Faculty Senate
Executive Committee
Thursday, December 8, 2011
2:00 p.m. – 4:00 p.m. – Adelbert Hall, Room M2

AGENDA

2:00 p.m.	Approval of Minutes from the November 3, 2011 Executive Committee meeting, *attachment*	G. Chottiner
	Provost's Announcements	B. Baeslack
2:05 p.m.	Chair's Announcements *attachment*	G. Chottiner
2:15 p.m.	Report from the Committee on Research	M. Chance
2:30 p.m.	Committee on Graduate Studies: Course Repeat Policy for Graduate Students *attachments*	M. Snider
2:40 p.m.	Committee on Undergraduate Education: Study Abroad Procedures *attachment*	L. Parker
2:50 p.m.	*ad hoc* Committee on an Electronic Attendance Option for Faculty Senate Meetings *attachment*	R. Dubin
3:00 p.m.	Honorary Degree Nominations *attachment*	B. Baeslack
3:10 p.m.	Diversity Strategic Action Plan: Committee on Minority Affairs *attachment*	G. Stonum
3:30 p.m.	Report from the Committee on Faculty Personnel *attachment*	P. Higgins
3:55 p.m.	Draft Agenda for December Faculty Senate Meeting	G. Chottiner

Faculty Senate Executive Committee
Minutes of the December 8, 2011 meeting
Adelbert Hall, Room M2

Committee Members in Attendance

Bud Baeslack	Robin Dubin	Alan Rocke
Jessica Berg	Christine Hudak	Georgia Wiesner
Gary Chottiner	Alan Levine	Liz Woyczynski
David Crampton	Joseph Mansour	

Committee Members Absent

Richard Buchanan	Barbara Snyder	Sorin Teich

Others Present

Mark Chance	Larry Parker	Gary Stonum
Patricia Higgins	Martin Snider	

Call to Order and approval of minutes
Professor Gary Chottiner, chair, Faculty Senate, called the meeting to order at 2:00 p.m. The minutes of the November 3, 2011 meeting of the Faculty Senate Executive Committee were approved as submitted.

Provost's Announcements
Provost Bud Baeslack had no announcements.

Chair's Announcements
Prof. Gary Chottiner, chair, Faculty Senate, called the Executive Committee's attention to the committee's charge, found in the Faculty Senate By-laws: *Since each elected faculty member on the Executive Committee serves ex officio on his or her constituent faculty executive committee, as provided in the Constitution Article VI, Sec. A, Par. 1, he or she should report to the Faculty Senate Executive Committee at least once during the year about issues affecting his or her constituent faculty.*   The Executive Committee voiced a preference for representing their constituent faculties at any given meeting, rather than giving a formal report.

Report from the Committee on Research
Prof. Mark Chance, chair, Committee on Research, summarized his committee's concerns: an RFP for software that will track progress on research proposals; a survey to solicit faculty feedback about tech transfer; the draft graduate student leave policy; continued improvement needed in space management, a few noted improvements in the procurement process; the draft IT strategic plan; and the need for clearer distinctions between funded research by university institutes, centers, departments, etc.   The committee would like to study the recent faculty climate survey and its findings about research.

Prof. Chance was recently appointed as associate dean of research at the School of Medicine. The Executive Committee discussed whether or not it is appropriate for administrators to serve in a leadership role on the

Faculty Senate. Prof. Chance is willing to complete his term as chair and the Executive Committee decided that there are no important conflicts between his senate and administrative duties.

Committee on Graduate Studies: Course Repeat Policy for Graduate Students
Prof. Martin Snider, chair, Committee on Graduate Studies presented the School of Graduate Studies Course Repeat Policy that was approved by the committee, which reads as follows:

*Graduate students may petition to repeat a **maximum of two courses** during their degree program in order to improve their performance. When a course is repeated the first grade will remain visible on the transcript, but will be removed from the calculation of the cumulative grade point average and the grade point average for the semester in which the course was first taken. The new grade will then be used for calculation of the cumulative grade point average and the grade point average for the semester in which it was earned, regardless of whether the new grade is higher or lower than the first grade. The student's transcript will show the comment "Repeated: No credit awarded" directly below the original grade. However, if the first attempt of the course resulted in a passing grade, but the second attempt results in a failing grade, then the original grade will remain. Similarly, if a student withdraws from a course that is being repeated, the Course Repeat Option will not be applied and the original grade will stand.*

Course repetition may be exercised according to the following conditions:

1) *The course repeat option can only be used on a course in which a C or lower was earned. Courses with a grading basis of P/NP are not eligible under this policy*
2) *A student may not use the Pass/No Pass Option on a course that is being repeated*
3) *A student may only use the repeat option on the same course*
4) *Research based courses 651, 601 and 701 are exempt from this repeat policy. Grading policies for thesis research (651) and dissertation research (701) courses can be found in the General Bulletin at: http://bulletin.case.edu/schoolofgraduatestudies/academicpolicies/*
5) *The course repeat option may not be exercised after a degree has been awarded*
6) *Approval from advisor and department chair required. Some departments may also require the signature of the Director of Graduate Studies and/or the Graduate Affairs committee.*
7) *The tuition and associated fees for a repeated course may be the responsibility of the student*.

The Executive Committee voted to approve the School of Graduate Studies Course Repeat Policy and decided it warranted an announcement to, but no further review by, the Faculty Senate.

Committee on Undergraduate Education: Study Abroad Procedures
Prof. Larry Parker, chair, Committee on Undergraduate Education, presented two changes in procedure which were approved by the committee, which read as follows:

Language Study
Students studying in a single location for at least a semester will take a course taught in the language of the host country or a course that advances their skills in the language of the host country during each semester of study abroad, provided such courses are available. Students participating in study abroad experiences that are comparative in nature and visit several sites within the same semester should not be required to include

language study in their academic programs, recognizing that the goals of these programs are different from those of programs focused on a single site.

Multiple sites
Students who wish to study abroad for two semesters in different locations will be allowed to do so.

There was a question about whether two years of foreign language study would still be required of students who planned to study in countries where the spoken language was taught at CWRU. The Executive Committee also questioned the procedure regarding the required language course in countries where there were multiple official languages, including English. The proposal was approved by the Executive Committee but it was afterwards determined by Prof. Chottiner that clarification is needed about the overall requirements and this measure will return to the Executive Committee in January.

ad hoc Committee on an Electronic Attendance Option for Faculty Senate Meetings
In November, the Executive Committee expressed interest in forming an *ad hoc* committee. The Faculty Handbook requires that this be done with a formal resolution, with a report date. The Executive Committee voted to approve the following resolution:

Resolved, whereas the Faculty Senate Committee on Information and Communication Technology (FSCICT) has proposed an electronic attendance option for meetings of the Faculty Senate; and

Whereas the Constitution of the University Faculty requires that meetings of the Faculty Senate "shall be conducted according to the latest edition of Robert's Rules of Order Newly Revised"; and whereas the new 2011 11th Edition of Robert's Rules of Order Newly Revised permits, for the first time, electronic meetings "so long as the meetings provide, at a minimum, conditions of opportunity for simultaneous aural communication among all participating members equivalent to those of meetings held in one room or area" and that the electronic meeting option is "properly authorized in the by-laws", and

Whereas the Faculty Senate Executive Committee in November 2011 voted in favor of presenting such an electronic attendance option to the Faculty Senate for comment; and

Whereas the Faculty Senate in November 2011 voted in favor of forming an ad hoc committee to investigate such an electronic attendance option, including the following members: Prof. Robin Dubin, faculty senate chair-elect; Prof. Ray Muzic, FSCICT chair; Prof. Christine Hudak, member of the Faculty Senate Executive Committee; and ex-officio, Prof. Gary Chottiner, faculty senate chair, and Liz Woyczynski, secretary of the university faculty;

Therefore, the Faculty Senate Executive Committee appoints Prof. Robin Dubin as chair of the ad hoc Committee on an Electronic Attendance Option for Faculty Senate Meetings, and charges said ad hoc committee to investigate all considerations such that an electronic meeting option would be an enhancement to the Faculty Senate, including:

- *how attendance is taken*
- *how and when a quorum is noted*
- *how voting is handled*
- *how video of attendees in Toepfer and remote attendees is handled*
- *who serves as the web conferencing monitor*
- *how remote users get the floor to speak*
- *the cost and human support required*
- *potential changes in attendance, and*

make certain that meetings of the Faculty Senate continue to be conducted in accordance with Robert's Rules of Order Newly Revised. The Executive Committee allows the chair of the ad hoc committee to invite the participation of any guests, such as staff from division of Information Technology Services (ITS). The ad hoc committee will provide a report to the Executive Committee no later than March 2012, and prepare any appropriate amendments to the Faculty Senate By-laws for consideration by the Faculty Senate Committee on By-laws no later March 2012, in sufficient time to be considered by the Faculty Senate in April 2012.

Honorary Degree Nominations
Provost Bud Baeslack presented three candidates who were approved for honorary degrees by the Honorary Degree Committee. The Executive Committee voted to approve the candidates for honorary degrees. Their candidacy still has to be approved by the president and the Board of Trustees. Provost Baeslack said that the Honorary Degree Committee encourages the university community to nominate candidates of national and international prominence.

Committee on Minority Affairs: Diversity Strategic Action Plan
Prof. Gary Stonum, chair, Committee on Minority Affairs, presented the proposed Diversity Strategic Action Plan which was approved by the committee. The Executive Committee voted to schedule the Diversity Strategic Action Plan for endorsement by the Faculty Senate.

Report from the Committee on Faculty Personnel
Prof. Patricia Higgins, chair, Committee on Faculty Personnel, presented an update on her committee's activities. The committee is working with the Committee on Women Faculty and Deputy Provost Lynn Singer to finalize the proposal of part-time tenure. The proposal does not concern tenured faculty who switch permanently to part-time work before retirement; this is already allowed by the Faculty Handbook. Rather, the proposal concerns pre-tenure faculty and tenured faculty who need to work part-time temporarily. The committee has decided that only family care needs will be considered for an option of part-time tenure.

Members of the committee are also actively considering protections for CWRU contingent faculty – referred to as "special faculty" in the Faculty Handbook - and the university's fair practices regarding their contracts and annual reviews. Although SAGES instructors are often mentioned, there are many such instructors in all schools at the university. Similar concerns have been expressed by faculty at universities across the country given the increasing dependence on contingent faculty at many universities.

Mentioned were several other potential issues that the Committee on Faculty Personnel might consider, time permitting: department voting procedures for faculty appointments; raising the importance of faculty-centric advising and mentoring; transparency of the promotion and tenure process across the university; the disappointing responses in the faculty climate survey and possible synergistic interactions with the Faculty Development Council; and the School of Medicine XYZ salary plan.

Approval of the Monday, December 19, 2011 Faculty Senate meeting agenda
The agenda for the December 19 faculty senate meeting was approved. The meeting was adjourned at 4:00 p.m.

APPROVED
by the
FACULTY SENATE EXECUTIVE COMMITTEE

ELIZABETH H. WOYCZYNSKI
SECRETARY OF UNIVERSITY FACULTY

TO: Faculty Senate Executive Committee
FROM: Gary Chottiner
DATE: November 30, 2011

It might be useful for members of the executive committee to have handy a reminder of their authority and responsibilities as laid out in the Faculty Handbook (http://www.case.edu/president/facsen/frames/handbook/committees.htm) and the By-Laws of the Faculty Senate (http://www.case.edu/president/facsen/frames/bylaws/committees.htm#b).

We won't discuss this material during our meeting unless there are questions.

FROM THE FACULTY HANDBOOK:

Chapter 2

ARTICLE VI. Committees of the Faculty Senate

Sec. A. Executive Committee

Par. 1. The Executive Committee shall consist of fourteen persons. The president of the University, or, in the absence of the president, a designee of the president; the provost; the chair of the Faculty Senate; the vice chair of the Faculty Senate; the immediate past chair of the Faculty Senate; the secretary of the University Faculty shall be members ex officio. In addition, there shall be eight faculty members of the Faculty Senate, one representing each of the constituent faculties, elected at large by the Faculty Senate for one-year terms. Each of the elected members of the Faculty Senate Executive Committee shall serve ex officio on the faculty executive committee of his or her constituent faculty. A member may be successively re-elected to membership of the Executive Committee for the duration of his or her term as a member of the Faculty Senate. The chair of the Faculty Senate or, in the absence of the chair, the vice chair shall serve as chair of the Executive Committee.

Par. 2. The Executive Committee shall consult with the president on such matters as the president may bring before it; it shall be empowered to act for the Faculty Senate between meetings on matters requiring emergency action; and it shall advise the president in the selection of officers of academic administration whose positions carry responsibilities extending beyond a single constituent faculty.

Par. 3. The Executive Committee shall set the agenda for meetings of the Faculty Senate, subject, however, to such exceptions as may be specified in the by-laws of the Faculty Senate.

Par. 4. The Executive Committee shall report all actions and recommendations to the Faculty Senate.

___

Sec. G. Ad hoc Committees

Par. 1. Ad hoc committees of the Faculty Senate may be established by the Executive Committee. The Executive Committee shall provide each such ad hoc committee with a specific charge stated in writing, and the ad hoc committee shall confine itself to the fulfillment of this charge unless otherwise authorized in writing by the Executive Committee. The maximum term of any such ad hoc committee shall be twelve months, subject to extension at the discretion of the Executive Committee.

_____

FROM THE BY-LAWS OF THE FACULTY SENATE

Item b. Executive Committee.

The membership and functions of the Executive Committee shall be as provided in the Constitution, Article VI, Section A, excepting that, in addition to the functions therein specified, the Executive Committee shall also assume the following responsibilities:

1. Each year the Executive Committee, in consultation with the Secretary, shall determine the dates of regular meetings of the Faculty Senate as specified in By-law III, Item a.

2. The Executive Committee shall select the chair of each standing and ad hoc committee from among the faculty members of each respective committee.

3. Upon request by the chair of any standing committee, the Executive Committee shall submit to that standing committee a written statement clarifying the responsibilities of the standing committee, subject to the provisions of the Constitution and of these By-laws; and the Executive Committee may submit such a statement to any standing committee on its own initiative.

4. The Executive Committee shall be responsible for identifying existing or emerging issues affecting the nature and scholarly effectiveness of the University, including all proposed changes in the organizational structure of the University falling within the scope of Article III, Section B, and Article V, Section A, Paragraph 2, of the Constitution of the University Faculty. The Executive Committee shall take suitable and timely action with respect to all such issues, including, as appropriate, their placement on the agenda of the Faculty Senate.

5. Since each elected faculty member on the Executive Committee serves ex officio on his or her constituent faculty executive committee, as provided in the Constitution Article VI, Sec. A, Par. 1, he or she should report to the Faculty Senate Executive Committee at least once during the year about issues affecting his or her constituent faculty.

6. The Executive Committee should hear reports from the standing committees at least once a year, preferably in the middle of the academic year.

The Executive Committee shall take the initiative in periodically exploring with the President plans and projects affecting the Faculty and the University and shall assume full responsibility for bringing to the attention of the Faculty Senate all issues which, in the Committee's judgment, affect the vital interests of the Faculty and involve the nature and direction of the University.

SCHOOL OF GRADUATE STUDIES COURSE REPEAT POLICY

Graduate students may petition to repeat a **maximum of two courses** during their degree program in order to improve their performance. When a course is repeated the first grade will remain visible on the transcript, but will be removed from the calculation of the cumulative grade point average and the grade point average for the semester in which the course was first taken. The new grade will then be used for calculation of the cumulative grade point average and the grade point average for the semester in which it was earned, regardless of whether the new grade is higher or lower than the first grade. The student's transcript will show the comment "Repeated: No credit awarded" directly below the original grade. However, if the first attempt of the course resulted in a passing grade, but the second attempt results in a failing grade, then the original grade will remain. Similarly, if a student withdraws from a course that is being repeated, the Course Repeat Option will not be applied and the original grade will stand.

Course repetition may be exercised according to the following conditions:

1) The course repeat option can only be used on a course in which a C or lower was earned. Courses with a grading basis of P/NP are not eligible under this policy
2) A student may not use the Pass/No Pass Option on a course that is being repeated
3) A student may only use the repeat option on the same course
4) Research based courses 651, 601 and 701 are exempt from this repeat policy. Grading policies for thesis research (651) and dissertation research (701) courses can be found in the General Bulletin at: http://bulletin.case.edu/schoolofgraduatestudies/academicpolicies/
5) The course repeat option may not be exercised after a degree has been awarded
6) Approval from advisor and department chair required. Some departments may also require the signature of the Director of Graduate Studies and/or the Graduate Affairs committee
7) The tuition and associated fees for a repeated course may be the responsibility of the student.

The FSCUE reviewed the attached proposals for changes in some administrative procedures related to semester and year study abroad. These proposals grew out of a USG resolution from April 2008, a discussion document prepared by Shegbo Wang and Jeff Wolcowitz in May 2010, and most recently the Final Report of the Undergraduate Education Abroad/International Experience Working Group to the International Planning Committee.

Language Study

On the recommendation of the FSCUE Academic Standing Subcommittee, the FSCUE voted on Tuesday, December 6, 2011 to approve the proposal as follows:

Students studying in a single location for at least a semester will take a course taught in the language of the host country or a course that advances their skills in the language of the host country during each semester of study abroad, provided such courses are available. Students participating in study abroad experiences that are comparative in nature and visit several sites within the same semester should not be required to include language study in their academic programs, recognizing that the goals of these programs are different from those of programs focused on a single site.

Multiple sites

On the recommendation of the FSCUE Academic Standing Subcommittee, the FSCUE voted on Tuesday, December 6, 2011 to approve the proposal as follows:

Students who wish to study abroad for two semesters in different locations will be allowed to do so.

Charge to *ad hoc*
Committee on an Electronic Attendance Option for Faculty Senate Meetings

Resolved, whereas the Faculty Senate Committee on Information and Communication Technology (FSCICT) has proposed an electronic attendance option for meetings of the Faculty Senate; and

Whereas the Constitution of the University Faculty requires that meetings of the Faculty Senate "shall be conducted according to the latest edition of Robert's Rules of Order Newly Revised"; and whereas the new 2011 11th Edition of Robert's Rules of Order Newly Revised permits, for the first time, electronic meetings "so long as the meetings provide, at a minimum, conditions of opportunity for simultaneous aural communication among all participating members equivalent to those of meetings held in one room or area" and that the electronic meeting option is "properly authorized in the by-laws", and

Whereas the Faculty Senate Executive Committee in November 2011 voted in favor of presenting such an electronic attendance option to the Faculty Senate for comment; and

Whereas the Faculty Senate in November 2011 voted in favor of forming an ad hoc committee to investigate such an electronic attendance option, including the following members: Prof. Robin Dubin, faculty senate chair-elect; Prof. Ray Muzic, FSCICT chair; Prof. Christine Hudak, member of the Faculty Senate Executive Committee; and ex-officio, Prof. Gary Chottiner, faculty senate chair, and Liz Woyczynski, secretary of the university faculty;

Therefore, the Faculty Senate Executive Committee appoints Prof. Robin Dubin as chair of the ad hoc Committee on an Electronic Attendance Option for Faculty Senate Meetings, and charges said ad hoc committee to investigate all considerations such that an electronic meeting option would be an enhancement to the Faculty Senate, including:

- *how attendance is taken*
- *how and when a quorum is noted*
- *how voting is handled*
- *how video of attendees in Toepfer and remote attendees is handled*
- *who serves as the web conferencing monitor*
- *how remote users get the floor to speak*
- *the cost and human support required*
- *potential changes in attendance, and*

make certain that meetings of the Faculty Senate continue to be conducted in accordance with Robert's Rules of Order Newly Revised. The Executive Committee allows the chair of the ad hoc committee to invite the participation of any guests, such as staff from division of Information Technology Services (ITS). The ad hoc committee will provide a report to the Executive Committee no later than March 2012, and prepare any appropriate amendments to the Faculty Senate By-laws for consideration by the Faculty Senate Committee on By-laws no later March 2012, in sufficient time to be considered by the Faculty Senate in April 2012.

TO: senate executive committee
FROM: Gary Chottiner & Patricia Higgins (chair of the committee on faculty personnel)
DATE: 11/21/2011

These notes have been prepared for the 12/8/2011 meeting of the executive committee, where the executive committee will be asked to provide guidance and assistance on the variety of issues the committee on faculty personnel has been asked to consider this academic year.

The list of issues copied below was prepared for the August senate retreat. The executive committee is expected to help the committee on faculty personnel prioritize these issues and might determine that, given the overall workload and the nature of some items on this list, one or more should be handled by other methods, perhaps a special *ad hoc* committee or by the executive committee itself.

1. Changes associated with part-time tenure for pre-tenure faculty. (By-Laws, Provost & Women Faculty)

2. Temporary part-time effort for tenured faculty. (By-Laws, Provost & Women Faculty)

3. Conciliation and grievance procedures (By-Laws, Bill Leatherberry & Wally Gingerich of the *ad hoc* committee)

4. Course evaluations and the impact on promotion and tenure (FSCUE, GS)

5. Policies on voting for appointments. Check on practices in different schools, particularly as it applies to instructors and special appointments. (By-Laws)

6. Advising and mentoring   - Resolution on Actions Designed to Raise the Importance of Faculty-Centric Academic Advising and Mentoring." (FSCUE, GS. Compensation)

7. Diversity Strategic Action Plan (Minority Affairs & Women Faculty)

8. Transparency of the P&T process across the institution; keeping faculty informed of their status.

Three additional complex issues have been brought to the senate's attention since the August retreat.

9. Policies for contingent faculty

10. Disappointing responses in the faculty climate survey (http://www.case.edu/provost/raa/raafacultysurveys.html). Possible synergistic interactions with the Faculty Development Council (http://www.case.edu/provost/singer/facdev/).

11. School of Medicine XYZ salary plan

The committee on faculty personnel has been focusing on issue #9 - contingent faculty, plus items #1 & #2. Items #4, 6, & 7 likely do not require the committee's attention at

this time. That leaves #3, 5, 8 and 10. Some additional background about each item might be useful.

1. *Changes associated with part-time tenure for pre-tenure faculty. (By-Laws, Provost & Women Faculty)*

   When will this be ready for by-laws? Should potential policies first be reviewed by the ex-comm and/or senate?

   Liz has documents regarding the history on the interim faculty parental leave policy. The interim policy is posted not just on the Faculty Senate website, but also on Lynn Singer's website: http://www.case.edu/provost/singer/facdev/life.html .

   The "interpretive guide" https://www.case.edu/president/facsen/pdfs/FacParentalLeaveInterpretiveGuide.pdf was approved by the Executive Committee in January 2010. The interim policy was approved by the Board of Trustees in June 2009. See https://www.case.edu/president/facsen/pdfs/Paid_Parental_Leave_interim_policy_Faculty.pdf

   Since it's still interim, and not in the Handbook or in the HR policy manual, is the policy hard for faculty to find? Is it a problem that the policy is still interim?

   Whatever…if its something you want to pass along to the Personnel Committee.

2. Temporary part-time effort for tenured faculty. (By-Laws, Provost & Women Faculty)

   When will this be ready for by-laws? Should potential policies first be reviewed by the ex-comm and/or senate?

3. *Conciliation and grievance procedures (By-Laws)*

   The new conciliation process completed a successful pilot phase last year. The senate voted to make the conciliation option permanent and the Handbook must be modified appropriately. For example, the Handbook currently states

   > V. GRIEVANCE PROCEDURES*

   > B. Informal Advice, Investigation, and Conciliation

   > … The chair and other committee members will provide information and counsel to the faculty member, investigate the facts, and where appropriate, offer its services as a mediator. The members of the Faculty Senate Personnel Committee will continue in their role as mediators of disputes and may be provided formal training in the process of mediation. …

   The committee on faculty personnel and the executive committee may need to advise the by-laws committee about the nature of the changes that should be made. The *ad hoc* committee that created the mediation process also drafted some by-laws to accommodate it. Liz has contacted Bill Leatherberry and Wallace Gingerich

concerning the status of this document. The senate might need to decide about how closely grievances initiated by a faculty member should mirror those initiated by the administration; the default for now is to make them the same.

4. *Course evaluations and the impact on promotion and tenure (FSCUE, GS)*

The ex-comm should discuss whether the senate should attempt once again to make changes in the course evaluation process. The question for the committee on faculty personnel is whether course evaluation data is currently being used appropriately and, if not, what should change in the current system and what should be different in a potential new system.

Last spring, Alan Levine, Don Feke and Gary Chottiner drafted a 38 page proposal (the last 28 pages were appendices) on this topic. It was never distributed for reasons we can discuss when we meet. It does contain a good deal of background information that would be useful to inform any discussion of course evaluations at CWRU. Would the excomm like to receive this material and schedule a discussion at a future meeting? This might lead a new effort led by the FSCUE to propose changes in the course evaluation system, or perhaps a new *ad hoc* committee.

5. *Policies on voting for appointments. Check on practices in different schools, particularly as it applies to instructors and special appointments. (By-Laws)*

A concern about voting for appointments was brought to the attention of the senate last year. There is apparently some disagreement about whether instructors have the right to vote when a department considers an *initial appointment* of a faculty member in a department, as distinct from voting on the *level* of that appointment. The following messages provide some background about the effort devoted to this issue last year. The committee on faculty personnel may need to provide input on the nature of the policies that the by-laws committee should draft.

> 11/11/2011 from Ken Ledford
>
> Your email reached me while I'm in Atlanta at the annual meeting of the American Society for Legal History. David and I spoke about this last year, and I actually devoted substantial time to this issue, and it is not easy to amend the Faculty Handbook in this respect without running afoul of actual practice in several places, including within some of the natural science departments in the College. I have archived my draft documents onto an external hard drive on my office desk, and I'll distribute those drafts upon my return early next week.
>
> I think that this would be worthy of Senate attention, and indeed, I think that the whole issue reveals an imperfection in the Faculty Handbook. This, my advice would be to address this at the Senate level rather than the school level.
>
> 11/16/2011 – David Singer has detailed knowledge of the events that led to this concern begin brought to the senate and has agreed to provide a description of the issues.

6. *Advising and mentoring   - Resolution on Actions Designed to Raise the Importance of Faculty-Centric Academic Advising and Mentoring." (FSCUE, GS. Compensation)*

   Are there any concerns about the promotion and tenure process or other faculty issues related to the recent elevation of the importance of advising and mentoring? If not, we can drop this form the list of personnel committee agenda items.

7. *Diversity Strategic Action Plan (Minority Affairs & Women Faculty)*

   The DSAP is poised for review by the senate. Do the committee on faculty personnel or the excomm see in this plan any issues for the committee on faculty personnel?

8. *Transparency of the P&T process across the institution; keeping faculty informed of their status.*

   This item is on the agenda because of a discussion at a meeting of the Academic Affairs and Student Life Committee of the Board of Trustees. The board heard from a panel of young faculty members about their perspective of faculty life. Panel participants described one of the more dispiriting aspects of their lives was a sense that they were purposely or inadvertently kept in the dark about the status of their tenure case as it made its way through the university's system of review. Simple measures such as informing faculty members that their case has cleared the next hurdle or is at some particular point of the process might be sufficient, if this is appropriate.

9. *Policies for contingent faculty*

   Concerns about the treatment of contingent faculty were brought to the senate's attention this year as a result of an AAUP meeting with President Snyder. Copied below are excerpts from two letters that were solicited from faculty members who attended that meeting. We have also received a letter, solicited by Gary Chottiner, from a group of SAGES lecturers and another letter from the Department of English, explaining their perspective on SAGES lecturers who have appointments in their department. The Director of SAGES, Peter Whiting, should also be involved in any discussion of contingent instructors who are hired to teach in the SAGES program.

   There is significant confusion about the meaning of 'contingent faculty' and what the faculty senate's appropriate and primary concerns ought to be. For example, many SAGES lecturers have appointments in departments and are presumably already covered by policies in the Faculty Handbook and school/college by-laws. There might, however, exist a group of special faculty who do not have appointments in any school, college or department. The Handbook does not currently allow for this. There are understandable reasons why this might have been done on an emergency basis when SAGES was fully implemented on short notice, but it's arguably time for the senate and the Provost to revisit these arrangements.

The senate might also want to consider larger issues about the employment of contingent faculty but should recognize the complexity of these concerns, as described from the AAUP's point of view in the article that Ted Steinberg points out in his letter.

Friday, September 9, 2011, 5:45 p.m. EDT from Ken Ledford
Dear Gary:

Here are my comments, and you're welcome to share them, including attributing them to me by name, with anybody!

Actually *two* issues arose that Barbara and the faculty assembled thought should properly go the Faculty Senate Committee on Faculty Personnel. [*ASIDE FROM G. CHOTTINER: the first issue was the SOM XYZ policy which is on the agenda for the committee on faculty compensation, not personnel*.]

The second issue was a question of treatment in specific of contingent faculty teaching SAGES. Whether SAGES Fellows, full-time lecturers, or part-time lecturers, they are unique at CWRU *in that they don't belong to any school or the College, but to UGEN*. Thus, they are neither Tenure or Tenure-Track faculty; Non-Tenure Track faculty; nor Special Faculty, for these latter two groups are defined differentially in the bylaws of one of the 8 constituent faculties. Thus, it is unclear whether they are expected to pursue research, teaching, and service as are the Tenure and Tenure-Track faculty; two of the three as are Non-Tenure Track; or one of the three as are Special Faculty. Thus, no provisions of the Faculty Handbook defining their standards for being judged to be "productive" or "unproductive" exist to be read as part of their employment contracts. Moreover, they have no representation in the Senate or any school or the College. Finally, they are subject to no rules about evaluations (as are the other three categories of faculty, under the terms of the Handbook requiring plans for evaluation in the school Bylaws), *and in fact receive no written or oral evaluations*, even those on 3-year contracts.

This is an untenable situation for these poor people, and I urged them to petition the Faculty Senate Committee on Faculty Personnel to take up the issue.

Let me know if you have any other questions!

Best,
Ken

___

FROM Ted Steinberg

Dear Gary:

Thank you for your message. You have already heard from Ken Ledford about the specific details of the AAUP meeting yesterday and I won't add to what he has said.

There is absolutely no question in my mind that the single most important issue facing the academy today is the explosion in contingent labor over the last generation. The

statistics are shocking. As of 2007, nearly 70 percent of college-level teaching was handled by contingent faculty. Nor is there any question in my mind that the rise of contingent labor has helped to considerably weaken academic freedom. Not to mention the grotesque and deleterious effects the trend has had on the lives of these workers.

You can read AAUP's redbook policy on contingent labor here: http://www.aaup.org/AAUP/pubsres/policydocs/contents/conting-stmt.htm

The statistics I have seen suggest that SAGES, whatever good it may be responsible for, has contributed in a major way toward the casualization of the teaching workforce here on campus and that, in my opinion, is not something to be proud of.

Beyond that let me just add that I think that a university that has seen fit to organize itself around the issue of social justice, as Case Western Reserve has, has an obligation to make the conditions under which its employees work a part of that social-justice agenda.

Obviously, no one person or program is to blame for the sea change in working conditions at Case or in the academy more generally. It is important to understand the structural forces at work here (I delineated those forces in some detail at a UCITE seminar in June). The good news is that college campuses are uniquely positioned to explore precisely these kinds of changes and I think we can work together to do that and to make the lives of those who work here both better and brighter. That would be a great thing for everyone, especially for our student body who might come think that the university is really a different kind of place than some cold and calculating corporation.

You can share my email with anyone you wish.

With all best wishes,
Ted

10. *The Faculty Climate Survey*
(http://www.case.edu/provost/raa/raafacultysurveys.html), presented to the senate at its 11/16/2011 meeting, documents low levels of satisfaction in many areas of the university compared to our peer and aspirational comparison group. The committee on personnel might be the natural (*standing*) senate committee to lead an effort to address these concerns, but other senate committees (*such as research*) have authority over areas that were major sources of dissatisfaction. The Faculty Development Council (http://www.case.edu/provost/singer/facdev/), which does not report to the senate, is addressed a broad spectrum of such issues.

How would the excomm like to handle this issue? Should we form an *ad hoc* committee to study it? Should we first establish more clearly the sources of dissatisfaction?

12. *School of Medicine XYZ salary plan*

The SOM is considering major changes in salary arrangements for their faculty. These changes may be reviewed by the senate committee on faculty compensation

but it's possible that some terms of the proposal should be reviewed by the committee on faculty personnel.

Dear Lois.

I would like to take this opportunity to nominate Judge Christine Van den Wyngaert to receive a CWRU Honorary Degree.

Christine Van den Wyngaert is the only person in the world to have been a judge on three separate international tribunals -- first on the International Court of Justice, then on the International Criminal Tribunal for the former Yugoslavia, and presently on the International Criminal Court. Her complete bio appears below, but I'd like to highlight that she started out as a Belgian Law Professor whose writing earned her a reputation as one of the world's foremost academic experts in the field of international criminal law. Interestingly, before that, she was a Belgian folk/rock musician during the 1960s, who had a a best-selling LP in Europe. I've known her for 20 years, and in recent years Christine has taken time out of her busy judging schedule to meet at the International Criminal Court in The Hague with the CWRU Law students enrolled in our Summer Abroad Program. This year, Christine is coming to CWRU on November 21 to present the Law School's annual Endowed Klatsky Lecture in Human Rights. I think Christine is the type of world figure with a special connection to CWRU that would make an ideal candidate for an honorary degree. I look forward to discussing her nomination, as well as the other nominees, at our meeting this fall.

Best, Michael

Michael P. Scharf
John Deaver Drinko -- Baker & Hostetler Professor of Law
Director of the Frederick K. Cox International Law Center
US Director of the Canada-US Law Institute
Case Western Reserve University School of Law
Office: (216) 368-3299
Cell: (216) 534-7796
michael.scharf@case.edu

Hon. Christine Van den Wyngaert

Judge, International Criminal Court

Judge Van den Wyngaert (Belgium, 1952) graduated from Brussels University in 1974 and obtained a PhD in International Criminal Law in 1979. She was a professor of law at the University of Antwerp (1985-2005) where she taught criminal law, criminal procedure, comparative criminal law and international criminal law. She authored numerous publications in all these fields. She was a visiting fellow at the University of Cambridge (Centre for European Legal Studies (1994-1996), Research Centre for International Law (1996-1997)) and a visiting professor at the Law Faculty of the University of Stellenbosch, South Africa (2001). Her merits as an academic were recognized in the form of a Doctorate Honoris Causa, awarded by the University of Uppsala, Sweden (2001). She is also a doctor honoris causa of the Free University of Brussels (2009).

She was an expert for the two major scientific organizations in her field, the International Law Association and the International Association of Penal Law. She was an observer of the Human Rights League at the trial of Helen Passtoors in Johannesburg in 1986 and made human rights a focal point in her teachings and writings throughout her career. In 2006, she was awarded the *Prize of the Human Rights League*. Judge Van den Wyngaert gained expertise in various governmental organizations. She was a member of the *Criminal Procedure Reform Commission* in Belgium (Commission Franchimont) (1991-1998) and served as an expert for the European Union in various criminal law projects.

She has extensive international judicial experience. She served in the International Court of Justice as an *ad hoc* judge in the Arrest Warrant Case (2000-2002) and was elected as a judge in the International Criminal Tribunal for the former Yugoslavia where she served for more than five years (2003-2009). She now serves as a judge at the International Criminal Court, to which she was elected for a nine year mandate (2009-2018).

ADVANCING

DIVERSITY

at

CASE WESTERN RESERVE UNIVERSITY

DIVERSITY STRATEGIC ACTION PLAN

2012-2015

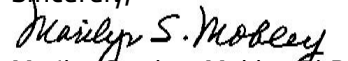# A Diversity Strategic Action Plan 2012-2015

At Case Western Reserve University diversity is a core value of all that we are. In keeping with this commitment, we as a campus community are actively engaged in an ongoing process of creating a welcoming climate for all students, faculty, staff, alumni and friends of the University. In the words of our institutional diversity statement, Case Western Reserve University

> *aspires to be an inclusive environment, believing that the creative energy and variety of insights that result from diversity are a vital component of the intellectual rigor and social fabric of the university. As a scholarly community, Case Western Reserve University is inclusive of all people of all racial, ethnic, cultural, socioeconomic, national and international backgrounds, welcoming of diversity of thought, pedagogy, religion, age, sexual orientation, gender identity/expression, political affiliation and disability. We believe in a culture of inclusion that encourages relationships and interactions among people of different backgrounds, a culture that enhances human dignity, actively diminishes prejudice and discrimination and improves the quality of life for everyone in our community.*

In support of the University's active commitment to diversity, I began my work as the inaugural Vice President for Inclusion, Diversity & Equal Opportunity in 2009. On the recommendation of President Barbara R. Snyder and the leadership of the University's eight schools and colleges, the Diversity Leadership Council was formed in order to forward the work of the Office of Inclusion, Diversity & Equal Opportunity, and to advance the work of all those on the Case Western Reserve University campus who hold diversity to be a personal value. Early on the Diversity Leadership Council identified the need for a University-wide Diversity Strategic Action Plan to guide the energies and efforts of the many stakeholders in this process. The release of the University's own strategic plan, *Forward Thinking*, was a catalyst in this effort.

Forward Thinking aims to develop a vibrant and diverse University community through the promotion of diversity on campus and the expansion and retention of underrepresented minority faculty, staff, students and administrators. It articulates a bold vision for the University, one inspired by inclusiveness and diversity as core values. This Diversity Strategic Action Plan, titled *Advancing Diversity at Case Western Reserve University*, is not only aligned with the University Strategic Plan, but also signals the University's readiness to take on the serious, critical challenges both of telling the "diversity story" at Case Western Reserve University and of putting into practice the expressed goals of becoming a more diverse and inclusive campus community. With *Advancing Diversity*, the University draws closer to acting on its commitment to usher in a new era of institutional transformation.

Sincerely,

Marilyn S. Mobley

Marilyn Sanders Mobley, PhD

Vice President for Inclusion, Diversity & Equal Opportunity
Professor of English

Table of Contents

INTRODUCTION

Recognizing and optimizing the breadth of diversity and inclusion efforts on the campus and in the communities near Case Western Reserve University is an essential step for the University to realize its potential to be a national leader in the advancement of diversity. The University can be a more impact on its local and global environments by fostering a continuum of innovative activities that will renew, enrich and celebrate its diversity.

Inclusiveness and diversity are not merely buzzwords at Case Western Reserve University. They are part of the very mission and vision of the University itself. The University's 2008 strategic plan, *Forward Thinking*, clearly identifies "inclusiveness and diversity as core values," and expresses a commitment to "develop a strong, vibrant and diverse University Community." It commits to "enfranchise underrepresented groups, maximizing the richness of culture, and perspectives within the campus community." *Forward Thinking* also acknowledges the ADVANCE Institutional Transformation Program, under the auspices of the National Science Foundation, with its emphasis on women and minority faculty. In 2004 the University initiated the first Faculty Climate Survey, with support from the ADVANCE program and the University Accreditation Steering Committee, and repeated the survey in 2007.

Adopted after the appointment of Barbara R. Snyder as University President, *Forward Thinking* recognized such previous catalytic efforts as strategic assets and established goals for more focused attention on diversity and inclusion. One such goal included the hiring of the University's inaugural Vice President for Inclusion, Diversity, and Equal Opportunity, which was achieved in 2009. In recognition of the need to develop more broad-based support for diversity and inclusion, a cross section of representatives of the institution's faculty, students and staff were selected to serve on the University's first Diversity Leadership Council (DLC). With the collection of data from previous diversity groups and committees, such as the "Early Wins" report from the President's Advisory Council on Minorities and the efforts of the President's Advisory Council on Women, the

Flora Stone Mather Center for Women and the LGBT Task Force, the DLC led the effort to begin the diversity strategic planning process that has culminated in this Diversity Strategic Action Plan.

Early in her tenure, President Snyder identified campus climate as a critical issue for the University. In 2010, the Office of Inclusion, Diversity and Equal Opportunity (OIDEO), with assistance from the Office of Institutional Planning and Research, responded to the need to examine campus climate by expanding the purview of the Faculty Climate Survey through the development of the University's first campus-wide Diversity Climate Survey. The Diversity Climate Survey included common questions from the Faculty Climate Survey and specific questions for students and staff, all designed to shed light on the ways in which members of the University's diverse community experience the institution. The campus Diversity Climate Survey, conducted in the fall of 2010 and including responses from 3,657 faculty, undergraduate and graduate students, and staff, revealed a campus climate that is perceived by many to be uncomfortable and unwelcoming. Results of that data can be found on the OIDEO website (www.case.edu/diversity).

The DSAP, however, is not simply a product of campus climate survey results. It is based on data from other resources such as the American Council on Education 2010 *Minorities in Higher Education* Report, which showed that nationally minority faculty account for 15% of all tenured faculty, compared to 5.6% at CWRU. Additionally, African Americans make up 12% of the nation's college student population compared to 5% at CWRU and Hispanics account for 10.5% of students nationally and 3% at CWRU. The University fared better with other racial groups – American Indians students, 1% nationally and at CWRU and Asian Americans, 6.1% nationally but 16% at CWRU.

Such data, in light of the fact that the Cleveland area, the state, and the nation are becoming more diverse heighten the need to pay attention to the educational rationale, the business case, and the economic imperative that undergird our desire to increase focus on diversity and inclusion. The DSAP has been developed with intentional, strategic engagement with faculty, staff, students, alumni and trustees, and with the unique

identity of CWRU in mind. We believe the goals set forth are both ambitious, yet reasonable. While the DSAP outlines three clear goals 1) improved campus climate, 2) increased retention and recruitment of underrepresented minority (URM) students, faculty, and staff at all levels, and 3) enhanced leveraging and development of resources to advance diversity and inclusion there are four highlights of the plan:

- The development of a university Dashboard for annual reporting of performance metrics;
- A charge to Deans and UGEN Vice Presidents that require them to develop DSAPs for their schools and departments that are to be aligned with the University-wide DSAP, using the same three goals as a template to build consistency and accountability;
- The development of intergenerational mentoring circles, a new project to highlight the various experiences of diverse populations, and cross-cultural dialogues to simultaneously improve campus climate and retention, and to make a dynamic impact on diversity and inclusion throughout the campus community.
- The establishment of CWRU as the inaugural host institution for a major biomedical science organization and conference, designed to bring greater visibility to the University's efforts to recruit more URMs in the biomedical sciences, and to serve as a model for such efforts in the arts, humanities and social sciences.

The strategic action plan reflects the voices, concerns, and aspirations of multiple stakeholders and constituencies around the University, and it reflects the commitment of the DLC to engage the campus community in transforming the campus culture to be more diverse and inclusive. The plan includes specific goals, actions, and metrics, all crafted to foster inclusive thinking, mindful learning, and transformative dialogue. The ultimate goal is for the University to become as well-known a leader for its advances toward inclusive excellence as it is known for its cutting-edge research and innovative scholarship. We

have every reason to believe this plan offers both the will and the way to the change we wish to see.

DEFINITIONS

URM (underrepresented minority)

According to the US Department of Education, underrepresented minorities in higher education (generally) include African-Americans/Blacks, Hispanics/Latinos, Hawaiian Natives/Pacific Islanders, and Native Americans.

Underrepresented minorities may vary by discipline. In many fields, women are underrepresented. In some fields, Asians and/or men are considered underrepresented. Refer to discipline specific accrediting bodies for guidance.

Diversity

Diversity usually refers to representation (numbers) related to a wide range of human difference. The dimensions most commonly identified include gender and race/ethnicity. Diversity scholars have identified many other dimensions including but not limited to age/generation, mental/physical abilities, sexual orientation, gender identity/expression, religion, family status, communication style, geographic location, and military experience. Another important dimension is immigrant status.

Inclusion

Inclusion is the experience of being welcomed and made to feel a part of all aspects of the university community by those who hold majority status (privilege) on various dimensions of human difference. The American Association of Colleges

and Universities defines inclusion "as the active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum [sic], and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions" (Clayton Pedersen, A.R., N. O'Neill, and C.M. Musil, 2007).

www.aacu.org/inclusive_excellence/documents/MEIPaperLastRevised12308.pdf

METHODOLOGY

Initially, as part of the University's broader strategic planning process the Office of Diversity, Inclusion and Equal Opportunity (OIDEO) engaged Criticality Management Consulting (CMC) to work with the University in the initial steps of developing a Diversity Strategic Action Plan (DSAP). Our consultants met first with members of the Diversity Leadership Council (DLC), the university-wide council made up of representatives of all eight schools, faculty, staff, and students. The team from CMC engaged 225 campus constituents in order to arrive at a deep sense of the climate and culture at Case Western Reserve University. Of these contacts made, 120 were in various groups, such as the President's Cabinet, the Academic Affairs Council, and the Deans' Council, and the remaining contacts were one-on-one interviews conducted by members of CMC. The stakeholders who participated in these meetings included the President, Provost, Deputy Provost, several Deans, faculty of all ranks, staff and undergraduate and graduate students. These contacts took place over a period of three months and three site visits to the University. All respondents were asked the following questions as part of an open-ended interview process:

- What does diversity mean to you?
- What would you like to see included in the Diversity Strategic Action Plan?
- What role would you like to have in the implementation of the plan?

Responses to these questions led to the first draft of the DSAP. This first draft was circulated and feedback was received from various constituents and stakeholders from across the campus. The OIDEO used the feedback to craft a second draft of the DSAP, including metrics as suggested. The second draft was circulated widely, announced in *The Daily*, and posted on the OIDEO website. Additional input was sought from the campus community through three open forums and meetings with various committees and councils. The result of this process is a Diversity Strategic Action Plan that will serve as a roadmap for "advancing diversity" at Case Western Reserve University.

GOALS

Case Western Reserve University will achieve its mission of creating a vibrant, diverse, and inclusive campus environment, by adopting the following goals:

   I.   Improved campus climate related to inclusion;

   II.   Increased retention and recruitment of underrepresented minority (URM) students, faculty, and staff at all levels; and

   III.   Enhanced leveraging of University resources to advance diversity and inclusion.

METRICS

   I.   Improved campus climate related to inclusion
       a. Increased satisfaction on the campus diversity climate survey and on student surveys
       b. Increased participation in campus community programs, activities, and courses related to diversity and inclusion
       c. Increased media visibility of diversity efforts

   II.   Increased retention and recruitment of URM students, faculty and staff at all levels
       a. Increased retention of URM faculty and staff
       b. Increased URM full-time faculty from 5.6% to 10% by 2015
       c. Increased proportion of qualified URMs in faculty, staff and student applicant pools
       d. Increased number of both URM and women hired as faculty and promoted
       e. Improved 4, 5, and 6-year graduation rates for URM students
       f. Increased proportion of URM students matriculating

g. Increased number of URM staff in middle and upper management positions (grade 14 and above)

III. Enhanced leveraging and development of University resources to advance diversity and inclusion
   a. Increased number of collaborations among units within the University in support of diversity and inclusion
   b. Increased number of participants in diversity and inclusion related training programs
   c. Increased funding for diversity and inclusion initiatives from internal and external sources

GOAL I: IMPROVED CAMPUS CLIMATE RELATED TO INCLUSION

Metrics	Action Items
A. Increased awareness of all aspects of diversity on campus.	1. Recognize the experiences of those who identify with various aspects of diversity.
B. Increased satisfaction on the campus diversity climate survey and on student surveys	1. Recognize and reward diversity successes across the University community;
	2. Develop and implement campus community resource groups;
	3. Develop curricular offerings to support cross-cultural understanding and skill in working with diverse individuals and groups;
	4. Enhance diversity education and training.
C. Increased participation in campus community programs and activities related to diversity and inclusion	1. Promote open, campus-wide conversations through small, focused, and critical dialogues about the value/s of diversity;
	2. Deliver programs and activities at the department and school level;

3. Implement online education and training opportunities.

D. Increased visibility of diversity efforts by learning and sharing the University's diversity story

1. Develop a "52 diversity stories series" project, highlighting the various campus experiences of diverse students, faculty and staff;

2. Develop a document/report that combines the 52 stories into a University diversity narrative;

3. Develop and implement a "new media" strategy to communicate the University's diversity story on campus and beyond.

GOAL II: INCREASED RECRUITMENT AND RETENTION OF UNDERREPRESENTED MINORITY (URM) STUDENTS, FACULTY, AND STAFF

Metrics   Action Items

A. Increased retention of URM faculty and staff

1. Identify the expectations of URMs (and others) and the experiences that lead to attrition;

2. Develop and implement strategies to improve the experiences identified;

3. Develop mentoring circles that foster intergenerational learning among K-12, CWRU undergraduate, graduate and professional school students, staff, local business and professional organizations, alumni, and community leaders;

4. Monitor URM retention.

B. Increased proportion of qualified URMs in faculty, staff and student applicant pools

1. Tell the University's rich diversity story and URM alumni accomplishments;

2. Create and sustain a strong pipeline of potential students, faculty and staff;

3. Develop and participate in the management of strategic partnerships to strengthen URM pipelines.

C. Increased proportion of URM students matriculating

1. Develop and maintain formal URM pipeline database.

2. Ensure that all admissions officers and committees have formal training on unconscious bias.

D. Improved 4, 5, and 6-year graduation rates for URM students

1. Identify the expectations of URMs (and others) and experiences that lead to attrition;

2. Develop and implement strategies to improve the experiences identified.

E. Increased the number of both URM and women hired as faculty and promoted	1. Ensure that search committee members have formal training on unconscious bias;
	2. Provide institutional financial support for diversity recruitment and retention including supporting faculty partner hires and enhancing the start-up package to compete with other offers.
F. Increased number of URM and women staff in middle and upper management positions (grade 14 and above)	1. Encourage professional development opportunities and identify potential candidates for promotion and advancement.
	2. Ensure that hiring managers/ supervisors have formal training in unconscious bias.

GOAL III: ENHANCED LEVERAGING OF UNIVERSITY RESOURCES TO ADVANCE DIVERSITY AND INCLUSION

Metrics	Action Items
A. Ensure efficient use of human capital.	1. Review, align, and restructure the various committees, councils (including the Supplier Diversity Initiatives Council), and task forces that are doing diversity work to minimize duplication of effort;
	2. Review the membership of the DLC

to ensure diversity leadership from all constituents are included. Also write a formal charge, guidelines and expectations for the DLC;

B. Increased number of collaborations among units within the University in support of diversity and inclusion

1. Build diversity collaborations both within and beyond the campus that contribute to the intellectual and social vibrancy of the University;

2. Create opportunities for multi-school interdisciplinary interactions where they can engage in building diverse communities;

3. Build strategic partnerships within and beyond the institution that strengthen URMs' sense of community, belonging and engagement for the long term;

4. Require that university schools (and UGEN divisions) develop their own Diversity Strategic Action Plans to align with this University-level DSAP, and to be presented at the annual Provost Leadership Retreat and at the annual Strategic Leadership Retreat.

5. Establish annual review, assessment and progress reports on performance metrics for schools and UGEN Division DSAPs to increase accountability to campus community by presenting a Dashboard at an Advancing Diversity Summit following the MLK Convocation each year;

6. Support faculty with adequate resources to enhance the curriculum as it relates to global and cultural diversity;

7. Encourage faculty to link courses to diversity-related lectures and programs.

C. Increased funding for diversity and inclusion initiatives from internal and external sources

1. Increased resources available for diversity and inclusion activities across the University;

2. Seek extramural funding to support diversity and inclusion (grants and philanthropy);

3. Develop and fund a faculty diversity hiring initiative to expand the current

Strategic Hiring Initiative;

4. Develop website and brochure to communicate the university's supplier diversity commitment and initiatives

5. Develop an Annual Fund for the OIDEO and include OIDEO in the Capital Campaign.

TIMELINE & MILESTONES

Year 1 (January 1, 2012 – June 30, 2013)

- Present final DSAP to the Board of Trustees *February 2012*
- Reformat the DLC to ensure that all school-based diversity officers are included. *March 2012*
- Codify DLC's role in implementation of the DSAP. *March 2012*
- Communicate with schools/departments regarding school/department DSAPs *March 2012*
- Develop a "52 stories diversity series" project in which a different CWRU diversity story is highlighted weekly on the OIDEO home page by August 15, 2012.
- Develop a document/report that combines the 52 stories into a CWRU diversity narrative.
- Develop additional ways to communicate the CWRU diversity story and enhance the campus climate.
- Implement a monthly brown bag diversity conversations series utilizing the deans and vice presidents as conveners beginning *September 2012*.
- The series should be focused and travel to locations near the deans and vice presidents as a means of engaging the school/department in meaningful conversation. Each school/ department should host one per year. The OIDEO will facilitate.
- Host Welcome Reception for URM faculty, students and staff *September 2012*
- Ensure development of school/department-based DSAPs *October 1, 2012*

Year 2 (July 1, 2013 – June 30, 2014)

- Maintain and strengthen all of the above
- Implement school/department-based DSAPs
- Determine the structural relationship between OIDEO and other diversity initiatives and offices at CWRU
- Develop seed funding to spur innovative understanding and engagement related to URM representation/s at CWRU
- Develop and implement a diversity self-assessment program for schools/departments to monitor and enhance the efficacy of their diversity efforts
- Work with the Development Office to raise substantial resources for programs that enhance CWRU's diversity profile through a targeted fundraising effort

Year 3 (July 1, 2014 – June 30, 2015)

- Maintain and strengthen all of the above
- Undertake a comprehensive self-assessment of Years 1 and 2
- Report to the campus community and the Board of Trustees on the progress of URM pipeline development
- Report to the campus community and the Board of Trustees on the progress of URM retention efforts
- Prepare a second DSAP to align with the University's new strategic plan

Assessment & Accountability

In 2014, the University should implement a second Campus Diversity Climate Survey that will revisit issues addressed in the initial survey. Although a number of questions in the initial survey were flawed, it is imperative that the second version be identical to the first, in order for accurate comparison of results.

It will be the responsibility of the OIDEO to review the results of the 2010 and 2014 Campus Diversity Climate Surveys, and additionally, to assess changes in the efforts for recruitment and retention of URMs that have been undertaken by the University as a whole as well as by individual schools/departments. The Office will undertake a deep dive into the Campus Diversity Climate Survey results, and will ensure that the results of the Campus Diversity Climate Survey are shared publically in a consistent and transparent way.

The Office will undertake an annual assessment of the ways in which URMs are experiencing the University through surveys, focus groups, and individual check-ins in a coordinated way that will allow for intervention where necessary. Successes and shortcomings in the advancement of diversity and inclusion at the University will be reported openly on the Dashboard and in the OIDEO's Annual Report.

The Office will create a self-assessment tool and undertake an annual self-assessment. Typically, this tool is a document with a set of consistent questions that are answered by all members of the Office, the culminating results of which will be reviewed at the conclusion of the DSAP. In 2014, the Office will engage an external assessor to review its work in a meeting the goals of the DSAP.

It will be the responsibility of the DLC in conjunction with OIDEO to carry out this Diversity Strategic Action Plan according to the timelines and milestones elaborated herein. The OIDEO will seed and initiate innovative diversity programs; engage the schools/departments to recruit and retain URMs through the implementation of their unit-level DSAPs; act as a center for outreach to URM communities in and around the University campus; and channel the resources of the University in a coordinated way toward the advancement of diversity and inclusive excellence at Case Western Reserve University.

It will be the responsibility of the OIDEO to ensure that the objective evaluations of its programs and actions in meeting the timelines and milestones are conducted on a regular basis. It is recommended that there are quarterly evaluations during the first one and one-half years of this plan and bi-annual evaluations subsequently.

Conclusion

Case Western Reserve University now finds itself at a significant moment in its history. It has the unique opportunity to translate its institutional values into a caring community – one that appreciates, welcomes and is ready to harness the positive momentum and expectancy that is present on its campus. In our global society, it is imperative that diversity be valued in all its human dimensions. Institutions and organizations cannot achieve and sustain excellence without embracing and engaging the diversity of their members. The advancement of diversity is a bold aim requiring sustained and substantive commitment, sensitivity, and strategy. In demonstrating its adherence to diversity as an institutional core value, Case Western Reserve University is poised to ensure its dynamism and competitiveness as it continues to evolve as a global institution.