



Faculty Senate Meeting

Thursday, December 16, 2010

3:30-5:30 p.m. – Strosacker Auditorium

Members Present

Kathryn Adams
Bud Baeslack
Timothy Beal
Jessica Berg
Ronald Blanton
Lee Blazey
Martha Cathcart
Gary Chottiner
Lisa Damato
Mary Davis
Julia Grant

Christine Hudak
Quentin Jamieson
Elizabeth Kaufman
Alan Levine
Joseph Mansour
Jim McGuffin-Cawley
Frank Merat
Heather Morrison
Carol Musil
Leena Palomo
Roy Ritzmann

Alan Rocke
Jonathan Sadowsky
JB Silvers
Mark Smith
Barbara Snyder
Lee Thompson
Susan Tullai-McGuinness
Elizabeth Woyczynski
Xin Yu

Members Absent

Keith Armitage
Hussein Assaf
Bruce Averbook
Ben Brouhard
Richard Buchanan
Mark Chance
Elizabeth Click
David Crampton
William Deal
Sillas Duarte
Faye Gary

Jared Hamilton
Sue Hinze
Peterson Huang
David Hutter
Jim Kazura
Kenneth Ledford
Ken Loparo
Kalle Lyytinen
Laura McNally
Diana Morris
G. Regina Nixon

John Orlock
Daniel Ornt
Faisal Quereshy
Mary Quinn Griffin
Cassandra Robertson
Sorin Teich
Michele Walsh
Georgia Wiesner
David Wilson
Gary Wnek
Nicholas Ziats

Others Present

Dan Anker
Marcia Beasley
Donald Feke
Peter Haas
Michael Heise
Arnold Hirshon

Ginny Leitch
Gene Matthews
Marilyn Mobley
Chuck Rozek
Ginger Saha

John Sideras
Lynn Singer
Sally Staley
Colleen Trembl
Jeff Wolcowitz

Call to Order

Professor Alan Levine, chair, Faculty Senate, called the meeting to order at 3:30 p.m.

Approval of minutes

The minutes of the Faculty Senate meeting of November 18, 2010 were approved as submitted.

President's announcements

President Barbara R. Snyder announced the new website for university's Climate Action Plan <http://www.case.edu/sustainability/cap.html>. The university will submit its updated plan of action by the extended spring deadline. She hopes the Faculty Senate will review the proposal and provide input. Prof. Alan Levine, chair, Faculty Senate confirmed that the university's Climate Action Plan will be reviewed by the Faculty Senate at the start of spring semester. The installation of the university's new wind turbine is now complete and energy is being generated for the Veale Recreation Center. Ms. Colleen Trembl, interim general counsel, and Boyd Kuhmer, university compliance officer, will represent CWRU on the Northeast Ohio Business Ethics Commission; all participants sign a pledge to comply with ethical practices in purchasing and contracting. Prof. Alan Levine, chair, Faculty Senate confirmed that the university's Climate Action Plan will be reviewed by the Faculty Senate at the start of spring semester.

Provost's announcements

Provost Bud Baeslack announced the new Graduate Student Health Care Subsidy for CWRU PhD students. Improved health care coverage will be implemented in accruing 25% increments over the next four years. He thanked the faculty members on the Faculty Senate Budget Committee for considering new charges to the new University Budget Committee and to the current Faculty Senate Budget Committee.

Report from the Executive Committee

Prof. Gary Chottiner, chair-elect, Faculty Senate noted the Committee on Women Faculty is considering the necessary amendments to the Faculty Handbook to allow broader implementation options for part-time tenure. The Executive Committee approved the nominated candidates for honorary degrees; and the committee approved the Master in Religious Studies for consideration by the Faculty Senate.

Vice Provost Don Feke gave a brief summary about the history of undergraduate course evaluations. The current course evaluation form dates from the 1980's. Two years ago a committee was formed and a new course evaluation form was drafted with assistance from experts in the field. The new form was favorably reviewed by the University Undergraduate Faculty (UUF, the four constituent undergraduate faculties, Undergraduate Student Government (USG) and Graduate Studies but there were concerns expressed by the Faculty Senate Executive Committee. One concern was that greater student participation was desirable; the response rate fell to 50 - 60% in many classes that formerly had much higher participation rates using paper forms filled out in class. Also, USG wants students' comments to be available to them online; currently only the instructor sees the comments. USG would also like to be able to review TA's. Another concern was about the intended purpose of the course evaluation form: was the purpose to help students choose classes, provide information for promotion and tenure review, provide feedback to help faculty improve their teaching, and/or to give the schools information to monitor effective teaching? Some members of the Executive Committee were uncomfortable with proceeding to update the evaluation forms without first reviewing the purpose of these evaluations. The Executive Committee plans to consider these matters further.

Prof. Alan Levine, chair, Faculty Senate offered that the university might consider incentives, and perhaps disincentives, so that more undergraduates would complete the online course evaluation forms. Prof. Levine solicited those in attendance for a "sense of the room" regarding the use of

incentives or disincentives for undergraduates to complete course evaluation forms. A majority of senators indicated that they would like the university administration to consider incentives and disincentives and to have the UPF and the FSCUE consider the matter further.

Prof. Levine then asked senators whether or not they thought the course evaluation forms should be used in the review process for promotion and tenure. One of the senators confirmed that in his constituent faculty the course evaluations are used for reviews for compensation, promotion and tenure. Prof. Chottiner pointed out that the current course evaluation forms were not designed for that purpose. A couple senators offered that some faculty have supplemented the university course evaluations with follow up solicitations or different course evaluations they've designed to provide feedback relevant to the particular subject and the instructors' interests. It was confirmed that the current course evaluation form can be customized to include questions about teaching assistants or to add questions relevant to specific classes. A couple senators questioned the effectiveness and relevance of course evaluations forms. Another senator said that his students have told him they don't fill out the course evaluations because they don't matter; he said we need to let students know that these evaluations do matter.

Prof. Chottiner reported that the Executive Committees of the College of Arts and Sciences and the School of Engineering met with each other to discuss the School of Engineering SAGES proposal. The CSE may submit a revised proposal based on these discussions.

Prof. Chottiner reported that the Executive Committee voted to rescind the Joint Provost/Faculty Senate *ad hoc* Committee on a University Common Undergraduate Core Curriculum. The Executive Committee is working to draft a resolution to charge and empanel a new committee to move this discussion forward

The Faculty Senate Executive Committee discussed the merits of recommendations #1 and #8 of the near-complete final report of the Faculty Senate *ad hoc* SAGES Review Committee. A motion to consider recommendation #1 was tabled. Recommendation #8 reads as follows:

Given that SAGES is implemented across boundaries of students in four different colleges serving undergraduates, and given that concerns of SAGES are quite specific and unique in comparison with other components of the undergraduate degree program, the Committee recommends that a standing committee (or sub-committee) on SAGES be established to monitor, support, advise, and recommend appropriate changes to SAGES with respect to any individual constituency's academic, programmatic, and/or curricular concerns. In addition, the standing committee should provide a regular reporting mechanism to the Faculty Senate, the SAGES leadership, and the office of the Provost. This standing committee should provide an unambiguous pathway for bringing concerns and proposals about SAGES to the governance structure of the university.

Prof. Levine presented the following motion:

*The Faculty Senate Committee on Undergraduate Education should develop and implement a process to consider key recommendation #8 (Exhibit A) of the Faculty Senate *ad hoc* SAGES Review Committee, by engaging the faculty governing bodies of the College of Arts & Sciences, the Case School of Engineering, the Frances Payne Bolton School of Nursing, and the Weatherhead School of Management.*

This motion, duly seconded, was voted on and passed by the Executive Committee.

Chair's announcements

Prof. Alan Levine, chair, Faculty Senate commented that circumstances have changed since April 2010 and that revised processes for considering the CSE SAGES proposal and the undergraduate common core is no reflection on the outstanding efforts of the Senate last year.

Report from Interim Secretary of the Corporation

Ms. Colleen Treml, interim general counsel and secretary of the corporation, said the trustees approved resolutions for new endowments and new appointments for faculty. Honorary degrees, approved by the Faculty Senate Executive Committee, were approved by the Board of Trustees. There were reports about changes to Benelect, the 2010-2011 capital plans, the sale of property to the Museum of Contemporary Art and campus security. The Provost provided a report about the composition of the faculty and the activities of emeriti faculty.

Master in Religious Studies

Charles Rozek, dean, School of Graduate Studies presented the proposed Master of Arts in Religious Studies for Prof. Gary Wnek, chair, Faculty Senate Committee on Graduate Studies. Prof. Levine reminded the Senate that the required considerations for new degrees were: the need for such a degree, the impact on faculty, the financial implications, and the academic quality of the proposed degree. Prof. Peter Haas, chair, Religious Studies Department said that the department faculty desired the opportunity to work with graduate students and they thought that the upper-level undergraduate classes would be improved as a result of having graduate students. The new degree focuses on the method and theory of religious studies; and there are very few programs at other universities with a similar focus. The Faculty Senate voted to approve the Master in Arts in Religious Studies.

Presentation on Medical Center Company

Mr. Mike Heise, general manager, Medical Center Company, gave a presentation about the role that the Medical Center Company plays in supplying heating, cooling and electricity to Case Western Reserve University and University Hospitals and to 7 other institutions in University Circle. Growth at University Hospitals and potential new growth at CWRU requires a \$40 million expansion and upgrade of facilities. The coal boilers are old and need to be replaced. Two-sixths of MCC's thermal energy is coal-powered, four-sixths is natural gas powered. Mr. Heise expects the Medical Center Company will have 100% non coal –powered energy in the foreseeable future. He said that the Medical Center Company has operated 50% below the limits defined by the Environmental Protection Agency's Title V permit for controlling air pollution. Mr. Gene Matthews, director of facilities, commented that a study of the quality of drinking water at CWRU was conducted recently, and water from all ten sites tested clean. The Medical Center Company is constructing new underground tunnels this winter on the north end of the Case Quad.

Upcoming Changes to Retirement Plans to Comply With IRS and DOL Fiduciary Best Practices

Ms. Sally Staley, chief investment officer, gave a presentation about changes to retirement benefits. The university offers faculty and staff retirement packages through TIAA CREF and Vanguard. The majority of faculty members select TIAA CREF. There are 15 different investment options offered through TIAA CREF. In compliance with federal regulations, the university will reduce the number of investment options offered through Vanguard from 65 to 22. Information will be shared campus-wide starting in

February. Alternative investment options will be mapped from any current investment options to be discontinued; faculty and staff will have until May 1 to confirm their chosen investment options.

Prof. Levine wished senators Happy Holidays and a Happy New Year and thanked them for all their efforts this year. Upon motion, duly seconded, the meeting was adjourned at 5:15 p.m.

APPROVED
by the
FACULTY SENATE



ELIZABETH H. WOYCZYNSKI
SECRETARY OF UNIVERSITY FACULTY

Faculty Senate Meeting
Thursday, December 16, 2010
3:30 p.m. - 5:30pm – Strosacker Auditorium

AGENDA

3:30 p.m.	Approval of Minutes from the November 18, 2010 Faculty Senate meeting, <i>attachment</i>	A. Levine
3:35 p.m.	President's Announcements	B. Snyder
3:40 p.m.	Provost's Announcements	B. Baeslack
3:45 p.m.	Chair's Announcements	A. Levine
3:50 p.m.	Report from the Executive Committee	G. Chottiner
3:55 p.m.	Report from Secretary of the Corporation	C. Treml
4:00 p.m.	Master in Religious Studies <i>attachments</i>	C. Rozek P. Haas
4:15 p.m.	Presentation on Medical Center Company <i>attachments</i>	M. Heise G. Matthews J. Wheeler
4:40 p.m.	Upcoming Changes to Retirement Plans to Comply With IRS and DOL Fiduciary Best Practices <i>attachments</i>	S. Staley

CWRU Action Form for Majors/Minors/Programs/Sequences/Degrees
(instructions on back)

Docket # _____

College/School: College of Arts and Science
Department: Religious Studies

PROPOSED: major
 minor
 program
 sequence
 degree

TITLE: Master of Arts in Religious Studies

EFFECTIVE: Fall (semester) 2011 (year) 2009 or upon next AY following permanent approval

DESCRIPTION:

A two-year program that offers a Master of Arts degree in Religious Studies. The focus of the masters degree will be on the methods and theories in the academic study of religion rather than on any particular religious tradition or traditions. The program involves a minimum of 24 hours of course work, a minimum of six hours of thesis research and writing, and the successful defense of a masters thesis. The thesis is to be centered around research in the methodology of Religious Studies and may (but need not) focus on a particular religious tradition as the data base.

APPROVED
A&S CEP 2-19-09
A&S Exe Comm 9-7-11

Is this major/minor/program/sequence/degree: new
 modification
 replacement

If modification or replacement please elaborate: N/A

Does this change in major/minor/program/sequence/degree involve other departments? Yes No

If yes, which departments? ANETH, COGS, HIST, PHIL, POSG, SOCI - see attached signature page

Contact person/committee: Peter Haas

SIGNATURES:
Department Curriculum Chair(s)/Program Directors: Peter Haas DATE 14 Jan, 2009
Department Chair: (see above)
College/School Curriculum Committee Chair: C. Albers/caw 2-19-09
College/School Dean(s): _____
UUF Curriculum Committee Chair: _____

File copy sent to: Registrar Office of Undergraduate Studies/Graduate Studies
 Other: _____

ANTHROPOLOGY

SIGNATURES:

Department Curriculum Chair(s)/Program Directors: _____

Peter J. Hous

DATE
20 Nov. 2008

Department Chair: _____

College/School Curriculum Committee Chair: _____

College/School Dean(s): _____

UUF Curriculum Committee Chair: _____

COGNITIVE SCIENCE & SOCIOLOGY

SIGNATURES:

Department Curriculum Chair(s)/Program Directors: _____

Peter J. Hous

DATE
20 Nov. 2008

Department Chair: _____

College/School Curriculum Committee Chair: _____

College/School Dean(s): _____

UUF Curriculum Committee Chair: _____

File copy sent to:

____ Registrar
____ Other:

____ Office of Undergraduate Studies/Graduate Studies

*Mark Turner as chair of cogsci
& Anthropology Sociology*

HISTORY

SIGNATURES:

Department Curriculum Chair(s)/Program Directors: _____

Peter J. Hous

DATE
20 Nov. 2008

Department Chair: _____

College/School Curriculum Committee Chair: _____

College/School Dean(s): _____

UUF Curriculum Committee Chair: _____

PHILOSOPHY

SIGNATURES:

Department Curriculum Chair(s)/Program Directors: _____

Peter J. Hous

DATE
20 Nov. 2008

Department Chair: _____

College/School Curriculum Committee Chair: _____

College/School Dean(s): _____

UUF Curriculum Committee Chair: _____

POLITICAL SCIENCE

SIGNATURES:

Department Curriculum Chair(s)/Program Directors: _____

Peter J. Hous

DATE
20 Nov. 2008

Department Chair: _____

College/School Curriculum Committee Chair: _____

College/School Dean(s): _____

UUF Curriculum Committee Chair: _____

THE MASTERS PROGRAM

Department of Religious Studies

Note

This M.A. in Religious Studies conforms to the "Plan A" option of the Graduate School. The Program is based on a minimum of 30 credit hours, consisting of at least 21 credit hours in course work and at least 6 credit hours in RLGN 651 (Thesis Research and Writing). The remaining three credit hours can be earned either in an elective or in RLGN 651 (Thesis Research and Writing).

I. STRUCTURE

1. The program will offer a Masters of Arts degree in Religious Studies and will be focused on methods and theories in the academic study of religion rather than on any particular religious tradition or traditions.
2. Award of the degree requires the successful completion of at least 30 hours of course credit, with 21 to 24 credit hours of course work and the remainder (6 to 9 credit hours) taken in RLGN 651 (Thesis Research and Writing). The degree also requires the writing and successful defense of a Master's thesis. Course work will normally be completed in three semesters.
3. Upon admission, the department chair, in consultation with the student, will appoint a graduate advisor who will oversee the candidate's course work, thesis proposal, and the writing of the thesis.
4. The oral defense of the master's thesis will be conducted by a committee consisting of at least three members of the Department of Religious Studies. Other faculty members from the University may be added to the committee as appropriate. The Chair of the Department of Religious Studies will be responsible for appointing the chair of the Committee (normally the candidate's thesis advisor) and the other members of the Committee.
5. Students will be eligible to serve as a TA/grader for undergraduate courses in Religious Studies.

II. COURSE WORK

A. An "Elective" is any course (400-level or above) offered by the Department of Religious Studies or a course in any other department of the University that is relevant to the candidate's concentration and thesis. No 300-level only courses can count toward the Masters.

B. Course work will normally be fulfilled according to the following schedule:

FIRST SEMESTER (minimum 9 credits)

1. RLG 401 (3 credit hrs)-- A reading course based on the major formative works of the field. Part of the required bibliography will be pre-determined by the Department. The remainder will be added by the graduate advisor in consultation with the student. In order successfully to complete this course, the student must demonstrate knowledge of the literature in the field through written examination.

2. RLG 4xx (3 credit hrs)

3. An elective (3 credit hrs) dealing with method and theory in the study of religion.

SECOND SEMESTER (minimum 9 credits)

1. RLG 4xx (3 credit hours)

2. An elective (3 credit hrs) dealing with method and theory in the study of religion

3. Independent Study (3 credit hours) with thesis advisor to prepare proposal. This proposal must be approved by the Graduate Faculty by the beginning of the third semester.

THIRD SEMESTER (minimum 9 credits)

1. RLG 4xx (3 credit hours)

2. Elective or RLG 651 (Thesis Research and Writing) (3 credit hours)

3. RLG 651 (Thesis Research and writing) (3 credit hours)

FOURTH SEMESTER (minimum 3 credits)

1. RLG 651 (Thesis Research and Writing) (3 credit hours)

The thesis may be defended during the fourth semester. In any event, the defense is to take place no later than the beginning of the following Fall semester. Petitions to extend the time of defense have to be approved by the chair of the Department of Religious Studies with the consent of the thesis advisor.

THESIS

1. The thesis will consist of a major piece of research in the methodology of Religious Studies and may (but need not) focus as well on a particular religious tradition as the data base. The thesis will be presented and orally defended in front of a master's thesis committee that will be comprised of at least three of the full-time faculty members of the Department of Religious Studies, plus whatever other faculty members of the University might be invited to be on the committee as appropriate. The chair of the Committee (normally the candidate's thesis advisor) and the other members of this committee will be appointed by the chair of the Department in consultation with the candidate and the candidate's thesis advisor. The thesis will be deemed successfully defended on the basis of the unanimous agreement of the members of the defense committee.
2. The defense will normally take place during the fourth semester of enrollment. In any case the defense is to be completed before the beginning of the next Fall semester. Petitions to extend the time of the defense must be approved by the Chair of the Department with the advice and consent of the thesis advisor.

TRANSFER CREDIT

Upon the request of the student and with the endorsement of the thesis advisor, the candidate may petition the Department of Religious Studies and the Dean of Graduate Studies for up to 6 transfer hours of elective credit for appropriate graduate level courses taken at CWRU or elsewhere.

ATTACHMENT A:

NEW MASTERS LEVEL COURSES

RLGN 401: Foundational Readings in Religious Studies [Staff]

Structured as an Independent Study, this course is meant to familiarize the student with the major classical works and thinkers that have shaped the modern field of Religious Studies. Students will meet on a regular basis with the instructor to discuss the theories and methods described in the literature. The reading list will be compiled by members of the Department of Religious Studies but additional material can be added on the basis of the student's interests or intended concentration.

RLGN 410: Cognitive Science of Religion [Deal]

This course introduces theories and methods in the cognitive science of religion. Particular emphasis is placed on applying cognitive scientific concepts and theories to such religious issues as belief in deities, religious ritual, and morality. We examine such topics as the relationship of religious studies to evolution and cognition, cognitive theories of religious ritual, anthropomorphism and religious representation, religion as an evolutionary adaptation, and cognitive semantics and religious language. Course work includes student-led discussions and a research-intensive journal-length essay on a topic chosen in consultation with the instructor.

RLGN 420: Structuralism and the Anthropology of Religion [Haas]

The anthropological study of religion attempts to understand individual religions as social and cultural constructs. It also investigates the phenomenon of religion as a general pattern of human behavior. This course examines the philosophical and cognitive background to the anthropological study of religion and the ways this method has been applied. Special emphasis will be placed on Structuralism, which focuses especially on the underlying structures of religions and religious organizations.

RLGN 430: Genealogies of Otherness [Beal]

Concepts of otherness pervade recent theories of religion. More or less related to one another, many of these concepts are borrowed from fields other than academic religious studies. This seminar explores the genealogies of otherness in theoretical discourse as they relate to religion. We will read primary texts from Georges Bataille, Judith Butler, Thomas Csordas, Jacques Derrida, Sigmund Freud, Julia Kristeva, Jacques Lacan, Emmanuel Levinas, Jean-Francois Lyotard, and Rudolph Otto. Evaluation will be based on regular short papers, seminar presentations, and a final paper.

RLGN 440 : Insiders & Outsiders in the Study of Religion [Sarma]

This course will provide an introduction to one of the most important theoretical and methodological issues in the social sciences and in religious studies, namely, the epistemic authority of the insider and of the outsider. We will read books and articles, both classical and contemporary, on the topic. My goal is to place students at the center of a contemporary debate in the study of religion. We will also examine both hypothetical and actual communities that uphold insider epistemologies.

RLGN 450 : Women and Biblical Traditions [Bach]

This course seeks to give a sense of feminist methodology: its historical trajectory, its passion and contradictions, and its effects on religious institutions and other feminist movement in American culture. To identify as a feminist is to occupy several locations simultaneously: one of gender, age, race, class, ethnicity, sexuality. Variation also shatters the notion of a monolithic Judaism, Islam, or Christianity. Our heuristic enterprise will make clear one essential difference between feminist and traditional interpretations is the *inclusion of women's experience* within feminist analysis. A second difference is the willingness of feminist interpreters *to revise and refigure traditions* so that women are included as equal partners with men in the worship of God and the participation within rituals and religious life. We will examine the relationship between God and the human realm and the ways in which women have been marginalized or ignored both in the figuring of the Divine and within the traditional insistence upon a triumphalist model of God in service to patriarchal goals.

RLGN 460 : Approaches to the Study of Urban Religion [Bostic]

This course will introduce students to basic concepts and tools used in the sociology of religion drawing upon works from such theorists as Peter Berger, Robert Wuthnow and Robert N. Bellah. The course will analyze the relationship between the role and structure of religion in North America and the larger historical, cultural and social landscape. Utilizing the city of Cleveland as a resource, students will apply the tools and concepts learned to explicate how religious organizations impact, and are impacted by, urban environments. Course requirements will include experiential field work with local communities.

ATTACHMENT B: COURSES THAT COULD SERVE AS MA ELECTIVES

ANTH 404. Introduction to the Anthropology of Aging.
ANTH 417. Asian Medical Systems.
ANTH 435. Illegal Drugs and Society.
ANTH 438. Maternal Health: Anthropological Perspectives on Reproductive Practices and Health Policy.
ANTH 480. The Anthropology of Health and Illness I.

COGS 406. Theory of Cognitive Linguistics, I
COGS 407. Theory of Cognitive Linguistics, II.
COGS 408. Workshop in Cognitive Linguistics, I.
COGS 409. Workshop in Cognitive Linguistics, II

HSTY 322/422 Feminist Theory, Women's History
HSTY 470 History and Cultural Studies
HSTY 476 Comparative Urban History
HSTY 611 Introduction to Historiography

PHIL 405 Ethics
PHIL 420 The Phenomenological Tradition
PHIL 425 Philosophy of Feminism,
PHIL 433 Philosophy of Religion
PHIL 434 Political and Social Philosophy
PHIL 435 Philosophy of Law
PHIL 455 19th/Early 20th Century Philosophy
PHIL 465 Philosophy of Mind
PHIL 485 Philosophy of Language

POSC 402 State Politics and Policy
POSC 434 Violence in the Political System
POSC 446 Women and Politics
POSC 449 Political Science Research Methods
POSC 454 Political and Social Philosophy
POSC 461 State-Building and State Collapse
POSC 481 The City As Classroom
POSC 483 Health Policy and Politics in the U.S.

SOCI 400 Development of Sociological Theory
SOCI 401 Contemporary Sociological Theory
SOCI 406 Sociological Research Methods I
SOCI 407 Sociological Research Methods II
SOCI 410 The Individual in Society
SOCI 443 Medical Sociology
SOCI 470 Sociology of the Family
SOCI 477 Population Dynamics and Changing Society

them. A graduate program in Religious Studies must, by its very nature, address issues of society, social justice, models of just communities, and the practical impacts of religion-based activities in the community of believers/practioners and beyond.

ACADEMIC AND UNIVERSITY RESOURCES

Faculty -- The Department of Religious Studies at CWRU consists of six full-time tenured or tenure-track members, each of whom has an expertise in a particular important religious tradition and also has competence in one or more of the methods and theories that have proven important in the field. We thus can provide master of arts students with introductions by experts in such primary religious traditions as Roman Catholic Christianity, Protestant Christianities, African-American spirituality, Judaism, Hinduism and Buddhism. In addition we have two additional faculty members, an adjunct who teaches introductory courses in Islam and a full-time lecturer who specializes in folk religion, including Judaic folklore, traditional arts and popular culture. Our own faculty, along with other departments in the humanities and social sciences are thus fully capable of giving graduate students a rich and nuanced competency in the theories and methods upon which our field is based. In short, the faculty in the Department of Religious Studies, along with faculty in departments such as Anthropology, Art History, Classics, History, Political Science, Philosophy and Sociology, offer more than sufficient resources for developing students at the Masters level with strong grounding in whatever method or methods they need for their own research. We do not yet have the full array of resources we would need -- historical, linguistic, cultural, etc. -- to provide a substantial, high quality post-graduate education in any particular religious tradition.

Library -- the Department has spent a concerted effort over the last few years to bolster the library's holdings in religious studies. This has been accomplished in part by shaping the acquisitions policy of the library in our area and in part through a number of strategic Opportunity Grants. We are confident that the library collection holds the basic texts of our field. In addition, our students have access to more specialized holdings, including those of the Cleveland Public Library and the libraries of the Siegal College of Jewish Studies and of John Carroll University as well as various local religious institutions such as the Church of the Covenant and the Uqba mosque.

Facilities -- There is no need for additional facilities or staff to support the program. There may be need for financial assistance for some of the students.

Financial -- Because no additional faculty, facilities or resources will be required for this proposed program to go operational, the budgetary implications are fairly limited. We foresee the only substantial expense to be associated with financial support of the students themselves. Such support will take two forms: tuition reductions and stipends.

In the case of tuition reductions, this takes the form mostly of a reduction in income to the College rather than an outright expense. As to stipends, the department already has in its budget money to pay for TA's and graders, and we propose to hire our own graduate students for these tasks. While the amount of these payments is extremely modest, we feel they offer us a foundation upon which we can build. Our hope is that we will be able to develop increased student support from a variety of sources, including outside philanthropy.

On the other hand, as noted below, we feel such a graduate program will add considerable value to the intellectual, research and teaching life of the College and University and so offers important assets for the investments made in supporting such a program.

NEED

a) Student interest – we are constantly asked by students, both our own undergraduates and those of other departments, if it is possible to pursue further academic study of religion. As indicated below there is only one other MA program in Religious Studies available in the entire state of Ohio. I should point out that since word has gotten out that we are proposing an MA program in religious studies, we have been approached by some half dozen individuals, undergraduate students, graduate students and community religious professionals, who have indicated their eagerness to apply. We are thus confident that we will be able to maintain student enrollment.

Our goal is to enroll approximately six students per academic year, at least at the beginning. We feel that this number represents for us a reasonable balance between two goals. On the one hand, we feel that we need to start off with a fairly small program so that we can gain experience in running such a program. On the other hand, we wish to have a critical mass of students both for our seminars and to create a graduate student culture in Religious Studies. We are open to increasing these numbers in the future.

b). Societal -- While we believe there is significant interest in the community in such an MA program, we need to point out that the graduate-level program being proposed here is not designed to address needs of personal religious fulfillment. There are numerous programs in churches, mosques, synagogues and temples that are designed specifically to do this within the boundaries of specific religious communities. Rather our program approaches religion at a high academic level. As our preliminary inquiries suggest, there is some pent-up demand for such a graduate level program in Northeast Ohio.

c). Professional – Graduate level work in Religious Studies is attractive, and in some cases important career-wise, for a number of professionals. In the first instance, our proposed program can serve those students from other colleges and universities who wish to pursue careers in Religious Studies or in religious institutions and who need some degree beyond the baccalaureate. Most Ph.D. programs in Religious Studies require an MA for admission, for example. In addition, the proposed program would be attractive to members of the clergy and other religious leaders who want to understand religion and religious phenomena beyond the horizons of their own denominations. Finally, there is

growing interest in religious issues among social workers and health care providers who are dealing with an ever more diverse religious population. Awareness of religious issues is becoming even more important with the accelerating expansion of bioethics, palliative care, hospice programs and the like.

STATEWIDE ALTERNATIVES

We have only been able to identify eight other college or university (as opposed to purely seminary) programs in the state of Ohio that offer graduate level work in religion or Religious Studies. Of these eight, five are based in Roman Catholic institutions and four of these offer degrees that are clearly designed to produce professionals for the Church. These four are:

- a. College of Mt Saint Joseph (Cincinnati) – MA in Religious Studies with a concentration in spiritual and pastoral care and an MA in “pastoral family care”;
- b. University of Dayton (Dayton) – MA in Theological Studies, MA in pastoral Ministry, PhD in Theology “with focus on the US Catholic experience”;
- c. Xavier University (Cincinnati) – MA in Christian theology grounded in the Catholic tradition, with possible concentration in Pastoral and Social Ministry;
- d. Ursuline College (Cleveland) – MA in Ministry, to prepare men and women for work in the Church.

The fifth program is housed at John Carroll University (Cleveland) and is an MA in Religious Studies designed to prepare students “for diverse careers and ministries”. The program requires a course in bible and one in theology. Thus while not designed specifically for students with an interest in Roman Catholic vocations, the Catholic character of the school clearly impacts the program.

The sixth program is part of the Hebrew Union College-Jewish Institute of Religion in Cincinnati. The program offers MA and PhD level work in Bible, Rabbinics and Modern Judaism, but nothing in Religious Studies per se.

There remain two programs statewide. These are:

- a). The Ohio State University’s Department of Comparative Studies.
- b). Miami University (Oxford) -- offers an MA program in Comparative Religion.

A consideration of these two programs and how they compare with the one proposed here follows.

The Ohio State University

While there is no degree in Comparative Religion or Religious Studies per se at The Ohio State University, it is possible to design a program that focuses on comparative religion in the more general Department of Comparative Studies. This degree program is interdisciplinary and cross-cultural and is designed to give students a “comparative perspectives on a wide range of cultural and historical discourses and practices: literary, aesthetic, technological, scientific, religious, political, material.” Because the program draws on the very rich curricular and faculty resources offered by the University, it is fairly easy to put together a course of study that would fall in the range of religious studies. By the same token, however, the relatively loose curricular structure of the Department means that it can not guarantee that the student will receive the kind of dedicated and concentrated program of the study of the theory and method of Religious Studies that can be offered by a department devoted to that field. Thus while students enrolling in the program proposed here will have less options and diversity in course selection, they will receive more deliberate and considered training in the field.

Miami University of Ohio

The MA in Comparative Religion at Miami University of Ohio is designed around the writing and defense of a dissertation on the theory and method of comparative religion and in that regard is similar to the one proposed here. The difference is that the course requirements are much more limited and the program much more focused than is true for what we are proposing. For example, Miami students in the first year take three courses each semester, two of which are seminars in “Comparative Religion” and in “the Structure of the History of Religion”. The third course is to prepare the student to pass competency exams in either German or French. (Students who serve as TA or graders take an additional practicum). During the summer, the students complete a reading course in either Religious Thought, History of Religion or “Religion and Culture”. During the second year, students’ time is devoted to the research and writing of the Masters Thesis. During this second year students take two electives. Thus the vast bulk of courses are in “Comparative Religion”. Language and teaching practica take up a good deal of the rest of the students’ time. This contrasts to the more open program we propose, which requires students to have some background in the field, but allows courses to be taken in specific methods, specific religious traditions, or in themes (religion and culture, religious ethics, anthropology of religion, political science, and so on). The result is that the program proposed here will allow students to explore a much wider range of topics and themes at the graduate level than is true of the program at Miami University.

BENEFITS

Department: The Department of Religious Studies has added two full-time positions in the last few years. Despite our small size the department has recruited and retained a very talented faculty. Although we have established a very strong record as an undergraduate teaching department, the members of the faculty wish to push beyond the boundaries of serving only undergraduates. There is a unanimous sense that our research and publication can only be bolstered by teaching and working with graduate students. Having such a program will, of course, not only benefit the intellectual lives of the individual faculty members, but will have an enriching influence on our undergraduate teaching.

We realize that in this regard the move to “only” an MA program is modest. We realize that to achieve our full potential as scholars in the humanities we need to be able to teach and collaborate with students on the doctoral level. At this point, however, we feel that we are too small a department to support a full-blown doctoral program while maintaining our strengths in undergraduate education. Our long term aspiration, however, is to be able to eventually grow to the point of being able to build and maintain a doctoral program.

College and University: In the humanities, true research involves work on the graduate level. Only at this level can the faculty routinely work with students who have a background in the field, in particular religions and their literatures, and in the pertinent languages. In some real sense, humanities departments that do not engage in post-BA teaching are not able to contribute fully to the intellectual life of a research institution. Thus by developing a graduate program, the department will position itself to contribute more fully to the overall intellectual life of the College in a way that goes beyond what is possible in its present configuration as an undergraduate “service” unit. It is of course also the case that having such a program in place will positively effect the profile of the department and the University in the broader world of Religious Studies in particular, and in advanced teaching and research in the humanities more generally.

ADDENDUM (30 Nov., 2009)

1. THE DEPARTMENT:

a. As indicated in the last section of our proposal (“Benefits”), we see the new graduate program as enhancing both the research and the teaching of the faculty. In terms specifically of undergraduate education, two further points can be made. One is that the MA program will provide a number of our exceptional undergrads with a CWRU option for graduate school (given how many we send elsewhere for MA programs). Second, it will enable us to offer more 300/400 level courses for advanced undergrads. Third, it will deepen the quality of engagement and intellectual community among our students.

b. We have no other graduate programs, so there is no potential conflict.

2. MARKET: As noted in the lengthy discussion in our proposal, there are only two other MA programs in Religious Studies in the state and only one (Miami University of Ohio) is somewhat comparable to what we are proposing. In general, our program serves a need not now being fully addressed in the state, and really anywhere in the region between roughly Syracuse and Chicago.

3. COSTS: As discussed in “Academic and University Resources” in the proposal, we see little need for additional resources at the moment.

a-b). We currently have what we believe to be the minimum capacity, in terms of faculty and staff, needed to offer the program, especially given the enthusiasm of the departmental faculty to take on this project. If the MA program grows and develops as anticipated, there may well be a need for the faculty to grow, especially in areas like Islam.

c). There may be some need for graduate student support, hopefully coming initially from tuition discounts. We plan to offer some modest stipend support through TA-ships in our larger courses.

d). Although some office/study space for MA students would be welcome, we do not see this as necessary for the program.

e). The Department has been nurturing the library collection for the last several years in anticipation of this request. There are also quite ample resources available in conjunction with the library through OhioLink and eJournal resources like JSTOR.

4. FUNDING: We anticipate most of the income will be from tuition. Since there are no real additional costs to the MA program, we do not anticipate an immediate need to develop additional income streams. We note that programs in Religious Studies at other institutions have been successful in raising money for student and faculty support (including endowed professorships), so we anticipate that there will be some development prospects that can be tapped in the future.

5. COMPETITIVE PROGRAMS: There are numerous other programs both nationally and internationally that focus on Religious Studies in its various aspects. Most have Ph.D. programs, and only award MA degrees *en passant*. Many of such programs, especially those abroad, are religiously based or affiliated.

6-7. STRATEGIC PLAN: This is addressed in the proposal under "Intellectual Rational: University Strategic Plan". To supplement that discussion, we would like to stress that Religious Studies is to begin with not a discipline *per se* but an interdisciplinary field of study. Religionists draw on a variety of methods and disciplines for their work, which includes (but is not restricted to) anthropology, art history, cognitive science, comparative literature, gender studies, history, language, philosophy, and sociology. The Department already has working relationships with many such programs and departments on campus. We also already have had collaborations with a number UCI institutions for our undergraduate program, and the we anticipate the graduate program will serve to broaden and deepen these collaborations.

We also wish to point out that the discipline of Religious Studies is by its nature diverse, including a higher proportion of students from under-represented minorities than do many do other fields and disciplines.

8. REPUTATION: As noted, there are virtually no other competing programs in the region, so the initiation of an MA program here will ipso facto give the Department a regional status. It should also be noted that the Department of Religious Studies already has earned a national reputation in many areas of our field, and the addition of a graduate program will lend further intellectual weight to this reputation. I can add here the anecdotal experience of many faculty members who report that colleagues elsewhere in the religious studies field are often surprised to learn that we do not have a graduate program given our presence in the field.

9. DEPARTMENTAL PRIORITIES: The Department has been yearning for a graduate program for a number of years now, essentially since its major reorganization in 2000. This does not then represent so much a change in departmental priorities as an attempt to bring to fruition one of our chief priorities. As already noted, we have expanded our faculty since 2000 and have been nurturing the library such that we do not anticipate any need for additional reallocation of resources of any significance.

Subject: Religious Studies MA proposal
From: Peter Haas <pjh7@case.edu>
Date: Wed, 9 Jun 2010 14:08:34 -0400
To: Cyrus Taylor <cct@case.edu>, Cynthia Stilwell <cynthia.stilwell@case.edu>

Dear Cyrus,

Attached are two updated documents to replace earlier versions already in our MA proposal packet.

The first has to do with measuring the program's success and includes a section on faculty evaluation and assessment.

The second is a revised version of our request for credit hour waiver support for MA students. The narrative is followed by a chart summarizing the actual numbers.

Thank you,

Peter

--
Peter J. Haas
Abba Hillel Silver Professor of Jewish Studies
Chair, Department of Religious Studies
Case Western Reserve University

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RELIGIOUS STUDIES MA METRICS

A. Admissions

- 1.. Number and quality of applying students (Undergrad GPA, GRE's, institute of prior degree)
2. Geographical spread of applicants – are we becoming more national?
3. Yield; against what schools are we successfully or unsuccessfully competing?

B. Student Learning Experience

4. Course evaluations
5. Interdisciplinarity (enrollment in other departments/program at CWRU)
6. Quality of thesis and defense

C. Faculty Appraisal

7. Evaluation of the students and their learning trajectory in the program
8. Impact on faculty as regards scholarly productivity, teaching and service

D. Placement

9. Did the education here meet the student's expectations (exit interviews)?
10. Are graduates who want to go on in their studies being admitted to their choice programs?
11. Are students getting scholarly exposure (published articles, scholarly presentations)?
12. Evaluation two or three years out as to how graduates value what they learned.

Dear Cyrus,

The Department of Religious Studies would like to request the following credit hour tuition waivers for the proposed M.A. in Religious Studies over the next several years. The totals of this request is summarized in the attached table (Appendix A).

Note the current proposal assumes the students will take 18 credit hours during the first year (9 per semester) and 12 credit hours during the second year.

Our request for the first year thus would be for 18 credit hour waivers for up to five students each. We see this as an important incentive to attract high quality students into the program at its inception. We would like, however, to have the ability to admit more than 5 students if the situation allows, and to be allowed, consequently, to divide the available credit hour waivers among the students as we deem appropriate.

For the second year we request that the credit hour waivers for the continuing students be maintained (now at 12 hours each) and that credit hour waivers totaling 80% for each of up to five new students (18 hours each) be added for the incoming class. We would like to request the flexibility to allocate the total available credit hour waivers among all the then-current students as we deem appropriate.

To continue this pattern, for the third year we request that waivers for second year students be maintained at 12 hours each and that credit hour waivers totaling 60% for each of up to five new students (18 hours each) be available for the incoming class with the flexibility to allocate the total available credit hour waivers among all the then-current students as we deem appropriate.

For the fourth year we request that the total of third year waivers be maintained at 12 hours each and that credit hour waivers totaling 40% for each of up to five new students (18 hours each) be available for the incoming class, with the flexibility to allocate the total available credit hour waivers among all the then-current students as we deem appropriate.

For the fifth year we request that the total of fourth year waivers be maintained at 12 hours each and that credit hour waivers totaling 20% for each of up to five new students (or one full student credit hour waiver of 24 credit hours) be made available for the incoming class, with the flexibility to allocate the total available credit hour waivers among all the then-current students as we deem appropriate.

For the successive years, we envision that a total of 30 credit hour waivers be available to be distributed among all the current students as we deem appropriate. This would allow us to maintain the support level of continuing students (total of 12 credit hours) and have some waivers for new students (total of 18 credit hours).

These numbers are summarized in the table below.

We understand that these numbers may be renegotiated in light of evaluations of the program.

RELIGIOUS STUDIES MA

TUITION WAIVERS

APPENDIX A

Year	Total Credit Hour Waivers Requested	Explanation
1	90	100% for 5 for new students (18 hrs each)
2	132	80% for 5 new students (18 hrs each) 100% for second yr students (12 hrs each)
3	102	60% for 5 new students (18 hrs each) 80% for second yr students (12 hrs each)
4	72	40% for 5 new students (18 hrs each) 60% for second yr students (12 hrs each)
5	42	20% for 5 new students (18 hrs each) 40% for second yr students (12 hrs each)
6+	30	20% for 5 new students (18 hrs each) 20% for second yr students (12 hrs each)



CASE WESTERN RESERVE
UNIVERSITY
COLLEGE OF ARTS AND SCIENCES

December 1, 2010

Alan Levine, Chair
Faculty Senate
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Case Western Reserve University
10900 Euclid Avenue
Cleveland, Ohio 44106-7001

Cyrus C. Taylor, Dean
Albert A. Michelson Professor in Physics
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Phone 216-368-4437
Toll-free -800-515-2774
Fax 216-368-3842
cyrus.taylor@case.edu

Dear Alan:

This letter is to confirm that I have been in consultation with the Department of Religious Studies concerning their proposal to offer an M.A. in Religious Studies. This proposal has been under consideration for some time now and has been endorsed by all of the standing committees of the college, the Budget Subcommittee, the College Strategic Planning Steering Committee, and the Faculty of the College. Please be assured that I support this initiative. The College of Arts and Sciences is able to give the program the appropriate administrative, financial, and facilities support. I have also reviewed the student financial arrangements in the proposal and support them as well.

Sincerely,

A handwritten signature in black ink, appearing to read "Cyrus C. Taylor".

Cyrus C. Taylor
Dean and Albert A. Michelson Professor in Physics
College of Arts and Sciences

cc: P. Haas

Medical Center Company

www.MCCo.org

presentation to

CWRU Faculty Senate

December 16, 2010

Michael B. Heise, P.E.
President, Medical Center Company
(216) 368-4256 Ext. 11
mike@mcco.org

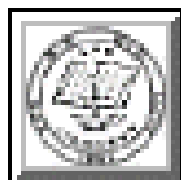
Medical Center Company

- **501(c)(3) non-profit corporation, founded 1932**
- **MCCo's "Members" are its customers**
- **all Members are University Circle non-profit institutions**
- **MCCo is a "district energy company"**
 - ✓ **economical**
 - ✓ **efficient**
 - ✓ **frequently used in campus settings**

MCCo Members / Customers

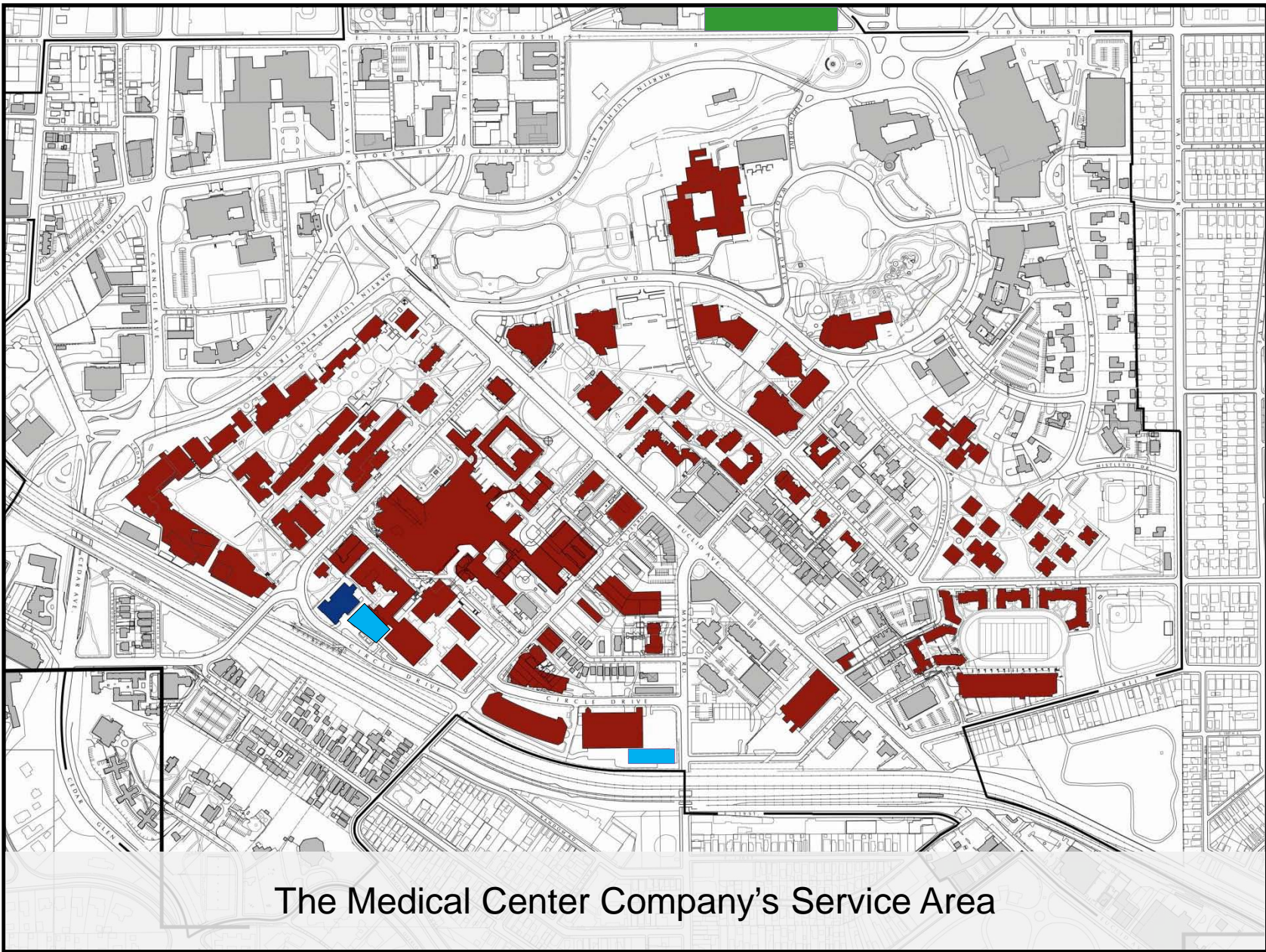


The Church of the Covenant



Cleveland Medical Library Association





Dark Blue current MCo steam generation facility
Light Blue current MCo chilled water generation facilities

Green potential future generation site

MCCo Governance

- **Board of Trustees:** 15 members
 - ✓ Case Western Reserve University: 4
(*Bob Brown, Steve Campbell, Gene Matthews, John Wheeler*)
 - ✓ University Hospitals: 4
 - ✓ other Members: 1 each
- **Executive Committee:** 5 members
 - ✓ Case Western Reserve University: 2 (*Brown, Wheeler*)
 - ✓ University Hospitals: 2
 - ✓ other Members (non-voting): 1 (currently CMA)

MCCo “Product Line”

Member	Steam	Chilled Water	Electricity
Case Western Reserve University	X	X	X
University Hospitals	X	X	X
Cleveland Museum of Art	X		
Cleveland Orchestra	X	X	
Cleveland Institute of Art	X		X
Church of the Covenant	X		X
Cleveland Botanical Gardens	X	X	X
Cleveland Hearing and Speech	X		X
Medical Library Association	X		X
Hope Lodge			X
Medical Center Company			X

MCCo Production

Steam	Chilled Water	Electricity
<p>2 coal boilers</p> <p>4 gas boilers</p> <p>heat, humidification, cleaning</p>	<p>8 chillers (today) 13 chillers (2011)</p> <p>distributed capacity:</p> <ul style="list-style-type: none">• 16,000 tons today• 27,500 tons by the end of 2011	<p>wholesale customer of Cleveland Public Power</p> <p>MCCo owns distribution system</p> <ul style="list-style-type: none">• substation• wires• metering

MCCo Construction Program: Improvement & Expansion

- **new chilled water facility & expanded distribution**
- **new natural gas boiler(s) at existing facility**
- **tunnel network repair/replacement**
- **new or upgraded substation (for both capacity & redundancy)**
- **new satellite power house (CWRU West Campus)
[long-term expansion]**

MCCo & Coal

- **MCCo's first boilers were coal-fired**
- **last coal boilers installed in 1960s**
- **since then, increased demand has been met through installation of gas-fired boilers**
- **MCCo is committed to future coal-free operation for steam generation**
- ***coal phase-out is part of current strategic planning process***

MCCo Strategic Planning Process – to Be Concluded in 2011

- **determine future energy and power production requirements**
- **determine how those requirements will be met – *without* coal**
- **site and construct a second electrical system delivery point (substation)**
- **assess MCCo's existing site and determine whether a new site is required for energy generation (CWRU West Campus)**
- **establish goals for alternative energy production**
- **establish goals for demand management and energy conservation**

Case Western Reserve University Defined Contribution Retirement Plans:
*Upcoming Changes to Comply with IRS and DoL Fiduciary Best Practices
and Enhance Plan Design for Participants*

*Faculty Senate Meeting
December 16, 2010*

Background

IRS and Dept. of Labor (DoL) are requiring more stringent compliance with tax law and fiduciary law for Defined Contribution (DC) retirement plans

This requires CWRU to re-examine its fiduciary best practices for Plan A and Plan C

- Each plan has two administrators/record keepers: Vanguard and TIAA-CREF
- We are reviewing both

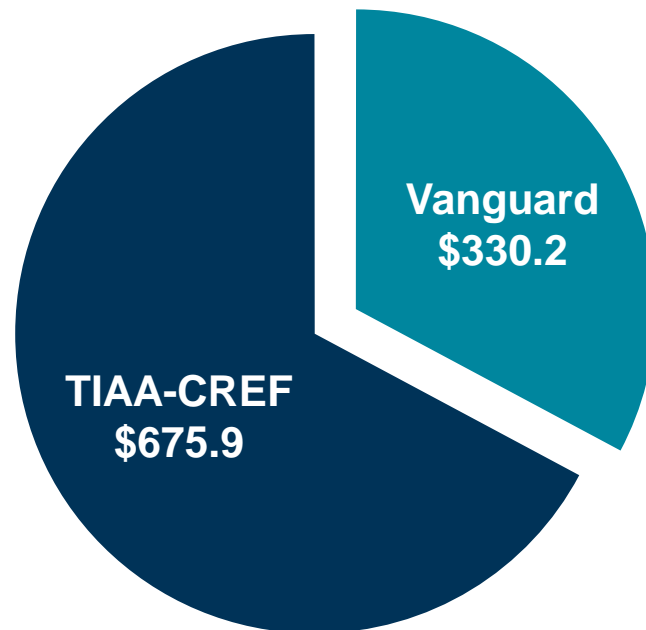
Offices of Investments and Human Resources collaborating on the reviews and the recommendations

- Vanguard plan requires significant changes and will be addressed first
- TIAA-CREF plan requires fewer changes and will be addressed later

CWRU Defined Contribution Plans (Plans A and C)

Case Western Reserve uses Vanguard and TIAA-CREF as administrators/record keepers and to provide investment options for the defined contribution (DC) plans.

Case employee balances (in millions) as of June 30, 2010:



Vanguard: Two Big Goals

1. Implement fiduciary best practices in four key areas:

- ✓ Investment selection and monitoring
 - Streamline fund lineup and introduce fund tiering system—work is finalized
- ✓ Plan costs
 - Review and affirm or suggest changes—finalized along with “Investment Selection and Monitoring” recommendations
- Administrative oversight
 - Review and affirm or suggest changes—future step
- Organization of oversight committee
 - Review and affirm or suggest changes—future step

2. Increase participant satisfaction

- ✓ Provide plan participants with additional tools to help in the investment decision process (advice, financial planning, do-it-yourself risk and exposure wizards)
 - Review and suggest changes—work is nearly finalized

Vanguard: First Steps

Fiduciary Best Practices

✓ Investment Selection and Monitoring

- Current number of Vanguard investment fund options is 65
 - 64 Vanguard mutual funds plus one set of “target date funds” (multiple funds count as one)
 - Need to reduce number of options to allow for proper investment oversight but still allow plan participants to build well-diversified investment portfolios that support retirement savings

- Process
 - Reviewed Morningstar fund ratings
 - Reviewed fund expense ratios
 - Created a tiered menu of high-quality, cost-effective, well-diversified investment options for active and inactive participants with varying levels of investment knowledge and sophistication
 - Transition participants to the new fund lineup by **mapping**
 - Current 65 funds map automatically to 22 new funds *unless participant takes action to redirect by a certain date to be specified*

- Recommended Action
 - Reduce number of investment options to 22 (21 funds plus one set of target date funds)
 - Introduce a tiering system to aid participants’ selection process

Fund Tiering

Target date funds are the default option for participants who do not select an investment option

1. Simple & Safe

- Target Date Retirement funds

2. Core

- Balanced (2)
- Domestic Equity
 - Large Cap (4)
 - Mid Cap (1)
 - Small Cap (1)
- International Equity (1)
- Bond (1)
- Money Market (1)

3. Expanded

- Sector/Specialty Funds (10)

Vanguard: First Steps

Fiduciary Best Practices

✓ Plan Costs

- Beginning in January 2012 the DoL will require DC plans to disclose all fees and expenses
- Vanguard's indexing and low fee investment philosophy offers one of the most competitive fee structures in the industry
 - Average expense ratio in the proposed CWRU fund line-up is just 0.31% and likely to decline as CWRU participants' assets are consolidated into fewer funds

Vanguard: First Steps

Participant Satisfaction

- Changes to investment fund options require extensive communications with participants, so it is an opportune moment to introduce other changes that might enhance participant knowledge and satisfaction (coincidentally at very low or zero cost to CWRU)
- Recommended Actions
 - ✓ Provide plan participants with additional educational and planning tools to help them in the investment decision process (advice, financial planning, do-it-yourself risk and exposure wizards)
 - Provide a Roth conversion option (under discussion)
 - Provide a way to annuitize a portion of retirement savings into a fixed monthly income stream at retirement (under development at Vanguard)

Implementation and Timing

Vanguard handles a lot of the communications for CWRU and handles all of implementation

Participants will begin to hear of the changes in Jan/Feb 2011

Then an implementation/testing phase in Feb/Mar

- Communication with participants continues
- System testing with record keeping and payroll

Then an execution phase in Mar/Apr

- Continue with participant communication and fund implementation

Goal is completion by May 1, 2011

After that, on to review of administrative and oversight committee components of the DC plan and review of TIAA-CREF (fund performance and fees)