

**Faculty Council Meeting
Meeting Minutes
September 30, 2024**

Timing	Agenda Item	Presenter	Summary of discussion	Action items/Motions/ Votes
4:07-4:25PM	Welcome and Chair's Announcements	Alan Levine Chair of Faculty Council	<p>The chair called the meeting to order at 4:07PM. Dr. Levine provided an overview of Faculty Governance in the School of Medicine. He explained the membership, roles and responsibilities of Faculty Council and the Faculty Council Steering Committee. The Steering Committee is responsible for reviewing chair appointments for academic status (not their clinical capability), sabbatical requests and emeritus appointments. The SOM and the affiliates are represented on both Faculty Council and the Steering Committee</p> <p>The Faculty Council agenda is created by the Steering Committee and distributed a week in advance of the Faculty Council Meeting. Materials pertinent to the Faculty Council meeting will be posted in box for review prior to the meeting.</p> <p>Dr. Levine reminded the members that the most important message for today, and all year, is communication. Faculty Council members represent a faculty of 3,000. It is suggested that Faculty Council representatives solicit department feedback or input before and after the Faculty Council meeting</p> <p>Robert's Rules of Order is followed for all meetings. Those wishing to speak should raise their hand in Zoom. Chat side conversations will not be considered official business. First time speakers will get precedent. Participation is essential for effective faculty governance in the SOM.</p>	
4:25-4:31PM	Faculty Council Steering Committee Report	Anastasia Rowland-Seymour	<p>Dr. Rowland-Seymour presented an overview of topics discussed at the October 7 Steering Committee Meeting. Dr. Adrienne Fletcher presented the engagement survey noting that the goal is to have meaningful conversations around the</p>	

	Faculty Council Steering Committee Report (continued)		<p>data with small groups data specific to affiliate hospitals. It was suggested that it would be beneficial to form a committee to address issues of engagement within the institutes. Previously it has been fairly low; improvement of overall engagement is crucial to success. Note added to minutes by Dr. Levine: The FC last year approved the ad hoc FACE, which will address engagement and the climate survey.</p> <p>Chair appointments and emeritus applications were reviewed and sent on to the Dean with recommendations. Piet de Boer present the annual Bylaws Report, and the Genetics Department Computational Genomics Medicine MS was presented by Dr. Ashleigh Schaffer. An update from Dr. Levine and Dr. Rowland-Seymour was given on the proposal to introduce the academic education track to Faculty Council. This was voted on and approved. The Dean was not fully supportive of an academic education track, and it was suggested that it was important to solicit the input of the hospital education leaders and discuss whether it was well received.</p> <p>There was some discussion with hospital education leaders around the non-tenure academic track. How to educate faculty on how to get promoted and document the different career paths with clear criteria to navigate the promotion process. The Dean did not favor a promotion checklist. He did agree that clinicians need a chance of promotion that does not need 15 eternal referees. There was some discussion that all departmental CAPT may not be equivalent. Consideration may be needed when it comes to determining who the members are who make up these committees, and to educate the DAPT on our new philosophy.</p> <p>The agenda for the September 30 Faculty Council Meeting was created and approved. Three department chairs were approved, and acting chairs approved by email.</p>	
4:31-4:32PM	Senate/ExCom Report	Elvera Baron	Dr. Baron was unavailable to present the senate ExCom Report to Faculty Council today.	

4:32-4:40PM	Proposal to Hold Hybrid Faculty Council Meetings for 2024-2025	Alan Levine	<p>Dr. Levine stated that he prefers in-person and an informal setting for the Faculty Council meetings. While he is a huge advocate of the hybrid meeting, he understands that some of the five sites we represent are located some distance from main campus. Driving to and from the Faculty Council meeting can be difficult for many of our Faculty Council members who have full schedules and can't spare the travel time. Dr. Levine is seeking approval from Faculty Council to have hybrid Faculty Council meetings each month. He then opened the floor for discussion.</p> <p>A clinician noted that it would be really challenging to physically get to the location of the meeting. Members who are attending via Zoom have equal inclusion in the meeting, even if not physically present. The ratio of in-person to Zoom participants is 1-10.</p> <p>Conference Room T501 has been reserved for the entire semester. Dr. Levine is willing to drive to CCF, UH, MHMC and the VA for the Faculty Council meeting if we can determine the logistics of an in-person and Zoom meeting at the various sites.</p> <p>It was suggested that Faculty Council meetings could rotate between the affiliate hospitals providing leadership with an opportunity to meet faculty from different institutions.</p> <p>One volunteer from each institution could assist as a point person working with us to find a room, get IT support, etc. The dates for Faculty Council are set for the academic year and are listed here: November 18, December 16, January 27, February 17, March 24, April 28, May 19 and June 23. All Faculty Council meetings are held on Mondays, from 4:00-5:30PM. The goal is to begin these hybrid meetings in November. Anyone wishing to volunteer as point person for their affiliate should contact Joyce Helton at mh291@case.edu.</p>	<p>A motion was made to propose to hold hybrid Faculty Council Meetings in-person (on campus or at an affiliate) and via Zoom.</p> <p>Vote: 37 were in favor, 6 were against, and 3 abstained.</p> <p>The motion is approved.</p>
4:41-4:42PM	Approval of June 17 Faculty Council Meeting Minutes	Alan Levine	When polled, there were no modifications to the June 17 Faculty Council Meeting minutes.	With no objections, the June 17 Faculty Council Meeting Minutes were accepted by general consensus.

4:42-4:48PM	Dean's Announcements	Stan Gerson	<p>Dean Gerson welcomed the Faculty Council members to a new academic year. This afternoon the Faculty Senate discussed October 7 and the policies and procedures in place for the university.</p> <p>Many have been involved in the LCME preparations and were active in the mock site visit; most departments and their chairs had representation. It's a huge lift in activity related to our medical education program. Three tracks, all of which are critical, are of paramount importance. Likewise, more than 80 people were involved from the NCI Cancer Center; we were exceptional on our last review (7-year renewal). Chatter was remarkably positive and we appreciate the many departments across the institution for their participation. We have opened up a study space for our grad students in Robbins next to the Nutrition kitchen. That has been well received and very active. We have also moved seven of our faculty from the Department of PQHS and the Center for Community Integration to a midtown location. This provides for a remarkable close engagement with the Hough neighborhood and will facilitate our research program with the community which will be expanding over the next six months.</p> <p>The Distinguished University Professor nominations have opened and are restricted to the professorial level of tenured professors. Nominations should be sent to the Dean.</p> <p>As faculty further assess the propositions that have been proposed for the adjustment of the appointment, promotion, as well as tenure, approach, tracks and otherwise, the Dean hopes that it leads to a fruitful dialogue in the near future.</p> <p>This fall we look forward to the 20th celebration for the National Center for Medicine. The state of the school is scheduled to take place in November.</p>	
4:48-4:49PM	Presentation of Diversity, Equity and Inclusive Excellence Survey	Adrienne Fletcher, Vice Dean of DEIE	Dr. Fletcher was unavailable for today's meeting. She will be added to a future Faculty Council agenda.	

4:49-5:00PM	Annual Bylaws Report	Piet de Boer	<p>Dr. de Boer, past chair of the Bylaws Committee, presented the annual Bylaws Committee report for 2023-2024.</p> <p>The committee reviewed proposal amendments to the bylaws of the Faculty of Medicine and their compliance and consistency with the faculty handbook and the bylaws itself and made recommendations concerning such proposed amendments to the Faculty Council.</p> <p>The Bylaws Committee consists of six voting faculty members, and Nicole Deming from the Office of Faculty Affairs. The committee met ten times from September through June. A number of issues were identified by themselves and others were brought before the committee by the Faculty Council Steering Committee, Office of Faculty standing committees, the Dean, Vice Dean for Medical Education, Associate Dean for Admissions, and/or other SOM faculty members.</p> <p>Several of the issues addressed were a Faculty Council request to generate a section for the bylaws prompting the NEC to make efforts to ensure that at least two basic science and at least two clinical department faculty members serve on the Faculty Senate.</p> <p>Faculty Council requested that the Bylaws Committee generate bylaws language to include faculty input in the 5-year appraisal/reappointment process of all SOM academic department chairs. Lacking sufficient knowledge on the appraisal/reappointment process, the Bylaws Committee members felt unqualified to do so and recommended that the Faculty Council and the Dean collaborate on generating appropriate precise language for future scrutiny by the committee.</p> <p>A request was made for the Office of Faculty to include the special faculty category of research in the Faculty of Medicine Bylaws. The Bylaws Committee collaborated with the Committee on Medical Education, the Medical Student Admissions Committee, and the Committee on Medical Student Promotion and Advancement to modify their charges in harmony with bylaws prescriptions. The Committee on</p>	
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	Annual Bylaws Report (continued)		<p>Medical Students changed their name to the Committee on Medical Student Promotion and Advancement.</p> <p>The committee was asked to generate new tenure salary guarantee language for article 5.7. As this was not a trivial task and required additional research, the committee hopes to have it finished by this fall or next spring. The committee also spent quite a bit of time collaborating with other standing committees on medical education.</p> <p>Thomas Collins is the new chair of the Bylaws Committee. Dr. Levine thanked Dr. de Boer for his conscientious service last year, and thank Dr. Collins for assuming this important chair.</p>	
5:00-5:17PM	Genetics Department Computational Genomics Medicine MS	Ashleigh Schaffer (Genetics and Genome Sciences)	<p>Dr. Schaffer explained that this program has been evaluated by the Program Review Committee, chaired by Nick Ziats; and members and leaders in their graduate program. It now comes to Faculty Council for approval and advancement to the Dean, Faculty Senate, and some go to the state for approval. This proposal has been in the works for a long time. There have been several modifications in personnel in administrating the program.</p> <p>The main goal of the program is to train students in abilities to be used in a clinic for diagnostic testing, or other tests performed in genomics labs, beyond the sequencing of DNA.</p> <p>Dr. Schaffer went over the core course classes preexisting in the department, along with the courses, instructors, and the topics they would cover. There would be 9 credits in spring and fall for the program. Students will be provided with the opportunity to interview at different labs to decide which one they want to work in to facilitate their choice.</p> <p>They expect to enroll 6 students in this program in its first year and increase to 8 students in the second year, and 10 students per year in the third year and beyond, which is a sustainable enrollment, based on projected availability of lab space. Dr. Schaffer provided a breakdown of the students and their affiliated schools.</p>	

	Genetics Department Computational Genomics Medicine MS (continued)		<p>For now, Dr. Shaffer is taking the lead for the Office of Education so there will be an admissions committee and will be program director until a new director can be appointed.</p> <p>This program will be advertised to increase diversity, equity and inclusion. Faculty in the department can serve as mentors in their research years.</p> <p>Students will be trained on how to be a good scientist and how to understand papers in genetic literature, and learn what are the significant bumps and knowledge needed to be filed for their thesis.</p>	<p>A motion was made and seconded to approve the Genetics Department Computational Genomics Medicine MS.</p> <p>The vote was not official because Faculty Council no longer had a quorum.</p>
5:17-5:18PM	New Business		When polled, there were no new business items to address.	
5:18-5:22PM	Good and Welfare		<p>Dr. Levine noted that faculty will continue to be involved in the LCME process. Many were probably already involved in the mock process. Dr. Logio will keep everyone on Faculty Council fully involved in this important process.</p> <p>Faculty celebration programs are being held at the SOM. Dr. Kubu noted that these annual events recognize accomplishments (appointments, emeritus, endowed chairs, etc.) She encouraged everyone to attend next year; the save-the-date announcements will be sent out early.</p> <p>Forty people were nominated, by multiple faculty, for the annual faculty awards. Awardees were: Usha Stiefel for the Faculty Mentor of the Year Award; and Ye-Fan Glavin for the Diversity Award. There were two Star Award recipients this year: Amit Gupta and Gilles Pinault.</p>	
5:22PM	Adjourn		There being no further agenda items, the chair adjourned the meeting at 5:22PM.	

Present

Robert Abouassaly
Joshua Arbesman
Blaine (Todd) Bafus
Stephanie Barnes
Kavita Bhatt
Hulya Bukulmez
Matthias Buck
Adrienne Callahan
Wayne Cohen-Levy
Patrick Collier
Nadim El Chakhtoura

Jeremiah Escajeda
Jessica Fesler
Calen Frolkis
Lisa Gelles
Stan Gerson
Ramy Ghayda
Keshava Gowda
Andrew Harris
Amy Hise
Maeve Hopkins
Sheronica James

Venkatesh Kambhampati
Hung -Ying Kao
Sadashiva Karnik
Camilla Kilbane
Qingzhong Kong
Bret Lashner
Stephen Leb
Alan Levine
Jennifer Li
Shawn Li

Susan Linder
Lia Logio
Tani Malhotra
Raman Marwaha
Amy McDonald
Claudio Milstein
Rebecca Obeng
Sarah Ondrejka
Elizabeth Painter
Cyrus Rabbani

Rania Rayes-Danan
Ann Rivera
Anastasia Rowland-Seymour
Hemalatha Senthilkumar
Paul Shaniuk
Demetre Serletis
Phoebe Stewart
Patricia Taylor
Scott Williams
Raed Zuhour

Not Present

Mohammad Ansari
Elvera L. Baron
Bahar Bassiri Gharb
Corinne Bazella
Maura Berkelhamer
Melissa Bonner
Francis Caputo
Andy Chen

Thomas Collins
Marta Couce
Meelie DebRoy
Mackenzie Deighen
Rachael Gowen
Jason Ho
Vanessa Ho
Eric W. Kaler

Sandeep Khanna
Gaby Khoury
Christina Krudy
Ang Li
David Ludlow
Janice Lyons
Dan Ma
James Martin

Christopher McFarland
Gillian Michaelson
Neal Peachey
Elizabeth Rainbolt
Deven Reddy
Tamer Said
Ben Schwan

Simi Singh
Bryan Singelyn
Michael Staudt
Matthew Sikora
James (Jim) Strainic
Nami Tajima
Gregory Videtic

Others Present

Nicole Deming
Piet de Boer

Elizabeth Fehsenfeld
Patricia Gallagher

Joyce Helton
Cynthia Kubu

Nona Nichols

Lila Robinson

Faculty Council Welcome

September 30, 2024

Alan D. Levine, B.A., B.S., M. Phil., M. Phil., Ph.D.

Chair of Faculty Council, 2024-25



Agenda

- Faculty governance in the School of Medicine
 - Structure of faculty governance
 - Bylaws of the School of Medicine
 - Standing Committees of the Faculty of Medicine
- Faculty Council
 - Membership
 - Roles and responsibilities
 - Steering Committee
- Serving as a Faculty Council representative

Faculty Governance



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What is Faculty Governance?

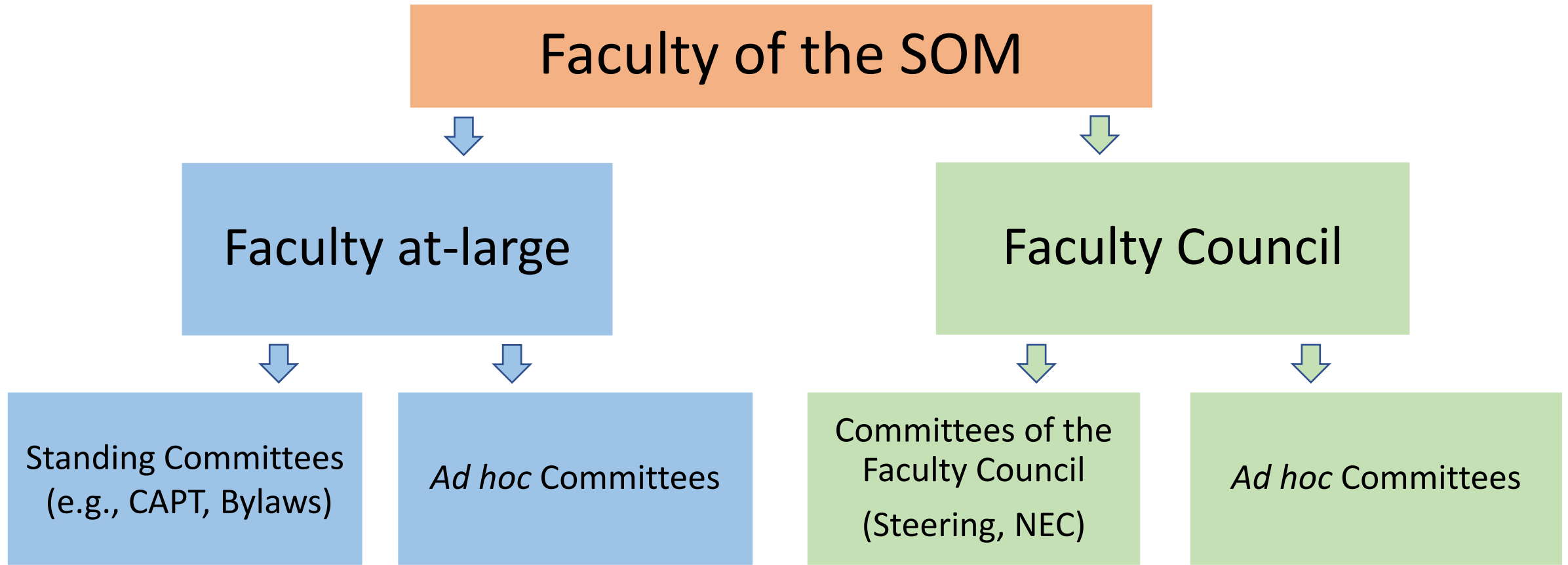
- Faculty participates in “shared governance” of the University, which refers to the joint responsibility of faculty, administration, and governing boards to govern the university

At CWRU, the Introduction of the Faculty Handbook Chapter 2:

“The Board of Trustees has delegated to the University Faculty certain powers and responsibilities concerning the University's educational, research, and scholarly activities.”



Faculty Governance in the SOM





Faculty Council



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Faculty + Staff

Faculty Awards

Office for Faculty

Faculty Resources

Appointment

Pre-Tenure Reviews

Promotions

Faculty Departure Procedures

Faculty Governance

Faculty Council Meetings

Faculty Search Process

Forms & Additional Information

Interfolio

Faculty Governance

The [Bylaws of the Faculty of Medicine](#) govern the Faculty of Medicine. The current form of governance was established when the bylaws were adopted in 1978. The bylaws describe the governance process and areas of responsibility of the council in detail. The current bylaws were last amended and ratified on December 15, 2021.

Faculty Council

The [Faculty Council](#) is the primary governing body. Faculty elect their department representatives for the Council; institutional representatives are selected by the faculty at each affiliated hospital; at-large representatives are elected by the full-time and part-time faculty.

The council meets at least five times each year, with an agenda set by the [Faculty Council Steering Committee](#), composed of the past Council Chair, current Council Chair, and Chair-Elect, along with five members of the Council as elected by the rest of the Council. The Dean includes the Chair of the Faculty Council on his leadership committee, linking the faculty to the medical school's administrative leadership.

The Bylaws describe the governance process and areas of responsibility of the Council in detail. A roster of the membership of the Faculty Council and standing committees is published each summer. Alan Levine, PhD, Professor of Molecular Biology and Pharmacology, is the current 2024-2025 Chair of Faculty Council.

Standing Committees (Article 2.6e)

- Medical Student Admissions
- Bylaws
- Biomedical Research
- Budget, Finance, and Compensation
- Appointments, Promotions, and Tenure
- Medical Education
- Medical Student Promotion and Advancement
- Lecture
- Women and Minority Faculty
- Program Review

Standing Committees

The standing committees of the Faculty of Medicine and Faculty Council are listed below. Each at least once per year to the Faculty Council. While some meetings are closed, others are open School of Medicine Faculty. You can [view the meeting dates and times here](#).

Appointments, Promotions, and Tenure

- [Committee on Appointments, Promotions, and Tenure](#)
- [Appointments, Promotions, and Tenure Committee Members 2024-2025](#)
- [Annual Report](#) (September 18, 2023)

Charge

Biomedical Research

- [Committee on Biomedical Research](#)
- [Biomedical Research Committee Members 2024-2025](#)
- [Annual Report](#) (January 22, 2024)

Roster

Budget, Finance and Compensation

- [Committee on Budget, Finance and Compensation](#) (November 21, 2022)
- [Budget, Finance and Compensation Committee Members 2024-2025](#)
- [Annual Report](#) (January 22, 2024)

Members of Faculty Council (Article 3.2)

- Voting members (91; currently 76, 15 vacancies)
 - Departmental representatives (currently 65; 4 vacancies)
 - At-large representatives (5 clinical (2 vacancy) and 5 preclinical (1 vacancies))
 - Institutional representatives (4 total; one from each affiliated hospital (1 vacancy at VA))
 - VA representatives (6 total; 5 vacancies)
 - Special Faculty representatives (2; currently vacant)
 - Chair and Chair-elect
- Non-voting members
 - President of CWRU
 - Dean of SOM
 - Vice-Dean for Medical Education
 - Chair of the Committee on Medical Education (Standing Committee of the SOM)
 - Student representatives (4 total)
 - *Ad hoc* members appointed by chair or representing SOM standing committees (variable number)



Steering Committee (Article 3.6a)

- Usually meets 2 weeks before each Faculty Council meeting
 - Sets agenda for FC meetings
 - Acts on behalf of FC between meetings
 - Reviews actions of CAPT to ensure equity
 - Considers matters brought by the dean
 - Advises president on appointment of interim or acting SOM dean
- Also
 - Advises dean on department chair appointments
 - Reviews emeritus appointments
 - Reviews sabbatical requests
- *If you have ideas or issues to bring before Faculty Council, contact me about presenting to Steering Committee (alan.levine@case.edu)*

2024-25 Steering Committee



Alan Levine, Chair Elect
CWRU, Basic Sciences
Mol. Biology and Microbiology



Matthias Buck, Past Chair
CWRU, Basic Sciences
Physiology & Biophysics



**Anastasia Rowland-Seymour
Chair-Elect**
MetroHealth, Internal Medicine



Elvera Baron
VA, Anesthesiology
and Perioperative
Medicine



Janice Lyons
UH, Radiation
Oncology



Scott Williams
SOM, Population and
Quantitative Health
Sciences



Tani Malhotra
UH, Reproductive
Biology



Hemalatha Senthilkumar
Family Medicine
MetroHealth



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Serving as a Faculty Council Representative



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FC Representative Responsibilities

- Attend monthly Faculty Council meetings
 - Usually, 3rd Monday of each month from 4:00-5:30 pm (September-June)
 - Sometimes 2nd or 4th Monday due to holiday
 - September and June will be hybrid (T501, Wolstein, or BRB)

FC Representative Responsibilities

- Attend monthly Faculty Council meetings
 - Usually, 3rd Monday of each month from 4:00-5:30pm (September-June)
 - Sometimes 2nd or 4th Monday due to holiday
 - Most meetings will be held exclusively via Zoom (link will be sent)
 - September and June will be hybrid (T501, Wolstein or BRB)
- Come to meetings prepared
 - Agenda will be sent one week in advance (to all SOM faculty)
 - Review materials in Box before meeting: <https://cwru.account.box.com/login>
 - Solicit department feedback or input, **Before** AND **After** FC meeting

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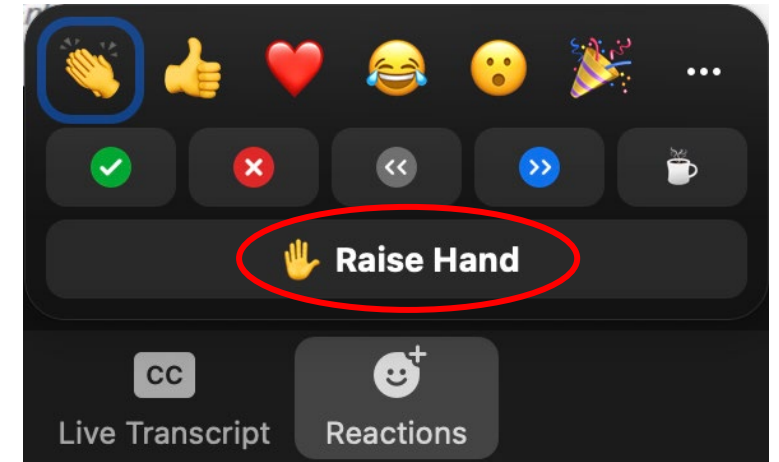
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- Come to meetings prepared
 - Agenda will be sent one week in advance (to all faculty)
 - Review materials in Box before meeting: <https://cwru.account.box.com/login>
 - Solicit department feedback or input, **Before** AND **After** FC meeting
- Be an active participant
 - Follow Zoom etiquette - Chat side conversations will not be considered official business
 - Please use Raise Hand Command to speak
 - Follow Robert's Rules of Order

Using Zoom at Faculty Council meetings

- Raise your hand (Reactions menu)
 - Allows us to keep track of order, moves you to top of list
- Wait to be acknowledged
 - First time speakers get precedence
 - Be clear and to the point (so everyone can speak)
 - Be professional and respectful
- Chat function
 - Enter your name for purposes of attendance
 - Do not use for side conversations or to ask questions
 - Can be used to post hyperlinks and other information
- Votes will be conducted using the polling function
 - If you call in, you should register a voice vote
- Consider adding your department affiliation to your screen name when you log on



FC Representative Responsibilities

- Bring concerns **from** your department/constituents to Faculty Council
- Report **to** your department/constituents the proceedings of Faculty Council
 - Use several avenues (e.g., email, departmental faculty meeting, where your report should be a standing item, on the agenda etc.)

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 - Usually 3rd Monday of each month from 4:00-5:30pm (September-June)
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Your participation is essential for effective faculty governance and communication in the School of Medicine

- Follow Zoom etiquette
- Follow Robert's Rules of Order
- Bring concerns from your department/constituency to Faculty Council
- Report to your department/constituency proceedings of Faculty Council
 - How is up to you (e.g., email, department meeting, shared Box folder, etc.)

Contacts

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- Assistant Dean, Faculty Affairs
- nicole.deming@case.edu

Joyce Helton

- Department Assistant
- joyce.helton@case.edu

Lila Robinson

- Assistant Director, Faculty Affairs
- ler6@case.edu

Alan D. Levine, BA, BS, MPhil, MPhil, PhD

- Chair of Faculty Council 2024-2025
- alan.levine@case.edu

Thank you for your service!



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**Faculty Council Meeting
Draft Meeting Minutes
June 17, 2024**

Timing	Agenda Item	Presenter	Summary of discussion	Action items/Motions/ Votes
4:02-4:05PM	Welcome and Chair's Announcements	Matthias Buck	<p>The Chair called the meeting to order at 4:02PM. Dr. Buck shared the sad news that past Dean, Nathan Berger, MD had passed away over the weekend (see announcement this afternoon recognizing his service and accomplishments). A letter is posted in BOX thanking the University Senate Leadership for their extensive work on the issue of tenure of faculty who are primarily employed at our affiliate hospitals. Standing committee elections will be open to midnight July 1. The ballot was sent out at 2:00PM on June 14. FCSC and Chair-Elect Election results will be announced during today's meeting.</p> <p>Dr. Buck also thanked the 32 Faculty Council representatives whose terms are finishing; thank you for your service. The FCSC has a new composition with those coming off and new coming on.</p>	
4:05-4:09PM	DEI Engagement Survey	Adrienne Fletcher	<p>Dr. Fletcher thanked everyone for their participation in the DEI Engagement Survey. 2,176 out of 11,000 participated in the survey. Faculty represented about 28% of that total number weighing in on how we engage as the SOM exceeded benchmarks above and some below. CWRU sits right in the middle of all other academic medical centers who participated (about 80 other schools). There will be a brief summary of overall results -- areas of strength and areas of challenge. We will take time to celebrate the areas that are strong, and problem solve around areas having challenges. This will take place as town halls and you will receive information on that soon. In academia we do know that the landscape around diversity is becoming more and more hostile and diversity is becoming a four-letter dirty word. Perhaps we can consider diversity as an invitation to pivot toward personal growth, professional growth, and engagement, establishing a connection between people and</p>	

	DEI Engagement Survey (continued)		groups and help us and others to stay connected. We are hoping that we can really push this forward and the DEI group looks forward to engaging with you in the fall.	
4:09-4:10PM	Approval of May Faculty Council Minutes	Matthias Buck	When polled, there were no edits or corrections suggested to the May 20 Faculty Council Meeting minutes.	The May 20 Faculty Council Meeting Minutes were approved by general consensus.
4:10-4:13PM	Dean's Announcements	Stan Gerson	<p>Dean Gerson has been meeting with medical students regarding the unexpected passing of second-year medical student and athlete Victoria Zhao, as well as noting the passing over the weekend of Nathan Berger, former dean. An obituary will be coming out from the SOM tomorrow in the Daily and in the Cancer Center newsletter.</p> <p>This week, the university and broader Cleveland community are mourning the loss Dr. Nathan Berger, a Distinguished University Professor, former School of Medicine dean and founding director of what is now the Case Comprehensive Cancer Center. Since stepping down as dean, Dr. Berger has been running a center of health and society-maintained activities. As a leader he was one of the best; well-regarded. His passing will be a loss to the school, to the university and the city.</p> <p>We have many more comments on APT and the promotion process and will wait our turn.</p>	
4:13-4:19PM	Introducing Research Faculty Title to Harmonize with University	Nicole Deming	<p>Nicole Deming promoted this change to introduce the title of research faculty with the goal of harmonizing the university. If a faculty member is employed by Case and starts before the BOT approves them, they are not eligible for retirement benefits. There is a research faculty that is eligible for retirement benefits and other health benefits that fall under a special category. From the time they start until they are approved by BOT and their full-time appointment title is approved that faculty member still gets retirement benefits. The bylaws title of research needs to be included in the bylaws. It is a key piece under classification of appointments. We are introducing this and it is an interim title for an interim period. People with the title of research faculty should not be on it so we did not include it.</p>	

			<p>When it was noted that a faculty member could hold this interim title for up to one year, and that sometimes it takes quite a long time to get the letters and papers through, Dean Deming explained that it could be extended beyond the year. If the year is up, they lose retirement benefits. However, we do have an option that allows us to have no gap in retirement. If there is a need to extend, we would know early on to change the title to a visiting appointment. After one year they would be eligible for retirement benefits. We are mandated to comply with the retirement plan. This is the research faculty that we are adding, and at the bottom lecturers and visiting faculty of any rank in subsequent years of service. This is a very practical solution when it takes longer to get those completed packets for an appointment.</p>	<p>A motion was made by a Faculty Council member and seconded by a Faculty Council member to introduce the title of Research Faculty (vote to send to faculty).</p> <p>Vote: 52 were in favor, 1 were against, and 3 abstained.</p> <p>The motion is approved.</p>
4:19-4:22PM	Revision of Section 6 of Bylaws re. Bylaws Amendments	Piet De Boer	<p>Regarding revision of Section 6 of the Bylaws re. Bylaws Amendments, Dr. De Boer believes that the new text is more informative so that the process is easier to understand. The other point introduced, as far as the Office of Faculty and students are concerned is that the last 5-10 years proposals approved by the Bylaws Committee and Faculty Council languished for a very long time before being presented on a ballot to the faculty of medicine. It is now suggested that this be done within 12 weeks.</p>	<p>A motion was made by a Faculty Council member and seconded by a Faculty Council member to Revise Section 6 of Bylaws re. Bylaws Amendments (vote to send to faculty).</p> <p>Vote: 39 were in favor, 8 were against, and 0 abstained.</p> <p>The motion is approved</p>
4:22-4:22PM	Senate/ExCom Report	Elvera Baron	<p>We do not have a report from the Senate or ExCom since they completed their meetings for this academic year in May and will resume in September.</p>	
4:22-4:27PM	Vote to Change the Charge for the Medical Students Admissions Committee	Lina Mehta	<p>Dr. Mehta stated that the change to the charge of the Medical Students Admissions Committee is the result of periodically reevaluating the processes to make sure there isn't drift and that it accurately demonstrates what they do. There are no large changes simply a clarification of the language that we are one medical school with one admissions governing body and it clarifies the final authority of the MSAC for all medical school admissions-related processes and decisions. As there no longer is an Assistant Dean of Admissions, that text was removed. The committee will have four medical student members. On a rotating basis, and dependent on their temporary availability, two of these student members will have voting privileges at</p>	

	Vote to Change the Charge for the Medical Students Admissions Committee (continued)		<p>each meeting. Student members will be in their third and fourth medical student body.</p> <p>These are the major changes and while not large in terms of process, it will underscore to the LCME that we want a clear process.</p>	<p>A motion was made by a Faculty Council member and seconded by a Faculty Council member accept the edits made to the Medical Students Admissions Committee Charge.</p> <p>Vote: 52 were in favor, 0 were against, and 5 abstained.</p> <p>The motion is approved</p>
4:27-4:32PM	FCSC Report	Alan Levine	<p>Usually, this report is at the beginning of the agenda. Coming in at the end of this discussion many events of FCSC have already been addressed. The change in research faculty, approved decision to come forward already voted and approved. The changes in the wording of the student committee were just voted on as well. FCSC also recommended the agenda for today.</p> <p>FCSC had a long discussion regarding the APT which has been worked by the Dean, his staff, and faculty, for many, many months. Ending the 23-24 year, it was discussed how the CAPT responded to the change and recommendations will be forthcoming to support the concept behind the Dean's new APT report and to bring this forward to the Bylaws Committee so that they can begin to think about how this fits in, the legal approach, and how to encourage departmental CAPT as to how this report will be used with their faculty in the upcoming year.</p> <p>FCSC also discussed the tenure track position, academic track and clinical track. FCSC felt very strongly that there must also be an education track and voted to bring this forward to the Dean. The Dean asked them to do a bit more research and have this conversation again as it moves forward.</p> <p>Dr. Levine recognized the hard work put in by the FCSC over the last year ensuring Faculty Council addressed some very important issues. While Dr. Buck previously thanked each of those members who have rotated off, Dr. Levine wanted to also thank the current members, and recognize Matthias Buck's marvelous job as Chair of Faculty Council this year.</p>	

4:32-5:29PM	<p>Discussion on APT Reform - new guideline and chair's/FCSC process documents* (introduced by Darin Croft). We will likely vote to have 1) a general endorsement of this working draft for partial use in AY25 by DCAPT and SOM CAPT, 2) for ongoing communication between Faculty and the Dean and 3) to advance it to Bylaws for their feedback.</p>	Matthias Buck	<p>The process document for the APT Reform is uploaded to BOX. Dr. Buck stated that they would basically like to open with the discussion points that flow from these items that were highlighted or other issues that were brought forth. We do want to vote on what the FCSC proposed which was to send this material on to the CAPT, DCAPTs and Bylaws Committee for feedback and consideration to jumpstart the process of getting people used to this new framework.</p> <p>Dr. Merrick stated that there are four different categories of track –including the FCSC proposed “education track”- and each track has different requirements for advancement (a description given for each of those tracks and as to what serves for promotion and the granting of tenure).</p> <p>Piet de Boer volunteered that more research needs to be done on this matter. He felt that this was quite a different proposal from what the Dean’s team had been working on. This was seconded and amplified by Dr. Buck: To basically have a research track, educational track, clinical track, and tenure track somewhat departs from the CAPT’s more holistic picture of the applicants. Putting them into these tracks and maybe providing a check box to advise what people should be doing goes against teaching. Communicating is what we do in research. It is part of our activity as a professor and to put that into a separate track is a dangerous endeavor.</p> <p>Darin Croft noted that this will greatly recognize the value of clinicians. We pulled out this clinical track to acknowledge their teaching and scholarly activities. We have an opportunity here to point out that we have two essential types of faculty, primarily research and primarily education.</p> <p>The comment was made that this was an excellent initiative and that clinical faculty do feel a little disconnected and under-appreciated. Acknowledging their work will do a lot to elevate the morale of all the faculty working in these institutes.</p> <p>However, a distinction should be made between teaching and education. Those doing educational research may not have</p>	
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	<p>Discussion on APT Reform - new guideline and chair's/FCSC process documents (continued)</p>		<p>those same kinds of criteria but they are making an impact and we need to honor and recognize them.</p> <p>Anastasia Rowland-Seymour felt that many people who are educators or clinician educators feel that their efforts are not being recognized, that they aren't being celebrated and not being understood as this is their niche, their contribution to the institution. If we have a home for clinician educators, academicians for educators, I think we will level the playing field somewhat. There is always dichotomy between NTT and TT. There are three homes in NTT – feel like their contribution is meaningful.</p> <p>Matthias Buck noted that this document is a living document and, consequently, still being worked on. It is certainly true that education is a component and could be emphasized more strongly but it can be done in a way so that it is integrated and does not need to be a separate track.</p> <p>Tani Malhotra felt that the bullet points are where the meat of this is. To have categories where you have to meet x number of these criteria and x number of categories spells out what excellence and scholarship are. Having a table would allow applicants/candidates the ability to review their criteria on their own. An additional benefit would be that before they submit their application to the department they will understand where they lie in the process, creating more transparency.</p> <p>Erin Lamb stated that several members of her department had expressed concerns about the new guidelines but she felt that in this category would alleviate the concerns that were raised.</p> <p>Anastasia Rowland-Seymour pointed out that the bullet points in this document actually were pulled from the main document that the CAPT and Dean Gerson and his team have been working on since last year. It has simply been parsed out into each of these categories to provide a little more understanding of where people might have the best fit.</p>	
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	<p>Discussion on APT Reform - new guideline and chair's/FCSC process documents (continued)</p>		<p>The Dean thanked the Faculty Council members for a very vigorous discussion. He highlighted the importance of faculty input and expressed confidence in the revisions and asked that faculty, DCAPT and CAPT give careful consideration to the adjustments of the outline. The proposal should no longer be considered the Dean's document; it has become a faculty document. The Dean felt strongly for the need for a quick push. He advised this committee, and whoever takes this over, to give strong listening to the perspectives of the individuals on the CAPT because of their understanding and appreciation of the documents they receive. Make sure that perspective of each of our hospitals and major departments is included to get a full range or perspective.</p> <p>Every one of us who has served on the CAPT have recognized that there is always play and perspective in how to achieve academic goals. It is very easy to count numbers; it is more important to count academic progress.</p> <p>Dr. Levine stated that in response to concerns he and Dr. Rowland-Seymour have, they have started the process of communicating with clinical leadership and hospital affiliates to talk to them about these tracks. That process is ongoing and will take several weeks. Dr. Levine proposed to Faculty Council not to add a track until they have spoken to the other critical players but to vigorously pursue that the academic education track should be added.</p> <p>A motion was made and seconded to continue vigorously discussing and pursue editing this fourth track. Discussion continued.</p> <p>A description needs to be provided that defines what will be evaluated. Not the number of papers published but the areas that they are going to evaluate. There are certain things in the promotion packet that are able to be minimized subjectively limiting the number of subjective evaluations or points of assessment and improve the diversity of your promoted population. It was noted that there are significant discrepancies based on gender.</p>	
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	<p>Discussion on APT Reform - new guideline and chair's/FCSC process documents (continued)</p>		<p>Regardless of the terms of the faculty handbook, the schools each create their standard for promotion and for those individuals (12-15% at SOM) in the tenure track for tenure.</p> <p>A motion was made to end the discussion. We are voting on the proposal to continue discussion on this topic to the next academic year.</p> <p>Even with flushed out descriptors for all four tracks, it is premature to have the DCAPTs go ahead and use this. They will start work in September and we don't think we will have a final document for them to base their decisions on at this point in time. Also, we just voted to continue discussion so how could we implement something we are still discussing. The working draft is for partial use – those going through the process right now and going through old criteria, getting the DCAPT to think of new processes.</p> <p>Dr. de Boer noted that it may be somewhat premature to send to the Bylaws Committee as well. It is a large document and even if you make four tracks there are probably some issues that Bylaws could form an opinion on.</p> <p>Nicole Deming informed the members that when she advises faculty department committees and works with the SOM CAPT, until you have packets in front of you and are looking at existing and proposed guidelines, it is very hard to make recommendations and identify all issues. The proposal that is in front of the committee would be of great help to the departments and faculty in helping with the transition.</p> <p>Applying the current guidelines, while taking another look at this second document, will allow us get feedback from candidates, departments and the committees having to apply them. Until you are actually asked to do it, it is hard to obtain accurate feedback. This will also allow us to make real advances with this document as they go forward in a meaningful way.</p>	
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	Discussion on APT Reform - new guideline and chair's/FCSC process documents (continued)		It was suggested that as we are transitioning as applicants being reviewed, to have the DCAPTs and SOM CAPT assess how candidates would be evaluated under the new appointment, promotion and tenure guidelines compared to the old guidelines.	
			<p>A motion was made to close discussion. There was no opposition so discussion is closed.</p> <p>A motion was made and a vote was called. The text of the motion is "1) FC provides a general endorsement of the [mid-June 2024] working draft for partial use in AY25 by DCAPT and SOM CAPT, 2) for ongoing communication between Faculty and Dean and 3) to advance it to Bylaws for their feedback."</p>	<p>A motion was made by a Faculty Council member and seconded by a Faculty Council member to continue ongoing communication and discussion on this topic to the next academic year.</p> <p>Vote: 34 were in favor, 7 were against, and 5 abstained.</p> <p>The motion is approved</p>
5:29-5:30PM	New Business		When polled, there were no new business items to address.	
5:30PM	Adjourn		There being no further agenda items, the chair adjourned the meeting at 5:30PM.	

Present

Robert Abouassaly
Joshua Arbesman
Moises Auron
Abigail Basson
Maura Berkelhamer
Neil Bruce
Matthias Buck
Dan Cai
Adrienne Callahan
Francis Caputo
Aleece Caron
Patrick Collier
Marta Couce

Darin Croft
Margot Damaser
Piet de Boer
David DiLorenzo
Jonathan Emery
Jessica Fesler
Stephen Fink
Lisa Gelles
Stan Gerson
Ramy Ghayda
Matthew Grabowski
Alia Hdeib
Hung-Ying Kao

Sadashiva Karnik
Gaby Khoury
Christina Krudy
Erin Lamb
Stephen Leb
Alan Levine
Jennifer Li
Shawn Li
Lia Logio
David Ludlow
Janice Lyons
Tani Malhotra

James Martin
Raman Marwaha
Christopher McFarland
William Merrick
David Mihal
Dean Nakamoto
Attila Nemeth
Rebecca Obeng
Cyrus Rabbani
Anastasia Rowland-Seymour
Hemalatha Senthilkumar
Paul Shaniuk

Bryan Singelyn
Courtney Smalley
Phoebe Stewart
Ben Strowbridge
Nami Tajima
Patricia Taylor
Geroge Videtic
Johannes von Lintig
Mark Walker
Scott Williams
Wei Xiong
Raed Zuhour

Absent

Blaine (Todd) Bafus
Elvera Baron
Corinne Bazella
Melissa Bonner
Mohamad Chaaban
Andrew Crofton
Meelie DebRoy

Mackenzie Deighen
Corinna Falck-Ytter
Bahar Bassiri Gharb
Rachael Gowen
Amy Hise
Jason Ho
Jessie Jean-Claude

Peter K. Kaiser
Eric W. Kaler
Vijaya Kosaraju
Sangeeta Krishna
Dan Ma
Mariel Manlapaz
Gillian Michaelson

Rocio Moran
Neal Peachey
Abigail Raffner
Deven Reddy
Tamer Said
Matthew Sikora
Jacek Skowronski

Usha Stiefel
James (Jim) Strainic
Joseph Tagliaferro
Ari Wachsman
Robert Wetzel
Samina Yunus

Others Present

Josh Artbesman
Nicole Deming
Jimmy Efir
Jeremiah Escajeda

Adrienne Fletcher
Anantha Harijith
Joyce Helton
Joshua Henning

Sheronica James
Angela Jia
Cynthia Kubu
Bret Lashner

Donald Mann
Lina Mehta
Tyler Miller
Karen Mulloy

Stacey O'Neill
Rania Rayer
Lila Robinson
Brian Trail

Office of Diversity, Equity & Inclusive Excellence



**...a campus community that is welcoming and diverse...when we combine our collective life experience, perspectives and knowledge, we thrive...
(Kaler, 2021)**



**CASE WESTERN RESERVE
UNIVERSITY**
SCHOOL OF MEDICINE



University
Hospitals



Cleveland Clinic



**Metro
Health**



VA

U.S. Department
of Veterans Affairs

**Diversity is an invitation to pivot
toward engagement, camaraderie and
the development of new neural
pathways**



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Hospitals**



Cleveland Clinic



**Metro
Health**



VA

U.S. Department
of Veterans Affairs

SOM DIVERSITY, EQUITY & INCLUSIVE EXCELLENCE STAFF



**Adrienne Fletcher,
PhD**
Vice Dean
Associate Dean for
Equity and Belonging
MSASS



Tina Roan-Lining, MSSA
Senior Director



Tracye Conley-Jackson
Program Manager



Leia George
Graduate Student
Program Coordinator

SOM DIVERSITY, EQUITY & INCLUSION FOR STUDENTS STAFF



Monica Yepes Rios, MD
Assistant Dean



Phillip Rowland-Seymour
Director



Megan Walsh
Program Manager



Nastasia Harris
Department Assistant

SOM DIVERSITY & EQUITY LEADERS



Cynthia Owusu, MD

Associate Director
Diversity, Equity and Inclusion
Case Comprehensive Cancer Center



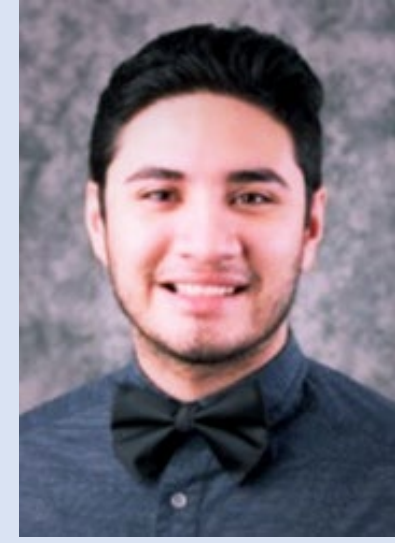
Gelise Thomas, JD, MS

Assistant Director
DEI & Health Disparities
Clinical and Translational
Science Collaborative



Tessianna Misko, PhD

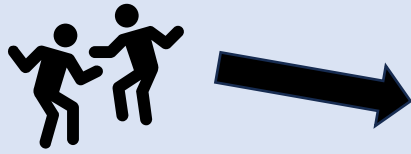
Director
Career & Professional
Development
Graduate Education Office



Isaac Anaya

Student Success
Specialist
Graduate Education Office

So, what about diversity?



BELONGING

Essential Principles Of Management
Peter Drucker

CONNECTION

Interpersonal
Engagement

Intrapersonal
Reflexivity

HUMAN

Create natural & meaningful touch points

Maximize strengths & minimize weakness

Understanding Your Landscape



GOALS



OBJECTIVES



VALUES



MISSION

Shared Commitment = Same FUTURE Vision

OUR MISSION

The School's mission is three-fold:

- Providing excellence in medical education through our unique curriculum
- Advancing discoveries from our laboratories to patients
- Improving the health of our community.

Is DEI Not Working on College Campuses? (Brest & Levine, 2024)

What's Not Working

- Too ideological
- Doesn't promote critical thinking; subverts educational mission
- Divides individuals into camps with rigid distinctions. Focus on decentering whiteness. So, who's white and who's not?
- Over highlighting differences and/or ignoring differences are the basis for fragmentation and separation

We Can do better

- Programs that:
- Are pluralistic
- Cultivate critical thinking
- Promote the benefit of differences
- See differences as a starting point for curiosity and dialogue
- Teach faculty, staff and students the skill of critical inquiry
 - Teach critical thinking

DEI is Not Working on College Campuses, or is it?

- Significant Conversations
- Professional Development Learning Modules
 - Office of Faculty
 - Office of DEIE
- Provost's Critical Conversations
- Fishbowl Exercise
 - Critical Conversations
- Diversity Engagement Survey Dissemination
Students; Faculty; Staff
- Five Campus Collaborative
'Campaign of Respect'

Office of Diversity, Equity and Inclusive Excellence (DEIE)

Updates

DEIE Updates

- **Streamline DEIE Work**
 - **Office of Faculty, Case Comprehensive Cancer Center, Clinical and Translational Science Collaborative**
- **Diversity Engagement Survey**
 - **Dissemination Fall 2024**
 - **Faculty, Staff and Students**
- **Listening Sessions**
 - **Continue as need**
- **Revised Strategic Plan**

DEIE Updates

- **Accountability Management System**
 - Confidential portal that allows Faculty, Staff and Students to report unprofessional behavior and biased activity. The goal is building a sense of community through addressing the issue and celebrating one another. A Triage Representative will be hired summer 2024.
- **Professional Development**
 - **Campaign for Respect**
 - **SOM, UH, CCF, MetroHealth & VA**
- **Executive Coaching - *coming soon!***

Office of DEIE

Activities and Initiatives



CASE WESTERN RESERVE
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University
Hospitals



Cleveland Clinic



Metro
Health



VA

U.S. Department
of Veterans Affairs

AY23-24 Completed DEIE Initiatives

December 8, 2023	Disability Health Equity Panel: <i>"Reimagining Disability as a Strength in Healthcare"</i>
November 15, 2023	Native American Heritage VITALS <i>"Redefining Indigenous Health Equity: Breaking Barriers, Building Beauty, and Restoring Culture."</i>
January 17, 2024	DEIE MLK Jr King Jr. Keynote Presentation & Hors D'oeuvre Reception
February 2, 2024	VITALS - Disability Health Equity Panel: <i>"Reimagining Disability as a Strength in Healthcare" - Part II</i>
February 9, 2024 February 14, 2024	Lunar New Year Celebration, Cultural Activities & Food, Poster Exhibition and Kendo - HEC & BRB
February 24, 2024	DEIE Black History Month Brunch & Movie Screening: <i>"We Belong: Navigating Medical School As Black Women"</i>

AY23-24 Remaining DEIE Initiatives

MARCH 2024	WOMEN'S HISTORY MONTH FEATURE: “TWICE HAS HARD: A Candid Discussion about Women in Medicine, Research, Social Sciences and Law.
APRIL 10, 2024	MENTAL HEALTH AWARENESS: DAMON TWEEDY: FACING THE UNSEEN GRAND ROUNDS HEC
APRIL 2024	MINORITY HEALTH MONTH: “SEE MY SKIN” PRIORITIZING DIVERSITY IN SKINCARE IN PROFESSIONALISM
MAY 1, 2024	AAPI KEYNOTE: UNDERSTANDING INTEGENERATIONAL SCRIPTS TO UNLOCK POWER & PROMOTE WELLBEING” AAPI FESTIVAL CELEBRATION
JUNE 21, 2024	JUNETEENTH KEYNOTE: “REDIRECTING RESEARCH INTO LIVING EXPERIENCES” JUNETEENTH RECEPTION
JUNE 2024	PRIDE MONTH INITIATIVES: KEYNOTE, SAFE ZONE TRAINING, WINE & CHEESE RECEPTION

AY 24-25 DEIE Initiatives

October 2024	WOMEN'S HISTORY MONTH FEATURE: "TWICE HAS HARD: A Candid Discussion about Women in Medicine, Research, Social Sciences and Law.
November 2024	MENTAL HEALTH AWARENESS: DAMON TWEEDY: FACING THE UNSEEN GRAND ROUNDS HEC
December 2024	MINORITY HEALTH MONTH: "SEE MY SKIN" PRIORITIZING DIVERSITY IN SKINCARE IN PROFESSIONALISM

Thank you!
Please feel free to reach out

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Faculty of Medicine Bylaws Committee Annual Report to Faculty Council, AY 2023-24

Elected members

Elvera L. Baron, MD, PhD (Dept. of Anesthesiology & Perioperative Medicine, VA)
Piet de Boer, PhD (Dept. of Molecular Biology & Microbiology), Chair
Heather Gornik, MD (Dept. of Medicine, UH)
Peter Harte, PhD (Dept. of Genetics & Genome Sciences)
Mamta (Mimi) Kailash Singh, MD (Dept. of Medicine, VA)
Meghan Newcomer, PhD (Dept. of Anatomy)

Ex officio appointed member

Nicole Deming, J.D., M.A. (Office of Faculty Affairs)

The Bylaws Committee (BC) met 10 times from September 2023 through June 2024, with meetings generally lasting 1.5 hours in duration.

We addressed several issues identified by ourselves or brought before us by the Faculty Council Steering Committee, the Faculty Council, the Office of Faculty, standing committees, the Dean, the Vice Dean for Medical Education, the Associate Dean for Admissions and/or other School of Medicine (SOM) faculty members. These included:

- Article 6 of the Faculty of Medicine bylaws mandates that the BC conducts a review of these bylaws every five years. We started this review cycle in the fall of 2022 by soliciting suggestions from members of the Faculty Council and other SOM faculty members for improvement of the bylaws document using a Qualtrics survey. We received numerous suggestions from faculty members and the Dean, and incorporate these in our deliberations as we systematically review each bylaw article.
- As part of the 5 year review, we updated the text of articles 2.3 (Authorities and Powers of the Faculty of Medicine), 2.4 (Meetings of the Faculty of Medicine), 2.5 (Voting Privileges) and 2.6 (Standing Committees of the Faculty of Medicine), and presented this at the April 15, 2024 Faculty Council meeting.
- As part of the 5 year review, we also organized and expanded the text of article 6 (AMENDMENT OF THE BYLAWS) to facilitate understanding of the amendment process, and presented this at the June 17, 2024 Faculty Council meeting.
- To harmonize the Faculty of Medicine bylaws with the Faculty Handbook and the Faculty Senate bylaws, we proposed a modification of article 3.2 stating that the SOM senator on the University Senate's executive committee shall be an ex officio voting member of the SOM Faculty Council, and presented this at the December 18, 2023 Faculty Council meeting.
- A request by the Faculty Council to generate a section of the bylaws prompting the Nomination and Elections Committee to make efforts to ensure that at least two "basic science" department and at least two "clinical" department faculty member serve on the

faculty senate. We proposed relevant new language in article 3.6b, and presented this at the December 18, 2023 Faculty Council meeting.

- A request by the Faculty Council to generate bylaws language to "include faculty input in the 5 year appraisal / reappointment process of all SOM academic department chairs". Lacking sufficient knowledge on this appraisal / reappointment process, the BC members felt unqualified to do so and recommended that the Faculty Council and the dean collaborate on generating appropriately precise language for further scrutiny by this committee.
- A request by the Office of Faculty to include the special faculty category 'research' in the Faculty of Medicine bylaws. This category will constitute temporary positions to benefit certain newly hired full time faculty members. We proposed appropriate new text in articles 2.1, 2.5 and 5.1, and presented this at the June 17, 2024 Faculty Council meeting.
- A request by the Faculty Council and the standing 'Committee on Medical Students' (COMS) to change the committee's name in the bylaws to 'Committee on Medical Student Promotion and Advancement' (CMSPA). We proposed the corresponding changes in articles 2.6 and 3.1, and this was presented at the May 9, 2024 Faculty Council meeting.
- A request by the Faculty Council to generate new language for article 5.7 (Tenure Salary Guarantee). We have discussed this and started working on new language. But we also realized that this is not a trivial matter which requires some additional research to understand better. Hopefully, new text can be presented to the Faculty Council in the fall of 2024.
- Collaboration with the Committee on Medical Education (CME) to modify their charge document in harmony with bylaws prescriptions. Presented at the May 9, 2024 Faculty Council meeting by the CME chair (Corinne Bazella).
- Collaboration with the Medical Student Admissions Committee (MSAC) to modify their charge document in harmony with bylaws prescriptions. Presented at the June 17, 2024 Faculty Council meeting by the Associate Dean for Admissions (Lina Mehta).
- Collaboration with the Committee on Medical Student Promotion and Advancement (CMSPA) to modify their charge document in harmony with bylaws prescriptions. Expected to be presented to Faculty Council by the CMSPA chair (Sarah Augustine) in the fall of 2024.

Proposal for a Master's degree in Computational Genomic Medicine

1. Designation of the new graduate program, with a brief description of its intellectual rationale and purpose

The Department of Genetics and Genome Sciences is proposing a new Master's degree in Computational Genomic Medicine for motivated students who wish to prepare for conducting genomics research and/or clinical genomic analyses in academic, hospital, or industry settings. With this program, we intend to address the growing gap between the rapid accumulation of genomics data and researchers' and clinicians' ability to exploit these data effectively. This non-thesis MS program will provide fundamental background knowledge in genetics and genomics and more importantly, hands-on learning experience in genomics data management and analysis. Upon completion of the program, the graduates, well equipped with skills in bioinformatics and genomic data analytics, will enter the workforce in one of many fields in biomedical research, clinical care, and the public health arena.

2. Description of proposed curriculum

The MS degree in Computational Genomics requires 30 credit hours of work and can be completed in 2 years of full-time study. We anticipate that this degree will be very attractive for research staff (research assistants/associates) at CWRU who wish to add to their skills and/or seek promotion. Consequently, the degree can be completed on a part time basis.

Curriculum

The program consists of the following required elements:

- Basic genetics and biostatistics knowledge
- Advanced genetics and genomics knowledge
- Computational genomics hands-on learning

Basic genetics and biostatistics knowledge

Advanced Medical Genetics: Molecular & Cytogenetics (GENE524). 2 Credits. An in-depth forum for discussion of fundamental principles regarding clinical cytogenetics and molecular genetics and their relevance to medical genetics, genomics and genetic counseling. Following a historical overview, topics include a discussion of numerical and structural aberrations, sex chromosome abnormalities, issues regarding population cytogenetics, clinical relevance of such findings as marker chromosomes, mosaicism, contiguous gene deletions and uniparental disomy. The course will cover principles of molecular genetics including structure, function and regulations of genes (DNA, RNA, proteins), genetic variation, inheritance patterns and both cytogenetic and molecular laboratory techniques (fluorescence in situ hybridization, micro-array, SNP analyses, sequencing) in the clinical laboratory. The course Directors are **Becky Darrah/Michelle Merrill/Anna Mitchell**.

Advanced genetics and genomics knowledge

GENE500. Fundamentals and current topics in genetics and genomics research, 6 credits (Spring)

This course is aimed towards first year Ph.D. students in the Department of Genetics, but the course is open to anyone wishing to study genetic approaches to biological research. A solid background in basic biochemistry, molecular biology and general genetics is essential. At the end of this course students should be able to (1) read and critically evaluate studies in the primary literature and communicate the significance and impact of that study and (2) identify the important open questions and be able to design a research strategy to begin to address those questions. The course director is **Craig Hodges**.

Computational genomics hands-on learning

GENE520. Computational Human Genomics and Epigenomics, 4 credits (Fall)

This course was approved and will be offered in Fall 2024.

The goal of the course is to teach the students the cutting-edge computational technologies of data management and analytics for genomics studies. The most important feature of this course is to provide the students hands-on learning experience, so they learn how to use the computational pipelines to conduct genomics and epigenomic research in the GGS labs. The topics and the instructors who have committed to teach are as follows. The course director is **Thomas LaFramboise**.

Thomas LaFramboise (Professor):

- Array- and sequencing-based technologies
- Standard next-generation sequencing processing pipelines

Yan Li (Associate Professor):

- Single-cell and spatial transcriptomic technologies and pipelines
- Epigenetics and transcriptional regulation
- ATAC-seq

Fulai Jin (Associate Professor)

- Chromatin architecture
- Pipelines for HiChIP, Hi-C, 4C as well as sample bias and down-sampling
- Data structures and file formats
- Single cell- and ChIPseq-related programming

Yang Liu (Assistant professor)

- Cancer genomics analyses: mutation, copy number, purity, ploidy
- Data mining, statistical analysis
- Machine learning

Christopher MacFarland (Assistant Professor)

- Analysis of CRISPR knockout screens
- DepMap
- Debugging and testing code
- Docker

Berkley Gryder (Assistant Professor)

- The use of ChatGPT in programming
- Generative language learning
- Amazon Web Services (AWS)
- Coding collaboratively as a team, paired programming
- GitHub and cloud computing

GENE505. Genetics Journal Club, 1 credit (Spring). Students are required to present at Genetics Journal Club annually for two years. Attending presentations is important to expose students to recent research advances and promotes the development of critical thinking skills. Preparing and delivering talks on important findings from the literature is also important for learning how to organize and present data in a format that is both engaging and informative. The course directors are **Berkley Gryder/Christopher MacFarland**.

IBMS500. Being a Professional Scientist, 1 credit (Spring). The course is organized by faculty in Bioethics, provides information on each of the NIH nine-points, (research misconduct, animal research, authorship, mentoring, data management, human subjects, conflict of interest, peer review, collaborative science). Students must register for IBMS 500 prior to the start of the course. The course director is **Tracy Wilson-Holden**.

GENE601. Research in Genetics and Genome Sciences, 3 credits (Spring and Fall). Students are required to conduct research in GGS labs for a total of 6 credits. They register under the GGS PI mentor whose lab they will carry out research in.

Culminating experience

Research in a faculty member's lab or learning clinical genomic data analyses at Hospitals will serve as the culminating experience for the MS degree. This experience will provide the student with the opportunity to use what learned in the classroom to conduct research in the real world. The expected workload/time commitment is completion of ~150 hours of laboratory research for 3 credits in both fall and spring semester of the second year. Part-time students who are already employed in a laboratory may complete their internship in their existing laboratory so long as they work on a defined research project in which they are involved in the design and execution of experiments and the interpretation of results.

Matching students to research labs or clinical genomic projects. During the spring semester of Year 1, students will receive a list of faculty members whose lab can take a student conducting computational genomics research or clinical genomic data analysis projects. We anticipate at least a dozen labs (including six labs whose PI will be involved in teaching GENE520) will have computational genomics-related projects that can take these students. Students are also encouraged to find labs in other departments with the guidance of the MS director. Moreover, the Center for Human Genetics at University Hospitals is a part of our department. Students are encouraged to take on clinical genomic data analysis projects at the Center as well. Students will arrange three interviews with the PIs and clinicians whose research or clinical genomic projects align with their interests. After a match is found, it will be approved by Ashleigh Schaffer, the MS program director, who will provide guidance and supervision to ensure an appropriate and productive training experience.

Expectations: Students will be responsible for background reading and selecting their faculty members. They will be responsible for completing 150 hours of work, keeping research records, and reporting on their progress. They will participate in research and in all laboratory activities. They will meet with their supervisor regularly, preferable weekly, and provide an interim progress update (3-5 pages) to the MS program director at the end of the fall semester in Year 2.

Evaluation: The faculty mentor will submit a written evaluation of the student. Upon completion of the research experience, at the end of the spring semester in Year 2, the student will submit a written report and make an oral presentation to MS students with a committee of faculty of the MS program present.

Elective courses

GGS MS students need to complete their credit requirements by taking two or more advanced electives during their two years of study. Course selection is kept flexible to allow for the individualization of training determined by research interests and the expertise needed for carrying out GENE601 research. GGS students can take elective courses offered in any departments in the CWRU SOM. Relevant courses are offered in Population and Quantitative Health Sciences and Systems Biology. The following courses are offered by or cross-listed with GGS.

Statistical Methods I (PQHS431). 3 credits. This course is the first half of a two-semester sequence focused on modern data analysis, advanced statistical modeling, and programming in R and R Markdown. The course emphasizes placing biological, medical and health research questions into a statistical context, and thinking effectively about practical questions of design and analysis, while minimizing theory. In the first semester, we use tools from the tidyverse and literate programming to produce replicable research on public data. Course projects focus on using modern tools to ingest, tidy, manage, explore (transform,

visualize and model) and communicate about data. Foundations of the first semester include exploratory data analysis, estimation strategies for means and proportions, and linear models for prediction and exploration of quantitative outcomes. The course attracts people with varied backgrounds in statistics/data science or coding/programming or biomedical science, and a common interest in using data effectively in scientific research. Instructor permission is required for enrollment. Offered as CRSP 431, MPHP 431, and PQHS 431. Course director: Ming Li.

Introduction to Data Structures and Algorithms in Python (PQHS413). 3 credits. This course is an introduction to data types and algorithm design in computational analysis, specifically using Python. It has two main parts: The first part focuses on data structures and includes topics such as files, expressions, strings, lists, arrays, control flow, functions, object-oriented programming, and computation complexity and efficiency. This part aims to provide students with a solid understanding of general data structures in computer science and introduce key concepts for computational purposes. The second part covers algorithm design in Python and includes topics like searching trees, sorting, graph algorithms, random walks, Monte Carlo simulation, sampling, confidence intervals, and machine learning. This part emphasizes algorithm design, particularly in statistical programming. While the class prioritizes computation implementation over statistical theories and research projects, students will gain computational skills and practical experience in simulations and statistical modeling using Python programming. Course director: Lijun Zhang

Statistical Methods II (PQHS432). 3 credits. Methods of analysis of variance, regression and analysis of quantitative data. Emphasis on computer solution of problems drawn from the biomedical sciences. Design of experiments, power of tests, and adequacy of models. Offered as BIOL 432, PQHS 432, CRSP 432 and MPHP 432. Course director: Thomas Love.

Principles of Genetic Epidemiology (GENE451, PQHS451, MPHP451). 3 Credits. This course introduces the foundational concepts of genomics and genetic epidemiology through four key principles: 1) Teaching students how to query relational databases using Structure Query Language (SQL); 2) Exposing students to the most current data used in genomics and bioinformatics research, providing a quantitative understanding of biological concepts; 3) Integrating newly learned concepts with prior ones to discover new relationships among biological concepts; and 4) providing historical context to how and why data were generated and stored in the way they were, and how this gave rise to modern concepts in genomics. Course director: William Bush.

Statistical Methods in Genetic Epidemiology (PQHS452). 3 Credits. Analytic methods for evaluating the role of genetic factors in human disease, and their interactions with environmental factors. Statistical methods for the estimation of genetic parameters and testing of genetic hypotheses, emphasizing maximum likelihood methods. Models to be considered will include such components as genetic loci of major effect, polygenic inheritance, and environmental, cultural and developmental effects. Topics will include familial aggregation, segregation and linkage analysis, ascertainment, linkage disequilibrium, and disease marker association studies. Recommended preparation: PQHS431 and PQHS451. Course directors: William Bush/Fredrik Schumacher.

Advanced Medical Genetics: Clinical Genetics (GENE525). 2 Credits. Fundamental principles regarding congenital malformations, dysmorphology and syndromes. Discussion of a number of genetic disorders from a systems approach: CNS malformations, neurodegenerative disorders, craniofacial disorders, skeletal dysplasias, connective tissue disorders, hereditary cancer syndromes, etc. Discussions also include diagnosis, etiology, genetics, prognosis and management. Course Director: Michelle Merrill.

Quantitative genetics and genomics (GENE526). 2 credits. This course provides a foundation in quantitative genetics as well as genomic approaches and technologies which have greatly expanded our understanding of not only rare genetic disorders but common ones as well. Concepts related to risk assessment and calculation and its application to medical genetics including principles and application of Hardy Weinberg equilibrium and applying Bayes' Theorem as a mechanism to refine risk assessment based on patient specific data are covered. The clinical implications of interpreting next generation sequencing results, identifying limitations of genomic technologies, and practicing annotation and interpretation of genomic testing results are also covered. In addition, resources and bioinformatics tools including national databases and clinical labs to aid in the interpretation of genomic test results including variants of uncertain significance are discussed. Course directors: Anna Mitchell/Becky Darrah.

Clinical Cancer Genetics (GENE 531). 2 credits. This required seminar during spring semester discusses basic concepts in cancer epidemiology, principles of cancer genetics, inherited cancer syndromes, cytogenetics of cancers, pedigree analysis for familial cancer risk, approaches to differential diagnosis, risk assessment, genetic testing, screening and management of patients with familial or inherited cancer disorders and psychosocial issues. Course Director: Michelle Merrill.

Summary of coursework

Year 1	
Fall	Spring
GENE520 (4)	GENE500 (6)
Elective (3)	GENE505 (1)
GENE524 (2)	Elective (2)
	IBMS500 (1)
Year 2	
Fall	Spring
Elective (3)	GENE601 (3)
Elective (3)	
GENE601 (3)	

Note: 1) required courses are in bold; 2) total credits are 30; 3) letter graded credits are at least 21. GENE505, IBMS500 and GENE601 are P/F.

Note: If necessary, particularly for international students, remote classes on Zoom will be explored. During the pandemic in March 2020, GENE500 was converted to a remote class after the Spring Break. Thus, when the need arises, this can be achieved without too much complication.

3. Administrative arrangements for program; academic units involved

Department of Genetics and Genome Sciences is the administrative academic unit for the MS program. Sanjana Pandit, the department assistant who is the graduate program coordinator will be the MS program coordinator. We estimate that this will require 5% effort. She will be able to accommodate the small amount of additional effort.

4. Evidence of need

After the completion of the Human Genome Program in 2003, the genomics research has been advancing at a breathtaking speed. Eric Green, Director of the National Human Genome Research Institute (NHGRI) and lead author of an article published in Nature in 2020, stated “The scope, scale, and pace of genomic advances so far were nearly unimaginable when the Human Genome Project began; even today, such advances are yielding scientific and clinical opportunities beyond our initial

expectations, with many more anticipated in the next decade.” (Green et al., Nature. 2020. <https://doi.org/10.1038/s41586-020-2817-4>). “Against the backdrop of this fast-moving field, ... the bioinformatics skills gap has not narrowed; in fact, the training deficit is set to widen as the data science revolution takes hold, bringing with it new training imperatives for life scientists of tomorrow.” (Attwood et al., Bioinformatics and Data Science Training. 2019. <https://doi.org/10.1093/bib/bbx100>). Thus, in NHGRI’s 2020 strategic vision for the next phase of human genomics, termed the Forefront of Genomics, training and genomics workforce development was considered a priority area for sustaining and improving a robust foundation for genomics (Green et al., Nature. 2020. <https://doi.org/10.1038/s41586-020-2817-4>).

In this context, graduate training in computational genomics is in an urgent yet unmet need. Of more than 400 MS or certificate programs in genetics offered nationally, four 2-year MS programs are closely related to computational genomics. They are Bioinformatics and computational biology, University of Idaho, Human genetics and genomic data analytics, Keck Graduate Institute, Claremont, CA, Genetics, genomics and bioinformatics, University at Buffalo, NY, and Functional genomics, North Carolina State University. No such programs are in Ohio.

In this regard, the new MS program we are proposing will contribute hugely to the urgent need nationally. In fact, the new course (GENE520) is likely become a highly desired training opportunity with both MS and PhD students, even upper-level undergraduate students.

The GGS MS graduates will be highly desirable on the job market. The average salary range is indicated in the following two sources:

[https://www.payscale.com/research/US/Degree=Master_of_Science_\(MS\)%2C_Computational_Biology/Salary](https://www.payscale.com/research/US/Degree=Master_of_Science_(MS)%2C_Computational_Biology/Salary)

<https://www.cmu.edu/ms-compbio/prospective-students/career.html>

5. Prospective enrollment

We expect to enroll 6 students in this program in its first year and increase to 8 students in the second year, and 10 students per year in the third year and beyond, which is a sustainable enrollment, based on projected availability of lab space.

We anticipate the pool of the applicants is large. Students with a background in either Biology or Computational Biology will likely be attracted to the new MS program.

Leadership

The program will be led by Ashleigh Schaffer, the current Vice Chair for Education in GGS. Thomas LaFramboise is the director of the new Computational Human Genomics and Epigenomics course. The admissions committee will include Ashleigh Schaffer, Thomas LaFramboise, Helen Miranda (GGS PhD Program Director), and Fulai Jin.

The Program Director, Ashleigh Schaffer, will be involved in orientation of new students and will advise students in the programs. She will meet individually with every student at least once per semester. More frequent meetings will be held at the request of students and/or for students who are having academic difficulties.

Admission

The Admissions Committee (Schaffer, Jin, Miranda, and LaFramboise) will evaluate applications. Applicants must have an undergraduate degree in biological sciences along with a minimum GPA of 3.0 and must have taken at least one course in genetics. International applicants must meet the Graduate School's standards for proficiency in English. This program will be marketed through a webpage on the SOM site.

To increase diversity in the enrollment, the program will be advertised to HBCU schools in addition to the various CWRU undergraduate minority groups. A GGS representative (e.g. Schaffer, LaFramboise, Jin, Miranda) will participate the Annual Biomedical Research Conference for Minoritized Students (ABRCMS) in the fall, where several thousands of minoritized undergraduate students attend, to advertise the new MS program after it is approved.

6. Faculty and facilities available for program and their adequacy

As stated in the new course section, six faculty members in GGS, and two GGS postdoctoral fellows will be engaged in teaching the new course.

Server space has been purchased for the new course. 4 laptops will be available for students who will not have their personal laptops to borrow when they take the course. For the culminating research experience, at least ten labs in GGS can take students to work in their labs.

7. Projected financial needs to support program and adequacy of expected financial support Revenue projection

This projection is based on the following information and projections:

Tuition income for credit hours taken in a participating department: \$1,152 per credit hour.

Tuition income for courses taken outside of a participating department: \$841 for the "home department" and \$311 for the department that offers the course.

Year 1: 6 students, 18 credits/student

Tuition income:

Courses taken in GGS, 12 credits/student, \$82,944

Courses taken in other departments, 6 credits/student, \$30,276

Total: \$113,220

Cost of teaching the Computational human Genomics and Epigenetics: 100 TB server space, \$20,000, and 4 laptops, \$4000. These are both a one-time cost.

Year 2:

6 second-year students:

Tuition income:

Courses taken in GGS, 6 credits/student, \$41,472

Courses taken in other departments, 6 credits/student, \$30,276

Total tuition income: \$71,748

8 first-year students:

Courses taken in GGS, 12 credits/student, \$110,592

Courses taken in other departments, 6 credits/student, \$40,368

Total tuition income: \$150,960

Total tuition income for 14 students: \$222,708

8. Letter of support from Dean or other director of the appropriate university cost center.

The support letter from Dean Gerson is included. The support letter from Dr. Jonathan Haines, Chair, Department of Population and Quantitative Health Sciences, is also included.



Jonathan L. Haines, PhD
Professor and Chairman
Department of Population & Quantitative Health Sciences
Mary W. Sheldon, MD Professor of Genomic Sciences
Director, Cleveland Institute for Computational Biology
Wolstein Research Building
Suite 2-529
2103 Cornell Avenue
Cleveland, Ohio 44106
Phone 216.368.3197

April 12, 2024

Zhenghe John Wang, PhD
Chair, Department of Genetics and Genome Sciences
School of Medicine
Case Western Reserve University
Cleveland, Ohio, 44106

Dear John,

We have had multiple discussions about your proposal for a new master's degree program, which I think it is important educational program for your department to develop. I am glad that you took my recent suggestions to change the name of your program to "Computational Genomic Medicine" that differentiates the new program from other existing programs at our medical school. I am highly supportive of this program and happy to offer some of the PQHS courses, including PQHS413, PQHS431, PQHS432, PQHS451, and PQHS452, as elective courses for the students in your program.

Good luck with the new master's degree program!

Sincerely,

A handwritten signature in cursive script that reads "Jonathan L. Haines".

Jonathan L. Haines, PhD
Professor and Chair
Department of Population & Quantitative Health Sciences
Director, Cleveland Institute for Computational Biology
Mary W. Sheldon, MD Professor of Genomic Sciences
Case Western Reserve University School of Medicine



Zhenghe John Wang, PhD
Chair, Department of Genetics and Genome Sciences
Dale Cowan–Ruth Goodman Blum Professor of Cancer Research
Co-leader, Cancer Genome and Epigenome Program
Case Comprehensive Cancer Center

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Dr. Hua Lou
Associate Professor
Graduate Program Director
Department of Genetics and Genome Sciences
Case Western Reserve University School of Medicine

September 11, 2023

Dear Dr. Lou,

I enthusiastically support the development of a new MS in Computational Genomics Program in our department. As the throughput of next-gen sequencing increases rapidly and the cost drops, huge amounts of genome and epigenome data are generated every day that need to be analyzed. However, there is a labor force shortage for computational genomics data analyses in both academia and the pharmaceutical industry. Thank you for your great effort in developing this timely and much-needed Master's degree program! It is my understanding that our department faculty unanimously and enthusiastically supports this program. As chair of the Department of Genetics and Genome Sciences, I am committed to providing the necessary resources for this program, including purchasing computing server space for the hands-on training of the students.

Sincerely,

A handwritten signature in black ink, appearing to read "Z. Wang".

Zhenghe John Wang, PhD
Chair, Genetics and Genome Sciences



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September 12, 2023

Zhenghe John Wang, PhD
Chair, Department of Genetics and Genome Sciences
Dale Cowan, MD - Ruth Goodman Blum Professor of Cancer Research
Co-Leader, Cancer Genome and Epigenome Program
Case Comprehensive Cancer Center
Case Western Reserve University
Cleveland, OH 44106

Dear John,

I am writing to confirm my enthusiastic support for the creation of an MS in Computational Genomics Program in the School of Medicine. This program will be a strong addition to our educational portfolio.

The goal of this program is to educate and train students for employment in the broad field of genomics in biomedical research, clinical care, and the public health arena. Genomics is a rapidly moving field; it is now routinely and broadly used throughout biomedical research. However, the bioinformatics skills gap has widened as the data science revolution continues. The design of this program is well-suited to bridge the gap. It will contribute to training of the next generation of genomics workforce, which is one of the high priority elements in the strategic plan of the next phase of the cutting-edge human genomics, The Forefront of Genomics, laid out by the National Human Genome Research Institute in 2020.

I understand that this program is planning to create a new, exciting course Computational Genomics that will provide the students hands-on learning experiences in genomics data management and analysis. The course will be developed and taught by six faculty members in the Department of Genetics and Genome Sciences who have extensive genomics expertise. In addition, the program will incorporate curricular elements that already exist in the department.

In summary, this program will be an important and exciting addition to the educational portfolios of the School of Medicine and the Departments of Genetics and Genome Sciences. I am happy to endorse this effort.

Sincerely,

A handwritten signature in black ink, appearing to read "Stanton L. Gerson".

Stanton L. Gerson, MD