lot of clarity on that point in the bylaws and it is open for interpretation,  
44 and crucial that it be defined. Another member stated that a person with tenure should not  
45 receive the same base salary as someone who has been there 20 years. Dr. Croft stated that FC is  
46 being asked to consider a proposed amendment that would = insert the word salary into the  
47 heading of this paragraph. The current language in the bylaws is being questioned, and the  
48 current language regarding salary is aspirational.

1 A member stated that PhDs in clinical science and basic science departments should be  
2 compensated the same. MDs who are in clinical departments and doing clinical service, have  
3 different salaries.

4  
5 A member of the FC asked if the FC Chair could clarify what the suggestion for the ad hoc  
6 committee is and would they address all the issues raised in this brief discussion.

7  
8 Dr. Clark stated that the motion was made at the last Faculty Council meeting to establish an ad  
9 hoc committee to look at the tenured salary guarantee in the SOM bylaws. If this body approved  
10 the committee, the next step would be to appoint a group to create the charge and detail  
11 membership composition. This could then be approved by Faculty Council and proceed. The  
12 charge would look at some of the language issues regarding salary and benefits potentially given  
13 the basis for proposing changes. If the proposed changes are approved by Faculty Council, they  
14 are then sent back to the Bylaws Committee for the language to implement that, then back to  
15 Faculty Council, to the SOM faculty, and the Faculty Senate for approval.

16  
17 Dr. Croft stated that he had no problem accepting tenure salary guarantee as formulated, as it  
18 calls for further discussion of so-called base salary, and no problem leaving this in and  
19 addressing base salary later. There is a misalignment between the title and the content of the  
20 paragraph and we are trying to correct that. If there is subsequent discussion about the nature of  
21 the salary guarantee, that is another issue. The Bylaws Committee recommended adding the  
22 word “salary” to the title to accurately reflect the content of the paragraph.

23  
24 Whether or not to amend would be only to accept the text as recommended by the Bylaws but  
25 not the title change including salary. A subsidiary motion was made to change the wording that  
26 was proposed by the Bylaws Committee to only insert “of” instead of “based in” and leave the  
27 title as it was to be determined later. The motion is to approve it as amended. There being no  
28 further discussion, a vote was taken. 19 were in favor, 20 were opposed, and 4 abstained. The  
29 motion does not pass.

30  
31 A motion was then made and seconded to proceed with the motion from the Bylaws Committee  
32 to improve the language on 5.7 as proposed. “Salary” inserted into the title and the word “of”  
33 was added to the first sentence. There being no further discussion, a vote was taken. 33 were in  
34 favor, 7 were opposed, and 5 abstained. The motion passes.

35  
36 Article 5.9 – The first part deals with the consideration or recommendations for appointments,  
37 promotion and tenure. The committee felt the language was pretty contorted and cleaned it up.  
38 The other change was a correction about the qualifications and standards where they are set forth  
39 in the SOM Appendix 1 and not Exhibit 1, as originally written.

40  
41 The committee is proposing adding a sentence for secondary appointments and promotions that  
42 have a distinct process. Within the sub-heading, we are suggesting a modification of text that  
43 was there. Originally, this was only the case for GMS but it is a good process for all departments  
44 to follow. The DCAPT would review secondary appointments and then have the Dean review  
45 and consider their recommendations. This promotes faculty involvement.

46  
47 The only suggestions for Article 5.9 were that the Dean shall submit recommendations to the  
48 CAPT. A member asked if the bylaws allows a candidate, whose recommendation for promotion  
49 was denied by their own department, to submit directly to the CAPT for consideration. When  
50 asked how one could reconcile the sentence that the Dean shall submit when people want to

1 submit directly, it was explained that this describes the typical process and the process of  
2 initiation is dealt with elsewhere in the bylaws. Self-initiation would follow the same process for  
3 higher review including the SOM CAPT, then to the Dean. The Dean then forwards all of the  
4 applications to the Provost.

5  
6 A motion was made and seconded to approve Article 5.9 as amended. There being no further  
7 discussion a vote was taken. 36 were in favor, 2 were opposed, and 3 abstained. The motion  
8 passes.

9  
10 The only change to Article 5.10 was to insert two commas to clarify wording. A motion was  
11 made and seconded to approve the proposed amendments to Article 5.10. There being no further  
12 discussion, a vote was taken. 45 were in favor, 0 were opposed, and 0 abstained. The motion  
13 passes.

14  
15 Dr. Croft noted that this is the end of the regular process of the 5-year review and the last  
16 changes of that review that the Bylaws Committee would be proposing. The appendix is a  
17 different issue as it went through some revision and recommendations were made. There will be  
18 a substantive re-evaluation of Appendix 1 with the results being presented to the Faculty Council  
19 Steering Committee. The changes are organizational in nature rather than substantive.  
20 Structural aspects of the index were reviewed; substantive changes were reviewed by another  
21 committee.

22  
23 There are two other separate issues. The first one was brought to us by the Faculty Council  
24 Steering Committee specific to amend language on how to cancel meetings of the Faculty  
25 Council and Faculty Council Steering Committee. This is addressed in Article 3 (specifically the  
26 sections are 3.6 and 3.7). Article 3.6 addressed the Faculty Council Steering Committee, in  
27 particular, who comprises the committee and what they do. The following clarification was  
28 added to cancel meetings: Steering Committee meetings may be canceled by proposal of the  
29 Chair of Faculty Council and majority vote of the Steering Committee Members. Similarly, the  
30 bylaws did not state how to cancel Faculty Council meetings. The sentence "A Faculty Council  
31 meeting may be canceled by proposal of the Chair of Faculty Council and majority vote of the  
32 Steering Committee members, except when canceling such a meeting would violate the mandate  
33 above" was added.

34  
35 A member commented that by doing this the Faculty Council Steering Committee is given a lot  
36 of power. It might be better to require approval by a vote of the entire Faculty Council, or is  
37 Faculty Council comfortable allowing the Faculty Council Steering Committee to act. It was  
38 noted that the Faculty Council Steering Committee is empowered to act for Faculty Council.

39  
40 A motion was made to approve the changes made in Articles 3.6 and 3.7. There being no further  
41 discussion, a vote was taken. 43 were in favor, 2 were opposed, and 0 abstained. The motion  
42 passes.

43  
44 Article 3.6b, Nomination and Elections Committee, outlines the membership of that committee  
45 and what they do, with the rationale for this being that it removes the ambiguity about items that  
46 are on the ballot but not per se. When the question of which entity reviews the organization and  
47 justification of the ballot of the Faculty of Medicine was posed, it was unclear who should  
48 review that in terms of faculty. The organization and justification of proposed amendments on  
49 the ballot sent to the Faculty of Medicine can significantly affect how faculty interpret and vote  
50 on the proposed bylaws amendments. The Bylaws Committee suggested inserting "The

1 organization and justifications of proposed amendments on the ballot shall be reviewed by the  
2 Nomination and Elections Committee prior to distribution to the Faculty”. The NEC should  
3 oversee all ballot issues whether electing someone or not. This arose from the last batch of  
4 amendments brought to the Bylaws Committee by The Faculty Council Steering Committee.  
5 Having the Nomination and Elections Committee perform this duty acts as an independent check  
6 on the process, and is also congruent with this committee’s role in distributing election ballots.  
7

8 It was noted that the NEC cannot decide to not move amendments forward for a vote. This  
9 does not provide latitude for the deletion or lack of inclusion of any amendments. The NEC is  
10 essentially acting as a filter and the amendments are currently organized by Nicole Deming and  
11 the Faculty Affairs & HR Office. If they have concerns, they should be forward to her. It is  
12 essentially a feedback process, for content review and organization. This clarifies where this is  
13 in the process (get the required signatures, propose the amendment, and go back to Faculty  
14 Council for passing). These amendments will accumulate for some time and then go to the entire  
15 faculty of the School of Medicine for a vote. The Faculty Affairs & HR Office keeps track of the  
16 amendments and justifications in order to make sure that everything is clear to the voters.  
17

18 The comment was made that this gives a significant amount of power to a small committee. It  
19 could slow down the entire process even more and ties up members of Faculty Council in  
20 reviewing all of this information, and needs additional monitoring as the risk of obstruction is  
21 there. Faculty Council plays a zero role right now in the organization and justification. It is not  
22 giving power to a committee, it is essentially sharing what is now a role exclusively occupied by  
23 the Faculty Affairs & HR Office and broadening it so faculty have a voice in that process.  
24

25 The comment was made that until there is diverse representation on NEC, the small group is not  
26 truly representative. The discussion is really about the language which is left overly vague. It  
27 gives that committee quite a bit of substance control on the amendment. The proposed changes  
28 recommended for the NEC will assure a much more diverse membership in its future. Currently  
29 the changes are somewhere in limbo between the School of Medicine, and the faculty of  
30 Medicine. Dr. Croft stated that there was not faculty oversight in terms of the language that  
31 accompanied these amendments. When we vote on the amendments, it can sometimes take years  
32 to advance to an election. It is important to separate these two different amendments by votes.  
33 The substrate for what the ballot is, and that it is important to have some faculty group to look  
34 over it, see if is aligned and text present, casting vote for discrete change. That is what is the  
35 anticipated role for the NEC.  
36

37 It was suggested that the phrase be changed to “shall be approved” rather than reviewed. The  
38 chair stated that if he understood the premise, it was interpreted as approval of format. It was  
39 sent back to the Faculty Affairs & HR Office but not changed by NEC, which was a concern. It  
40 could be referred back for further review, amendment and resubmission.  
41

42 A subsidiary motion was made and seconded to amend this motion by substituting the word  
43 “approved” for “reviewed”. Dr. Croft thinks that the Bylaws Committee would be supportive of  
44 this amendment. There being no further discussion, a vote was taken. 31 were in favor, 10 were  
45 opposed, and 3 abstained. The subsidiary motion passes.  
46

47 A motion was then made and seconded to approve the original motion as amended for the  
48 changes in Article 3.6b. There being no further discussion, a vote was taken. 31 were in favor, 6  
49 were opposed, and 2 abstained. The motion passes.  
50



1 A motion to establish an ad hoc committee to look at tenure salary guarantee in the SOM bylaws  
2 had been previously made at the April Faculty Council Meeting. We ran out of time and no  
3 longer had quorum, so it was deferred to today's meeting as a business item. It had not been  
4 stipulated what would define the structure of the committee, when it would start, and when it  
5 would be completed. If this is approved by Faculty Council we would request someone to take  
6 the lead to create the charge, the composition of the potential membership and a timeframe,  
7 which would then come to Faculty Council for approval.

8  
9 A subsidiary motion was suggested that the members of this ad hoc committee only be made up  
10 of tenure track faculty, those people who will be most affected. If there is no motion to second,  
11 the proposed motion dies and becomes a subsidiary issue. The original motion is to create an ad  
12 hoc committee; membership will be discussed at later date. The motion was withdrawn.

13  
14 A member speculated how this ad hoc committee would interact with the standing Committee on  
15 Budgets, Finance and Compensation and if there would there be an overlap or conflict. There  
16 would have to be communication and collaboration, the details of which are not yet clear. It is  
17 possible to task that committee with this question. If Faculty Council votes to create this ad hoc  
18 committee, it could be determined afterwards.

19  
20 A motion was made and seconded to establish an ad hoc committee to look at tenure salary  
21 guarantee in the SOM bylaws. There being no further discussion, a vote was taken. 38 were in  
22 favor, 4 were opposed, and 2 abstained. The motion passes.

23  
24 The Dean stated that financial exigencies and the impact on the SOM should be prioritized. The  
25 university has asked us to take 10% out of the unrestricted budget this year. We are asking the  
26 Budgets and Finance Committee to think about that and work with the Dean. Putting things  
27 within that recommendation would limit flexibility making this year very difficult. There are  
28 going to be many financial considerations and she would suggest prioritizing what we want to  
29 preserve now, where we do not want to cut. A committee could be formed later to concentrate  
30 energy so that the medical school comes roaring out of this rather than crawling.

31  
32 Maureen McEnery volunteered to take the lead to develop this charge. Anyone interested in  
33 volunteering to work with her should contact her or inform Nicole Deming.

### 34 35 **Faculty Council Elections**

36 The two candidates for Chair Elect are Darin Croft and Nicole Ward. Both candidates will make  
37 brief statements detailing their qualifications. The ballot will be going out after this meeting.  
38 The Chair then solicited nominations from the floor for the Chair Elect of Faculty Council.  
39 None were forthcoming. The Chair then asked for any nominations from the floor for candidates  
40 for the Faculty Council Steering Committee. No nominations were made. The Chair then asked  
41 if there were any nominations from the floor for Faculty Council members on the Nomination  
42 and Elections Committee. No additional candidates were suggested. The chair announced that  
43 the ballot was now formulated.

44  
45 Darin Croft summarized his qualifications and stated that he was proud of the work that the  
46 Bylaws Committee has accomplished. He believes himself to be open, honest and fair-minded,  
47 someone who listens more than he speaks and feels that hearing from others has real value. He  
48 stated that his role, if elected, would be not that of leadership but that of a facilitator.

1 Nicole Ward has been serving as basic science at-large representative and as a Dermatology  
2 representative. She stated that she brings experience from both the School of Medicine and from  
3 an affiliated hospital, providing her with a unique understanding of clinical demands, a science  
4 career and that of a clinician. She would continue to promote inclusion and diversity recognizing  
5 faculty from all of our affiliates and their unique contributions that are extremely important to  
6 our culture. Topics of focus would be to celebrate excellence in teaching, professional conduct,  
7 continue to recognize the service that people perform, and the COVID-19 pandemic and the  
8 impact it will have on the university in the long term and affiliated hospitals. Departments have  
9 been asked to cut 10% out of their budget; there are staff furloughs and terminations, and plans  
10 to eliminate planned retirement for next year. The SOM is quite different from other colleges  
11 and schools in that it pays itself from grants. These are issues we want Faculty Council to  
12 recognize and that need to be addressed. Dr. Ward also feels that her role as Faculty Council  
13 Chair would be that of a facilitator.

14  
15 Dr. Clark informed the members that they will receive an e-mail ballot and, and given that  
16 Monday is a holiday, voting will close on Tuesday at 5:00PM. The open positions are that of  
17 Chair Elect, nominees for the Faculty Council Steering Committee, and if any clinical colleague  
18 would stand up to run on NEC, it would be greatly appreciated, otherwise it may be left for  
19 another time.

20  
21 Cyndi Kubu's Senate Report will be deferred until the June meeting. The bottom line is the  
22 substantial financial issue to which the Dean and Nicole Ward have alluded. There is a saying  
23 that when things get tough put your head down and row as a team. This is not easy, as it may  
24 fundamentally change the university and provide different ways of delivering education.

25  
26 Mark Chance suggested that he postpone his COVID-19 SOM update until after the Dean's  
27 Third meeting with SOM faculty on May 28.

28  
29 A motion was made and seconded to adjourn the meeting. There being no further discussion, a  
30 vote was taken. All were in favor, no one opposed, and no one abstained. The motion passes.

31  
32 Dr. Clark adjourned the meeting at 5:34PM.

33  
34 Respectfully submitted,

35  
36 Joyce Helton  
37

APPENDIX I

QUALIFICATIONS AND STANDARDS FOR APPOINTMENT, PROMOTION, AND  
THE AWARD OF TENURE FOR FACULTY MEMBERS IN THE SCHOOL OF  
MEDICINE  
CASE WESTERN RESERVE UNIVERSITY

ADOPTED BY THE CASE WESTERN RESERVE UNIVERSITY  
FACULTY OF MEDICINE  
OCTOBER 20, 1982  
LAST REVISED: FEBRUARY 27, 2006

## TABLE OF CONTENTS

	Page
I. Qualifications and Standards for Appointment, Promotion, and the Award of Tenure of faculty.....	3
A. As Specified by the University .....	3
B. As Applied to the School of Medicine .....	4
1. Research .....	4
2. Teaching .....	5
3. Professional Service .....	7
a. Administrative Service .....	7
b. Clinical Service .....	7
4. Exceptional Qualifications .....	8
C. Tracks and Requirements for Promotion and/or the Award of Tenure .....	9
1. Tenure Track .....	9
a. Assistant Professor .....	9
b. Associate Professor .....	10
c. Professor .....	10
2. The Award of Tenure .....	10
3. Non-Tenure Track .....	11
a. Assistant Professor .....	11
b. Associate Professor .....	12
c. Professor .....	12
4. Transfer between the Tenure and Non-Tenure Tracks.....	12
II. Qualifications and Standards for Appointment and Promotion of Adjunct/Clinical Faculty.....	13
III. Qualifications and Standards for Emeritus Appointment.....	14

**Commented [A1]:** Unnecessary/redundant phrase.

**Deleted:** with full-time academic appointment

**Commented [A2]:** The phrase "combined achievement track" is no longer used. It has been deleted throughout and replaced with "non-tenure track."

**Deleted:** /Combined Achievement Track

**Commented [A3]:** Correct page number.

**Deleted:** 13

**Deleted:** <#>Qualifications and Standards for Emeritus Appointment .....14¶

I. Qualifications and Standards for Appointment, Promotion, and the Award of Tenure of faculty.

**Deleted:** with full-time academic appointment

A. Qualifications and Standards for Appointment, Reappointment, Promotion, and the Award of Tenure as Specified by the University (and as outlined in the Faculty Handbook [Chapter 3, Article J](#):F1-6).

**Commented [A4]:** Corrects citation.

**Deleted:** 1

1. The qualifications for faculty appointment and reappointment include the following, as appropriate to the type of appointment: (a) an expert knowledge of his or her academic field and a commitment to continuing development of this competence; (b) a dedication to effective teaching; (c) a commitment to a continuing program of research or other advanced creative activity or, where more appropriate to the particular academic context, professional service activities; and (d) a willingness to assume a fair share of university administrative and service tasks.

2. Faculty appointments with tenure and without tenure but leading to consideration for tenure should be based on evidence that the candidate can and will continue to satisfy all of the foregoing qualifications. Faculty appointments on the non-tenure track should be based on evidence that the candidate can and will continue to satisfy item (a) and two of items (b), (c), and (d) of the foregoing qualifications. Special faculty appointments should be based on evidence that the candidate can and will continue to satisfy item (a) and one of items (b), (c), and (d) of the foregoing qualifications.

3. Reappointments and promotions should reflect the candidate's documented fulfillment of these qualifications and the growth of his or her corresponding contributions. It should be recognized that the creative and professional service accomplishments of the faculty may take many different forms. Thus, the evaluation of a candidate's activities should be based on his or her academic competence, teaching effectiveness, and contributions to attainment of the particular academic objectives of his or her department or school and the university as a whole.

4. Tenure is awarded to a faculty member only when the university foresees for him or her continuing fulfillment of the qualifications listed above. The granting of tenure requires affirmative action by the university, following careful review

of the candidate's qualifications. The economic situation of the university and the margin of opportunities for renewal of faculties are also considerations pertinent to the awarding of tenure. Faculty on the tenure track should receive from the dean or the dean's designate candid and timely information when factors other than those related to professional accomplishment may play a part in tenure consideration.

5. Faculty members with joint appointments as university administrative officers shall be considered for promotion and tenure on the basis of performance in both capacities. For such faculty members, as for any others, the maintenance of academic competence and teaching effectiveness shall be vital criteria. The distinctive contributions of such candidates to administrative service, however, shall be considered in combination with their research or equivalent creative activities.

6. It is the policy of the university not to discriminate on the basis of race, religion, age, sex, color, disability, sexual orientation, national or ethnic origin, political affiliation, or status as a disabled veteran or veteran of the Vietnam era or other veteran and to judge faculty members based solely on legitimate intellectual and professional criteria.

#### B. Qualifications and Standards for Tenure Track Appointment, Promotion, and the Award of Tenure as Applied to Faculty Members in the School of Medicine.

The standards and criteria for promotion and award of tenure apply across all departments and affiliated hospitals.

Academic efforts of the faculty of the School of Medicine sustain and advance the educational scientific goals of the School of Medicine and the university through research, teaching, and professional service. Professional service includes both administrative and clinical service. The evaluation of the accomplishments of faculty in these efforts is described below.

1. Excellence in scholarly research, involving the discovery, organization, interpretation, and transmission of knowledge, is a primary criterion for promotion and the award of tenure. The quality of the research program of an individual shall be evaluated as to the originality, depth, rigor, and thoroughness of the studies. Important discoveries, international and national recognition, and innovations in techniques or methods shall lend weight to the assessment. The research may be laboratory, non-laboratory, or patient-based or a combination thereof. Research contributions to be

evaluated include publications in scholarly or professional journals, book chapters, books, invited papers and lectures, literature reviews, case history reports, abstracts, book reviews, major reports, and other presentations. Success in obtaining external research grants or other supportive funding shall also be considered in the evaluation of research qualifications. Also to be considered are professional honors, awards, and national offices; participation in research review committees of the national, state or local government and of voluntary health organizations; and service on editorial boards of scientific journals or as an examiner on subspecialty boards. The quality of the research efforts of individuals will be assessed through letters of evaluation of the scholarly work obtained from authorities in the field of interest of the candidate at this and other major academic institutions. A list of professional peers who can judge the merit of the research program should be submitted with other biographical material to the dean's office for review. The list should include colleagues who have not been associated with the candidate as well as those who have been associated with the candidate. In addition, the candidate is invited to submit a brief (two pages or less) description of his or her research accomplishments (and other professional accomplishments).

While the evaluation of research accomplishment has traditionally focused on the faculty member's individual achievements, including first and senior authorships and funding as principal investigator, the present and future of science will place increasing emphasis on interdisciplinary research team science. Where relevant, therefore, a faculty member's contributions to interdisciplinary research team science shall also be considered. Such factors as originality, creativity, indispensability, and unique abilities may be considered when making this evaluation. The candidate is invited to submit a brief description of his/her role in the team effort, and statements from the principal investigator, the director of the project, and others with first-hand knowledge as to the role of the candidate.

2. A high level of teaching effectiveness, involving the organization, evaluation, and transmission of knowledge, is a primary criterion for promotion and the award of tenure. All faculty are expected to participate in teaching. The candidate's skill in teaching and continuing dedication in this endeavor shall be assessed. The candidate shall have demonstrated a capacity and a desire to maintain teaching effectiveness and show capacity for continuing growth as a teacher. It is implicit that teaching effectiveness includes serving as a model of professional conduct for students,

**Commented [A5]:** Sentence moved to better reflect its relative importance in the review process.

**Moved (insertion) [1]**

**Moved up [1]:** Success in obtaining external research grants or other supportive funding shall also be considered in the evaluation of research qualifications.

colleagues, and patients. Standards relating to teaching include: (a) preparation and presentation of material in a well-organized, current and stimulating fashion as viewed by peers and students; (b) leadership in design, organization and/or presentation of a course, clinical program or subdivision thereof; (c) ability to evaluate and counsel students; and (d) participation in postgraduate educational activities.

Teaching settings are to be broadly defined. They may include medical student teaching in lectures, subject committees, small group conferences, clinical science programs, elective programs, family clinic, core and optional clerkships, and ambulatory medicine, as well as undergraduate and graduate courses in the basic science departments and in other schools of the university; graduate medical and postgraduate medical teaching; serving as a student advisor or counselor, and continuing medical education and community teaching.

Recognition of performance in these educational activities depends on consistent, enthusiastic participation and offering personal assistance to students. Similarly, recognition for clinical teaching requires contact with students over a sustained period, not limited to occasional ward rounds, demonstrations, or presentations. Such contributions, in general, include functions concerned with the planning and implementation of teaching with regard to content, depth, coverage, sequence, evaluation, and coordination. The candidate should exhibit scholarship in teaching as evidenced by careful thought regarding the purpose of teaching, the definition of realistic objectives, identification of important material to be presented, selection of the appropriate methods of presentation, the modification of teaching in light of experience, the evaluation of the teaching goals, and a willingness to engage in critical self-evaluation. Recognition will be given to original, innovative and unique contributions and published reports of such contributions. Teaching may be judged to be of high quality, however, without being innovative or original. In addition, since administration of education efforts is an integral component of the teaching process, service as a subject committee chair, area of concentration chair, core clerkship director, section leader, residency training program director, or equivalent positions, and service on educational committees constitute significant criteria for consideration.

The quality of these educational efforts will be assessed by student and resident reviews and by statements from colleagues at this and other institutions. Candidates are encouraged to submit to the dean a list of students and residents who can best judge teaching efforts, along with other biographical information, for review purposes. All candidates should present a commonly



organized teaching portfolio to enable better evaluation of the quantity and quality of their teaching contributions. Portfolios might include a self-report, detailing for each course or area of teaching (clerkship, training program, residency, etc.), such basic facts as the number of years involved, the primary role of the candidate, the type and number of participants, the number of contact hours per year, and special contributions that the faculty member believes he or she has made. Teaching portfolios should also include materials demonstrating the extent of the candidate's scholarship in teaching (as described in the preceding paragraph) as this may be reflected in the candidate's teaching materials, curricula, syllabi, computer programs, videotapes, teaching awards, and self-reflective statements.

3. Accomplishment in professional service is indispensable for the attainment of the academic goals of the School of Medicine, and the quality of this activity shall be assessed for candidates for promotion and the award of tenure. The professional service accomplishments of faculty members may take different forms as defined by the objectives of the various departments. Professional service consists of both administrative and clinical service, and all candidates should demonstrate a continuing commitment to contributions to administrative and service tasks.

a. Administrative Service. All faculty will be expected to make administrative service contributions. Examples of administrative service include but are not limited to (a) significant administrative contributions; (b) significant contributions to university, hospital, or clinical practice welfare; (c) participation in departmental, hospital, university and/or medical school committees; (d) professional memberships and activities and services related to professional societies; (e) participation in research review committees of the state and federal government and of voluntary health organizations; (f) service on editorial boards of scientific journals or as an examiner on subspecialty boards; (g) participation and/or leadership in educational and professional society committees or committees of national, state and local voluntary health agencies, such as the Academy of Medicine and the Ohio State Medical Association.

b. Clinical Service. For those faculty engaged in it, excellence of clinical service will be recognized and evaluated as part of the combined achievements that qualify for promotion and the award of tenure. Excellence shall be judged by both objective and subjective measures. The determination of the level of clinical excellence achieved by a candidate for appointment, promotion, or tenure may include consideration of materials not limited to the following: (1) specialty and subspecialty board certification and

recertification; (2) outcomes data, if available, including mortality and morbidity data, comparative length of stay data, and surveys of patient satisfaction; (3) documentation of a reputation for excellence in one's clinical specialty as evidenced by membership or fellowship in professional societies, especially in leadership positions, and awards for clinical service or patient satisfaction; (4) documentation of scholarly activities that influence the practice of medicine nationally; (5) recognition as an authority as indicated by consultations, invited lectures and seminars, visiting professorships, and invited writings; and (6) letters from those such as department chairs or division directors who have directly observed the candidate's clinical work. In addition, letters of reference as to the candidate's degree of excellence in clinical service can be provided by students and residents who have been closely associated with the faculty member during their clinical work.

4. Exceptional Qualifications. The balance of accomplishments in teaching, research, and professional service may vary considerably from one candidate to another. While appointment, promotion, and tenure decisions must be based on evidence that candidates can and will continue to satisfy the qualifications described in the Faculty Handbook (Chapter Three, Part One, I. F), exceptional qualifications in one or two areas may partially compensate for less prominent but acceptable accomplishments in another. There will be unusual instances when research accomplishments are of such high caliber that this activity shall compensate for less prominent but acceptable accomplishments in other activities; similarly there will be unusual instances when involvement in teaching is of such excellence in both quality and quantity and the impact of these contributions on the local environment so great that this activity shall compensate for less prominent but acceptable accomplishments in other activities. Professional service activities shall be weighed in the assessment of a candidate for promotion and/or the award of tenure and an outstanding record in these activities may on occasion make up for less prominent accomplishments in either teaching or research. Administrative and clinical service contributions may be judged in the assessment of candidates for promotion or the award of tenure, especially when such contributions are clearly and directly related to teaching and/or research, as in the case of service as a subject committee chair, core clerkship director, section leader, or research training director, or as a member of an educational committee. Although excellent administrative or clinical activities may on occasion make up for less prominent accomplishments in either research or teaching.

administrative or clinical activities alone shall not be an adequate basis for promotion above the rank of assistant professor or for the award of tenure, even though such contributions may be outstanding. Major contributions in administrative areas shall in general be recognized through administrative titles and by salary increases.

The evaluation of academic efforts for promotion and the award of tenure shall be the prerogative and responsibility of the promotions committee of each department and the Faculty Committee on Appointments, Promotions, and Tenure.

### C. Tracks and Requirements for Promotion and/or the Award of Tenure.

Faculty will be appointed to either the tenure track or the non-tenure track. These tracks are described below along with the requirements for promotion in each.

1. The Tenure Track. The tenure track usually will be reserved for faculty who engage primarily or substantially in research. Tenure track faculty are also required to be involved in teaching and service activities. Appointment to the tenure track shall usually be made at the time of initial appointment as assistant professor or higher rank and shall require (1) evidence of the candidate's expert knowledge of his or her academic field and a commitment to continuing development of this competence, (2) the potential for achievement of excellence in research and scholarship in one's discipline, usually demonstrated by a record of research publication, (3) a dedication to effective teaching, (4) and a willingness to assume a fair share of administrative and service tasks. Appointments to the tenure track should include a commitment of adequate research time by the department chair and the availability of sufficient financial resources to support the position.

Promotion in the tenure track and the award of tenure generally shall require (1) a record of high achievement of excellence in research; (2) contributions that indicate a high level of teaching effectiveness; and (3) significant service contributions. All types of professional activities will be considered as contributing to the overall qualifications for the award of tenure.

The award of tenure will recognize both independent investigators and those whose contributions to research team science are judged to be comparably meritorious.

**Deleted:** , the latter referred to within the School of Medicine as the combined-achievement track

**Commented [A6]:** We recommend that this be examined by Administration and/or the committee that next reviews these standards.

It might be appropriate to remove "generally" or loosen other requirements, as the descriptor does not seem to closely match the current situation. However, the Exceptional Qualifications section (p. 8, above) may provide enough latitude to permit this language.

a. Assistant professor. For initial faculty appointment or promotion from instructor or senior instructor to the rank of assistant professor in the tenure track, the candidate should have received a doctoral degree and completed at least several post-doctoral or fellowship years. Standards for appointment at or promotion to assistant professor in the tenure track include a record of scholarly activity and the potential to advance in a field of research. Those promoted to or appointed at assistant professor in the tenure track should have some teaching experience and show a commitment to assuming teaching duties. Faculty in clinical practice nominated for appointment or promotion to this rank should be board-certified or board-eligible or have equivalent training as approved by the department chair and the dean.

b. Associate professor. The candidate's prior achievements in teaching, research and professional service shall be evaluated. For appointment or promotion to the rank of associate professor in the tenure track, the candidate must present evidence of excellent research and recognition of the research program at a national level. Candidates must demonstrate an established reputation, whether as individual investigators or within a research team, for original ideas, innovations, and contributions. A high level of teaching effectiveness and service contributions is also required.

c. Professor. The candidate's prior achievements in teaching, research and professional service shall be evaluated. For appointment or promotion to the rank of professor in the tenure track, the candidate must present evidence of sustained excellence, enhanced recognition for research contributions, and a national or international reputation. Candidates must demonstrate an established reputation, as individual investigators or within a research team, for original ideas, innovations, and contributions. A high level of teaching effectiveness and service contributions is also required.

2. Award of Tenure. The candidate's prior achievements in research, teaching, and professional service shall be evaluated. Tenure may be awarded to productive independent investigators who have engaged in substantial research activity that is recognized nationally or internationally, as evidenced by a substantial list of first or senior-authored, high quality, peer-reviewed publications in high quality, peer-reviewed journals, or to those whose contributions to research team science are judged to be comparably meritorious. Such factors as originality, creativity, indispensability, and unique abilities may be considered when evaluating research team scientists. Tenure is awarded to a faculty member only when the university foresees for him or her continuing fulfillment of the qualifications listed above. The granting of tenure requires

affirmative action by the university, following careful review of the candidate's qualifications. The economic situation of the university and the margin of opportunity for renewal of faculty appointments are also considerations pertinent to the award of tenure.

3. The Non-Tenure Track and Hospital-Based Appointments (Hospital-based university appointments were awarded in the period from July 1, 1979 to July 1, 1984). An individual's hospital-based university appointment will continue as long as the hospital appointment is held.

Deleted: /Combined Achievement Track

Faculty holding an appointment in the non-tenure track (and those holding a hospital-based appointment) shall have the same rights of academic freedom as all other faculty. Exercise of these rights shall not be a factor in the consideration of reappointment or promotion or a cause for non-reappointment or non-promotion. Non-tenure track faculty receive term appointments for terms of from one to five years, which term may be renewed. For rolling appointments of full professors in the non-tenure track, see the School of Medicine Bylaws, Chapter 5.5.

Deleted: /combined-achievement track

Deleted: /combined-achievement track

Appointment to the non-tenure track shall require evidence of the candidate's expert knowledge of his or her academic field, and a commitment to continuing development of this competence, and evidence that the candidate can and will satisfy university requirements for two of the three following activities: 1. a dedication to effective teaching; 2. a commitment to a continuing program of research; and 3. a willingness to assume a fair share of service contributions. Service contributions may take the form of administrative and/or clinical service.

Deleted: combined achievement

Deleted: /combined achievement track

The non-tenure track recognizes faculty members for their research, teaching, administrative service, and clinical service contributions that, in combination, are essential to the academic mission of the School of Medicine. All types of professional activities will be considered as contributing to the overall qualifications for non-tenure track appointment and promotion. Research-focused faculty members may be appointed to the non-tenure track.

Deleted: /combined achievement track

Deleted: /combined achievement track

Deleted: /combined achievement track

a. Assistant professor. For appointment or promotion to the rank of assistant professor in the non-tenure, the candidate should have received a doctoral degree and completed at least several post-doctoral or fellowship years. It is preferred that those promoted to or appointed at assistant professor in the non-tenure track should have some teaching experience and show a commitment to assuming teaching duties. Faculty in clinical practice nominated for appointment or promotion to this rank should be board-certified or

Deleted: /combined achievement track

board-eligible. Standards for faculty in the non-tenure, with a research focus include creativity, a record of scholarly activity, and the potential to advance in a field of research.

Deleted: /combined achievement track

b. Associate professor. The candidate's prior achievements in teaching, research and professional service shall be evaluated. For appointment or promotion to the rank of associate professor in the non-tenure, the candidate must present evidence of excellence in either (1) teaching or clinical service and recognition of this excellence at a regional or national level or (2) research and recognition of the research program at a national level.

Deleted: /combined achievement track

All faculty appointed or promoted to associate professor in the non-tenure must, along with an area of excellence, provide evidence of acceptable contributions in one or more of the other categories of faculty activity (i.e., teaching, research, or service).

Deleted: /combined achievement track

Research-focused candidates for appointment or promotion in the non-tenure must have achieved a national or international reputation, whether as an individual investigator or within a research team, for original ideas, innovations, and contributions.

Deleted: /combined achievement track

c. Professor. The candidate's prior achievements in teaching, research and professional service shall be evaluated. For appointment or promotion to the rank of professor in the non-tenure, candidates must present evidence of sustained contributions in their research, teaching, or clinical service that is recognized at the national or international level.

Deleted: /combined achievement track

All faculty appointed or promoted to professor in the non-tenure, along with an area of excellence, provide evidence of acceptable contributions in one or more of the other categories of faculty activity (i.e., teaching, research, or service).

Deleted: /combined achievement track must

Research-focused candidates for appointment or promotion in the non-tenure must have achieved a national or international reputation, whether as an individual investigator or within a research team, for original ideas, innovations, and contributions.

Deleted: /combined achievement track

#### 4. Transfer between the Tenure and Non-Tenure Tracks

a. At any time prior to the beginning of a faculty member's mandatory tenure year, his or her request to transfer from the tenure track to the non-tenure track shall be honored.

Deleted: /combined- achievement track

b. Faculty members whose initial appointment at the rank of assistant professor or higher was in the non-tenure track may request a transfer from that track to the tenure track. Such requests require an affirmative vote of the departmental committee on appointments, promotions, and tenure, recommendation of the department chair and of the dean, and the approval of the provost. When making his or her recommendation, the dean will consider the research interests and capabilities of the candidate, departmental programs and goals, the availability of sufficient financial resources to support the research activities of the candidate, and any other factors he or she considers relevant. Faculty service at the rank of assistant professor or higher will count as part of the pretenure period unless special exemption is made. The provost will determine the pretenure period when a transfer is approved. As specified in the Faculty Handbook Ch. 3, Part One, B.5, the provost's approval of such a transfer is based on (i) evidence of demonstrated performance in research, teaching, and service, and (ii) the department chair's and/or dean's assurance that the faculty member will be provided with opportunities to develop the components of faculty activity expected of tenure-track faculty.

**Deleted:** /combined achievement

**Deleted:** ,

**Commented [A7]:** We recommend that this be examined by Administration and/or the committee that next reviews these standards.

It might be appropriate to add "adequate resources" here, since they (funding, space) are also necessary to develop such components. However, this text is taken directly from the Faculty Handbook, so inserting this phrase would require broader changes to this paragraph.

If the term "adequate resources" is used, it should be ensured that its use is consistent with Article 4.2 of the SOM Bylaws.

### III. Qualifications and Standards for Appointment or Promotion of Adjunct/Clinical Faculty

The qualifications to be evaluated for the promotion of adjunct/clinical faculty shall include primarily teaching, research, or clinical service contributions along with administrative service contributions. These efforts shall be assessed using the same standards and procedures as those applied to full-time faculty. However, the time commitment and the duration of service at the university shall be emphasized in the evaluation. Scholarly research activity, contributions to Year 1 and 2 teaching, educational administrative efforts, and, if appropriate, participation in community health organizations may lend weight to the evaluation.

**Commented [A8]:** There are no longer subject committees.

**Deleted:** subject committee

Appointment or promotion to the rank of adjunct/clinical professor requires demonstration of special merit with respect to professional and academic accomplishment and evidence of significant contributions to the academic efforts of the university. Promotion or appointment to this rank shall be a senior but not a terminal appointment, and it should not be used in place of an honorary degree: Continued effort for the university is expected after such an appointment or promotion. In addition to the academic achievements expected of all adjunct/clinical faculty, the professional excellence of candidates for promotion to the rank of adjunct/clinical professor should be recognized outside the Cleveland area.

#### IV. Qualifications and Standards for Emeritus Appointment

Webster defines emeritus as "retired from active service, usually for age, but retaining one's rank or title: as, professor emeritus." The Latin from which the word is derived means to earn by service. Consistent with the above, the Faculty of Medicine wishes to recognize the contributions of its members at the time of retirement by the granting of the title emeritus to all faculty who meet the criteria stated below as well as those described in the Faculty Handbook.

Eligibility for emeritus appointment shall require that the individual hold appointment at the rank of assistant professor, associate professor, or professor or at these ranks modified by the term clinical or adjunct. Meritorious service in one or more areas of academic activity (research, teaching or professional service) for at least ten years at Case Western Reserve University is required.

Recommendations for appointment to emeritus status shall be based upon recommendation by the department chair with the approval of the department's committee on appointments, promotions, and tenure. Such recommendations shall be forwarded to Faculty Council Steering Committee (acting under authority granted by the bylaws of the Faculty of Medicine), which shall forward its recommendation to the dean, who shall add his or her recommendation to that of the Faculty of Medicine and forward it to the president for subsequent action by the Board of Trustees.



# Update to the Faculty Council: Committee on Biomedical Research

Chair: Stan Gerson, MD

Vice Chair: Jill Barnholtz-Sloan, PhD

Administrative: Joan Schenkel & Pearline Cartwright

# Committee Membership and Term Limits

Name	Title/Role	Elected/Appointed	Term End	Notes
Stanton Gerson	Chair of CBR and Chair of Research Portfolio	Appointed by Dean	2022	Needs replacement
Jill Barnholtz-Sloan	Vice-Chair of Research Portfolio	Elected	2020	Running in new election
Robert F. Kirsch	Chair of Enabling Technologies	Appointed by Dean	2020	Needs replacement
Cliff Harding	Chair of Research Infrastructure	Appointed by Dean	2022	Needs replacement*
Jonathan Haines	Chair of Biomedical Workforce	Appointed by Dean	2022	
Nicole Ward	Member	Appointed by Dean	2020	Needs replacement
Fabio Cominelli	Member	Appointed by Dean	2020	Needs replacement
Arne Rietsch	Vice-Chair of Enabling Technologies	Elected	2020	Open seat - Election
Derek Taylor	Vice-Chair of Biomedical Workforce	Elected	2020	Open seat - Election
Eckhard Jankowsky	Representative from SOM	Elected	2021	
Agata Exner	Representative from UH	Elected	2020	Open seat - Election
Dianne Perez**	Representative from CCLCM	Elected	2021	
Bingcheng Wang	Representative from MHMC	Elected	2023	
Ronald J. Triolo	Representative from VAMC	Elected	2021	

\*not definitive; contingent upon other role replacements

\*\*appointment in process, letter of interest needed

# **Presentations/Meeting Topics and Outcomes -I**

- Review of AI and imaging analytics : Guest Presentation by Anant Madabhushi
- Review of previous strategic plan in preparation for new SOM Dean
- Core Facilities review: Guest Presentation by Chris Flask (Chair of SOM Core Facilities Steering Committee)
- Biochemistry Dept review: Guest presentation by Alan Diehl invited to present vision for Biochemistry department
- CBR Roster review: Bingcheng Wang newly appointed representative for MHMC

# **Presentations/Meeting Topics and Outcomes -II**

- Computer and Data Sciences Dept review: Guest presentation by Jing Li, interim Chair
- Discussion of CBR's strategy to promote large scale research projects (ex. how to maximize shared resources at the university)
- Discussion of the technology and applications of single cell sequencing to encourage broader uptake of the technology: Guest presentations by Mark Cameron and Konstantin Leskov
- Discussion on CRISPR technology model building and the clinical applications (e.g. gene therapy, gene editing): Guest presentations by Chip Tilton and Ron Conlon

# **Presentations/Meeting Topics and Outcomes -III**

- Review of Centers and Institutes
  - Process for Establishment, Review and Disestablishment of Centers Institutes
  - Review of Current A and B Centers
  - Identification of Centers that still may be missing from list
  - Proposed next steps

# **SOM Center and Institute Guidelines Adoption Timeline and Process**

- Present to Chairs in June
- Present to Dean in July
- Bring to Faculty Council in the fall

## **Center Status Change and Timeline**

- Recommendations for actions to go to Dean in July
- Discussion faculty/chairs regarding inclusion of hospital based centers in the fall

# Department of General Medical Sciences

## Current Advisory Committee Members

3 from Basic Science Departments, 3 from Clinical Departments

### Basic Science

- Hope Barkoukis
- Bob Kirsch
- Tony Wynshaw-Boris

### Clinical

- Donna Plecha (UH)
- Brian Mercer (MHMC)
- TBN from CCF

# Proposed Center Status Changes

## Centers to Change from A to B (no primary faculty)

- Center for Global Health and Disease
- Center for Proteomics and Bioinformatics
- National Center for Regenerative Medicine

## Centers to remove from B list

- Center for Synchrotron Biosciences



# Proposed Center Status Changes

## Centers to Disestablish

- Center for Bio-Nanotechnology – Steinmetz left university
- Center for Translational Neuroscience- No activity per D. Katz
- Stem Cell Ethics Center- No activity per Bioethics

## Centers to review under the new guidelines for applicability as a SOM Center

- Center for Health Care Policy and Research- MHMC Center
- Center for Child Health and Policy at Rainbow...
- Neural Engineering Center- active in CSE, link to their site
- Center for the study of Kidney Biology and Disease- MHMC
- Institute for Transformative Molecular Medicine

# Goals for FY21

- Implement Center and Institute review process once approved
- Participate in strategic planning with next dean

## **Committee on Appointments Promotions and Tenure (CAPT)**

### **Report on Activities 2019-2020 Academic Year**

#### **Membership**

Cathleen Carlin, PhD (Co-Chair), Department of Molecular Biology and Microbiology CWRU SOM Main Campus  
Cynthia Kubu, PhD (Co-Chair), Department of Medicine CCLCM  
Chris Dealwis, PhD, Department of Pharmacology CWRU SOM Main Campus  
Edward Chien, MD, Department of Reproductive Biology CCLCM  
Philip Fastenau, MD, Department of Neurology UHCMC  
Aaron Goldenberg, PhD, Department of Bioethics CWRU SOM Main Campus  
Sanjay Gupta, PhD, Department of Urology, UHCMC  
Karen R. Horowitz, MD, Department of Medicine, VAMC  
Christine Jaworsky, MD, Department of Dermatology, MHMC  
Sadashiva Karnik, PhD, Department of Molecular Medicine CCLCM  
Qingzhong Kong, PhD, Department of Pathology CWRU SOM Main Campus  
Thomas LaFramboise, PhD, Department of Genetics and Genome Sciences CWRU SOM Main Campus  
Zhenghong Lee, PhD, Department of Radiology UHCMC  
Benjamin Li, MD, Department of Medicine MHMC  
William Merrick, PhD, Department of Biochemistry CWRU SOM Main Campus  
Robert Needleman, MD, Department of Pediatrics MHMC  
Mahboob Rahman, MD, Department of Medicine UHCMC  
Nora Singer, MD, Department of Medicine MHMC  
Corey Smith, PhD, Department of Physiology and Biophysics CWRU SOM Main Campus  
William Schiemann, PhD, Division of General Medical Sciences CWRU SOM Main Campus  
Nicole Deming, JD, *ex officio*, non-voting

#### **Meetings**

The committee has met a total of 23 times during the 2019-2020 academic year (~ 2 h/meeting not including travel time for off-campus committee members). The meetings were held on a weekly basis in Fall 2019. During the Fall 2019 meetings, the committee met to review applications and make recommendations to the SOM Dean regarding senior level promotions (associate and full professor in tenure and non-tenure tracks), awards of tenure, and appeals of negative CAPT votes in order to meet deadlines set forth by the Provost's office. The committee met one to two times per month in the Spring 2020 semester to make recommendations to the SOM Dean regarding appeals of negative votes and senior level appointments (which are made on a rolling basis). Meetings from March forward were conducted by Zoom videoconferencing in accordance with university regulations regarding the Covid-19 pandemic. All other meetings were held on-site at the SOM Main Campus. The co-chairs of the committee also met once with the Faculty Council Steering Committee to address questions regarding equity.

#### **CAPT activities**

The CAPT is still meeting to review applications for appointments and appeals for this academic year. Consequently, the final statistics regarding the CAPT activities for 2019-2020 are not available. We recommend that presentation of this report to Faculty Council be delayed until next fall when those statistics become available from the Office of Faculty Affairs.

**Annual Committee on Admissions Report to Faculty  
Council  
June 1, 2020**

**April 2019 – May 2020**

**1. 2019-2020 Admissions Cycle Overview:**

The Admissions Committee met 12 times during this academic year. The Admissions Committee also reviewed and approved the admissions decisions from the MSTP Steering Committee and the Cleveland Clinic Lerner College of Medicine (CCLCM) Subcommittee.

This year, we have been asked to compose a class of 216 (171 for the University Program, 32 CCLCM, and 13 for MSTP). In total, our School received **8,126** applications for all of our MD programs for 19-20. This reflects an 8% **increase (+570 applications)** from the year prior, while applications increased only by 2% nationally. This also represents an **all-time high** for applications to CWRU SOM. The secondary application completion rate for all programs was 79% (6,449 of 8,126) which is slightly higher as compared to 18-19 (77%).

*The University Program:*

This year the University Program received 6,222 applications and conducted 918 interviews from the 1,045 invitations extended. The applicant pool this year was extraordinarily strong. We had a number of new interviewers this year from Cleveland Clinic. The Health Education Campus was a prime location for those working on the Cleveland Clinic main campus to come and interview for us. Our new location also made it easier for some interviewers from MetroHealth to join our interview committee. We are happy to be forging stronger ties with CCF and Metro faculty, and are very grateful to those who devote so much energy and time to our process. To date, the Admissions Committee has offered 443 acceptances for the University Program to achieve a class of 171.

The tuition for the entering class of 2020 will be \$67,440 and the total cost of attendance will be \$94,261. Tuition costs continue to be a factor in why applicants decide to attend other institutions.

The SOM Finance Office continues to look at older directed scholarships, lectureships, and endowments to see if they can be amended to assist a broader cohort of incoming medical students in an effort to increase our scholarship and need-based aid pool. However, in our current economic climate related to the COVID-19 pandemic, our financial resources have become yet slightly more limited.

*Pre-professional Scholars Program:*

The Admissions Office, in conjunction with Undergraduate Admissions, interviewed approximately 65 accepted high school students for the undergraduate Pre-Professional Scholars Program (PPSP) in March of 2020. These interviews were conducted virtually as a result of the COVID-19 pandemic. We selected 26 students in total and 10 alternates. None of the alternates were offered admission, as there was a good yield from the first round of acceptances, with 17 choosing to enroll.

*Oral and Maxillofacial Surgery Program:*

The admissions office also coordinated interviews for 32 dentists and/or 3<sup>rd</sup> year dental students seeking acceptance into the MD/MS Oral and Maxillofacial Surgery program. Our admissions evaluations and recommendations were provided to the director of the program, Faisal Quereshy, MD, DDS, FACS, to fill their three spots. The program matched all three positions for next year from their top 10 list of candidates.

## **2. The Entering Class of 2019**

The Entering Class of 2019 was yet another very academically well-qualified and well-rounded class, and also one of the most diverse classes we have had in nearly 15 years. 19% of the students in this entering class self-described race/ethnicity categories that are considered to be underrepresented in medicine. Please see [this link for a Class Profile](#).

## **3. Admissions Staffing and Committee:**

A list of our Admissions Committee members is contained [in this link](#). We welcomed a new member, Dr. William Schilling, a faculty member from the Medical Physiology Department.

## **4. Recruitment:**

### **a. Physical and Virtual Campus Visits**

Our goal remains to recruit exceptionally talented students from across the country through targeted outreach by Dr. Mehta, Mr. Essman and Mr. McKenzie. As travel is expensive and has varying efficacy, we remain very conscious of recruitment spending. We were able to visit a handful of schools again this year. Due to the COVID-19 Pandemic we cancelled visits to University of Michigan and Kent State University.

In-person recruitment:

- University of Michigan students visited Case Health Education Campus
- Ohio Med Day (OMED) hosted by Case Western Reserve University School of Medicine (300 participants)

- University of Pittsburgh & Carnegie Mellon fair/expo, and three group presentations
- Cleveland State University
- Oberlin College
- Miami University

We have continued to utilize and expand the use of virtual recruitment, this year using new software, Zoom, which is free through the University. This is an effective and convenient recruiting tool since participants can view the presentation from wherever they have an internet connection. Mr. Essman and Dr. Mehta started these “visits” in March, 2012 with pre-medical students from several universities. This year we conducted webinars with students and advisors from:

- Vanderbilt University
- Butler University
- Yale University
- Dartmouth College
- Princeton University
- Brigham Young University
- University of Chicago
- Brown University
- Northwestern University
- Northeastern University
- University of Southern California

In February 2020, the Admissions Staff and several medical students participated in an AAMC-sponsored virtual fair where over 1,300 participants from around the country and Canada visited our “booth” from 11:00am - 8:00pm. We felt this was an overwhelming success, particularly considering that the cost was only \$350. Lessons learned from prior virtual fairs were employed to make for a more efficient experience. We also participated in another virtual fair hosted by AAMC in March of 2020, that was held in lieu of a canceled live event. This virtual event was free of charge and very effective.

Dr. Mehta, Mr. Essman and Mr. McKenzie held webinars for national prehealth advisors and for premedical students from Ohio, Boston, St. Louis, Chicago, and Atlanta, which focused on COVID-19 related changes to our admissions process.

## **b. Digital Marketing and Outreach:**

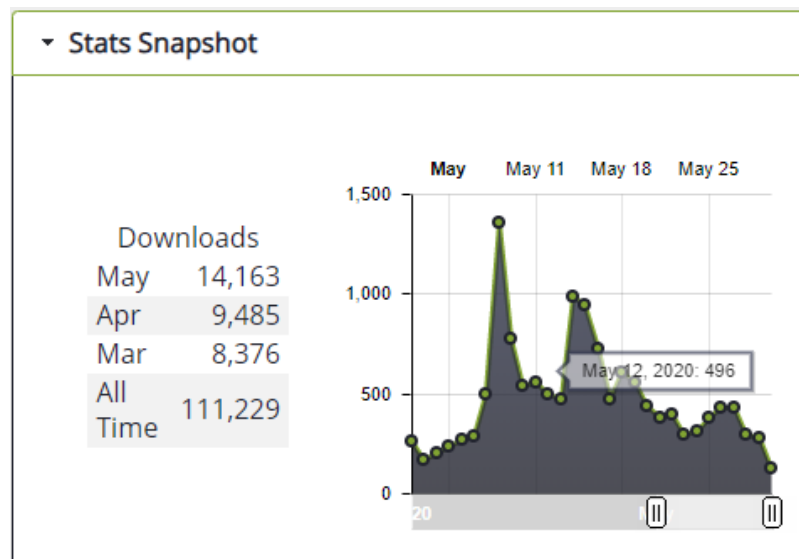
I. Admissions partnered with a new, local digital marketing company, Aztek, to launch an email campaign to prospective applicants that are selected based on MCAT scores. Some MCAT scores were acquired via purchase, and some were acquired via the AAMC’s MED-MAR system, the latter representing MCAT scores from students who self-identify as underrepresented and/or disadvantaged. The total cost of the campaign

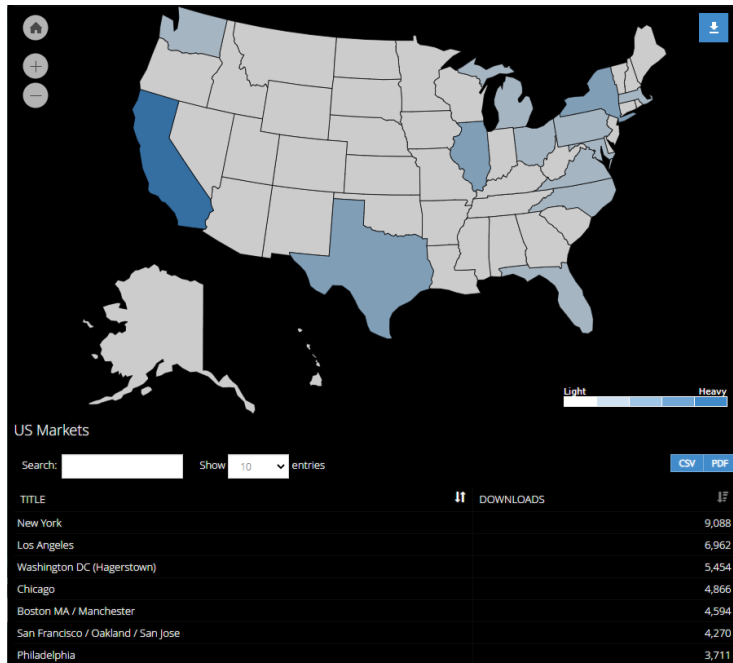
was just over \$8,000. We share the costs of purchasing the MCAT scores with Graduate Studies.

In May-July 2019, over 8,240 emails were delivered to prospective applicants with email open rates reaching as high as 84% (industry average for marketing and advertising is a 13% open rate). We feel this is an incredibly effective and affordable marketing tool to reach students who may not have otherwise considered applying to our medical school. In addition, this again helps us to cut-down on travel costs while employing a more effective method of recruitment.

Of those who received our email campaign, 2,649 applied (32%). 60% of the 171 students that are currently committed to the University Program were campaign recipients.

II. In May 2019, Mr. Essman started a podcast called “[All Access Medical School Admissions](#)” where he interviews admissions professionals from other medical schools across the nation regarding their admissions process, curriculum, interview day experience and more. Collectively, the 35 episodes have been downloaded over 111,000 times and the podcast is available on all major platforms, such as [Apple Podcasts](#), Spotify, Google Podcasts, Stitcher, among others. Based on monthly download statistics, each episode is typically performing in the top 20% of all global podcast episode downloads. It has attracted listeners from all 50 states and around the world, making for a creative and influential recruiting tool. The podcast has been endorsed by the **Association of American Medical Colleges** and is listed on their [Podcasts for Pre-meds](#) and is also frequently referenced by the **National Association of Advisors for the Health Professions**.





## b. Pre-Med Advisor Outreach:

In June 2020, Mr. Essman and Mr. McKenzie were scheduled to attend the biennial national meeting of the National Association of Advisors for the Health Professions (NAAHP) for pre-med advisors held in New Orleans. Attendance at this conference has proven to be an excellent method for meeting and networking with pre-med advisors from across the country and for promoting our School. This conference and associated pre-health fair will now be held virtually and our team will be participating. Additionally, Mr. Essman was invited to be a part of a welcome video for pre-health students participating in the virtual fair.



## **5. National Presence:**

Dr. Mehta has been named the **chair of the National Committee of Admissions (COA) for the AAMC**; the COA group advises the AAMC on setting national admissions policies and best practices. The year prior she was also invited by the AAMC to co-chair an ad-hoc group on admissions, which reevaluated and wrote new admissions traffic guidelines for the entire nation; these new guidelines are being implemented during this current admissions cycle. She is also a national expert on the topic of accessibility and inclusion in the admissions process for health professions schools, and our school was held up in a recent AAMC report as an exemplar school in this regard. She is also a member of the AAMC's working group on Holistic Student Affairs.

Mr. Essman continues to be the **chairperson of the admissions section of the 13 School Consortium**. As chairperson he also sits on the 13 School Consortium Steering Committee.

## **6. Student Involvement:**

The student interview is a valuable part of the interview process, lending additional insights into each applicant. This year we created standardized questions for both our HEP interviewers as well as our student interviewers. All medical student involvement in our admissions process, including applicant interviewing, tours, overnight hosting program, a lunch/Q & A session and Second Look weekend, is coordinated entirely by volunteer student co-chairs of the Student Committee on Admissions (SCA). Student participation on the Admissions Committee includes 4 voting students and 2 non-voting students. Appointment of voting students is via peer election.

## **7. COVID-19-related Disruptions**

Unfortunately, our in-person recruiting events for accepted students were cancelled in April 2020, including Second Look Weekend and CWRU SOM Open House at the HEC. The Admissions Team quickly pivoted to a virtual Second Look Weekend which was attended by over 200 accepted students. With the help of current students, GroupMe chat groups were made to help facilitate quick, informal interactions between accepted students and current students. Additionally, the Admissions Team created "Case Connections", which grouped accepted students by city and geographic region and assigned current medical students from the same areas to help facilitate a community and to provide opportunities to learn more about each other and our school through Zoom meetings and group texts.

## **8. Plans for 2020-2021**

We moved to The Health Education Campus in June of 2019, and had a very successful interview season there. Since the Health Education Campus has been transformed to the

Cleveland Clinic Hope Hospital, we will transition the entirety of our next interview season. CWRU is not alone in this transition, as nearly every medical school in the country is making the same arrangements. It is our hope that admitted students will all have multiple other opportunities in 2021 to visit our medical school after their interview day.

#### Goals for 2020

- Add more screeners to cope with increasing application numbers
- Continue annual admissions committee retreat
- Strategize for interview/acceptance process modifications in light of delayed application uploads due to COVID-19, as well as pass/fail grading, online course, and interrupted experiences and shadowing.
- Construct a virtual interview season while still providing a full interview day experience
- Recruit new interviewers from all clinical sites and the SOM
- Further enhance holistic application review as a result of the COVID-19 Pandemic. We have also added an optional essay to our secondary application regarding the COVID-19 pandemic and giving students the opportunity to share how they may have been impacted.

We greatly appreciate the faculty support of the admissions process and look forward to your continued help next year.

Respectfully submitted,

Todd Otteson, MD, MPH  
Chairperson, Committee of Admissions

Cc: Dean Davis  
Dr. Gerson  
Dr. Ricanati  
Dr. Mehta  
Mr. Essman

## SOM Bylaws Committee

### Annual Report to Faculty Council, AY 2019-20

#### Elected members

Darin Croft, Ph.D. (Dept. of Anatomy), Chair  
Piet de Boer, Ph.D. (Dept. of Molecular Biology & Microbiology)  
George Dubyak, Ph.D. (Dept. of Physiology & Biophysics)  
Irving Hirsch, M.D. (Dept. of Anesthesiology, University Hospitals)  
Maureen McEnery, Ph.D. (Dept. of Neurology, University Hospitals)  
Jonathan Miller, M.D. (Dept. of Neurological Surgery, University Hospitals)

#### Ex officio member

Nicole Deming, J.D. (Assistant Dean, Faculty Affairs & Human Resources)

The Bylaws Committee met 10 times from September 2019 through May 2020, with meetings generally lasting 1.5 hours in duration. Our primary goal (which we accomplished) was to complete the 5-year review of the SOM Bylaws; this involved reviewing the remainder of Article 5 and the Appendix. We also addressed several issues that were brought before us by the Faculty Council Steering Committee or the Nomination and Elections Committee. These included:

- Clarifying whether the Nomination and Elections Committee or some other entity should approve the organization and justifications of bylaws amendments on ballots sent to the Faculty of Medicine for approval. In response, we proposed amendments to Articles 3 and 6.
- Clarifying the process by which a Faculty Council or Faculty Council Steering Committee meeting could be cancelled. In response, we proposed amendments to Article 3.6 and 3.7.
- Providing a consensus opinion on whether a particular departmental representative to Faculty Council was eligible to vote in the May Faculty Council election

At the September 2019 Faculty Council meeting, we presented our recommendations regarding a Faculty Council-proposed amendment to increase representation of the VA Medical Center in Faculty Council. At the April and May meetings, we presented our recommendations for amendments to Article 5 as well as other amendments to Articles 3 and 6 that arose from topics mentioned above. Documents distributed to Faculty Council representatives in anticipation of these meetings can be consulted for additional details of our deliberations and activities.

We plan to hold an additional meeting in June to discuss potential bylaws amendments to clarify: (1) the timing of when new members and replacement members to Faculty Council assume their duties; and (2) procedures for remote voting in May Faculty Council elections (e.g., for Steering Committee members).

## Annual Report of the SOM Faculty Committee on Budget Finance and Compensation (CFBC) 5/25/20

Written report accompanying the 5 min. slide presentation (appendix I), compiled by FY19/20 Chair, Matthias Buck and edited by committee members.

Members of CBFC (2019-20) Matthias Buck, Chair, Mitchel Drumm, Agata Exner, Stephanie Ford, William Merrick, Marvin Nieman, Mendel Singer, Matthew Lester (*ex-officio*), Hope Barkoukis (Basic Science Chair – *ex officio*), Robert Salata (Clinical Science Chair – *ex officio*)

Reminder of the committee charge, paraphrased from SOM faculty council by-laws:

- Review proposed budgets for consistency with SOM strategic plan priorities
- Analyze and report on SOM sponsored research activity
- Provide the Faculty Council (FC) with financial overviews
- Provide annual recommendations to the FC on the allocation of SOM resources
- Consultation with SOM administration regarding compensation and the annual allocation of funds available for faculty compensation
- An annual review of the guidelines and policies for faculty compensation for each Department
- Competitive analyses of faculty compensation in peer universities nationwide.
- The effect of compensation on the ability of the SOM to attract and retain top faculty

The mission of the CFBC to have significant input into the review of financial, budget and compensation data and advise on decision making, is being realized to a greater extent. As CFBC does not have resources to collect data itself we especially thank Matthew Lester and other administration colleagues for their cooperation and transparency. There is a sense that with incoming interim Dean, Stan Gerson, there will also be greater interest to engage the committee and mechanisms may be created to have more direct communication with the SOM Faculty council steering committee and the University Budget Committee. This is exemplified by the creation of an ad hoc committee by the CFBC to look into the perceived drive towards centralization of budgets and functions; which functions and budgets would benefit from being located with Central administration and which should better stay with SOM.

Overview of CFBC activity in 7 monthly (Aug-May) + 1 special meeting (one more special and one monthly meeting are scheduled for June 3rd. and 17th. respectively).

A Town hall of the CFBC took place on Nov. 25<sup>th</sup>. but was only modestly well attended (in part due to clash with Univ. Senate meeting and being in Thanksgiving week) – slides from town hall are attached as appendix II.

### **Regular Business:**

received Quarterly updates on SOM finances & projections  
(SOM is doing overall well given changed agreement with UH)  
review of FY20 and beginning to review FY21 spending guidelines

presentation and discussion of faculty salaries with respect to AAMC median & our peer institutions.  
Decile curve has been largely flattened and we are slightly above AAMC median in most levels/departments.

Information on how SOM coped with the UH shortfall; what was re-budgeted. The committee reviewed the FY16 to FY20 changes in the revenues and expense. The committee discussed the impact of the affiliation agreement, renewal and the overall impact to the SOM budget.

SOM Faculty Salaries: Presentation by Matthew Lester (2/26/20): Goal to get Case paid SOM salaries to AAMC median seems to have been accomplished for most faculty groups (right now 56% of all faculty are above median but 58% of full professors are still below 5<sup>th</sup>. decile/i.e. median). The decile grouping has been flattened for all groups, except perhaps for the most highly earning senior faculty. Incentive goes up linearly with decile, total incentive compensation is 9-10% across ranks; in total \$4M /year for incentives, average incentive of full professor is \$23.4k

Faculty Salaries vs. peer institutions. The analysis compared the median salaries of all schools to the median salary of the Top 25 and Consortium of 13 schools. The analysis also looked at the cost of living difference between Cleveland and the top 25 schools. CWRU's benchmarks may compare favorably when taking into consideration the cost of living. However, cost of living increase might not fully apply to faculty in top East and West coast schools as there are other benefits (tuition waivers transferable to other top schools, generous housing subsidies). So by this measure CWRU may need to consider further research/discussion on this topic.

Salary plan/ Bonuses for Basic Scientists in Clinical Depts, e.g. at UH. The Pediatrics Dept. presented an RVA metric for academic activity which appeared similar to the basic science dept. metrics reviewed by the committee earlier. The committee commends Pediatrics on this effort and encourages other units at UH to create similar academic metric plans for their basic science faculty. However, since the bonus or merit would come from UH, the ultimate jurisdiction would remain at UH. Nevertheless it was commented that basic science faculty in clinical departments may be on the lower ranks (decile) of the salary scale and the committee will request research on this matter.

Cost of HEC operating expenses (excluding transportation and the dental clinic) is shared: 80% to Case, 20% to CCF. Of the 80% plus the transportation costs are shared approximately 1/3<sup>rd</sup> with SOM, Dental and Nursing. Dental pays for 100% of the cost of the dental clinic building. Since the building is used by CCF for covid-19 for several months, the schools will save a considerable amount of funds.

**New Business: to become regular/bi-annual items.** CFBC had presentations from

- Development Office concerning past capital campaign and ongoing fund raising (June meeting will see rough distribution of funds per unit)
- Research Office on SOM Bridge Funding (recommendations were made)
- Instrumentation Cores, their administration and finances
- Hiring and retention success of faculty (June meeting to come)

Information on the Development Office and Fundraising: Lindsey Whitling and Michael Dolzak (Guests), Vice President and Dean (respectively) for Development at the SOM presented to the committee on 1/15/20 an overview of their units activities: Scholarships and research will continue to be priorities for the SOM, for SOM \$666.1M raised in the campaign. (Original goal was \$350M, then raised to \$500M). FY2020 tracking to be a strong year. Cost of attainment (cost per dollar raised) at SOM is very low compared to other medical schools. Efficient fund raising and engaged alumni to help in the process. Further questions were raised and some answered by e-mail concerning the proportion of the

Capital Campaigns funds already dispersed for research (~ \$300M of \$352M), contribution to SOMs Endowment (\$28M), but a question about the diversity of units that benefited from these funds/and ongoing philanthropy efforts (in total 1500 speed types created) remains to be answered at a future presentation (June 17<sup>th</sup>. meeting). Matthew Lester to work with Research Office.

Regarding Bridge Funding: At the Dec.18th. meeting Anne DeChant from the Research Office shared slides on the SOM Bridge Funding Program. \$2.2M invested in the program in the last five years. The amount includes SOM and Dept funding. Chairs provide a letter supporting the bridge and source of funds. \$120K per bridge. The funds are for direct costs not including the faculty salary. The duration of the bridge funding is a maximum of 12 months. \$12M in follow-on funding, a leverage factor of 6. Dr. Salata mentioned that UH is discussing how to provide the matching funds. 14 departments have applied. About 50/50 basic vs. clinical departments. Faculty are informed about the program during orientation, but utilization fluctuated [only 2 applications in FY19]. The committee wrote a letter to Mark Chance with suggestions on how to improve the program

Regarding Bridge Funding (part II): For the April meeting, which he attended, Vice Dean for Research, Dr. Chance provided written answers to our questions and suggestions re. bridge funding, which are given in appendix III. The impression that the bridge funding scheme is not visible enough was counter-argued by saying that the office works closely with Chairs and faculty to identify potential need as grants come up for renewal and guide applicants (PIs & Chairs) through the application process. Bridge funding was called “a last resort to keep a lab. open”, but this contrasts the evolution that seems to have taken place/desire, to bridge labs already when one of two grants are down. The committee felt, some aspects of the process could be made more transparent to faculty members (although the application comes technically from a chair). This mechanism and the desired 50% match by the department, make the process a “delicate dance”. Increase of the amount of money given, does not seem to be on the table, given covid-19, but the time-line may be relaxed, i.e. no-cost extensions may be given on a case by case basis. Topic to be revisited next year.

Extra-ordinary Business:

- had input into prioritization and strategy of covid-19 contingency request for 10% cut to SOM unrestricted budget (ongoing)
- formed ad hoc committee to investigate and make recommendations re. RCM budgetary model and centralization of some SOM functions and finances
- concerned with finances of inter-school programs such as ThinkBig (ongoing), and distribution of awards

Effect of covid on research and administrative activities: On 4/15 Dr. Chance also went over the operational decisions that have been made and were still planned in detail for the covid-19 partial shut-down and now ramp-up. Financial flow through instrumentation cores appeared stable and critical research was continued at SOM (compared to other universities, Case did not close down research). Erin Fogarty (Grants office) joined the call and outlined the highly time and content effective construction of websites and databases, which brought many CWRU scientists together in several interest groups. The question whether pilot funds for covid-19 proposals were being awarded to “prime the pump” for

federal grants, was answered in the affirmative, but no official awards have been made (there is talk now of smaller ~ \$25k awards and not of the \$200k-\$400k budgets that were submitted previously).

Covid-19 financial contingency planning: A special mid-month meeting of the CFBC was called by the chair and Matthew Lester on 5/6/20 to get faculty input into how a request from Central to cut 10% of ~ \$126M SOM's unrestricted budget should be handled. Numbers/"savings" were put to several items, whereas \$28M were, in fact found to be not unrestricted. In the end Central was sent a list of \$10.6M potential cuts. However, further prioritization is needed at a future meeting. On 5/18 Central re-sent the request as FY21 Budget Guidelines, repeating that SOM should cut 10% of the ~ \$126M budget. This will be discussed at special early June. meeting. However, for a number of faculty (and presumably staff) dissatisfaction is already mounting with the lack of transparency by Central esp. with the \$60M that University Administration believes need to be saved in the now likely contingency scenario. There is a concern that the covid-19 crisis is being used to accomplish other goals as well.

Formation of an ad hoc committee to transmit input regarding Centralization. A committee was formed on 5/20/20, to be chaired by Mendel, with participation of Danny Manor, Matthew Lester, Matthias Buck, Mark Aulisio\* (incoming basic science chair's representative) and William Schilling. It was emphasized that research should be done on financial models at medical schools which do not own a hospital.

Distribution of ThinkBig funds: Concern that of the ThinkBig RFA for pilots and seeds, of a \$7M budget, ~ \$4M has been awarded to SOE for example, while only \$740k are coming to SOM. This seems disproportionate with respect to SOMs contribution, which is 40% of the Universities activity. Further details were requested from the Provost's office, but the funds were said to be paused due to covid-19.

#### Some of the Topics for FY21

- 3-5 yr. Strategic Plan, esp. re. research & teaching and faculty development
- Understanding some of the recurring budget numbers better, e.g. operational budget is > 1/3<sup>rd</sup>
- Concern with the size and cost of administration as a function of time, but also are salaries for hiring staff and administrators competitive enough?
- SOM building related questions: HEC, Pathology building, 1-4<sup>th</sup>. floor Robbin's renovations
- aging of the faculty: what are the usual procedures and what challenges and opportunities do SOM's Projections present?

# Annual Report of the SOM Faculty Committee on Budget Finance and Compensation

May 25, 2020



# Members of CBFC (2019-20)

- Matthias Buck, Chair
- Mitchel Drumm
- Agata Exner
- Stephanie Ford
- William Merrick
- Marvin Nieman
- Mendel Singer
- Matthew Lester (*ex-officio*)
- Hope Barkoukis (Basic Science Chair – *ex officio*)
- Robert Salata (Clinical Science Chair – *ex officio*)

# CBFC “Charge” according to Bylaws

- Review proposed budgets for consistency with SOM strategic plan priorities
- Analyze and report on SOM sponsored research activity
- Provide the Faculty Council (FC) with financial overviews
- Provide annual recommendations to the FC on the allocation of SOM resources

# CBFC “Charge” according to Bylaws

- Consultation with SOM administration regarding compensation and the annual allocation of funds available for faculty compensation
- An annual review of the guidelines and policies for faculty compensation for each Department
- Competitive analyses of faculty compensation in peer universities nationwide.
- The effect of compensation on the ability of the SOM to attract and retain top faculty

# Overview of CFBC activity in 7 monthly (Aug-May) + 1 special meeting

## **Regular Business:**

received Quarterly updates on SOM finances & projections

(SOM is doing overall well given changed agreement with UH)

review of FY20 and beginning to review FY21 spending guidelines

presentation and discussion of faculty salaries with respect to AAMC median & our peer institutions. Decile curve has been largely flattened and we are slightly above AAMC median in most levels/departments

# Overview of CFBC activity in 7 monthly (Aug-May) + 1 special meeting

## **New Business:** to become regular/bi-annual items

had presentations from

- Development Office concerning past capital campaign and ongoing fund raising (June meeting will see rough distribution of funds per unit)
- Research Office on SOM Bridge Funding (recommendations were made)
- Instrumentation Cores, their administration and finances
- Hiring and retention success of faculty (June meeting)



SCHOOL OF MEDICINE

CASE WESTERN RESERVE  
UNIVERSITY

# Overview of CFBC activity in 7 monthly (Aug-May) + 1 special meeting

## **Extra-ordinary Business:**

- had input into prioritization and strategy of covid-19 contingency request for 10% cut to SOM unrestricted budget (ongoing)
- formed ad hoc committee to investigate and make recommendations re. RCM budgetary model and centralization of some SOM functions and finances
- concerned with finances of inter-school programs such as ThinkBig (ongoing), and distribution of awards

# (New) Topics for FY21

In addition to continuing on many of the above:

- Better understanding some of the recurring budget numbers, e.g. SOM's operational budget is  $> 1/3^{\text{rd}}$  of total, but it is unclear to committee what is contains.
- Concern with the size and cost of administration as a function of time, but also are salaries for hiring staff and administrators competitive enough?
- 3-5 yr. SOM Strategic Plan, esp. re. research, teaching and faculty development
- Aging of the faculty: what are the usual procedures and what challenges and opportunities do SOM's projections present?
- SOM building related questions: HEC, Pathology building, 1-4<sup>th</sup>. floor Robbin's renovations.

Q & A



# Town Hall of the SOM Faculty Committee on Budget Finance and Compensation

November 25, 2019



SCHOOL OF MEDICINE

CASE WESTERN RESERVE  
UNIVERSITY

# Welcome

**by Matthias Buck, Chair of CBFC**

November 25, 2019



SCHOOL OF MEDICINE

CASE WESTERN RESERVE  
UNIVERSITY

# Overview

- 1) M. Buck: Welcome & Committee on Budget, Finance and Compensation (CBFC) Membership and Charge**
- 2) M. Singer: Overview of last year's activities**
- 3) M. Lester: Overview of current SOM finances**
- 4) J. Haines : Faculty Salary Plan Recommendation by Council of Basic Science Chairs**
- 5) M. Buck : Topics for future (2019-20) meetings of the Committee – suggestions from the Floor**
- 6) Questions from the Floor**      (before points of clarification only)



SCHOOL OF MEDICINE

CASE WESTERN RESERVE  
UNIVERSITY

# Current Members of CBFC (2019-20)

- Matthias Buck, Chair
- Mitchel Drumm
- Agata Exner
- Stephanie Ford
- William Merrick
- Marvin Nieman
- Mendel Singer
- Matthew Lester (*ex-officio*)
- Hope Barkoukis (Basic Science Chair – *ex officio*)
- Robert Salata (Clinical Science Chair – *ex officio*)



SCHOOL OF MEDICINE

CASE WESTERN RESERVE  
UNIVERSITY

# CBFC “Charge” according to Bylaws

- Review proposed budgets for consistency with SOM strategic plan priorities
- Analyze and report on SOM sponsored research activity
- Provide the Faculty Council (FC) with financial overviews
- Provide annual recommendations to the FC on the allocation of SOM resources

# CBFC “Charge” according to Bylaws

- Consultation with SOM administration regarding compensation and the annual allocation of funds available for faculty compensation
- An annual review of the guidelines and policies for faculty compensation for each Department
- Competitive analyses of faculty compensation in peer universities nationwide.
- The effect of compensation on the ability of the SOM to attract and retain top faculty

# Committee on Budget, Finance and Compensation

Annual Report to Faculty Council 2018-2019  
by Mendel Singer, past chair



SCHOOL OF MEDICINE

CASE WESTERN RESERVE  
UNIVERSITY

# Members 2018-19

- Matthias Buck
- Edward Greenfield
- Lynn Kam
- William Merrick
- Marvin Nieman
- William Schilling
- Mendel Singer, Chair
- Matthew Lester (*ex-officio*)
- Jeff Coller (Basic Science Chair – *ex officio*)
- Mitchell Machtay (Clinical Science Chair – *ex officio*)



SCHOOL OF MEDICINE

CASE WESTERN RESERVE  
UNIVERSITY



# Overview

- Reviewed and provided input on the following:
  - Quarterly financials
  - Faculty Salary vs AAMC
    - Need to get more granular – on next year's agenda
  - SOM 3-year plan
  - SOM debt payment proposal and challenges
  - Basic Science Chairs Proposal on Salary (Later Presentation)
- Special thanks to Matthew Lester for providing so much data, standard and custom requests!



# UBC – 3 Part Proposal

- Net impact favorable to SOM (>\$1M/year)
- Nutrition and Biochemistry: Major advising fees reinstated
- Some programs lose (student taking courses in other schools)
- Impact eased for losing departments by phasing in. Thanks to:
  - SOM
  - Nutrition and Biochemistry

# Financial Overview

- Recovery from UH Re-affiliation Agreement
  - Original request was for CWRU to cover \$21M in SOM deficits over 3 years due to large loss of revenue as a result of UH Re-Affiliation
  - Now expecting a total \$17.4M in deficits over 4 years, then break-even.
  - Overcoming nearly \$100M in lost revenue
- Increase in research funding, F&A
- Growth in Master's programs
  - CWRU prioritizing/supporting new online programs
- Health Education Campus
  - Shortfall between actual cost of building and fundraising
    - CWRU (not SOM) will pay first \$50 million (to be paid over five years)
    - CCF responsible for remainder (current fundraising shortfall over \$200M)



SCHOOL OF MEDICINE

CASE WESTERN RESERVE  
UNIVERSITY

# Financial Concerns

- Pressure from central to increase current \$12.5 million annual debt payment
  - Total Debt \$188M, due to be paid off in 2040
- Space – Demand for vacated Robbins space
  - UH has an option to purchase 50% of Wolstein
    - The parties are considering a long-term lease arrangement
  - Uncertain future of Pathology building
- Renovations to Robbins building after relocation to HEC
  - Approved renovation of 1<sup>st</sup> and 2<sup>nd</sup> floors
  - 3<sup>rd</sup> floor could be wet lab
  - 4<sup>th</sup> floor will be used as swing space and then could be renovated to wet lab



SCHOOL OF MEDICINE

CASE WESTERN RESERVE  
UNIVERSITY

# Key for 2019-2020

- More committee interaction with Chairs and FC
- Direct reporting to faculty
- More active representation from clinical chair



SCHOOL OF MEDICINE

CASE WESTERN RESERVE  
UNIVERSITY

# SOM Financial Overview

by Matthew Lester, Senior Associate Dean for  
Finance SOM

November 25, 2019

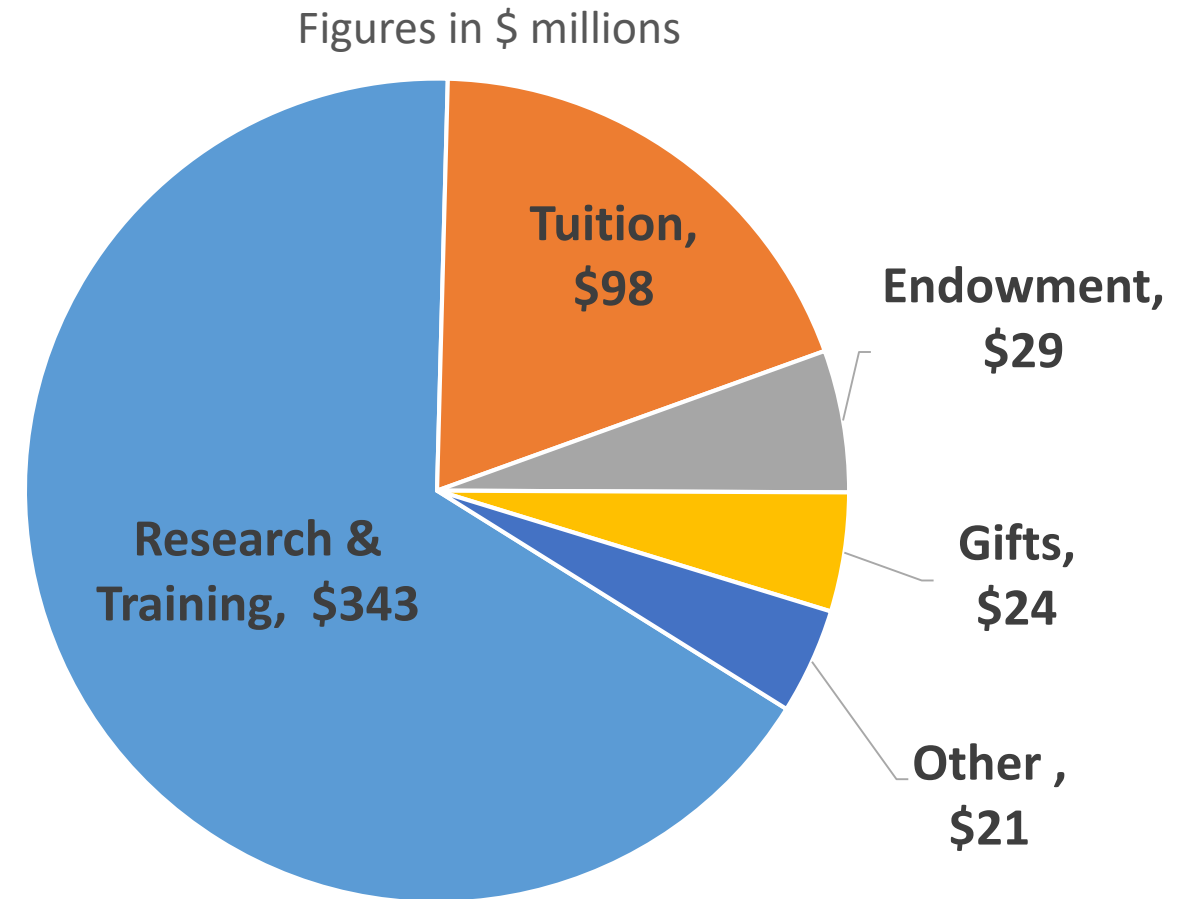


SCHOOL OF MEDICINE

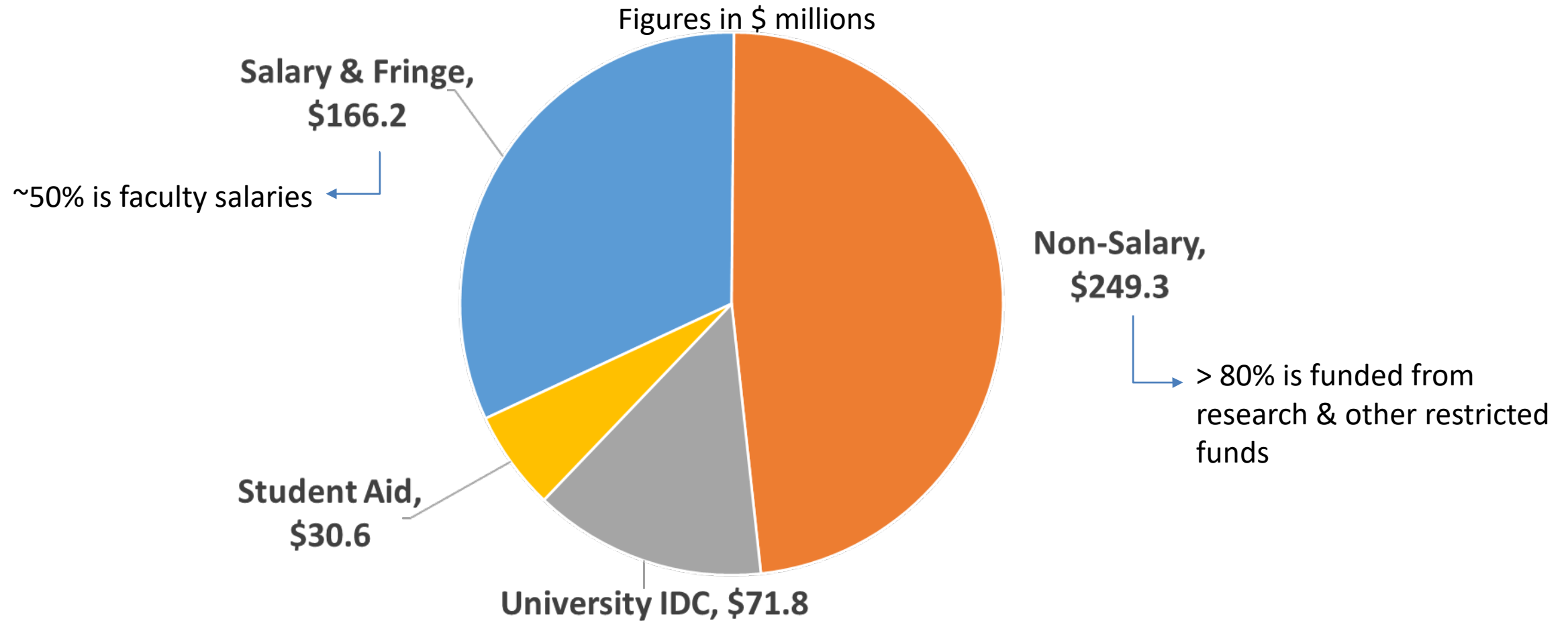
CASE WESTERN RESERVE  
UNIVERSITY

# *Where do the dollars come from?*

- **Research** – Grants, foundations, individuals, companies, etc.
- **Tuition** – MD, PhD, professional programs, masters and undergrad
- **Gifts** –Support start-up / programs / space / scholarships
- **Endowments** – Professorships, scholarships, and other
- **Other** – Affiliates, state and etc.



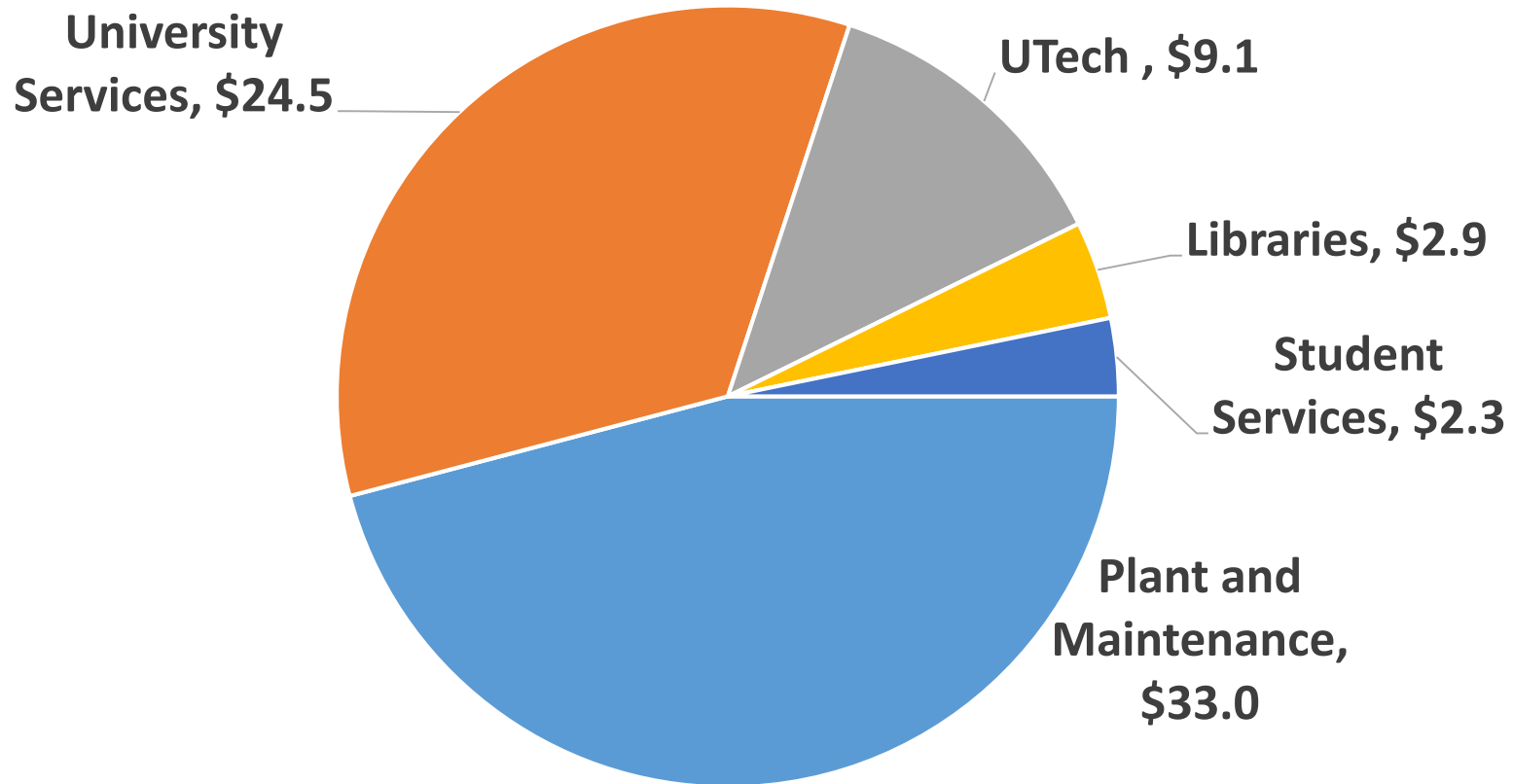
# *How is the money spent?*



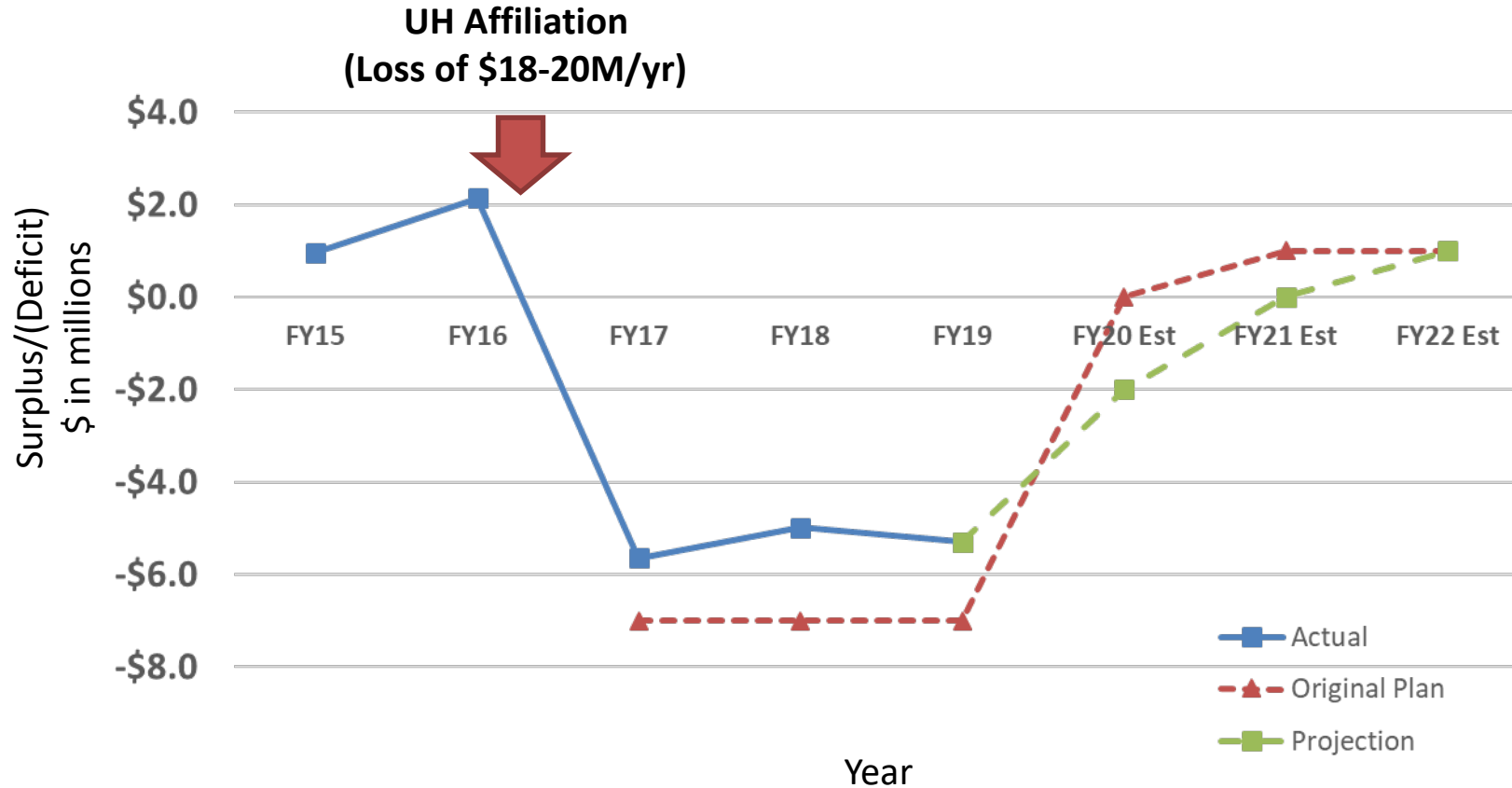


# *How is the money spent? University IDC*

Figures in \$ millions



# Where do we stand now?



Board Approved Support:  
\$21M

Projected Need:  
\$17.4M



# Where do we stand now?

	FY16	FY20 Budget	<b><i>Δ FY16-FY20</i></b>	
<b>Revenue</b>			\$	%
<b>R&amp;T</b>	308	343	36	12%
<b>Tuition</b>	75	98	23	31%
<b>Endowment</b>	24	29	4	18%
<b>Gifts</b>	21	24	3	13%
<b>Other revenue</b>	36	21	(14)	-40%
<b>TOTAL REVENUE</b>	<b>464</b>	<b>516</b>	<b>52</b>	<b>9%</b>
<b>Expense</b>				
<b>Salaries</b>	155	166	11	7%
<b>Other direct expense</b>	241	259	39	16%
<b>Central IDC</b>	66	72	6	9%
<b>TOTAL EXPENSE</b>	<b>462</b>	<b>518</b>	<b>56</b>	<b>12%</b>
<b>SURPLUS (DEFICIT)</b>	<b>2.1</b>	<b>(2.0)</b>		



# *What are the next steps?*

- Continue to advance research
- Continue to increase the size and quality of the educational programs
- Continue fund raising
- Manage expenses (control costs, outside funding, improve efficiency)
- Manage the finances consistent with the strategic priorities

# Faculty Structured Salary Recommendations by Council of Basic Science Chairs

by Jonathan Haines, past Chair of CBSC

November 25, 2019



SCHOOL OF MEDICINE

CASE WESTERN RESERVE  
UNIVERSITY

# Faculty Structured Salary Discussion

## Background

- **CWRU instituted a structured salary that includes:**
  - Base salary component
  - Merit salary component
  - Incentive salary component
  - Administrative supplement
- **The SOM provides each department with a total salary increase pool based on the Provost-determined increase:**
  - The pool is split into a Merit pool and an Incentive pool
  - Historically this split has been 50/50
- **With multiple years of experience using this structure:**
  - A review of how well it is accomplishing its goals seemed reasonable
  - The CBSC discussed their experience and made recommendations to the SOM



# CBSC Recommendation 1

- **Combine the Merit and Incentive pools:**
  - Allows more flexibility to assign salary in either pool
  - Up to 50% could be used for Merit
- **Create a raise pool in addition to Dep't assigned pools:**
  - Available for incentive increases
  - Available to any basic science department
  - Use for the most productive and deserving faculty
- **Provide an annual report to the CBSC on the incentive distributions**



SCHOOL OF MEDICINE

CASE WESTERN RESERVE  
UNIVERSITY

# CBSC Recommendation 2

- **Current practice provides:**
  - Merit raises are given to those who meet the minimal departmental criteria
  - Incentive raises are given to the most productive performers
- **Unintended consequences:**
  - Higher productivity faculty have more of their salary in the incentive component
  - Lower productivity faculty have only Merit salary
- **The Incentive component should be available for all faculty raises, not just for the most productive faculty**
- **If the base salary component is >80% of total salary, then Merit criteria raises may be given as Incentive rather than as Merit**





# CBSC Recommendation 3

- **Guidelines for increases and decreases seem warranted**
- **Increase:**
  - The expectations for maintaining the Incentive component should be provided to the faculty member
- **Decrease:**
  - Reductions should only be initiated if there is evidence of underperformance
  - After one year of under-performance, a written warning is provided
  - A second underperforming year will result in a decrease
  - Warnings will be provided at the time of the annual review, and provide guidance for improving performance
  - Decreases are limited to the Incentive component
  - The decrease can be 0% to 7.5% of total salary in the preceding year.



# CBSC Recommendation 4

- **Over time, the Incentive component may become a significant portion of a faculty's overall salary**
- **When the Incentive component is >20% of total salary:**
  - **A review is undertaken to determine if some of the Incentive component should be moved to the Base component**
  - **The review is independent of any other salary decision**
  - **Expectations for maintaining the Incentive component should be explicit**



# Topics for 2019-2020

**compiled by Matthias Buck, Chair of CBFC**

November 25, 2019



SCHOOL OF MEDICINE

CASE WESTERN RESERVE  
UNIVERSITY

# Topics for 2019-2020

- Salary – distribution within school and comparison with peer institutions (ongoing)  
[Presentation on recruitment and retention (success rate vs. time)]
- Capital campaign and projected resources for faculty development and research  
[Philanthropy office to give presentation to committee]  
(is there a strategic plan for how to allocate the SOM portion?)
- SOM bridge funding [A. DeChant to give presentation Dec.18<sup>th</sup>. Meeting]
- Interdepartmental/Center pilot funding (Provost ThinkBig initiative/RFA)
- 3-5 yr. Strategic Plan, esp. re. research and faculty development  
[already one presentation, more to come]

# Questions ?



SCHOOL OF MEDICINE

CASE WESTERN RESERVE  
UNIVERSITY

Dear Mark:

1/20/20

On behalf of the SOM Faculty Committee on Budgets, Finance and Compensation (CBFC) I would like to thank Anne DeChant for her presentation to the committee on Dec.18<sup>th</sup>, 2019.

After her presentation the CBFC discussed the **topic of Bridge Funding.**

**We encourage you and Dean Davis to further consider the following points for improving the program:**

- 1) Is the \$120,000 Bridge reasonable? Twelve years ago the bridging was initiated at \$100,000, the increase last year to \$120,000 does not quite hold pace with inflation and might not be sufficient to continue employment for one postdoc and one technician/or graduate student + consumables for those two (& user fees etc. etc.), for example. Should this support be increased?

*The recent increase was suggested by faculty and approved by the dean at 120K was based on the most recent data related to funding requests and needs. We work closely with every applicant to tailor the award to the needs of their laboratory.*

- 2) Is the length adequate? NIH grant cycles are typically 9 months from submission to award and likely, even if an award is made, there would still be a gap. Could there be a no cost/or minimal cost extension, say for 6 months in such a circumstance?

*Awards are given for 12 months and in some extreme cases, extensions are given. That is on a case-by-case basis, and we do not advertise it. The intention is for the faculty to spend the funds and accelerate their laboratory consistent with their plan, not to create or retain a balance.*

- 3) If the department can't match? The RFA and perhaps an annual SOM-PI wide advertisement as well as an e-mail to chairs should more clearly state that the availability of Departmental matching funds are not a requirement for a successful application (SOM will make up or the award may be less than the maximum). Decisions should be made on the equitable merits of the proposal rather than on departmental finances.

*Our expectation is that departments will support the application. If full match cannot be contributed, there are alternative options, but we want to encourage departments to invest in their faculty.*

- 4) How can awareness of the program and its utilization be increased? Faculty participation in/application to the program seem to fluctuate considerably (some years 8-9 applications, other years just 2). Is this because there is no need or are faculty reluctant to discuss bridge funding with their chair (due to the match – knowing the financial situation of most departments)? Another reason could be that the program is not widely and often enough publicized?

*From year to year, the number of applications fluctuates. We have tracked all type 2 proposals during this time and communicated closely with chairs and all potential applicants were evaluated for the program. Often, other funds besides the bridge funding are available and brought to bear behind the scenes, obviating the need for a full application.*

- 5) Projects that are technically not yet or no longer a bridge? Would the bridge funding mechanism also support projects that are not technically “a bridge”, i.e. an investigator missed funding by some x% and needs to re-apply/collect additional preliminary data or technically the NIH

application would be a new one/A1 of a new application (the original funded project is more than 2 cycles ago but still shows promise)?

*No. The goal of the bridge program is solely to keep the laboratory of an investigator who has a continuing grant operating. However, the CCCC has experimented with “ramp” as opposed to “bridge” programs. Usually these issues are handled internally in the departments with support by the dean where needed.*

- 6) Pilot and other mechanisms, incl. with participation of affiliates? The website states that anyone whose full ICD (indirect costs) go to SOM is eligible, but this appears to exclude basic science investigators at our affiliates. We ask the Dean to consider negotiating a mechanism that also makes researchers in the affiliates eligible for bridge funding. The committee would also encourage your office to advertise pilot projects, such as the CTSC, those via the Cancer Center etc. aggressively. We notice that at the university level there is some pilot funding coming out of the THINK Big initiative, but should there be similar mechanisms to encourage interdepartmental collaboration and collaboration between basic SOM scientists and those/also clinical scientists in the Affiliates.

*The SOM program includes faculty at the affiliates UH and Metro. Cleveland Clinic has an independent program.*

- 7) Feedback from the review of a bridge funding application that has been denied? We believe it would be helpful to the applicant to have the reviewer’s reports and in case of a rejection, perhaps a summary why the application was declined/which points (perhaps as a check-list) raised concerns. Is it possible for applicants to send in a revised proposal?

*Any applicant who is denied a bridge fund is given feedback. In general we work with applicants before they are sent for review. There is a checklist of all information required, and we go over that list before accepting the application. There are also conversations that often happen before an application is submitted, so faculty know if they are eligible or not.*

Regarding points above, the committee would appreciate brief written feedback. We would also be keen to have you visit and talk to us on a number of topics related to research funding/budgets etc., maybe once the new Dean has been identified and his/her initial thoughts on SOM finances and budgets for research and faculty/administration are becoming clear.

With best regards and many thanks,

Matthias Buck

FY19/20 Chair of CBFC

Edited by and communicated on behalf of the Committee  
(document was approved unanimously by the voting members)

# COS Annual Report to Faculty Council

Susan L. Padrino, MD  
Chair, Committee on Students  
May 2020



# Role of the COS

- Review full scope of student performance
  - Academic
  - Professionalism
- Recommend students for promotion through the curriculum and for graduation
- Determine appropriate interventions for students with academic or professionalism lapses
- Approve extensions beyond one year, or other exceptions to usual curriculum progression

# Committee Membership

- Ten- twelve members
  - 2 women
  - 8 men
  - 1 URM
  - 5 Clinical Science
  - 5 Basic Science
  - Dean appointee seats available

# Committee Meetings

- Third Thursdays of the month at 3pm
- Ten to eleven meetings/year

# Committee Business

- Ongoing Quality Improvements
  - New Member Orientation in place
  - Annual review from legal office- focus on FERPA, attorney-client privilege, and best practices
  - Adjustment to virtual meetings (with privacy measures in place) during pandemic

# Student presentations

- Early Concerns
  - Professionalism Working Group managing the initial review, refer students to COS when needed
- Students presented
  - 14 Academic issues
  - 7 Professionalism issues
  - 9 Combined issues
  - 5 Administrative issues (extending a year)
  - 21 male
  - 13 female
  - 3 dismissals (one from CCLCM)
  - 2 repeat 1<sup>st</sup> year
  - 1 withdrawal

## **Report of School of Medicine Lecture Committee to the Faculty Council**

**Neil S. Greenspan, Chairman (May 29, 2020)**

Current Lecture Committee Roster:

Matthias Buck  
Kishore Guda  
Diana Ramirez-Bergeron  
Xinglong Wang  
Neil Greenspan

Lecture Committee Roster Update:

As of July 1, we will welcome Alan Tartakoff to the Committee. He has served on it previously.

**Lecture Committee Meetings in the 2019-2020 Academic Year:**

10/10/19	.75 hrs.	Lecture Committee (M. Buck, K. Guda, D. Ramirez, X. Wang, N. Greenspan)
----------	----------	---

The Lecture Committee met for about 45 min. in WRB 3136. We approved the application from Stanley Adoro (Pathology) for a Courtney Burton Lecturer, likely for the 2020-2021 academic year. We agreed to propose to Nicole Deming and Halle Lewis that we have deadlines on 10/15 and 4/15 for School of Medicine lectureships for the following semester or academic year. We subsequently put forward this proposal, which was accepted.

Correspondence among all Committee members by email was used for exploring the credentials of candidates for the upcoming Lectureships thereby minimizing the time devoted to scheduling in-person meetings.

**Speakers for the 2019-2020 Louis A. Bloomfield Memorial and H.M. Hanna Lectures:**

November 13, 2019

**H.M. Hanna Lecture**

Sheena Radford

Professor Sheena Radford, Director of Ashbury Center for Structural Biology, Univ of Leeds

<http://www.astbury.leeds.ac.uk/people/staff/staffpage.php?StaffID=SER>

A leader of protein biophysics/misfolding and amyloid studies in Europe.

Host: Matthias Buck

Honorarium: \$1,000  
Total Expenses: \$5,311

### **Louis A. Bloomfield Memorial Lecture**

Wendell Lim, Professor & Chair, Department of Cellular and Molecular Pharmacology Investigator, Howard Hughes Medical Institute, and Director, UCSF Center for Systems & Synthetic Biology. **Dr. Lim accepted the invitation from Xinglong Wang. After initially accepting a date in May, he withdrew saying the date was no longer good for him. In any event the visit would have been canceled due to the COVID-19 pandemic.**

### **Speakers for the 2019-2020 Courtney Burton Frontiers of Medicine Lecture:**

- April, 2019     David Cafiso, University of Virginia; Frontiers of NMR/EPR Biomolecular Spectroscopy, Case, April 26-27, 2019;  
Host Matthias Buck  
Total Expenses: \$1,997
- May, 2019     Grant Jensen, Caltech; Inaugural Cryo-EM Symposium, Case, May 7, 2019;  
Host: Sudha Chakrapani  
Total Expenses: \$3,072
- July, 2019     Wilson Compton, National Institute of Drug Abuse, and others; From Research to Recovery: New Approaches to the Opioid Crisis, Case, July 19-20, 2019;  
Host: Stephen Lewis  
Total Expenses: \$1,024

### **Speakers for the 2020-2021 Louis A. Bloomfield Memorial and H.M. Hanna Lectures:**

H.M. Hanna Lecture

Hans Clevers, Hubrecht Institute and the University of Utrecht

**Dr. Clevers was invited by Kishore Guda. He accepted our offer with a presumptive date in fall 2020. Kishore contacted Dr. Clevers to find out if he would be open to doing a lecture via zoom, and Dr. Clevers declined. We will explore inviting him for the next academic year.**