

**Faculty Council Meeting
October 9, 2013**

AGENDA

- I. Chair's Announcements
 - A. Minutes of September 11 meeting.
 - B. Grievance Committee Report
 - C. Election results (see FC Webpage)

- II. Items for Business
 - A. Reports from the FC representatives to Board committees.
 - B. CAP reports
 - a. Recommendation for FYS for fall 2014. (Recommendation attached)
 - b. M.S. in Laboratory Administration. (Proposal attached).
 - c. Recommendation on the JCU Credit Hour Definition. (Recommendation and draft policy attached).
 - C. CAP: request for a charge to update the protocol for new academic programs.
 - D. Compensation Committee Report.
 - E. Proposal for an ad hoc committee on Revenue and Spending. (Submitted by Desmond Kwan – proposal attached).

- III. Committee Reports
 - A. Elections— David Shutkin
 - B. RTP—Tom Zlatoper
 - C. RSFD—Abdul Imam
 - D. Gender and Diversity—Sheila McGinn
 - E. Enrollment and Student Life—Dwight Hahn
 - F. CAP—Barbara D'Ambrosia
 - G. Compensation—Marc Kirschenbaum

- IV. Items for 9/25 Faculty Meeting
 - A. M.S. in Laboratory Administration
 - B. Report from Compensation Committee
 - C. ?

- V. New Business
 - A. Faculty Governance issues. Topics for discussion:
 - a. How to make Faculty elections more meaningful. For example, how to increase the number of candidates for committee seats and increase voter participation.
 - b. How to make Faculty service on University committees more meaningful. How to increase feedback to the Faculty at large.

- VI. Adjourn

CAP Recommendation for FYS in Fall 2014

Fall 2013 marks the third year in the current three-year cycle of First Year Seminar. Students who enter in Fall 2015 will take courses under the newly approved University Core Curriculum. But students who enter in Fall 2014 will be required to complete the current core in order to earn their degrees.

The question has been raised whether the incoming freshman class in 2014 should be required to take First Year Seminar. The answer of the Committee on Academic Policies is a resounding “yes.” When the current University Core Curriculum was approved, the First Year Seminar was a key component. Among other things, it is the only required interdisciplinary course in the core. Eliminating the First Year Seminar for one graduating class of students makes no more academic sense than eliminating any of the other core requirements for that class. It’s going to be challenging enough to transition from the current core to the new core; we see no compelling reason to add an “in-between” graduating class to further complicate things.

That said, we don’t think that the development of a new FYS theme and learning communities for just one year is a good use of limited faculty time and University resources, and so we recommend that the current FYS theme be continued through Fall 2014. We recognize that it may be difficult to find a sufficient number of faculty who are willing to teach First Year Seminar in Fall 2014. Therefore, we propose the following:

- That faculty who teach FYS in Fall 2014 receive additional compensation, most likely in the form of a stipend. This is in keeping with past practice – for example, in the early days of the current core, faculty teaching FYS received an additional \$200 salary increase; in the current model, faculty teaching FYS have received a stipend of \$1000 each time they teach the course.
- That faculty who taught FYS with previous themes be permitted, if they choose, to teach FYS in Fall 2014 using those older themes. Like the current FYS theme, those older themes were reviewed and approved by faculty committees before implementation.

The University Core Committee concurs with this recommendation.

CAP Report and Recommendations
John Carroll University Credit Hour Policy and Definitions
October 4, 2013

The Committee on Academic Policies has reviewed the draft JCU Credit Hour Policy and finds it to be in keeping with current expectations and practices. We suggest the following modifications for purposes of clarity.

On page 2, under (a) “Classroom-based Courses”:

- Add “labs” to the list of examples.
- Replace

for each 50 minutes of meeting time

with

per week for each academic credit.

There are courses, such as labs, where the number of class hours per week is more than the number of academic credits; surely we’re not expecting that a 1 credit lab that meets for 3 hours per week also has 6 hours of outside work per week.

On page 2, under (b) “Blended and Non-blended classroom based courses”

- Change *full semester* to *full 15 week semester*.

On page 2, under (d):

- Replace

*must accomplish the same 170 minutes per credit hour standard and satisfy
the total credit hour requirements within the timeframe of the overall semester
or term in which it is offered*

with

must require the same total time commitment as a 15 week course of equal credit.

This clarifies that the 170 minutes per credit hour per week requirement is based on a 15 week semester, and that courses that meet for fewer than 15 weeks will have a higher time commitment per week per credit hour.

The phrase “within the timeframe of the overall semester or term in which it is offered” seems to exclude activities like international trips associated with spring courses that may occur in January before the spring term begins. If there is a reason we haven’t considered for that phrase to be included, we’re not opposed to leaving it in the document. If it is not necessary, though, we recommend deleting it.

Appendix D.

John Carroll University Credit-Hour Policy and Definitions

Revised Policy: 9 October 2013

US Department of Education Policy

The United States Department of Education requires that each institution develops a written credit hour policy that conforms to the definition of a credit hour outlined in its Program Integrity Regulations.

Federal regulations define the credit hour as:

An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- 1.) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different period of time; or
- 2.) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours.

JCU Credit-Hour Definition

The semester credit hour is the official unit of instruction at John Carroll University. One semester credit hour is awarded for a minimum of one class hour of direct faculty instruction (the class hour is defined as 50 minutes) plus a minimum of two hours of out-of-class work each week delivered over a 15-week term. In addition to the consecutive weekly format, courses may also meet in a variety of compressed formats of varying length within the beginning and ending dates of a given semester or summer term.

The measure of instructional contact time may be adjusted for different formats of study or lengths of academic sessions. Such adjustments made by faculty still must reflect the intended student outcomes and established equivalencies of the credit hour set by John Carroll University and reasonably approximate the requirements established by the Department of Education Program Integrity Regulations.

Contact Hours for Undergraduate and Graduate Courses by Instructional Method

- a. **Classroom-based Courses** (e.g., lectures, seminars, and labs) – Must meet a minimum of 50 minutes per credit per week for 15 weeks. In addition, it is assumed that instructors will assign coursework outside of the classroom equal to 120 minutes per week for each academic credit (for a total of 170 minutes per credit hour per week).
- b. **Blended and Non-Classroom Based Courses** (e.g., hybrid or online courses) – Must include some form of instruction, and/or homework, and/or student activity that equals the minimum of 170 minutes per credit per week over the duration of the full 15 week semester.
- c. This 170-minute requirement also must be met for all **individualized methods of instruction**, such as research, independent studies, internships, and directed readings courses that confer academic credit.
- d. Regardless of the delivery method, courses that meet in a **compressed format** (i.e., fewer than 15 weeks) must require the same total time commitment as a 15 week course of equal credit.
- e. **Contact Hours Guidelines:**

1 credit – 50 minutes + 120 minutes of additional coursework per week for approximately 15 weeks (or equivalent for compressed format)

2 credits – 100 minutes + 240 minutes of additional coursework per week for approximately 15 weeks (or equivalent for compressed format)

3 credits – 150 minutes per week + 360 minutes of additional coursework per week for approximately 15 weeks (or equivalent for compressed format)

4 credits – 200 minutes per week + 480 minutes of additional coursework per week for approximately 15 weeks (or equivalent for compressed format)

Proposal for a Master of Science in Laboratory Administration

**Submitted by the Boler School of Business through
James Martin, Associate Dean for Programs and Curriculum**

**April 8, 2013
Revised September 27, 2013**

Proposal for a Master of Science in Laboratory Administration April 8, 2013 (revised September 12, 2013)

1. Narrative

a. Context for Addition of New Program

Background

Over the last several years, faculty and administrators from John Carroll University have engaged with Cleveland Clinic (CCF) administrators to identify potential opportunities to collaborate on educational programming. One theme that arose from these discussions was the shortcomings of existing graduate degree options typically pursued by rising lab administrators (MS in Education, MS in a Science, a general MBA, or graduate degrees in other fields). Two half day meetings involving Boler faculty and administrators and CCF lab administrators resulted in a curricular outline for a graduate program that more directly met the specific advanced education needs of future laboratory administrators, the MS in Laboratory Administration. Subsequent meetings with Boler faculty and CCF administrators produced detailed course outlines along with an implementation plan.

Faculty members involved in the planning process have included Ann Lee, Marc Lynn, Beth Martin, Rosanna Miguel, Ed Tomlinson, Charlie Watts, and Jerry Weinstein. Administrators involved in the planning process have included Jim Martin, Mark Storz, and Karen Schuele.

Justification for program & prevalence of program at other institutions

In Northeast Ohio, there are many laboratories (clinical and research) at the Cleveland Clinic, University Hospitals and Metro Health Medical Center as well as many private laboratories (clinical, research, pharmaceutical). Many of these labs are large, employing over one hundred laboratory technologists each, while others employ only a few. These labs are considered independent revenue generators by their parent organizations and are expected to be managed somewhat as standalone businesses. Most, however, operate within an overarching healthcare organization and are therefore subject to all the regulatory, ethical, technological and financial parameters specific to that environment. Experienced laboratory technologists are the preferred candidates for laboratory administration positions.

Currently, lab technologists typically begin their careers after earning a B.S. degree in one of the sciences (usually biology or chemistry) and then become certified as Clinical Laboratory Scientists (CLS) or earn an equivalent certification through a 1 year, practitioner-based science program in which they learn how to develop and interpret tests, handle material, etc. In Northeast Ohio there are well over 1,000 people working in labs, a large portion of who are CLS-certified technologists. Across the state and the country there are hundreds of labs with thousands of employees who are certified as lab personnel.

Once laboratory technologists are CLS certified and gain experience in the lab, they can become supervisors and then managers of a lab. Most organizations require (or strongly encourage) a graduate degree for promotion to lab supervision/administration as these positions require an expanded skill set and knowledge base relative to the future administrator's previous education. Unfortunately, no specific degree program exists in the U.S. that is designed to provide the specific skill set necessary for lab administration.

Purpose of program

This is a new graduate program designed to prepare laboratory personnel to manage and grow a lab as a business. The program will be very focused on issues surrounding laboratory management and will include a series of in-depth cases built around real issues and challenges in clinical laboratory settings. This program will explore all areas of the business side of running a lab including:

- Accounting and budgeting processes for laboratories,
- Written and oral communication techniques for laboratory management,
- Human resources issues related to staffing, training, managing and evaluating laboratory employees,
- Leadership, group dynamics and conflict resolution in laboratory settings,
- Lab operations issues related to process flows, instrumentation, scheduling, supply chain and quality,
- Laboratory information system and database issues, and
- Strategic planning for growing laboratory revenue in a competitive environment.

Ways program strengthens academic mission

Healthcare is an increasingly important component of Northeast Ohio's economy as well as the economy of the U.S. This program will provide students with the knowledge they need to effectively lead others in the healthcare field. Because this program is unique in its purpose, this will give JCU an additional leadership role in the healthcare community. In addition, the program has the potential to be offered entirely online to expand potential student recruitment nationally.

b. Curricular Requirements - Course of study to complete program

Rationale and justification for courses

The identification of courses for this program began with discussions between members of the Boler faculty and CCF lab administrators. With the overall learning goal of the program for students to learn how to manage a lab as a business, the following topics, as applied in a laboratory setting, emerged as critical for the program:

- **Ethics:** Diversity, Bioethics, CITI, HPPA, IRB, Conflicts of Interest
- **Legal/Regulatory:** Diversity, EEOC, Health System Dynamics
- **Accounting:** Budgets, Financial Statements, Costing, Test Costing, Profit vs Not For Profit, Billing, Coding, Compliance, Government Specifications
- **Strategy:** Integrative Thinking, Resource Allocation, Problem Solving, Health Systems Dynamics
- **Communication:** Mentoring, Diversity, Scientific Writing, Verbal Skills, Working with Ombudsman
- **Human Resources:** EEOC, Personnel Management, Performance Evaluation, Interviewing, Labor Relations, Diversity, Training, Working with Ombudsman
- **Operations/Project Management:** System development, Time Management, Organization Management, Budget Management, Team Management, Quality Management, Process Flow, Supply Chain Management

- **Information Management:** Information design, Application of Data, Database Management, Design Support Systems, Basic Statistics, Process Flow
- **Organization Behavior/Leadership:** Stress, Emotional Dynamics, Change Management, Negotiation, Conflict Resolution, Team Building, Group Dynamics
- **Application of concepts:** This will be achieved through 4 in-depth 1 credit case study courses.

Prerequisites and sequencing of courses

Students accepted into this program will be laboratory personnel who have completed a B.S. in Science (typically biology or chemistry) and have also earned the CLS (or equivalent) certification. To be admitted, students must also submit an application form, a letter of recommendation, have a minimum of 2.5 undergraduate GPA and have a minimum score of 500 on the GMAT. There are no course prerequisites for this program beyond the science degree and the CLS certification. Courses are sequenced to build upon each other. Credit hours for each course and sequencing of courses have been worked out by the faculty during a year-long series of meetings based on the topics described previously. This sequence of courses has been reviewed by CCF laboratory managers as a means of external validation.

This part-time cohort program is 30 credit hours, to be completed across 24 consecutive months. Credit hours will be earned through the following sequence of courses:

Courses	Credits	Term
Organization Behavior 1	2	Summer 1
Communications for Laboratory Managers 1	2	Summer 1
Accounting for Laboratory Managers	3	Fall-1
Human Resource Management in Laboratory Settings 1	2	Fall 1
Case Study 1	1	Fall 1
Information Management in Laboratories 1	2	Spring 1
Laboratory Operations & Project Management 1	3	Spring 1
Case Study 2	1	Summer 2
Laboratory Operations & Project Management 2	3	Fall 2
Information Management in Laboratories 2	2	Fall 2
Organization Behavior 2	2	Spring 2
Human Resource Management in Laboratory Settings 2	2	Spring 2
Strategy Dynamics in Health Care	1	Spring 2
Case Study 3	1	Spring 2
Strategy & Planning for Laboratory Settings	1	Summer 3
Communications for Laboratory Managers 2	1	Summer 3
Case Study 4	1	Summer 3
TOTAL CREDITS	30	

Courses to be developed with timetable and mechanism for their development

All courses will need to be developed. At this point there are rough syllabi or outlines for each of the courses, developed by the individuals teaching the courses. Faculty members who are teaching the

courses include: Marc Lynn, Beth Martin, Rosanna Miguel, Charlie Watts, and Gerald Weinstein. See **Appendix A** for a summary of each course. Courses will be further developed by the faculty teaching them with assistance from CCF administrators. Course development stipends will be provided to the faculty members developing the courses and the development of the courses will be done during the year/semester prior to initial course offering.

Mechanism for approving new course for program

Course outlines have been approved by the faculty group planning the program, by the BSOB Dean's office and reviewed by CCF laboratory administrators. New course approvals will follow a similar process.

c. Organization and administration of program

Job description for director

This program will be administered by the Assistant Dean for Graduate Business Programs and with the assistance of the BSOB Associate Dean for Programs and Curriculum and the BSOB Associate Dean for Faculty and Students. In addition, there will a coordinator identified at the CCF who will act as advisor and liaison with the CCF.

Recommended line of reporting

Administration of this program will report directly to the Dean of the Boler School of Business.

Structure of governance

In addition to the Dean, there will be an advisory board comprised of the faculty members teaching in the program along with laboratory administrators. Initially, the laboratory administrators will be two or three individuals from the Cleveland Clinic. As the program expands to other hospital systems, we will add individuals from those systems.

d. Implementation timetable

Assessment plan – learning outcomes, anticipated method for assessment

Consistent with the learning goals for graduate business programs in general, learning goals for this program include the following:

Students will have functional knowledge of, and be able to apply their knowledge of, the following laboratory administration principles and practices:

- Accounting and budgeting processes for laboratories,
- HR issues regarding staffing, training, managing and evaluating laboratory employees,
- Lab operations issues regarding process flows, instrumentation, scheduling, supply chain and quality,
- Laboratory information system and database issues,
- Group dynamics and conflict resolution in laboratory settings and
- Strategic planning implementation of resources and projects for growing laboratory revenue in a competitive environment.

In addition, students will exhibit the development of leadership capabilities through

- Written and oral communication techniques for laboratory management,
- Critical thinking and analysis for laboratory settings
- Creative problem solving and innovation in laboratory settings, and
- Ethical awareness and reasoning with respect to laboratory management.

A learning assessment program that will measure achievement of these learning outcomes will be developed with the assistance of the Assistant Provost for Institutional Effectiveness (currently Kathleen L. Dean) and following the guidelines established by AACSB. Based on the identified learning goals, the first step in this process will be to develop assessment rubrics for each of the learning goals. The next step will be to identify the in-class measurement methods that will provide the evidence to be used for assessment. The third step will be to identify the specific courses in which assessment will occur and the timing of the assessment.

Program evaluation plan – program outcomes, indicators of program success (enrollment, course evaluations)

The program will be evaluated based on student enrollment, BSOB course evaluations, reasons for student attrition, exit satisfaction surveys at graduation and tracking of graduates over time to assess progression in their careers.

Budget

This program is a cohort program that is completed across 24 consecutive months. We have conducted 2 surveys with CCF laboratory technologists (potential applicants) and based on the survey results we are estimating between 10-20 CCF students per cohort. The first cohort will be recruited exclusively from the CCF. Subsequent cohorts will be recruited from all organizations with clinical or research laboratories in Northeast Ohio. We anticipate doubling the number of students over time as we begin marketing to other hospital systems and private laboratories in Northeast Ohio.

The level of demand anticipated for this program is based on results from the two surveys conducted reflecting the number of people at CCF with a high likelihood of applying to this program. In addition, because of the specific career-path focus of the program, the number of laboratory technologists in Northeast Ohio, and the tuition reimbursement programs offered at the major healthcare organizations in the area, we believe there are limited barriers to laboratory technologists' participation in this program. For example, the tuition reimbursement program at the CCF will cover approximately 80% of the tuition for this program. Other healthcare organizations in Northeast Ohio also provide tuition reimbursement (but at slightly lower levels).

This budget is developed with a conservative assumption that we will have 12 students in the first cohort and 15 students in the second cohort. Each cohort will start as the previous cohort is finishing up (the last summer of cohort 1 will overlap with the first summer of cohort 2). Because of the timing of the cohorts (2 years apart) and the size of this labor force, we anticipate an ongoing supply of potential students. See Appendix B for a breakdown of estimated program revenue and expense for the first 4 years of the program.

We assume a graduate tuition rate equal to the current tuition rate for graduate business programs (\$855 per credit hour). Faculty will have the option of teaching as part of load or to teach off-load in this program. If faculty are teaching off-load, then they will be paid at the rate of their summer

compensation with an assumed fringe rate of 15% which is consistent with fringe rates for summer compensation. The budget in Appendix B assumes all faculty members are teaching off-load as this is the more conservative financial assumption. Certain CCF personnel will assist with classroom delivery and some will require a stipend. We allow for a support faculty stipend of \$500 for each of the case classes and \$200 for each of the traditional classes (for example, in year 1, one case class and 6 traditional classes will be taught). Course development grants will be provided to faculty at a rate of \$1,500 per course credit hour (for example, a faculty member developing a 2 credit course would receive \$3,000).

Marketing and communication plan

The Boler Marketing Associate in conjunction with the Integrated Marketing Communication office will develop print materials and a communication plan for program roll out and ongoing future student recruitment. The CCF will promote the program internally to its lab technologists (currently CCF employs over 400 lab personnel at the main campus plus 100-200 other lab personnel at satellite locations). The CCF coordinator will assist in identifying appropriate professional organizations through which to promote the program.

2. Administrative support – Chairs, Deans, AAVP planning & assessment, AAVP programs

Letters of support from the Chair of the Department of Accountancy, the Chair of the Department of Management, Marketing & Logistics, the Dean of the Boler School of Business, and the Assistant Provost for Institutional Effectiveness are included in Appendix C.

Appendix A – Course Descriptions

Human Resource Management in Laboratory Settings I (2 credits)

Upon completion of this course, students should gain a basic understanding of the critical employment and labor laws and regulations impacting human resource and labor management in health care.

- Employment and Labor Laws and Regulations
 - Title VII, Civil Rights Act & discrimination
 - Disparate impact and treatment in hiring, compensation, etc.
 - Americans with Disabilities Act
 - Age Discrimination in Employment Act
 - Sexual harassment (quid pro quo, hostile environment)
 - EEOC Guidelines
 - Labor, Collective Bargaining
 - Policies and Procedures – When do you need one
 - Equal Pay Act
 - OSHA – including safety regulations regarding clinical and science laboratory safety regulations
 - Clinical Ethics (HIPAA, IRB, CITI)

Human Resource Management in Laboratory Settings II (2 credits) Pre-requisite: HR Management in Laboratory Settings I

Upon completion of this course, students should gain an ability to select and implement legally defensible human resource and labor management practices and principles through the use of data-oriented tools and applications.

- Major HR functions: Tools & Application
 - Staffing (recruitment, selection, promotion, transfer, layoff, retirement, dismissal)
 - Interviewing
 - Social networking
 - Training & development (onboarding, instructional design, transfer of training, program evaluation, continuing education, learning styles)
 - Managing diversity (generational, ethnicity and race, gender, etc.)
 - Employee development (career development & planning)
 - Mentoring
 - Performance management & performance evaluation
 - Mechanisms for managing safety behaviors in laboratory settings
 - Labor relations & collective bargaining
 - Compensation & benefits
 - Equity
 - Fairness

Organizational Behavior I (2 credits)

Upon completion of this course, students should gain an overview of leadership, management, and organizational behavior principles and practices in health care. Topics include:

- Work/life balance
- Stress management
- Leadership styles
- Leadership philosophy
- Personal values
- Team building
- Group dynamics
- Emotional intelligence

Organizational Behavior II (2 credits) Pre-requisite: Organizational Behavior I

Upon completion of this course, students should gain an overview of change management principles, conflict management, employee attitudes and organizational development in health care. Topics include:

- Leading change (effects of change/uncertainty on management practices)
- Conflict and dispute resolution; negotiation tactics
- Ethical issues including bioethics and potential conflicts of interest
- Motivation, Employee involvement and empowerment
- Job satisfaction, employee engagement and commitment
- OD in healthcare (enhancing organizational effectiveness through diagnostics, interventions, metrics)
- Organizational structure/models & strategy; restructuring

Laboratory Operations Management and Project Management I - Understanding Process Flow (3 credits) Prerequisites: Accounting for Laboratory Managers

This course will help students understand the issues of process flow related to the lab testing process. Students should be able to determine the flow rate and cost of each type of test and to have an understanding of the impact of instrument location on cost and throughput time.

Specific topics include:

- Process Flow Charting
 - Capacity analysis and bottleneck analysis
 - Determining flow rate, throughput time, and work in process
 - Analysis of lab capacities
 - Workload statistics
 - Controlling safety processes as part of workflow in laboratories
- Issues with Instrumentation
 - Flow of tests in the lab
 - Layout planning and design
 - Costing of the process
 - Utilization of the process

Laboratory Operations Management and Project Management II – Scheduling and Quality (3 credits) Prerequisite: Laboratory Operations Management and Project Management I

This course will help students understand scheduling issues related to day to day operations as well as longer term project Management. Students will be able to create work schedules, manage materials purchases and deliveries, and understand how to manage quality assurance.

Specific topics include:

- Scheduling
 - Short term and work force scheduling
 - Gantt Charts
 - Optimization techniques
 - Project scheduling
 - Network models
 - Planning and implementation issues
- Supply Chain Issues
 - Inventory – What, when and how much
 - Purchasing – How to manage direct materials and MRO
- Quality Analysis
 - Quality improvement techniques (7 tools)
 - Statistical process control

Accounting for Laboratory Managers (3 credit hours)

This course will provide the student with an overview of financial and managerial accounting topics with an emphasis on items relevant to clinical lab administration. Coverage of financial (external) accounting topics will be secondary to managerial (internal) accounting topics. The course will take a user's orientation, as opposed to that of a preparer. Topics include:

- Financial accounting overview (including terminology, an understanding of the basic financial statements, and differences between for-profit and not-for profit entities)
- Internal controls
- Cost accounting terminology and concepts
- Billing/coding, Medicare/Medicaid issues and compliance
- Costing techniques (job, process, test)
- Cost-Volume-Profit (breakeven) analysis
- Standard Costing and Balanced Scorecard
- Operations Budgeting
- Capital Budgeting – discounted cash flow

Communications for Laboratory Managers I (2 credit hours)

This course is an overview of communication in a laboratory environment including diagnosing oral and written communication processes, communication problems, and scientific writing needed to record and archive lab data. Laboratory notes with other preservable forms of documentation such as equipment, printouts, photos and special artifacts for verifiability; organization of data in a formal lab report and documentation of scientific sources will be discussed. Fundamentals of interpersonal communication in a laboratory setting that improve the effectiveness and efficiency of laboratory performance will round out this course.

Communications for Laboratory Managers II (1 credit hour) Prerequisite: Communications for Laboratory Managers I

This course is a skill-builder for communicating in a laboratory setting. Focus will be on developing informative and persuasive verbal and written communications targeted to lab techs, to physicians, and to higher level administrators. By the end of the course, students should expect to be able to

- identify and analyze the target audience needs,
- demonstrate writing skills appropriate to the workplace, paying attention to multiple readerships, message purpose and writing style,
- order information logically so that verbal and written communications are easy to understand, and
- correctly use standard internal document formats

Information Management in a Laboratory Setting I (2 credits) Prerequisite: Accounting for Laboratory Managers

Students will be introduced to healthcare information technology. In this class, students will learn to identify the information needs of a laboratory as a stand-alone unit and as part of a larger network. Types of information systems used in healthcare organizations, how they are developed, their functionality and the information flows they control will be explored. In addition, future trends in healthcare information technology will be highlighted. Specific applications to laboratory information needs will be addressed.

Information Management in a Laboratory Setting II (2 credits) Prerequisite: Information Management in a Laboratory Setting I

In this class, students will learn to use complex information systems to help make management decisions regarding operational processes and business activities in the lab. Information as a tool for decision making will be emphasized through the introduction of cases highlighting laboratory business problems. Students will also learn how to evaluate IT resources, software and vendors. Finally, ethical and legal issues involved in information management in a laboratory will be addressed.

Strategy Dynamics in Health Care (1 credit) Prerequisites: Information Management in a Laboratory Setting II; Laboratory Operations and Project Management II

Strategy is the confluence of market scanning, developing and managing resources, innovative idea generation, developing competitive advantage and charting a course for the future that will continue the profitability of the organization. This class will use a combination of readings and laboratory case studies to paint the healthcare market landscape as it exists currently and what it is likely to look like in the future. Emphasis in this class will be on understanding the regulatory, social and ethical aspects of the healthcare market in a way that facilitates innovative thinking and strategic idea generation.

Strategy and Planning for Laboratory Settings (1 credit) Prerequisite: Strategy Dynamics in Health Care

Building on the first strategy class, students will learn to think strategically about their labs and to plan for the future success of the lab. Specific topics include:

- How to use mission, vision and voice of the customer to identify and develop competitive advantages for the future
- How to combine market information, existing resource information and competitive advantage to decide on the direction of a lab over the next 5 years
- How to plan the management of resources and advantages to be sure the organization follows its strategic path

Case Studies 1-4 (1 credit each)

The case studies will present students with a current or recent in-depth problem, challenge or opportunity in a laboratory. The issue presented will require the use of topics taught in the previous courses.

- Case Study 1 will focus on organizational behavior and human resource management.
- Case Study 2 will focus on accounting, information management and operations.
- Case Study 3 will focus on broader challenges involving human resource management, operations and information systems.
- Case Study 4 will focus on strategic planning for a laboratory and will serve as a capstone experience for the program. Case Study 4 will result in a presentation to CCF administrators.

Appendix B – Budget

	Year 1	Year 2	Year 3	Year 4
Tuition Revenue				
Number credit hours	15	12	3	
Tuition per credit hour	\$ 855	\$ 855	\$ 855	
Revenue per student	\$ 12,825	\$ 10,260	\$ 2,565	
# students in cohort 1	12	12	12	
<i>Tuition revenue cohort 1</i>	<i>\$ 153,900</i>	<i>\$ 123,120</i>	<i>\$ 30,780</i>	
Number credit hours			15	12
Tuition per credit hour			\$ 855	\$ 855
Revenue per student			\$ 12,825	\$ 10,260
# students in cohort 2			15	15
<i>Tuition revenue cohort 2</i>			<i>\$ 192,375</i>	<i>\$ 153,900</i>
Total Tuition Revenue	\$ 153,900	\$ 123,120	\$ 223,155	\$ 153,900
Expenses				
Faculty compensation	\$ 40,000	\$ 30,000	\$ 47,000	\$ 30,000
Fringe (15%)	6,000	4,500	7,050	4,500
Stipends for support faculty	1,700	1,800	2,600	1,800
Operating expenses (detail below)	10,000	10,000	10,000	10,000
Course development grants	22,500	18,000	4,500	
Fringe (15%)	3,375	2,700		
Total Expenses	\$ 83,575	\$ 67,000	\$ 71,150	\$ 46,300
Net Income from program	\$ 70,325	\$ 56,120	\$ 152,005	\$ 107,600
Operating Expenses:				
Marketing	\$ 5,000			
Travel (Conferences, Meetings)	\$ 3,000			
Supplies	\$ 2,000			
	\$ 10,000			

Appendix C – Letters of Support

There are four letters of support in this appendix from the following individuals:

Kathleen Dean, Assistant Provost for Institutional Effectiveness

Marc Lynn, Chair of the Department of Management, Marketing & Logistics

Karen Schuele, Dean of the Boler School of Business

Gerald Weinstein, Chair of the Department of Accountancy

June 27, 2013

Barbara K. D'Ambrosia, Ph.D.
Department of Mathematics and Computer Science
Chair, Committee on Academic Policies
John Carroll University

Dear Barbara:


I am writing to indicate my support for the proposed Master of Science in Laboratory Administration submitted by Dr. Jim Martin, Associate Dean for Programs and Curriculum in the Boler School of Business. The proposed program is consonant with our strategic initiative to use our academic strengths and expertise in support of the region, specifically to support the important healthcare component of the Northeast Ohio economy. I would encourage the members of the Committee on Academic Policies to recommend that this proposal be approved by the faculty and made part of our formal curriculum.

I understand my role in this process to provide some commentary on the role of assessment in this proposal. The proposal includes preliminary plans for both program evaluation and learning outcomes assessment. It is clear from the proposal that the faculty and administrators involved in the planning process for this program have anticipated the need to attend to learning outcomes with the outline of an effective assessment plan.

The elements of the proposal reflect the good practice in program design as it relates to assessment – program learning goals that focus specifically on the knowledge and content in laboratory administration; planned development of assessment rubrics for each of the learning goals, use of direct evidence, and curricular mapping; and attention to the guidelines of their specialized accreditor (AACSB). I look forward to working with Dr. Martin and the program faculty to further develop their assessment plan and the specific tools and timelines that will be used if the proposal is accepted.

I support the approval of this new Master of Science in Laboratory Administration program with enthusiasm. Do not hesitate to contact me at x1972 or kdean@jcu.edu if there is additional information or perspective that I can provide that might inform your deliberations.

Best,


Kathleen Lis Dean, Ph.D.
Assistant Provost for Institutional Effectiveness

April 16, 2013

Barbara D'Ambrosia
Department of Mathematics and Computer Science
Chair, Committee on Academic Policies

Dear Barbara:

I am writing to extend my support for the proposed Master of Science in Laboratory Administration (MSLA) program. Because this graduate program is being developed in conjunction with the Cleveland Clinic, it will give us an opportunity to move further as an institution into healthcare education.

I have been involved in the planning of this program for the past three years. We have met with individuals at the Clinic several times and have carefully constructed the curriculum to meet the unique management needs of laboratory administrators. We will continue to meet with administrators at the Clinic to further refine, implement and then evaluate the curriculum.

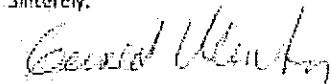
The program is designed to offer each course in the program once every two years. Because the program is designed to start a new cohort every two years, course development and course coverage will be easily managed by my department. Course development is scheduled across the first two years and can occur during the summers if the faculty person chooses to do so.

Additionally, the proposed program is expected to pay for itself and so the department will not be providing financial resources to support the program.

I strongly support this program as an addition to our graduate business programs. By partnering with the Cleveland Clinic, this program offers an exciting opportunity for John Carroll University to grow in a direction that will further enhance our national reputation.

Please let me know if I can provide any additional information.

Sincerely,



Gerald Weinstein, Ph.D., CPA
Professor and Chair, Department of Accountancy

CC: John Day, Academic Vice President and Provost
Jim Martin, Associate Dean of the Boler School of Business
Karen Schuele, Dean of the Boler School of Business

April 4, 2013

Barbara D'Ambrosia
Department of Mathematics and Computer Science
Chair, Committee on Academic Policies

Dear Barbara,

I am writing to give my wholehearted support for the proposed Master of Science in Laboratory Administration (MSLA) program. This graduate program is being developed in conjunction with the Cleveland Clinic and as such will provide an opportunity for the School of Business begin to provide education for the healthcare field.

I have been involved in the planning of this program for the past three years. We have met with individuals at the Clinic several times and have carefully constructed the curriculum to meet the unique management needs of laboratory administrators.

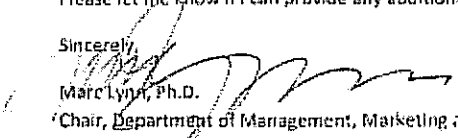
Initially, each course in the program will be offered once every two years. The program is a two year lock-step program and a new cohort will start every two years. Because the program is spread out this way, this program will not place an undue burden on faculty coverage for existing courses or for courses in this new program. Course development is scheduled across the first two years and can occur during the summers if the faculty person chooses to do so. Because the activities are spread across so much time, the course development process will not place an undue burden on faculty members involved in the program.

Additionally, the proposed program is expected to pay for itself and so the department will not be providing financial resources to support the program.

As I said, I strongly support this program as an addition to our graduate business programs. In addition to the revenue potential for this program, because we are partnering with the Cleveland Clinic, we have the ability to expand to a national program with high visibility, which is an exciting opportunity for John Carroll University.

Please let me know if I can provide any additional information or insights.

Sincerely,



Marc Lynn, Ph.D.

Chair, Department of Management, Marketing and Logistics

Cc: John Day, Academic Vice President and Provost
Jim Martin, Associate Dean of the Boler School of Business
Karen Schuele, Dean of the Boler School of Business

August 31, 2013

Barbara K. D'Ambrosia, Ph.D.
Department of Mathematics and Computer Science
Chair, Committee on Academic Policies
John Carroll University

Dear Barbara:

I am writing to extend my enthusiastic support for the proposed Master of Science in Laboratory Administration submitted by Dr. Jim Martin, on behalf of the faculty of the Boler School of Business. The proposed program embodies the core of our mission of developing leaders in the region and the world and supports the university's strategic ongoing pursuit to become meaningfully connected to the region's healthcare community. Developed by Boler and CAS faculty members across departments, this program draws on Boler's current strengths while giving us the opportunity to develop deeper academic expertise in the healthcare management fields. I believe this program exemplifies the academic excellence for which Jesuit universities are known. In addition, this program will attract graduate students who, in all likelihood, would have gone elsewhere for their graduate degrees.

Through extensive collaboration with the Cleveland Clinic, Boler faculty members have thoughtfully and carefully created a program that is unique in design and scope. Laboratories in healthcare organizations are increasingly being treated as independent organizational units within the larger organizational setting. As a result, lab administrators are being called on to manage their labs as "businesses" that must survive on their own. The proposed program includes those managerial knowledge and skill sets that are necessary to effectively lead in a laboratory setting. The knowledge and skill sets are specifically applied to the challenges of managing a laboratory in the healthcare environment. There is not another graduate program of which we are aware that does this.

The planning of this program has been very systematic. Learning goals were established by the faculty and subsequently finalized through both surveys and multiple discussions with current laboratory administrators. The faculty then designed the curriculum to achieve those learning goals. Based on the curriculum design and learning goals, we are in the final stages of signing a Memorandum of Understanding with the Cleveland Clinic. At this point, faculty members are ready to begin designing each of the courses with assistance from managers at the Cleveland Clinic.

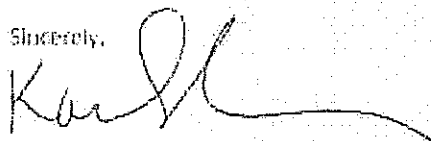
I met recently with the JCU faculty who will be teaching the first cohort of students. They are supportive and enthusiastic about the program. Faculty members teaching the first courses have met with liaisons from the Clinic and have been collaborating on course content. Both the faculty and the Clinic personnel appear well satisfied with the outcomes of their conversations.

The budget and implementation plan for the program has been just as carefully planned. Using a small number of students as a "worst case" situation, the program is self-sustaining in the first year. As the program grows and expands, it will continue to be financially self-sustaining. There is an added benefit as the program grows. Our faculty will continue to develop their own expertise in the healthcare field, which will enable us to pursue future forays into other areas of healthcare management.

As I said, I wholeheartedly and unequivocally support this proposal. The healthcare industry is the largest employer in the Northeast Ohio region. This program will give the Boler School an opportunity to develop leaders who can take their expertise into the management of those organizations critical to our region.

If I can provide additional information regarding my support for this program, please do not hesitate to ask.

Sincerely,



Karen Schuele, Ph.D.
Dean of the Boler School of Business
John Carroll University

Protocol for Requesting Approval of a New Academic Program

NOTE: Proposal from Lauren Bowen; amendments made as a result of open hearings highlighted in yellow; amendments approved in a meeting of the General Faculty highlighted in blue.

I. Narrative

A request from the faculty members organizing a new academic program including new majors and minors should be made in writing to the chair of Faculty Council and copied to the chair of the Committee on Academic Policies. These requests should be accompanied by a narrative that provides all supporting information justifying the new academic program.

The narrative should detail the following:

1. Context for Addition of New Program

- o Background
 - Justification for Program
 - Prevalence of Program at similar institutions
- o Purpose of the program
 - Contributions to the student experience
 - Ways in which new program strengthens academic mission

2. Curricular Requirements

- o Course of Study to complete program
 - Rationale and Justification of Inclusion of Courses
 - Prerequisites and Sequencing of courses
 - Courses to be Developed
 - Timetable and mechanism for their development
 - Mechanism for approving new courses for program

3. Organization and Administration of Program

- o Job Description for Director
- o Recommended line of reporting
 - Relevant Dean(s) or Department Chair
- o Structure of governance
 - Advisory Board
 - Composition (Constituencies to Include)
 - Appointment process

4. Implementation Timetable

- o Three Year Plan Inclusive of

Protocol for Requesting Approval of a New Academic Program

- Assessment Plan **(to be reviewed by CAP)**
 - Likely student learning outcomes
 - Program level
 - Course level
 - Anticipated method for assessing them

- Program evaluation and review **(to be reviewed by CAP)**
 - Likely program outcomes
 - Key indicators of program success
 - Enrollment
 - Course evaluations

- Budget (Expenses) for Year 1, Year 2, Year 3 and ongoing **(to be reviewed by CAP and the UBC)**
 - FTE Faculty and Benefits
 - (Note: New courses have instructional costs if new faculty – full or part time – are being hired to teach them or to teach other courses to allow existing faculty to teach in the new program.)
 - Administrative/Staff Support
 - Capital Equipment
 - Computers
 - Laboratories
 - Other Technology
 - Library Support *(must be discussed with Library Director)*
 - Annual Operating Expenses
 - Travel
 - Supplies
 - Conferences
 - Programming

- Budget (Revenue) for Year 1, Year 2, Year 3 and ongoing **(to provide information to CAP and to be reviewed by other appropriate university offices)**
 - Projected Enrollments
 - Enrollment Services data
 - Documentation of similar programs at overlap schools
 - Likely Demand for Graduates by Employers
 - Assumption that each new student enrolling at JCU will generate approximately 14k in net tuition revenue

- Marketing and Communication Plan **(to provide information to CAP and to be reviewed by other appropriate university offices)**
 - Web and Print Materials
 - Collaboration with Enrollment Services
 - Articulation of ways new program complements, reorganizes and/or replaces existing programs

Protocol for Requesting Approval of a New Academic Program

II. Administrative Support

Relevant offices should be aware of the program and should provide feedback prior to submission to Faculty Council. Letters of support from the following including pertinent information as described below should accompany the narrative:

Chairs of Academic Departments in Which Courses Being Offered

- Likely frequency with which departmental courses that support new program will be offered
- Mechanism and timetable for developing any new departmental courses needed to support new program
- Specifics in terms of how department will support new program with human and financial resources

Academic Deans

- Support for requested release time
 - Faculty reassigned to new program
 - Administrative work of director

AAVP for Planning and Assessment

- Viability of assessment plan
- Resources available to support assessment of program

AAVP for Academic Programs

- Curricular Integrity of Program
- Relationship of New Program to Overall Curriculum

III. Approval Process

The Committee on Academic Policies will review the proposal and evaluate as a matter of academic policy. That review will consider the overall quality of the program with an emphasis on curricular requirements and integrity, the assessment and evaluation plan, and the resources necessary to support the program (operating budget). Revenue streams, marketing plans, and implementation plans should be included in the narrative to provide information to CAP; those aspects of the proposal will be reviewed and evaluated by other university offices. CAP will organize open hearings.

The University Budget Committee will have the responsibility of reviewing the proposal to make resource allocation decisions. This review will take place concurrent to or immediately after CAP's initial review but prior to a vote of the full faculty.

The entire faculty will consider the proposal at a faculty meeting. If sufficient support exists, the proposal will be voted on by the faculty via ballot. Those proposals receiving majority support will be forwarded by the chair of Faculty Council to the president for a final decision.

Approved programs will be expected to undergo academic program review. Newly approved programs should be reviewed in the third year of implementation.

Protocol for Requesting Approval of a New Academic Program

Can we have a “Say”?

Proposal for creating a new faculty council committee: Committee on Revenue and Spending and a proposed First Project

Rationale: Instead of all new initiatives pertaining to revenue and spending coming from the administration in a “top down” approach, can we move to a model in which good ideas can originate with faculty/student/staff and other campus constituents. This proposed committee can function as a conduit for such ideas.

A. Mission and Method

1. Mission: The Committee is charged with the following responsibilities:
 - (1) Investigate and provide suggestions to the administration and/or responsible department head(s) on avenues that promote growth in revenue.
 - (2) Investigate and offer suggestions to the administration and/or responsible department head(s) on ways to reduce/eliminate wasteful spending.
 - (3) Advocate greater transparency from the administration regarding revenue and spending
 - (4) Promote greater faculty input and oversight in the policy and/or decision making pertaining to revenue and spending.

2. How to achieve this mission?
 - (1) A committee is formed under normal procedure.
 - (2) Use media such as e-mail, website, and/or Carroll News to solicit ideas on revenue growth, spending reduction, or other ways to make JCU operation more efficient.
 - (3) The committee will discuss and vote on collected ideas and select topics that are highest priority.
 - (4) The committee will present findings from above (3) to the faculty council for discussion and further action.
 - (5) The committee will request permission from related/affected department(s)/personnel to gain access to necessary information in order to investigate/study the selected topic(s) resulting from (4).
 - (6) The committee will present finding(s)/question(s)/suggestion(s) on selected topic(s) aforementioned in (5) to the faculty council and related/affected department(s)/personnel for discussion and further action.

- (7) The committee will advocate an increase of faculty involvement in major financial decisions related to revenue and spending.

B. First Proposed Project

Rationale

A good way to gauge the effectiveness of the new committee's ability to work with the administration and others, and to observe the level of transparency provided, is to embark on a specific project.

The First Proposed Project:

Paperless John Carroll University Campus

Goal: To establish the first phase in reducing paper usage on JCU campus

Benefit:

- (1) reduce purchasing costs*
- (2) reduce copying and printing related costs such as energy consumption and machine depreciation*
- (3) reduce waste related costs*
- (4) promote John Carroll University's image (A greener campus)*
- (5) create a precedent of synergistic communication between students, faculty, and administration*
- (6) establish a foundation for greater collaboration/cooperation between students, faculty, and administration.*

What to do and how to do it?

The first project is to promote the use of electronic tablets (lowest price: below \$150) on the John Carroll campus as the first step to reduce paper usage. According to the publisher Pearson (<http://www.pearsonlearningsolutions.com/assets/downloads/pdfs/ebooksbrochure.pdf>), ebooks are more economical for students and are "green". Imagine a campus where carrying a bulky book bag becomes a thing of the past, and where finding a paper document before classes or meetings is no longer a necessity. All information can be retrieved from the web, email, and/or cloud. The global trend is toward a paperless society. We either ride the wave or get hit by it!

This project offers ample opportunities for us (students, faculty, and administration) to work collectively: surveys, logistics, planning strategies, price negotiation, implementation, technical support, etc. Can we build a path for a more efficient campus?

