Case Western Reserve University
EST. 1826

Faculty Senate Executive Committee
Friday, February 10, 2012
9:00 am – 11:00 am – Adelbert Hall, Room M2

AGENDA

Time	Item	Presenter
9:00 am	Approval of Minutes from the January 18, 2012 Executive Committee meeting (*attachment*)	G. Chottiner
	President's and Provost's Announcements	B. Snyder B. Baeslack
9:05 am	SOM By-laws (*attachment*)	D. Singer
9:15 am	FSCICT amendment to the Handbook (*attachment*)	D. Singer
9:20 am	ROTC Proposal (*attachments*)	L. Parker D. Feke
9:35 am	USG SAGES Proposal (*attachments*)	L. Parker J. Wolcowitz
9:45 am	Online Master of Applied Social Sciences (*attachments*)	M. Snider C. Rozek
9:55 am	Master of Positive Organizational Development - India (*attachments*)	M. Snider C. Rozek
10:05am	Doctor of Juridical Science (*attachments*)	M. Snider C. Rozek
10:15 am	Name Change for Department of Human Genetics (*attachment*)	M. Chance
10:20 am	Report from Faculty Senate Budget Committee	JB Silvers
10:30 am	Report from Committee on Women Faculty (*attachment*)	K. Farrell
10:40 am	Report from Committee on University Libraries	M. Quinn Griffin
10:45 am	Report from Faculty Compensation	N. Ziats
10:50 am	Announcements from the Chair	G. Chottiner
	Attendance Options at Executive Committee Meetings	G. Chottiner
11:00 am	Approval of Faculty Senate agenda (*with proposed electronic attendance option*)	G. Chottiner

Case Western Reserve University EST. 1826

Faculty Senate Executive Committee
Minutes of the February 10, 2012 meeting
Adelbert Hall, Room M2

Committee Members in Attendance

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

Committee Members Absent

Jessica Berg	Richard Buchanan	Sorin Teich

Others Present

Mark Chance	Larry Parker	David Singer
Karen Farrell	Mary Quinn Griffin	Martin Snider
Don Feke	Chuck Rozek	Jeff Wolcowitz
Dale Nance	JB Silvers	Nick Ziats

Call to Order and approval of minutes
Professor Gary Chottiner, chair, Faculty Senate, called the meeting to order at 9:00 a.m. The minutes of the January 18, 2012 meeting of the Faculty Senate Executive Committee were approved as submitted.

FSCICT amendment to the Handbook
Prof. David Singer, chair, Committee on By-laws, presented the proposed amendments to the Faculty Handbook as drafted and recommended by the Faculty Senate Committee on Information and Communication Technology. The amendments guarantee emeriti faculty use of their Case Western Reserve University email addresses and full access to CWRU's Software Center. Faculty who leave the university can arrange to have their CWRU email forwarded.   The Executive Committee approved the amendments to the Faculty Handbook, attached to these minutes, for subsequent review by the Faculty Senate.

SOM By-laws
Prof. David Singer, chair, Committee on By-laws, presented the proposed amendments to the School of Medicine By-laws as approved by the Faculty Council of the School of Medicine. The amendments clarify the committee process for evaluating faculty candidates for promotion and tenure. The Executive Committee approved the amendments to the SOM By-laws, attached to these minutes, for final review by the Faculty Senate.

Provost's Announcements
Provost Bud Baeslack said he would shortly announce the tuition and room and board expenses for 2012-2013; undergraduate tuition will increase by 3.5%, graduate tuition will increase by 4%, on campus housing will increase on average by 4%, and the on campus meal plan will increase on average by 4.5%. The provost and

senior administrators will meet with students on February 23 to discuss new initiatives to enhance student learning and life experiences as well as improvements to international programs, the library, student advising and information technology. In addition, they will talk about new initiatives in student affairs and enrollment management and update students on the work of interdisciplinary alliances tied to our strategic plan.

ROTC Proposal

Prof. Larry Parker, chair, Committee on Faculty Senate Committee on Undergraduate Education (FSCUE), introduced the proposal drafted and approved by the FSCUE Curriculum Subcommittee, and subsequently approved by the FSCUE, to allow first and second year Army ROTC classes to be taught on the Case Western Reserve University campus for six additional CWRU credit hours. CWRU currently allows six credit hours for third and fourth year Army ROTC classes taught on the John Carroll University campus. All twelve credit hours for Army ROTC classes would be in addition to the current number of credit hours required for any major at CWRU.

Vice Provost for Undergraduate Education Don Feke explained that CWRU is currently an "affiliate" institution for Army ROTC at John Carroll and Air Force ROTC at Kent State University; the Army's ROTC program has now offered "partnership" status for CWRU. The Army initiated a proposal to CWRU as part of its mandate to increase the number of Army ROTC graduates in STEM fields. CWRU currently enrolls 12 Army ROTC graduates, and the Army predicts that CWRU could enroll five times as many Army ROTC students under the proposed arrangement. Army ROTC students present academically strong applications for admission to CWRU. CWRU tuition is fully funded by the Army for all ROTC students. Army ROTC students would no longer be required to travel to John Carroll to take first and second year Army ROTC classes, some of them offered in the early morning hours.

Vice Provost Don Feke elaborated that an additional matter for consideration would be appointments for Army ROTC instructors as special faculty at CWRU. The Faculty Handbook says that faculty shall be appointed in a constituent faculty, even though instructors in Physical Education, for example, are not appointed in a constituent faculty.

The Executive Committee voted that the proposal presented by the FSCUE should be reviewed by the Faculty Senate in February; the proposal is attached to these meeting minutes. The Executive Committee also voted to approve that a resolution should be drafted for review by the Faculty Senate in February to allow the temporary appointment of Army ROTC instructors as special faculty at CWRU until the necessary amendments to the Faculty Handbook could be drafted and voted on by the University Faculty in April 2014.

USG SAGES Proposal

Prof. Larry Parker, chair, Faculty Senate Committee on Undergraduate Education (FSCUE), presented the proposal drafted and approved by the FSCUE Curriculum Subcommittee, and subsequently approved by the FSCUE, to allow the SAGES Program be modified to eliminate the Common Curriculum (CC) thematic group of First Seminars for all but a special group of students, and to allow students to take a First Seminar and two University Seminars, one from each of the three thematic groups: Natural World (NA), Social World (SO), and Symbolic World (SY). The FSCUE Curriculum Subcommittee drafted the proposal in response to Undergraduate Student Government Resolution USG resolution R. 20-02 from November 2010. The Executive Committee voted that the proposal should be reviewed by the Faculty Senate in February; the USG resolution and the proposal are attached to these meeting minutes.

Online Master of Science in Social Administration

Prof. Martin Snider, chair, Committee on Graduate Studies, presented the proposal from the Mandel School of Applied Social Sciences (MSASS) to offer the complete program of study for Master of Science in Social Administration (MSSA) online. The proposal was approved by the MSASS faculty and the Committee on Graduate Studies. The proposal affirms that the distance format or online delivery of the current/previously approved MSSA degree will not impose changes to the MSSA program curriculum in excess of 50 percent. Moreover, the curriculum delivered in the current/previously approved degree is the same curriculum that will be delivered in the online MSSA program. The Executive Committee voted that the proposal should be reviewed by the Faculty Senate in February; the proposal and a letter of support from the dean are attached to these meeting minutes.

Master of Positive Organizational Development - India

Prof. Martin Snider, chair, Committee on Graduate Studies, presented the proposal from the Weatherhead School of Management (WSOM) to offer a version of the Master of Positive Organizational Development (MPOD) in India, in partnership with Xavier Labour Relations Institute (XLRI), Jamshedpur, India. A letter from the WSOM dean asserts that WSOM faculty members are "enthusiastic about their support to have the MPOD offered in India," and the proposal was approved by the Committee on Graduate Studies. Graduates of MPOD-India would receive a Master of Positive Organizational Development from Case Western Reserve University and a diploma in Positive Organizational Development and Change from XLRI. The Executive Committee voted that the proposal should be reviewed by the Faculty Senate in February; the proposal and a letter of support from the dean are attached to these meeting minutes.

Doctor of Juridical Science

Prof. Martin Snider, chair, Committee on Graduate Studies, presented the proposal from the School of Law to offer a Doctor of Juridical Science. The proposal was approved by the School of Law faculty and the Committee on Graduate Studies. The program is designed for students who hold a first degree in law from a foreign university and an LLM degree from an American university. The Executive Committee voted that the proposal should be reviewed by the Faculty Senate in February; the proposal and a letter of support from the dean are attached to these meeting minutes.

Name Change for Department of Human Genetics

Prof. Mark Chance, interim chair, Department of Human Genetics, presented a proposal to change the name of the Department of Human Genetics to the Department of Genetics and Genome Sciences. The proposal was approved by the Faculty Council in the School of Medicine (SOM).   The Executive Committee voted that the proposal should be reviewed by the Faculty Senate in February; the proposal and a letter of support from the chair of the SOM Faculty Council is attached to these meeting minutes.

Report from Faculty Senate Budget Committee

Prof. JB Silvers, chair, Faculty Senate Budget Committee, said the committee is considering its charge in relation to the role of the newly formed University Budget Committee which reports to the Office of the Provost. The committee reviewed university financial reports and the committee expects to present proposed amendments to the Constitution of the University Faculty to change the name, the membership and charge of the Faculty Senate Budget Committee.

Report from Committee on Women Faculty

Prof. Karen Farrell, chair, Committee on Women Faculty, presented the committee's draft proposal for temporary reduced workload policies for tenured and tenure-track faculty who have primary caregiving responsibilities for family members. The committee is continuing to work with the Office of the Provost and the Committee on Faculty Personnel to refine the draft. The draft proposal is attached to these meeting minutes.

The committee advocates that the university continue to investigate ways to better support child care services for students, staff and faculty.   President Snyder said she would consider re-establishing a university committee on childcare services. Prof. Farrell said that she, and perhaps another member or two from the Committee on Women Faculty, would be willing to serve on such a committee.

Report from Committee on University Libraries
Prof. Mary Quinn Griffin, chair, Committee on University Libraries, said that her committee has discussed the implementation of the new strategic plan for the University Libraries. A summary of the committee's recent activities is attached to these meeting minutes.

Report from Faculty Compensation
Prof. Nicholas Ziats, chair, Committee on Faculty Compensation, said that his committee approved the extension of tuition waiver benefits for emeriti and deceased faculty members from eight to ten years. The committee has also reviewed the progress on drafting the School of Medicine's new salary plan.

Announcements from the Chair
Prof. Gary Chottiner, chair, Faculty Senate, said that he invited Prof. Dale Nance, School of Law, to attend the Executive Committee meeting since Faculty Senator Jessica Berg, the School of Law representative on the Executive Committee, was unavailable to attend. Although there was no time left in the meeting, Prof. Chottiner said that the Executive Committee should discuss the possibility of creating a procedure that would allow alternate faculty members to attend meetings of the Executive Committee when members of the Executive Committee were unavailable

Approval of the Wednesday, February 22, 2012 Faculty Senate meeting agenda
The agenda for the February 22 faculty senate meeting was approved. The meeting was adjourned at 11:00 a.m.

APPROVED
by the
FACULTY SENATE EXECUTIVE COMMITTEE

ELIZABETH H. WOYCZYNSKI
SECRETARY OF UNIVERSITY FACULTY

BYLAWS

THE FACULTY OF MEDICINE

CASE WESTERN RESERVE UNIVERSITY

ADOPTED BY THE FACULTY OF MEDICINE, AUGUST 25, 1978
RATIFIED BY THE FACULTY SENATE, DECEMBER 13, 1978

AMENDED BY THE FACULTY OF MEDICINE, MARCH 25, 1998
RATIFIED BY THE FACULTY SENATE, APRIL 23, 1998

AMENDED BY THE FACULTY OF MEDICINE JUNE 25, 1999 AND JUNE 30, 2000
RATIFIED BY THE FACULTY SENATE, NOVEMBER 6, 2000

AMENDED BY THE FACULTY OF MEDICINE, JANUARY 31, 2003
RATIFIED BY THE FACULTY SENATE, APRIL 27, 2003

AMENDED BY THE FACULTY OF MEDICINE, APRIL 22, 2005
RATIFIED BY THE FACULTY SENATE, FEBRUARY 27, 2006

AMENDED BY THE FACULTY OF MEDICINE, JANUARY 11, 2010
RATIFIED BY THE FACULTY SENATE, APRIL 21, 2010

AMENDED BY THE FACULTY OF MEDICINE,

ARTICLE 1 -PURPOSE

These bylaws and all amendments adopted as hereinafter provided shall henceforth constitute the rules and regulations governing the conduct and procedures of the Faculty of Medicine in the performance of its duties and in the exercise of its authorized powers, as specified by the constitution of the University Faculty of Case Western Reserve University. They are intended also to facilitate the participation of the clinical and adjunct faculty in organizing and executing the curriculum of the School of Medicine.

ARTICLE 2 - THE FACULTY OF MEDICINE

2:1 Membership of the Faculty of Medicine

The Faculty of Medicine shall consist of (1) regular faculty, defined as all persons who hold full-time appointments in the School of Medicine and who have unmodified titles at the rank of professor, associate professor, assistant professor, senior instructor, instructor, (2) special faculty, those who hold these ranks modified by the adjective clinical, adjunct, visiting, or emeritus, and (3) fifteen students, three elected from and by each medical school class, two elected from and by M.D.-Ph.D. students, and one elected from and by medical school graduate students. The president of the university, a vice-president of the university responsible for medical school activities, and an administrative officer from and selected by each affiliated hospital shall be members of the faculty *ex officio*. The dean of the School of Medicine shall furnish annually to the secretary of the University Faculty a list of all full-time members of the faculty. (A full-time faculty member is one who is a member of the University Faculty as defined in the Faculty Handbook of Case Western Reserve University.) The Faculty of Medicine shall create a Faculty Council to conduct such business for it as is described below.

2:2 Officers of the Faculty

The president of the university and, in the president's absence or by the president's designation, the dean of the School of Medicine or the dean's representative, shall be chair of the Faculty of Medicine. The chair of the Faculty Council shall serve as vice-chair of the Faculty of Medicine. The Faculty of Medicine shall have a secretary who shall be appointed by the dean. The secretary shall provide due notice of all faculty meetings and the agenda thereof to the members of the faculty and distribute to the members the minutes of each meeting. The office of the dean shall be requested to supply appropriate administrative support for these functions.

2:3 Authorities and Powers of the Faculty of Medicine

a. Authorities. Those authorities delegated by the University Faculty to the Faculty of Medicine for the educational, research, and scholarly activities of the School of Medicine shall reside in the Faculty of Medicine.

b. Powers Reserved. The regular faculty members of Faculty of Medicine shall make recommendations to the University Faculty concerning the establishment, discontinuance, or separation of any constituent school or college, or concerning the merging of such organizational units, and concerning any matter of import referred by the Faculty Council to the Faculty of Medicine for the determination of its recommendation.

The regular faculty members of the Faculty of Medicine shall have the power to recommend approval of amendments to these bylaws and the power and obligation to elect (1) senators to the University Faculty Senate; (2) a majority of the members of the Faculty Council; and (3) a majority of the voting members of the standing committees listed in section 2:6a.

2:4 Meetings of the Faculty

a. Regular Meetings. The faculty shall schedule meetings at least two times each academic year. The dean of the School of Medicine shall be asked to describe the state of the medical school generally at one of the meetings. Another meeting shall have as its main business a program relating to medical education. Meeting dates and times will be coordinated to accommodate appropriate schedules. In the event that inclement weather or other unforeseen

event forces the university to close, a faculty meeting scheduled for that day shall be rescheduled. The Faculty Council may cancel a scheduled meeting of the faculty in the event there is no business to be conducted.

b. Special Meetings. The Faculty of Medicine shall also meet on the call of the president or the dean, or on written petition of at least 10 faculty members presented to the Faculty Council, or at the request of the Faculty Council.

2.5. Voting Privileges

a. A quorum of the faculty for both regular and special meetings shall consist of 100 members who are eligible to vote on the issue before the faculty as defined below (2:5c-2:5e). Proxies are not acceptable for purposes of either establishing a quorum or voting.

b. Special meetings of the faculty shall be conducted according to Robert's Rules of Order, Newly Revised. A majority of those present and voting shall be necessary to effect action.

c. Special faculty whose titles are modified by the adjectives adjunct or clinical may vote at meetings only on matters concerning the planning and approval of the curriculum, the execution of the instructional program, the formulation of policies with regard to student affairs, appointment and promotion of special faculty; the election of members of committees dealing with such issues, and the election of their representatives to the Faculty Council.

d. Emeritus and visiting faculty members shall not be eligible to vote.

e. Student members of the faculty, elected in accordance with Bylaw Article 2:1, shall vote only on matters concerning the planning and approval of the curriculum, the execution of the instructional program, the formulation of policies with regard to student affairs and the election of members of committees dealing with such issues.

f. Prior to faculty meetings, Faculty Council will determine which faculty are eligible to vote on each issue scheduled for a vote, guided by 2:5c-2:5e above. If an issue is raised and brought to a vote *ad hoc* at a faculty meeting, the person chairing the meeting will determine who   is eligible to vote based on the above criteria.

2:6 Functions and Duties of the Faculty

a. All powers and obligations of the Faculty of Medicine shall be delegated to the Faculty Council and exercised by it, with the exception of those powers and obligations reserved above. These delegated powers and obligations shall include but not be limited to the planning and execution of educational programs and the formulation of policies concerning curricula, student admissions, and the conduct of research. The Faculty Council shall also have the responsibility to review the requirements for the M.D. degree and to approve student standings and student promotions.

b. The Faculty Council shall make recommendations to the dean for consideration and transmittal to the University Faculty Senate with regard to the establishment or discontinuance of departments and may, at its discretion, make its own recommendation concerning the establishment, discontinuance, or merging of units larger than a single department but smaller than a constituent school or college or refer such matters to the Faculty of Medicine for its recommendation. The Faculty Council shall advise the dean with regard to the establishment, discontinuance, or merging of academic or research units of the School of Medicine that are not required by the Faculty Handbook, at Chapter 2, Article V, Sec. A., Par. 2, c., 2, to be brought before the Faculty Senate.   The Faculty Council, through the Committee on Appointments, Promotions, and Tenure, shall make recommendations to the dean for consideration and transmittal to the president of the university with regard to faculty promotions to the ranks of associate professor and professor, initial appointments to those ranks, and granting of tenure.

c. The Faculty Council shall advise the president with regard to the appointment of the dean, as well as an interim or acting dean (see Section 3:6c for procedures), shall advise the dean with regard to recommendations to the president concerning the appointment of academic department chairs, as well as interim or acting chairs (for procedures see 4:3a and 4:3b), and shall advise the dean concerning appointments of directors of hospital departments and major interdepartmental academic officers.

2:7 Committees of the Faculty

a. The majority of the voting members of each standing committee dealing with faculty responsibilities shall be elected by the faculty. The number of non-voting members shall not exceed the number of voting members. The chair of the Faculty Council shall normally appoint one of the elected members to be the chair of each such committee, unless other provisions for appointment of chairs are made in these Bylaws, but with approval on an annual basis by the Faculty Council, the chair may appoint the dean of the School of Medicine or another faculty member to serve as chair of a standing committee. Standing committees dealing with areas of faculty responsibility shall include the following: Admissions Committee; Bylaws Committee; Committee on Appointments, Promotions, and Tenure; Committee on Medical Education; Committee on Students; Lecture Committee; and Research Committee.

b. The Faculty Council shall recommend the establishment, discontinuance, and representative composition (e.g., by rank, department, or institution) of standing committees and the length of terms of office of the members, and shall nominate candidates for committee membership. The faculty shall vote upon the nominees and shall elect the majority of voting committee members. Additional members of any standing committee may be appointed by the dean in accordance with the prescribed structure of each such committee. The number of appointed voting members shall be less than the number of elected voting members. The standing committees shall be reviewed by the Faculty Council at least once every five years. In the event that an elected member of a standing committee of the faculty resigns during the term, the nominating committee of the Faculty Council shall appoint a replacement. The first choice should be the faculty member who received the next highest number of votes in the most recent election for this committee position. Should that individual be unwilling or unable to serve, the nominating committee shall appoint an alternate of its choosing to the committee. In either case, this appointee may stand for election to the committee for the remainder of the term of the resigning member at the next regularly scheduled faculty election.

c. The dean shall be a member of all standing committees *ex officio* and may be the chair of any such committee if so appointed by the chair of the Faculty Council with the approval of the Faculty Council. Persons holding the office of assistant or associate dean may be regular members of any of these committees, as long as their number does not exceed 25% of the membership. These persons may not be chairs, but may be executive officers of these committees. Membership rosters of all standing committees shall be published annually.

d. Any action taken in the name of a standing committee shall be made by majority vote. All members of a committee shall be supplied with minutes of the meetings of the committee and with copies of official recommendations of the committee.

e. The meetings of the Faculty Council and of all standing committees shall be open to all members of the faculty except for those of the Steering Committee, the Admissions Committee, the Committee on Students, and the Committee on Appointments, Promotions and Tenure. Chairs of other committees may declare a meeting or part of a meeting closed to faculty attendance only if confidential personnel matters are to be discussed.

f. *Ad hoc* committees of the faculty may be created by the Faculty Council at its discretion.

ARTICLE 3: THE FACULTY COUNCIL

3:1 Purpose and Functions of the Faculty Council

a. There shall be a Faculty Council of the Faculty of Medicine, which shall meet regularly to exercise all powers of the Faculty of Medicine not reserved to the Faculty of Medicine itself. The powers and obligations of the Faculty Council shall include but not be limited to those following:

i) to act for the Faculty of Medicine regarding the planning and execution of educational programs and the formulation of policies concerning curricula, student admissions,

and the conduct of research. It shall also have the responsibility to review the requirements for the M.D. degree and to approve student standings and student promotions.

        ii) to hear reports of the committees of the faculty and of the Faculty Council and recommend action on such reports;

        iii) to determine the establishment, discontinuance, and representative composition of the membership of all faculty standing committees;

        iv) to elect a chair, a chair-elect, members of the Steering Committee, and the Faculty Council members of the Nominating Committee;

        v) to determine the agenda for its own meetings and the agenda for the meetings of the faculty;

        vi) to classify any issue requiring a vote of the faculty so as to determine the eligibility of the adjunct/clinical and student members to vote on that issue (per 2:4biii and 2:4bv). The Faculty Council may appoint standing and *ad hoc* committees to make recommendations concerning its various functions and duties (see Article 3:6d).

3:2 Membership of the Faculty Council

    a. Voting Members. Voting members of the Faculty Council shall include one representative of each academic department (When more than one autonomous department exists within a single academic discipline, as per section 4:3 below, a representative of each such department shall be elected to the Faculty Council.) and of each division with departmental status. (All references hereafter to academic departments include divisions with departmental status.)   These representatives shall be referred to as department representatives. Other voting members shall include two representatives from the special faculty whose titles are modified by the adjective adjunct or clinical, one representative from each affiliated institution and 10 representatives of the regular faculty elected at large. All these representatives shall be members of the faculty.

    b. Non-voting Members. Non-voting members of the Faculty Council shall be the president of the university, a vice-president of the university responsible for medical school activities, the dean of the School of Medicine, the associate dean for medical education of the School of Medicine, the chair of the Committee on Medical Education, and student members who shall include not more than two undergraduate medical students, one M.D.-Ph.D. student, and one Ph.D. graduate student. The student members shall be chosen by their respective groups. In addition, if a senator to the university Faculty Senate is not included in the Faculty Council as a voting member, the chair of the Faculty Council shall appoint one of the School of Medicine senators to be an *ad hoc* member of the Faculty Council. The chair of the Faculty Council may invite other persons to attend designated meetings. Faculty Council meetings shall be open to the faculty. Faculty members may at any time request hearings before Faculty Council, but a request by a faculty member for a hearing before the Faculty Council must be made to the chair prior to the meeting of the Faculty Council.

3:3 Election of the Members of the Faculty Council

(For more details concerning elections, see Article 3:6b, paragraph 3.)

    a. Shall be held no later than April 30 of each year, with newly elected members beginning their terms of office on the following July 1.

    b. Upon notification by the dean, the full-time faculty members of each academic department of the School of Medicine shall elect as a department representative to the Faculty Council one of their full-time members who holds a primary appointment in that department. The election shall be held by democratic process. Complaints concerning the occurrence of undemocratic selections of representatives shall be brought to the attention of the chair of the Faculty Council.

    c. Upon notification by the dean, full-time faculty based at each affiliated institution shall choose, by a method of their own design, one of their members who has a primary base at that

institution and who has not been elected a department representative to be a representative to the Faculty Council.

d. The at-large representatives shall be nominated by a nominating committee (see Article 3:6b) and shall be elected by the full-time members of the faculty. The dean shall be requested to supply the nominating committee with a list of the preclinical and clinical science departments and rosters of the full-time faculty members with primary appointments in each department. Five at-large representatives shall be from preclinical departments and five shall be from clinical science departments. There shall be at least two nominees for each of these positions. Those nominees who are not elected shall serve as alternates in the order of votes received (see 3:4). In each three-year cycle beginning with the adoption of these amendments, one preclinical and one clinical at-large representative shall be elected the first year, and two preclinical and two clinical at-large representatives shall be elected in each of the second and third years. Upon adoption of these amendments, the at-large representatives who are then serving may complete their terms of office.

e. The Nominating Committee (see Article 3:6b) shall nominate at least four members of the special faculty whose titles are modified by the adjective adjunct or clinical as candidates for representative to the Faculty Council. Two of these nominees shall be elected by the special faculty whose titles are modified by the adjective adjunct or clinical. The remaining nominees will serve as alternates in the order of votes received.

3:4 Terms of Office of Faculty Council Representatives

Representatives shall serve for a period of three years. Representatives may not serve consecutive terms but may be reelected after an absence of one year. A department representative who is unable for any reason to complete a term of office shall be replaced by a full-time faculty member from the same academic department, elected by democratic process within that department. The new member shall complete the term of the former member and shall be eligible for reelection if the remaining term so completed has been less than two years. A departmental member on leave of absence shall be replaced during that leave by a faculty member from the same academic department, elected by democratic process within that department. Upon return from leave, the returned faculty member shall complete the original term of office. An at-large representative who is unable for any reason to complete a term of office shall be replaced by an alternate (per 3:3d) who shall serve during the remainder of the term or during the leave of the representative, as outlined for department representatives. A representative of the special faculty who is unable for any reason to complete a term shall be replaced by an alternate (see Article 3:3e) who shall serve during the remaining term or during the leave of the representative. A representative of an affiliated institution who is unable for any reason to complete a term shall be replaced by a full-time faculty member with a primary base at the same institution. That individual shall be chosen by the same mechanism as the original representative, and shall serve for the remaining term or during the leave of the original member, as outlined above for department representatives.

Members who have three absences from Faculty Council meetings in one year must resign from the Faculty Council unless their absences were excused by the chair of the Faculty Council. A warning letter will be sent to the Faculty Council member after two absences, with a copy to the department chair. Selection of replacements for members who resign is discussed in the preceding paragraph.

3:5 Officers of the Faculty Council

Each year the Faculty Council shall elect a chair-elect from the members who have at least two years of their terms remaining. The chair-elect shall serve as vice-chair of the Faculty Council during the first year following election and succeed to the chair the following year. The chair of the Faculty Council (or the vice-chair of the Faculty Council in the absence of the chair) shall preside over the Faculty Council and shall be vice-chair of the Faculty of Medicine. Following completion of this term of office, the immediate past chair of the Faculty Council shall serve one additional year as a member of the Faculty Council and as a member of its Steering Committee.

For procedures to be followed in the election of the officers and committees of the Faculty Council, see article 3:6b. The dean shall be requested to provide administrative support to these officers.

3:6 Committees of the Faculty Council

      a. Steering Committee. The Steering Committee shall consist of eight members: the chair of the Faculty Council, the vice-chair of the Faculty Council, the immediate past chair of the Faculty Council, and five other Faculty Council members who shall be elected by the Faculty Council for one-year terms. These members may be reelected successively to the Steering Committee for the duration of their terms as members of the Faculty Council. The chair of the Faculty Council (or the vice-chair of the Faculty Council in the absence of the chair) shall serve as chair of the Steering Committee. The Steering Committee shall set the agenda for meetings of the Faculty Council. The Steering Committee shall be empowered to act for the Faculty Council between meetings. The Steering Committee shall report all actions and recommendations to the Faculty Council. The Steering Committee shall act for the Faculty Council and faculty in reviewing actions of the Committee on Appointments, Promotions and Tenure in order to ensure equity, adherence to published guidelines, and proper procedure. The Steering Committee shall consult with the dean on such matters as the dean brings before it. The Steering Committee shall advise the president concerning the appointment of an interim or acting dean of the School of Medicine.

      b. Nominating Committee. The Nominating Committee shall consist of eleven members: the dean, the chair of the Faculty Council, the vice-chair of the Faculty Council, four other Faculty Council members, two each from the preclinical and clinical sciences, and four full-time faculty members who are not members of the Faculty Council, two each from the preclinical and clinical sciences. The four Faculty Council members of the Nominating Committee shall be elected at large by the Faculty Council and shall serve for the duration of their terms as Faculty Council members. The four non-members of the Faculty Council shall be elected by ballot by the Faculty of Medicine and shall serve three-year terms. The dean shall serve as chair of the Nominating Committee.

      The Nominating Committee shall nominate (1) candidates for the chair-elect of the Faculty Council, (2) candidates for the Steering Committee, and (3) candidates for the standing committees of the Faculty Council. Ballots listing the nominees and leaving space for write-in candidates shall be sent to all members of the Faculty Council. The election of the chair-elect and the members of the Steering Committee, the Faculty Council members of the Nominating Committee and the members of other standing committees of the Faculty Council will be carried out at the June meeting of the Faculty Council. Additional nominations for all these offices shall be invited from the floor. The consent of the nominee must be obtained in order for a write-in or floor nomination to be valid. Faculty Council members who cannot attend the June meeting may vote by mail (noting that wherever mail voting or distribution is mentioned in these Bylaws, voting or distribution by email or other method well-calculated to reach voters shall be considered satisfactory). Candidates for chair-elect will also be candidates for the Steering Committee and will be so listed on mail ballots. Faculty Council members shall vote for one nominee for chair-elect and for six members of the Steering Committee. The five persons with the highest number of votes, excluding the person elected to the office of chair-elect, shall be elected to serve on the Steering Committee. Both mail ballots and ballots collected at the Faculty Council meeting shall be counted, whether or not a quorum is present at the meeting. If the total number of ballots received does not equal or exceed 50% of the members of Faculty Council, ballots may be solicited from absentee members. If either the Steering Committee or the Nominating Committee perceives a significant deficit in the representation of faculty constituencies within its membership following the annual election, either committee may ask the chair of Faculty Council to appoint a single *ad hoc* voting member to serve on the respective committee for the remainder of the year. In the case of the Steering Committee, the appointee should be a current member of the Faculty Council. In the case of the Nominating Committee, the appointee should be a regular member of the Faculty of Medicine.

In addition, the Nominating Committee shall nominate (1) candidates for the at-large representatives to the Faculty Council, (2) candidates for the representatives of the special faculty whose titles are modified by the adjective adjunct or clinical to the Faculty Council, (3) candidates for standing committees of the Faculty of Medicine, and (4) candidates for senator to the University Faculty Senate. In the case of at-large representatives, senators, or members of the Committee on Appointments, Promotions, and Tenure, the number of nominees shall be at least twice the number of positions to be filled. Electees shall be chosen by mail ballot. Ballots listing candidates for Faculty Council, senators, and standing committees of the faculty shall be mailed to all full-time members of the faculty. Ballots listing candidates for the representatives of the special faculty on the Faculty Council shall be mailed to all special faculty whose titles are modified by the adjective adjunct or clinical. Ballots listing candidates for committees dealing with the planning and approval of the curriculum, the execution of the instructional program, and the formulation of policies with regard to student affairs shall be mailed to all members of the faculty. Elections shall be conducted as far in advance of the completion of the terms of sitting members as is practicable. Elections may be conducted through the campus and first class mail or by email or other electronic means. All ballots shall provide space for write-in candidates. At least two weeks shall be allowed between the distribution of all ballots and the close of the election and determination of election results. Distribution of the ballots and the determination and publication of the election results shall be the responsibility of the Faculty Council. The dean shall be requested to supply administrative support for the elections.

c. Special Committee to Nominate Candidates for the Search Advisory Committee to the President on the Selection of the Dean of the School of Medicine. This special nominating committee shall be formed when needed and shall consist of the chair of Faculty Council, three other members of the Steering Committee of the Faculty Council, three elected members of the Nominating Committee, and three academic department chairs of the School of Medicine. The chair of the Faculty Council shall serve as chair of this special nominating committee, and the nine members shall be elected by their respective groups. The majority of the nominees for the Search Advisory Committee selected by this special nominating committee shall be full-time members of the Faculty of Medicine. The president is requested to consider these nominees when appointing members of the Search Advisory Committee.

In the early stages of the search for the dean of the School of Medicine, the chair of the Faculty Council shall solicit recommendations, opinions, and advice regarding selection of the dean from members of the Faculty of Medicine by mail and submit these views directly to the Search Advisory Committee. When a final list of candidates for the position of dean has been selected, the Search Advisory Committee is requested to solicit the views and advice of the Steering Committee of the Faculty Council on the ranking of the candidates.

d. Other Committees of the Faculty Council. The Faculty Council may create other standing and *ad hoc* committees of the Faculty Council to carry out specific functions and duties assigned to it. These committees may include members who are not Faculty Council members.

3:7 Meetings of the Faculty Council

a. The Faculty Council shall meet at least once every two months from September through June of each academic year. Special meetings may be called by a majority vote of the Steering Committee, by a written petition of 10 members of the faculty addressed to the chair of the Faculty Council, or by the dean.

b. The agenda for each meeting shall be prepared by the Steering Committee and distributed to all members at least one week in advance of regular meetings and at least two days in advance of special meetings. The agenda shall also be made available to department chairs and academic deans and shall be posted in conspicuous places about the School of Medicine and the affiliated hospitals.

c. Minutes of the meetings shall be kept and shall be distributed in a timely fashion to Faculty Council members, to the dean, to all department chairs, and to such others as the Faculty Council may determine. The dean is requested to provide administrative support for this purpose.

d. The meetings shall be conducted according to Robert's Rules of Order, Newly Revised. A quorum of the Faculty Council shall consist of 50% of the voting members. Elected members may not designate alternates for council meetings or vote by proxy in council meetings. Faculty Council members may vote *in absentia* by mail in the election of officers and standing committees of the Faculty Council (see article 3:6b).

3:8 Annual Report of the Faculty Council
        Each year the chair of the Faculty Council shall submit to the faculty a report on the activities of the Faculty Council.

ARTICLE 4 – DEPARTMENTS

4:1 Organization of the Faculty into Departments
        The Faculty of Medicine may be organized into departments representing each academic discipline as specified in the Constitution of the University Faculty, Article VII, Sec. B. Divisions with the status of a department may be established. Each member of the faculty shall normally have an appointment in a department or in a division having the status of a department.

4:2 Function of Departments
        Each department shall provide a central administration for its academic disciplines.   Each department shall be responsible for the teaching in its discipline in the School of Medicine, through the core academic program's committee structure and the other units of the undergraduate medical curriculum and in the affiliated hospitals. This responsibility shall be exercised by the academic department chairs in conformity with the curricular policies, organization, and components that are specified by the faculty and the dean. Each department may assume responsibility for teaching in its discipline in the other schools of the health sciences and in the undergraduate and graduate curricula of the university as determined by need and negotiation. Where appropriate, each department shall plan and implement graduate programs leading to such graduate degrees as are authorized by the university and shall be responsible for the content of the curricula in its discipline in the several programs specified above. Each department shall plan and execute programs of research and of professional activity and shall train medical students, undergraduate students, and graduate students in its disciplines. Each department shall maintain and staff the facilities which lie within its jurisdiction and shall enlist the cooperation of other departments or of affiliated teaching institutions where this shall be necessary for the execution of its mission. Each department shall elect one representative to the Faculty Council.

        ~~Departmental or, as appropriate, affiliate-based committees on appointments, promotion, and tenure (CAPT) shall provide third and sixth year pretenure reviews for tenure-track faculty, as provided in the Faculty Handbook. Each such CAPT shall also provide a written review for full-time assistant and associate professors in the non-tenure track, known within the School of Medicine as the combined-achievement track (see below, page 17, section 5.1), at least every six years, concerning readiness for promotion. Copies of all such reviews shall be provided to the dean's office.~~

==[Proposed new text begins here, substituting for the paragraph that is crossed out immediately above.]==

[1] Each department or, at the request of the hospital affiliate's Associate Dean or Executive Dean and with the consent of the Dean of the School of Medicine, each affiliated hospital, shall establish a Department or Affiliated Hospital Committee on Appointments, Promotions, and Tenure (or Appointments and Promotions only, if

appropriate) (all hereinafter "DCAPT"s) for the purpose of making recommendations concerning appointments and promotions and if appropriate awards of tenure. The department chair or affiliated hospital associate dean or executive dean shall nominate faculty annually for service on the DCAPT for the SOM Dean's approval. The department chair shall also nominate a faculty member holding a primary appointment in the department (or the affiliated hospital, if appropriate), preferably at the rank of tenured Associate Professor or Professor, to serve as the DCAPT committee chair.

[2] DCAPTs may comprise all the faculty members holding full-time primary appointment in the department, except as provided in paragraph 4.2(3) , and may also include faculty holding secondary ~~primary~~ appointments in the department but holding primary appointments outside the department or school in any of the university's constituent faculties. Alternatively, department chairs may nominate a committee of at least three ~~more manageable number of~~ faculty members from among the primary full-time faculty (and other faculty) to serve as the committee.

[3] Department chairs themselves shall not be members of their respective department's DCAPTs. Instead, they shall serve as the initiator ~~advocate~~ for the appointment, promotion, and tenure of candidates, attending DCAPT meetings for the purpose of presenting candidates for the committee's consideration, entering into discussion with the committee and answering its questions, and otherwise being excused from the room. Department chairs shall not be present for DCAPT voting. Should a faculty member take advantage of the self-initiation ~~nomination~~ process, the DCAPT chair shall invite the department chair to the meeting at which the self-initiated promotion or tenure award \~~self initiation nomination~~ is discussed to provide the department chair with the opportunity to offer his or her perspective.

The paragraph above, however, shall not restrict department chairs from serving on an affiliated hospital's committee concerned with appointments, promotions, or tenure. Where department chairs serve on such committees, they may serve as the initiator ~~nominator and advocate~~ as described above and they may remain present during the discussion and voting, but in no case shall a department chair (or other committee member) cast a vote regarding the appointment, promotion, or tenure of a candidate whom she or he initiated for appointment, promotion, or tenure~~nominated~~.

[4] Department chairs have wide discretion to nominate faculty for service on the DCAPT, but the following principles should be observed. If at all possible, at least two-thirds of the committee should be composed of tenured faculty in the department at the rank of associate professor or professor. The DCAPT's membership should include both tenured and non-tenured faculty; each committee, with the exception of the Cleveland Clinic Lerner College of Medicine Committee (CCLCM), shall include at least three tenured faculty members.~~each committee shall include at least three tenured faculty members, drawn from within the department or from other departments~~, so tenure votes are not determined by only one or two voters. Preference shall be given to tenured faculty holding primary appointment in the department. Tenured faculty holding secondary appointment in the department ("tenured secondary faculty") may be appointed to the committee 1) in addition to all tenured faculty holding primary appointment in the department ("tenured primary faculty") in order to reach the minimum of three or 2) to exceed it, but in this case the number of tenured secondary faculty may not exceed the number of tenured primary faculty on the committee. ~~;~~ Wwomen and minority faculty should be represented if at all possible; adjunct and/or clinical faculty may be nominated for committee membership at the chair's discretion to vote on

promotion of special faculty.

[5] Department or affiliated hospital CAPTs shall review faculty holding or proposed for holding primary appointment in the department/affiliated hospital in order to make recommendations concerning 1) appointment, promotion, and/or award of tenure; 2) third and sixth year pretenure reviews for tenure track faculty; 3) concerning readiness for promotion for each full-time assistant and associate professor in the non-tenure track no later than six years after appointment or promotion to that rank and at least every six years thereafter; and 4) other actions as appropriate. Copies of ~~all such reviews~~reviews under 2) and 3) above shall be provided to the individual faculty member reviewed; copies of all reviews shall be provided ~~as well as~~ to the dean's office.

Comment [DA2]: During the voting process it was pointed out that the reviews intended to be circulated to faculty are those referred to under this paragraph's sections 2) and 3) but not under section 1).

[6] DCAPT recommendations shall be made by the ~~department~~ DCAPT chair (unless he or she is the candidate) after a vote by the DCAPT. The DCAPT chair shall convene a meeting for the purpose of voting, for which notification shall be made sufficiently in advance to allow those unable to attend to vote by written absentee vote. All members of the committee may participate in discussion of all recommendations for appointment, promotion, and tenure. On recommendations involving promotion, only faculty of rank equal to or superior to that being considered shall be eligible to vote. On recommendations involving tenure, only faculty with tenure shall vote. Recommendations shall require a majority (more than half) of those eligible to vote. In order for a recommendation to be made, at least three eligible committee members must cast a vote.

Comment [exh3]: This one says by the DEPARTMENT CHAIR. Or is it by the DCAPT chair? See below.

Comment [exh4]: Wouldn't it be clearer to state, "The DCAPT's recommendations shall be made by…" Faculty membership of department and DCAPT are often different, correct?

[7] Affirmative recommendations for faculty appointments and all other recommendations from a DCAPT shall be communicated to the ~~dean~~ department chair by the DCAPT chair in a letter which records the numerical vote and reflects the deliberations of the DCAPT, pro and con. Before transmission, this letter shall be made available for inspection by the faculty members who participated in the vote. If a faculty member believes the letter to express inadequately the committee's deliberations, he or she may send independently to the ~~dean~~ DCAPT chair a statement of such opinion, which shall be appended to the committee's letter for higher reviews. The department chair shall forward the DCAPT recommendation letter to the dean and is expected to ~~also forward~~add his or her recommendation, which may or may not be the same as the DCAPT's recommendation, in a separate letter to the dean.

Comment [exh5]: This one says by the DCAPT chair. Or is it the DEPARTMENT chair? See above.

[8] DCAPT meetings shall be conducted in confidence. All votes shall be conducted by written secret ballot and shall be tabulated by the committee secretary. Candidates shall not be present at committee meetings (or portions thereof) at which their candidacy is discussed and/or voted upon. Committee deliberations and votes are confidential and must not be discussed outside the committee with anyone, including the candidates.

Comment [CGT6]: Is this defined elsewhere? If not, it seems there should be a definition as to this position and how selected?

[9] Recommendations concerning appointment, promotion, and tenure shall be governed by the then-current Qualifications and Standards for Appointment, Promotion, and the Award of Tenure for Faculty Members in The School Of Medicine, Case Western Reserve University (Appendix I of the these Bylaws) and the relevant sections of the Faculty Handbook. Committee discussions shall be confined to matters relevant under the Standards and Qualifications. Specifically prohibited from discussion are such matters as gender, race, minority status, disability status, veterans status, and sexual orientation or marital/partner status.

4:3 Academic Department Chairs

      a. Each academic department shall have an academic chair appointed by the president of the university on recommendation of the dean. In order to select candidates, the dean will appoint a search committee, which shall normally be multi-departmental in composition, to provide a slate of candidates from which the selection will normally be made. The search committee shall include representation from the full-time faculty of the department in question. The department faculty representation shall consist of at least one full-time faculty member elected by the full-time faculty of that department. The search committee shall identify its membership to the academic department and indicate its ready availability, particularly that of the elected full-time departmental representative member(s) of the search committee, to receive suggestions, views and advice from interested individual department members or from the entire academic department throughout the search process. Verbal and/or written suggestions, views, and advice directed to any member of the search committee should be transmitted promptly to the whole search committee, unless specified otherwise by the departmental member offering such suggestions, views and advice.

      All department chairs shall be selected in strict accordance with the university policy governing affirmative action.

      The president will appoint acting or interim department chairs after receiving the recommendations of the dean. Before making recommendations, the dean is requested to seek the advice of a committee consisting of the Steering Committee of the Faculty Council and the Faculty Council representative from the department for which an acting or interim chair is to be appointed. When a member of the Steering Committee or the Faculty Council representative is a candidate for acting or interim department chair, the chair of the Faculty Council shall designate an alternate member from the department to serve on the advisory committee. The advisory committee shall identify its membership to the academic department and indicate its ready availability, particularly that of the representative from the department, to receive suggestions, views and advice from interested individual department members or from the entire academic department. Verbal and/or written suggestions, views and advice directed to any member of the advisory committee should be transmitted promptly to the whole advisory committee, unless specified otherwise by the departmental member offering such suggestions, views and advice. This process shall take place as expeditiously as possible before the advisory committee makes its recommendations to the dean.

      b. Each department chair or head of a division with departmental status or an appropriate designee shall meet annually with each full-time faculty member to review performance and to set future goals. The department chair or the appropriate designee shall then provide a written summary of each evaluation to the faculty member, with a copy provided to the dean.

      c. The chair of an academic department may reside at the School of Medicine or at any one of its affiliated institutions.

      d. Any individual service of an established academic department in an affiliated teaching institution may petition the Faculty of Medicine for independent status as a separate academic department, autonomously representing the academic discipline. The chair of each such independently established academic department shall be selected in accordance with section 4:3a and appointed by the president on recommendation of the dean. The dean is requested to seek the advice of the Steering Committee and elected departmental member(s), as outlined in article 4:3a, before making recommendations to the president.

      e. All chairs of academic departments and all directors of individual services of affiliated institutions within a single discipline should meet regularly to coordinate their university-related functions.

4:4 Establishment and Discontinuance of Academic Departments

      Petitions to establish or discontinue academic departments shall be presented to the Faculty Council. Recommendations of the Faculty Council for establishment or discontinuance shall be referred to the University Faculty Senate, upon approval of the dean.

4:5 Review of Academic Departments
        Periodic review of each department by persons external to the department is important for evaluation of the functioning of that department by the faculty and the dean. A committee appointed by the dean shall review each academic department at intervals no greater than 10 years. The review committee shall include at least one outside consultant. The dean shall transmit the review committee's report and recommendations to the chair of the Faculty Council.

4:6 The Department of Biomedical Engineering
        The Department of Biomedical Engineering is currently unique among the departments. Created by action of the Board of Trustees in 1968, it is a single department jointly based in the School of Medicine and the School of Engineering. The department chair will designate each faculty member, at the time of initial appointment, as being principally based in the School of Medicine or the School of Engineering. The principal designation will determine which School's pretenure period and which School's process and qualifications and standards for appointment, promotion, and award of tenure shall govern the appointment. In other respects, faculty in the department shall enjoy the rights and privileges and duties and responsibilities of faculty in both Schools.

 ARTICLE 5 – FACULTY APPOINTMENTS, PROMOTION, AND GRANTING OF TENURE

5.1: Classification of Appointments
        An appointment shall be classified as initial, renewal, or continuing (for appointments with tenure or for appointments past the first year of several year terms).
        An appointment shall be classified as full-time or part time. Eligibility for appointment or reappointment to the full-time faculty is subject to approval by the dean and requires that (1) 50% or more time be devoted to approved academic activities and (2) the academic activities must be conducted at an approved site. If 50% or more of compensation is paid through the university, the full-time faculty member is eligible for fringe benefits.
        An appointment shall be classified by academic title and whether the appointment is (a) with tenure, (b) without tenure but leading to tenure consideration (tenure-track), (c) without tenure and not leading to tenure consideration (non-tenure track, known within the School of Medicine as the combined achievement track); or (d) special, which will include the prefix adjunct, clinical, visiting, or emeritus. If the appointment leads to consideration for tenure, the appointment letter shall specify clearly the academic year in which this consideration will become mandatory. With regard to special faculty appointments, adjunct appointments usually refer to part-time faculty members devoting their time to research and/or teaching in the basic science departments. Clinical appointments usually refer to faculty members devoting their time to patient care and teaching. Visiting faculty appointments are issued for specified terms of one year or less than one year and can be full- or part-time. Special faculty are not eligible for tenure.
        The dean of the School of Medicine and the provost of the university must approve available tenured or tenure track slots. The School of Medicine is exempt from the Faculty Handbook ruling that the majority of the members of each constituent faculty must be tenured or on the tenure track (Chapter 2, Article I, Sec. D, p. 15), as approved by the University Faculty Senate and the provost (January, 2004).
        If the appointment applies to more than one constituent faculty, or department, or to an administrative office as well as an academic unit, the appointment may be identified either (1) as a primary-secondary appointment or (2) as a joint appointment. For a primary-secondary appointment arrangement, one constituent faculty or department shall be identified as the primary appointment and the other as secondary. Responsibility for the initiation of consideration of re-appointment, promotion, award of tenure, or termination shall rest with the primary unit. Faculty with joint appointments have full rights as a faculty member in both constituent faculties or departments. The notice of appointment shall be issued jointly by the two constituent faculties

or departments. Consideration of appointment, reappointment, promotion, and/or tenure for joint appointment arrangements shall be as described in the Faculty Handbook sections pertaining to such appointments.

5.2: Terms of Appointment
        Appointments with tenure shall be of unlimited duration until retirement, subject only to termination for just cause (see below). Tenure-track appointments shall normally be made for a term of one to five years and may be renewed until the end of the pre-tenure period. Non-tenure eligible "combined achievement track" appointments are renewable and shall normally be made for a term of one to five years. Special appointments shall be made for terms of one year or less.

5.3: Academic Freedom
        Academic freedom is a right of all members of the Faculty of Medicine, and applies to university activities, including teaching and research. Specifically, each faculty member may consider in his or her classes any topic relevant to the subject matter of the course as defined by the appropriate educational unit. Each faculty member is entitled to full freedom of scholarly investigation and publication of his or her findings.

5.4 Tenure
        The basic purpose of tenure is to provide the assurance of academic freedom throughout the university. Another important purpose of tenure is to attract and retain outstanding faculty through continued commitment of the university to these faculty members. Tenured faculty members are protected explicitly against dismissal or disciplinary action because their views are unpopular or contrary to the views of others. Non-tenure-eligible "combined achievement track" colleagues shall derive protection by general extension of these principles of academic freedom.
        When awarded, academic tenure rests at the constituent faculty level.
        The award of academic tenure to a faculty member is a career commitment that grants that faculty member the right to retain his or her appointment without term until retirement. The appointment of a tenured faculty member may be terminated only for just cause. In the event that a tenured faculty member's school, department or other unit of the university in which the faculty member's appointment rests is closed or reduced in size, the university shall make all reasonable attempts to provide a tenured faculty member with an appointment of unlimited duration until retirement.
        Examples of just cause for the termination of any faculty member (tenured, tenure track, non-tenure eligible "combined achievement track," or special) include (a) grave misconduct or serious neglect of academic or professional responsibilities as defined through a fair hearing; (b) educational considerations as determined by a majority vote of the entire constituent faculty of the affected individual which lead to the closing of the academic unit of the university or a part thereof in which the faculty member has a primary appointment; and (c) financial exigent circumstances that force the university to reduce the size of a constituent faculty in which the faculty member has a primary appointment.
        A tenured faculty member may be terminated for financial exigent circumstances only after all faculty members who are not tenured in that constituent faculty have been terminated in the order determined by the dean of the School of Medicine in consultation with the department chairs, the Faculty Council and other faculty members.

5.5: The Pretenure Period
        The pretenure period in the School of Medicine is nine years. Each faculty member whose appointment leads to tenure consideration shall be considered for tenure no later than in the ninth year after the date of initial appointment at the rank of assistant professor or higher.

A faculty member in the tenure track may request extensions to the pretenure period. The extensions may be (1) requested by exceptionally worthy candidates in the event of unusual constraints in the university, or part or parts thereof, which would prevent tenure award at the end of the normal period; or (2) requested for the purpose of compensating special earlier circumstances disadvantageous to a candidate's tenure consideration (such as serious illness, family emergency, maternity, or extraordinary teaching or administrative assignments); or (3) upon written request by the faculty member within one year after each live birth or after each adoption, an extension of up to one year shall be granted by the provost to any faculty member who will be the primary care giving parent. Extensions should be requested as soon after the occurrence of the relevant circumstances as practicable, ordinarily not later than one year prior to the normally scheduled expiration of the pretenure period. Extensions requested under (1) or (2) above require request by the faculty member, review and a recommendation by the department's committee on appointments, promotions, and tenure, the department chair, and the dean, and approval by the provost. Pretenure extensions may not be used to defer tenure consideration of a faculty member more than three years beyond the normal pretenure period except for extensions made under (3) above.

For faculty members whose tenure consideration has not produced tenure award during the pretenure period, further appointment is normally restricted to one year. In exceptional cases, individuals who failed to receive tenure may be appointed in the non-tenure eligible "combined achievement track" on recommendation of the department Committee on Appointments, Promotions, and Tenure, the department chair, the Committee on Appointments, Promotions and Tenure of the School of Medicine, the dean of the School of Medicine, and the approval of the provost. Such appointments are contingent upon full financial support from non-university sources.

The number, nature, and duration of pretenure period extensions made to an individual faculty member's pretenure period shall not be considered by the CAPT when reviewing that faculty member for award of tenure or promotion.

5.6: Qualifications for Appointments, Promotions and Granting of Tenure

Qualifications and standards for faculty appointments, reappointments, promotions, and granting of tenure shall be generally as stated in the Faculty Handbook of Case Western Reserve University. Specific qualifications and standards applying to the School of Medicine shall be determined by the Faculty of Medicine and appended to these bylaws. These qualifications and standards shall be reviewed every five years by the Faculty Council. The dean shall make the text of the current qualifications and standards available to all junior and newly appointed faculty members.

5.7: Tenure Guarantee

Award of tenure for faculty based in the School of Medicine should be accompanied by a base salary guaranteed by the School of Medicine that will be equal for faculty in the school's basic science and clinical science departments. The amount of the guarantee and its financial support are currently under discussion.

5.8: Rolling Appointments for Non-Tenure Track/Combined Achievement Track Professors

Upon nomination by the department chair and with the consent of the dean, faculty members at the rank of professor in the non-tenure track, referred to within the School of Medicine as the "combined-achievement track," with primary appointments in either a clinical or basic science department will be eligible to receive a rolling appointment contract of up to five years in duration accompanied by a salary guarantee for the period of appointment, equal in amount (but not duration) to that guaranteed to tenured professors. A rolling three-year appointment, for example, is a multiple-year appointment that differs from a multiple-three-year fixed term appointment in that, pending satisfactory performance and financial circumstances as determined by the chair and the dean, the appointment is renewed each year for the following three years. Financial support for rolling contracts is to be provided by the School of Medicine

with the understanding that, prior to making the rolling commitment, the school would have the opportunity to enlist support from the appropriate hospital, clinical practice plan, or other appropriate entity to underwrite the guarantee.

5.9: Consideration of Recommendations for Appointments, Promotions and Granting of Tenure
      a. Full-Time Faculty

The dean shall submit recommendations for appointments and promotions to the ranks of associate professor and professor and the granting of tenure concerning full-time faculty with primary appointments based in the departments of the School of Medicine (including those faculty in the Department of Biomedical Engineering with appointments principally based in the School of Medicine) given him or her by the department chairs or other persons as designated by the dean or initiated by other means as outlined in the Faculty Handbook of Case Western Reserve University, Chapter 3.I.1, to the Committee on Appointments, Promotions and Tenure of the School of Medicine. This committee shall consider the documented evidence relating to each candidate and, following the qualifications and standards set forth in Exhibit I to these Bylaws, shall report its affirmative and negative recommendations to the Steering Committee of the Faculty Council. Each recommendation shall also be reported promptly to the academic chair of the candidate's department. The candidate shall be informed by the academic chair of the committee's recommendation. The academic chair or other nominator may appeal a negative recommendation by notifying the chair of the Committee on Appointments, Promotions, and Tenure of the School of Medicine. Appeals may be made in writing or in person. Written documentation of the appeal and the response of the Committee on Appointments, Promotions, and Tenure must be appended to the candidate's file. In the event that the appeal to the Committee on Appointments, Promotions and Tenure is not successful, the academic chair or other nominator or the affected faculty member may bring to the attention of the Steering Committee of the Faculty Council, through a detailed, written submission, any alleged errors in procedure or non-adherence to the current published guidelines for appointments, promotions and tenure. The Steering Committee of The Faculty Council may investigate the allegations to the extent that it deems appropriate, may review all other candidates' files as it deems necessary, and may request the appearance of persons with knowledge of current and prior procedures and policies of the CAPT. A written report of the results of any investigation by the Steering Committee shall be appended to the candidate's file. All files will be forwarded to the dean after the Committee on Appointments, Promotions and Tenure, and, if applicable, the Steering Committee of the Faculty Council have discharged their responsibilities as specified above. The dean shall transmit the file, with added comments if desired, to the president of the university; for informational purposes, the dean will also provide the Dean of the Case School of Engineering with complete copies of the files of candidates in the Department of Biomedical Engineering with appointments principally based in the School of Medicine.

      b. Special Faculty Appointments and Promotions

Special faculty appointments and promotions modified by the prefix adjunct, clinical, or visiting shall be recommended by the department chair and may be granted by the dean. For these clinical and adjunct appointments and promotions at the ranks of assistant professor, associate professor, and professor, the dean shall, prior to reaching a decision, also consider the recommendation of the department's committee on appointments, promotions, and tenure. The dean shall also consider letters of reference concerning the appointment and promotion of faculty to the ranks of clinical and adjunct associate professor and clinical and adjunct professor. For all ranks of clinical and adjunct faculty appointments and promotions in the division of general medical sciences, the dean shall, prior to reaching a decision, also consider the recommendation of the division's committee on appointments, promotions, and tenure. This paragraph will govern special faculty appointments and promotions for faculty in the department of biomedical engineering with appointments principally based in the School of Medicine. The dean shall inform

the Dean of Case School of Engineering of any such appointments and promotions.

c. Secondary Appointments and Promotions

Secondary appointments at all ranks shall be recommended by the chair of the secondary department, require the concurrence of the primary department chair, and may be made at the discretion of the dean. Secondary appointment promotions shall be recommended by the secondary department chair and may be made at the discretion of the dean. For secondary appointments and promotions in the division of general medical sciences, the dean shall, prior to reaching a decision, also consider the recommendation of the divisions committee on appointments, promotions, and tenure. This paragraph will govern secondary appointments in the department of biomedical engineering principally based in the School of Medicine and promotions of faculty holding such secondary appointments. The dean shall inform the Dean of Case School of Engineering of any such appointments and promotions.

5.10: The Committee on Appointments Promotions and Tenure

a. The Committee on Appointments, Promotions and Tenure shall be a standing committee of the faculty and shall consist of sixteen full-time faculty members. Ten members shall be elected by the full-time faculty and six members shall be appointed by the dean. The associate dean for faculty affairs shall also be a member of this committee, ex officio and without vote. Department chairs are not eligible to serve on this committee. Eight of the committee members shall have the rank of tenured professor; five shall be professors in the non-tenure track; and three shall be tenured associate professors. The elected committee members shall include six faculty members with primary appointment in clinical science departments and four with primary appointment in basic science departments; the appointed members shall include four from clinical science departments and two from basic science departments. In each election all reasonable effort will be taken to have the number of nominees be at least twice the number of positions to be filled. Members will be elected or appointed for three-year terms. These terms shall be staggered for the full-time faculty members. Committee members may serve only two consecutive three-year terms but subsequently may be reelected or reappointed after an absence of one year. The quorum for conducting the business of the Committee on Appointments, Promotion and Tenure shall be ten members present for discussion of which eight must have voting privileges. On recommendations for appointment as or promotion to associate professor, all committee members are eligible to vote; on recommendations for appointment as or promotion to professor, faculty committee members who are tenured professors and non-tenure track/combined achievement track professors are eligible to vote; on recommendations to award tenure, tenured committee members are eligible to vote. Committee members may be present for discussion but are not eligible to vote regarding candidates for primary appointment, promotion, or award of tenure in the committee member's own department of primary appointment. The committee will be led by two co-chairs, each of whom shall serve a one-year term, appointed by the chair of Faculty Council in consultation with the dean of the School of Medicine. The co-chairs may be selected from either the elected or appointed members of the committee. The chair of Faculty Council, in consultation with the dean of the School of Medicine, each year shall also appoint two co-chairs elect, to serve the following year as the committee's co-chairs. At each committee meeting, at least one of the co-chairs must be in attendance.

b. The standards for appointment, promotion, and granting of tenure determined by the faculty shall be considered by the committee when evaluating candidates under review.

c. The CAPT shall review and make recommendations concerning all appointments as or promotions to the ranks of associate professor or professor and the award of tenure.

5.11 Sabbatical and Special Sabbatical Leaves

The purpose of and conditions for sabbatical leaves are discussed in the Faculty Handbook, Chapter 3, II A. The conditions are based on the premise that the faculty member requesting a sabbatical leave is tenured. A sabbatical leave may be requested by a faculty member and, based upon all factors including the specific study proposal and subsequent

recommendations by the department chair, the Faculty Council Steering Committee, and the dean, may be granted by the president. In cases of tenure track and non-tenure track/combined achievement track or special faculty, special sabbatical leaves may be recommended as well, at the discretion of the dean. However, such leaves may not necessarily incur the obligation of university or School of Medicine financial support. For faculty with tenure track, non-tenure-track/combined achievement track and special appointments, the provost shall specify whether the leave period is to be counted as part of the pretenure or pre-promotion period, as the case may be.

ARTICLE 6 - AMENDMENT OF THE BYLAWS

An amendment of the bylaws may be proposed by majority vote of the Faculty Council, by the dean, or by written petition of 20 or more faculty members. Proposed amendments will be submitted to the secretary of the Faculty Council and ordinarily will be considered by the Faculty Council within the same academic year if submitted prior to April 1 of that year. The proposed amendments and the recommendations of the Faculty Council will then be sent by mail to full-time members of the faculty and may be discussed at a regularly scheduled meeting of the faculty held at least four weeks after the mailing. During discussion of proposed amendments at a faculty meeting, non-substantive changes in the proposed amendments may be made by majority vote. The vote on any proposed amendment shall be by mail ballot of the full-time faculty. Approval shall require an affirmative vote by a majority of those faculty members returning ballots. At least three weeks shall be allowed between the mailing of ballots and the determination of election results. The Faculty Council shall review the bylaws at least once every five years and shall propose amendments as desired to the faculty.

Context

Mr. Lev Gonick, Vice President, Information Technology Services and Chief Information Officer, consulted the Faculty Senate Committee on Information and Communication Technology (FSCICT) regarding ITS support for retired (non-emeritus) faculty. The committee discussed the matter during two meetings. The intention was to recognize the value the University places on faculty as well as the University's contractual obligations for software and subscriptions while maintaining cyber security. The committee discussed the fact that free email accounts are available from more than one source, and ITS provides a means for CWRU former faculty members to forward CWRU emails to a non-CWRU address so that they can receive email from whoever might attempt to contact them via their CWRU e-mail address.

Additionally, the committee advocated that the University continue to provide full ITS support for faculty members with emeritus status. This places the ITS-support decision in the hands of the CWRU faculty and the Provost, while respecting possible contractual obligations. The Provost also maintains an emeritus faculty list which facilitates account maintenance and security.

Resolution

Whereas the FSCICT was consulted for its advice regarding the ITS policy for retired faculty,

Whereas a faculty member who retires (without emeritus status), takes a position elsewhere or otherwise separates himself/herself from the university is no longer an employee of the University,

Whereas emeritus status connotes continued engagement in the Case Western Reserve University community, and

Whereas the decision regarding emeritus status is made by the CWRU faculty and the Provost,

Therefore be it resolved

Faculty members who are granted emeritus status or who are judged by the Provost to be legitimately in the process of obtaining this designation, retain the same ITS access to IT support and software as that afforded to regular, full-time faculty members. Those who retire or who for any other reason leave the University, are no longer afforded these services, but may establish forwarding of their University email to an alternative email provider of their choice.

Revision to the CWRU Faculty Handbook

From Pg 92 http://www.case.edu/president/facsen/frames/handbook/pdf/2011FacultyHandbook4_2011.pdf

(Underline denotes insertion.)

In addition to the privileges associated with retirement, CWRU emeritus faculty are generally awarded other perquisites, some of which include free parking when space is available, personal tuition waiver privileges, the use of CWRU libraries and some other facilities, listing in the university directory, being invited to various faculty functions, the same access to IT support and software as that afforded to regular full-time faculty; etc. Office space may be provided depending on the needs of the Department or School. Faculty members who retire (without emeritus status), take a position elsewhere or are otherwise separated from the University, may establish forwarding of their CWRU enterprise email messages to a personal email account.

ARMY ROTC Opportunity

FSCUE meeting
November 1, 2011

Donald L. Feke
Vice Provost for Undergraduate Education

Case Western Reserve
UNIVERSITY EST. 1826
think beyond the possible

Current Status

- CWRU currently has *affiliate* status with the Army ROTC program based at John Carroll University (JCU). This means that cadets can use their ROTC scholarships at CWRU, but requires them to travel to JCU for their ROTC courses and physical training.

- CWRU also has affiliate status with the Air Force ROTC program based at Kent State University.

Current Status

- There are currently 12 Army ROTC students at CWRU, distributed as follows:

  0 Seniors

  3 Juniors

  4 Sophomores

  5 First Year Students

- ROTC cadets are typically high quality, low discount-rate students.

Proposal

- The regional ROTC Commander (LTC Hazelwood) has offered to elevate CWRU to "partnership status" with respect to Army ROTC. He believes this will enable him to fulfill his directive to have more ROTC cadets studying in the STEM disciplines.

- He projects that with partnership status, CWRU could enroll 10 (optimal) to 20 (maximum) Army ROTC cadets per class year.   (Because of the difficulties associated with students having to travel to JCU for their courses and training, LTC Hazelwood believes many high quality students now choose to enroll elsewhere rather than at CWRU.)

Proposal

- Under partnership status, ROTC cadets would receive the full first two years of training and courses on the CWRU campus. (For their third and fourth years, CWRU cadets would still need to travel to JCU.) LTC Hazelwood would provide ROTC instructors who would come to CWRU to teach the ROTC curriculum.

- The ROTC curriculum includes one credit per semester in the first year, and two credits per semester in the second year, plus physical training.

- Courses are in the topics of military history, military strategy, and leadership development.

Proposal

In order to participate as a partner school, CWRU would need to agree to the following:

- Award academic credit for the military science curriculum

- Offer CWRU faculty appointments to ROTC instructors (which gives them access to network services, etc.)

- Provide limited office space (and a small operating budget) for the ROTC instructors

- Allow access to physical education facilities (for physical training)

The New York Times
Monday, October 31, 2011

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At War

Notes From the Front Lines

April 28, 2011, 9:54 AM

Stanford Debates R.O.T.C.'s Return

By TIM HSIA

April 29, 10:18 a.m. | Vote Results After two hours of debate, the Stanford faculty senate voted to bring ROTC back on campus: 28 members voted for its return, 9 voted against it and 3 abstained. During the faculty senate meeting, Former Secretary of Defense William Perry discussed how bringing ROTC back to Stanford could help the military by providing better trained and educated leaders. Much of the debate was centered on the military's posture toward transgendered people and also on whether academic credit would be granted to ROTC courses. An amendment to the resolution of bringing ROTC back to campus was added that stated the faculty senate's objection concerning the military's treatment towards transgender people.

COMMENTARY

A Soldier Writes

Since Congress voted to end the "don't ask, don't tell" law, several "elite" universities, including Harvard and Columbia, have decided to reinstate R.O.T.C. programs. Stanford might

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ROTC's hard road back to campus

By Eliot A. Cohen
Wednesday, December 22, 2010

Now that "don't ask, don't tell" is dead, ROTC can return to the Ivy League. Left and right seem to agree on this, although, curiously, the more energetic arguments come from conservatives who deplore the politics of America's universities. No matter; it is the right sentiment. The problem will be taking this proposal beyond mere words.

Many elite universities kicked ROTC off campus during the Vietnam War and never brought it back. (Not the one at which I work, I hasten to add: Johns Hopkins has had ROTC since 1916.) But in truth, the military's policies toward homosexuals were, for the most part, merely an excuse for keeping recruiters at bay. The attenuated memories of Vietnam, a restoration of patriotic sentiment, a far less turbulent student body

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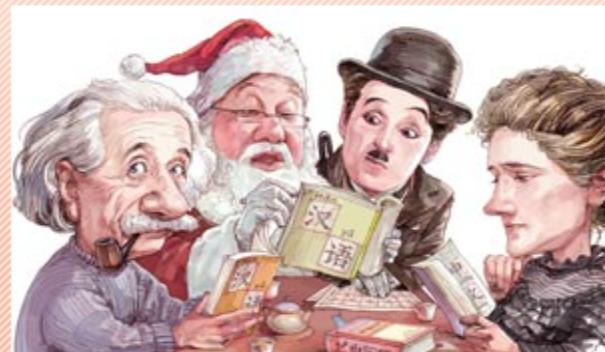
ROTC Returns To Ivy League Universities

Getty

By MICHAEL MELIA | 10/23/11 12:26 PM ET | AP

React > Amazing | Inspiring | Funny | Scary | Hot | Crazy | Important | Weird

Read more > ROTC Columbia , ROTC Yale , Rotc , Rotc Harvard , Rotc Ivy League , Rotc Programs , College News

NEW HAVEN, Conn. -- Yale sophomore Andrew Hendricks has gotten used to receiving strange looks when he crosses the Ivy League campus in his Air Force uniform.

Hendricks, the only Air Force cadet at Yale, wears the uniform on days he drives to the University of Connecticut to train with the Reserve Officers' Training Corps, a program that had been barred from his university until faculty agreed to welcome it back beginning next fall. Judging from the reaction of Yale students, he does not expect much of a stir when cadets start conducting drills amid the Gothic buildings in New Haven.

Potential Issues and Barriers

- History of ROTC at CWRU

History of ROTC at CWRU

- Within the Case Institute of Technology prior to 1970, the ROTC program was administered through the Department of Air Force Aerospace Studies.

- Air Force officers (instructors in the ROTC program) held CIT faculty appointments.

- Air Force ROTC cadets used the credits earned for their ROTC courses toward degree requirements.

History of ROTC at CWRU

At its meeting on May 5, 1970, the Faculty Senate unanimously approved the following resolution:

- That the Faculty Senate express its opposition to the presence of ROTC on this campus as a curricular elective and recommends the dissolution of the Department of Air Force Aerospace Studies.

- That the Chairman of the Senate initiate steps to bring about the prompt implementation of this resolution.

- That any presence of ROTC related activities on the campus should be limited to the status of extracurricular clubs or other activities, and should bear the same relation to the various parts of the University as other such activities.

History of ROTC at CWRU

During the next few months, various committees discussed how to implement (and interpret) this resolution. On September 14, 1970, University President Robert W. Morse issued an official statement on ROTC which described the resolution above and included the following comment:

"A committee of the Case Assembly has been examining the matter of eliminating all degree credit for AFROTC courses and will report to the Case Assembly at its first meeting."

History of ROTC at CWRU

At its meeting of September 29, 1970, the following motion was passed by the Case Assembly:

"Degree credit for all courses offered by the AFROTC unit at Case Institute of Technology be eliminated. Those courses in the AFROTC program of study for which a student can receive credit toward his degree shall be limited to courses offered by the various academic departments of the University.

This action is to take effect immediately, except that it shall not affect the present juniors and seniors in the program, in accordance with the President's statement of 14 September, 1970."

History of ROTC at CWRU

- At its meeting on January 26, 2006, the UUF Executive Committee endorsed a recommendation that Case undergraduates participating in the Air Force ROTC program should be eligible for up to eight hours of generic transfer credit for AFROTC courses taught at Kent State University.

- At its meeting of February 27, 2006, the Faculty Senate voted on a motion to Rescind Actions of the Faculty Senate and the Case Assembly in 1970 on Academic Status of ROTC at CWRU. This was passed by majority.

Potential Issues and Barriers

- CWRU has been reluctant to offer transfer credit for military sciences courses; only a limited number (6) of transfer credits are now allowed.

- Would a student's performance in military science courses be factored into academic standing decisions? Would these credits be counted toward graduation honors?

- Would the ROTC faculty be appointed through a school? If so which?

What additional information would be helpful for the next phase of discussion?

RECOMMENDATION FROM THE FSCUE CURRICULUM SUBCOMMITTEE
ON OFFERING ARMY ROTC COURSES AT CWRU

At its meeting on February 1, 2012, the FSCUE Curriculum Subcommittee reviewed a proposal from Army ROTC at John Carroll University to make Case Western Reserve University a partner institution. This change in status would require that CWRU offer the first- and second-year Army ROTC courses as CWRU courses recorded on the CWRU transcript for CWRU degree credit. With CWRU as an affiliate institution, our students currently cross-register for Army ROTC courses at JCU, and we award transfer credit only for the junior-year courses as MGMT T-200 for 3 credit-hours each semester; participation in ROTC also satisfies the CWRU physical education requirement.

The Subcommittee sees the opportunity to offer ROTC courses at CWRU as being good for our students, both in terms of convenience for those who currently commute to JCU at early morning hours and in terms of the financial benefits that it provides to others who may choose to participate. The Subcommittee reviewed the syllabi and course materials for the first- and second-year courses and agrees that it would be appropriate to offer these courses for CWRU degree credit. In addition, the Subcommittee recommends that these courses be offered under their own (perhaps Military Science) rubric, rather than trying to fit the courses into existing departmental rubrics. The Subcommittee sees these courses as being offered by a unit outside of the four UPF schools (like Physical Education) and governed collectively in terms of the review of course and program action forms. [The Subcommittee recognized that it might be appropriate to also move the current junior-year transfer credit from MGMT T-200 to this new unit, but that change can be considered later, as it is not central to the current proposal.]

The first-year program includes two one-credit-hour courses, one each semester, and the second-year program includes two two-credit-hour courses, one each semester, thereby increasing the total number of credit-hours to be awarded for participation in ROTC from six to twelve. The Subcommittee recognized that this is likely to require additional credit-hours beyond general education/core and major requirements for students pursuing engineering and nursing degrees, as these programs leave very little space for elective choices. In the College of Arts & Sciences, students pursuing the BA degree must take 90 credit-hours among the 120 required in CAS courses; and these ROTC courses would fall within the other 30. For WSOM students, these courses would fall among non-WSOM electives or general electives.

February 6, 2012
As edited by FSCUE, 2/7/12

General Assembly Resolution R. 20-02

Authors: Representative Shengbo Wang
Committee: Academic Affairs
Presented: 2 November 2010

A Resolution to Adjust the SAGES Categorical Requirement

Whereas, SAGES is the current general education requirement for all undergraduates enrolled at CWRU,

Whereas, the purpose of SAGES is to teach students varying techniques on how to constructively argue and write,

Whereas, the SAGES curriculum teaches the varying techniques of writing through categorical requirements that students need to fulfill,

Whereas, Students have three categories of SAGES courses to fulfill (with an exception to students selected for *Life of the Mind* freshman year) consisting of the Social Word (USSO), Symbolic World (USSY), and Natural World (USNA),

Whereas, first year students are so overwhelmed with new academic information during orientation that a substantial amount of students do not understand the categorical requirement of SAGES,

Whereas, students who did not have the chance to take a *Life of the Mind* class are more limited in course selections for University Seminars compared to students who have taken Life of the Mind,

Be it resolved by the Undergraduate Student Government, acting in full session:

I. That the SAGES program allow students to take two University Seminars of different categories regardless of the category students were placed in for their first seminar.
II. That this resolution be sent in its entirety to the following people:
    a. W. A. "Bud" Baeslack, Provost and Executive Vice President
    b. Jeffrey Wolcowitz, Dean of Undergraduate Studies
    c. Lynn Singer, Deputy Provost and Vice President for Academic Programs
    d. Don Feke, Vice Provost for Undergraduate Education
    e. Peter Whiting, Director of SAGES
    f. Jim McGuffin-Cawley, FSCUE Chair
    g. Glenn Nicholls, Vice President for Student Affairs

REVISITING USG RESOLUTION R. 20-02 REGARDING SAGES UNIVERSITY SEMINARS

During the 2010-2011 academic year, the FSCUE Curriculum Subcommittee reviewed USG General Assembly Resolution R. 20-02: A Resolution to Adjust the SAGES Categorical Requirement. The Curriculum Subcommittee offered a three-part recommendation in response to the USG resolution that was presented at the FSCUE meeting of May 3, 2011, as described in the attached excerpt from the minutes of that meeting.

The FSCUE chose to adopt the first part of the recommendation (which was subsequently approved by the Faculty Senate Executive Committee and has been implemented), but asked the Curriculum Subcommittee to do further consultation about the other parts. In particular, the Curriculum Subcommittee was asked (1) to consult with the Director of the SAGES Program about the feasibility of offering sufficient First and University Seminars in the Natural World thematic group to be able to require one of all students, and (2) to do further consultation with USG because the recommendation was different from what was originally proposed.

At its meeting on November 22, 2011, the FSCUE Curriculum Subcommittee met with Dean Peter Whiting, the Director of the SAGES Program. Dean Whiting indicated that, with sufficient lead time, he believes that it is feasible to offer sufficient seminars in the Natural World area to require that students complete their First and University Seminars across the three thematic areas: Natural World, Social World, and Symbolic World. The Case School of Engineering is planning an initiative that will boost its participation in First Seminars, increasing the offerings in the Natural World area by perhaps 15 seminars. In addition, Dean Whiting believes that it is possible to shift the hiring of SAGES Fellows who teach University Seminars in the direction of the Natural World area.

The discussion did, however, take a turn in a direction that had not been considered last year. It was noted that some students are assigned to special sections of First Seminar designed either for international students needing help with English as a second language or for developmental writers for which the expectation is that students will be enrolled in First Seminar for two semesters. Given the nature of these special sections, it seemed appropriate that the Common Curriculum thematic group be maintained for these sections (these sections actually follow common curricula). Moreover, it was felt that the constraint placed on these students in their choice of First Seminar be offset by greater flexibility in their choices of University Seminars in that they simply be required to take two University for two of the three thematic areas. This provision will also reduce some of the strain on producing sufficient Natural World seminars.

At the same meeting, Steve Cummins, Vice President for Academics of the USG and a member of the Curriculum Subcommittee, reported that the Curriculum Subcommittee had done its due diligence in terms of consultation with the USG through the student participation on the subcommittee.

The FSCUE Curriculum Subcommittee adopted the following recommendation, very similar to the one put forward last spring:

1. That the recommendation of USG Resolution R. 20-02 be implemented for students who matriculate prior to August 2013 (it has already been implemented for students currently enrolled or matriculating prior to August 2012), but that this not become a permanent policy;

2. That the SAGES Program be modified to eliminate the Common Curriculum (CC) thematic group of First Seminars beginning August 2013, with the exception of the sections designed for ESL students and developmental writers;

3. That students who matriculate in August 2013 or later be expected to take a First Seminar and two University Seminars, one from each of the three thematic groups: Natural World (NA), Social World (SO), and Symbolic World (SY), with the exception that students assigned to a section of First Seminar for ESL students or for developmental writers be permitted to take two University Seminars from any two of the three thematic groups.

4. That the FSCUE Curriculum Subcommittee review with the Director of the SAGES Program no later than February 2013 that it is feasible to implement these revised requirements for students matriculating in August 2013 or that the interim accommodation regarding University Seminars be extended until a later date.

FROM FSCUE MINUTES, MAY 3, 2011

Recommendation from the FSCUE Curriculum Subcommittee Regarding
USG General Assembly Resolution R. 20-02: A Resolution to Adjust the SAGES Categorical Requirement

The Faculty Senate Committee on Undergraduate Education (FSCUE) received from the Undergraduate Student Government a resolution asking "[t]hat the SAGES program allow students to take two University Seminars of different categories regardless of the category students were placed in for their first seminar." FSCUE referred this resolution to its Curriculum Subcommittee for review, appropriate consultation with the constituent undergraduate-degree-granting schools, and recommendation.

The FSCUE Curriculum Subcommittee had an initial discussion of the resolution with Shengbo Wang, its author, and Professor Peter Whiting, Director of the SAGES Program. Following that discussion, the Associate Deans and curriculum committee chairs of the four undergraduate-degree-granting schools were asked to take the resolution back to their schools for whatever they determined to be the appropriate consultation and then report back to the FSCUE Subcommittee. The FSCUE Curriculum Subcommittee then developed and approved the following recommendation:

> *That the recommendation of USG Resolution R. 20-02 be implemented for students who have already matriculated and are subject to SAGES requirements and for students who matriculate prior to August 2012, but that this not become a permanent policy;*

> *That the SAGES Program be modified to eliminate the Common Curriculum (CC) thematic group of First Seminars, beginning August 2012; and*

> *That students who matriculate in August 2012 or later be expected to take a First Seminar and two University Seminars, one from each of the three thematic groups: Natural World (NA), Social World (SO), and Symbolic World (SY).*

Discussion

Under our current SAGES requirements, undergraduates must take a First Seminar from one of four thematic groups (CC, NA, SO, SY) and two University Seminars from two of three thematic groups (NA, SO, SY) that are also different from the thematic group of the First Seminar. While the FSCUE Curriculum Subcommittee does not believe that the configuration of the requirement is too difficult for students to understand, the group recognizes that students are constrained differentially in their choices of University Seminars depending on whether their First Seminar was in the CC category or another thematic group, and that students may not fully appreciate the implications of their First Seminar choices when expressing their seminar preferences prior to the start of their first year.

However, discussions within the constituent faculties revealed a strong reluctance to abandon the breadth aspect of the SAGES Program, leading to a preference to have the same three thematic areas for First and University Seminars (NA, SO, SY) and to require that students take one SAGES seminar in each of the three areas. Moreover, several faculty members expressed the view that many of the seminar topics that are currently offered in the CC thematic group could be reassigned to one of the other areas.

The FSCUE Curriculum Subcommittee recognizes that its recommendation will require an equal number of seminars in each of the three thematic areas, combining First and University Seminars, and that it will take time to develop these. [In 2010-2011, 34 NA seminars were offered, 58 SO seminars were offered, and 61 SY seminars were offered; there were 36 First Seminars in the CC area.] Also, First Seminars in the CC area are already scheduled to be offered in Fall 2011. For these reasons, the Subcommittee recommends reconfiguring the requirement for Fall 2012.

The Subcommittee will request a report from the Director of the SAGES Program at the start of the spring semester 2012 on progress generating sufficient seminars in the three thematic areas for 2012-2013, and will determine at that time whether to recommend that the current structure of SAGES and the interim accommodation regarding University Seminars be extended until a later date.

5/3/2011

The FSCUE voted to approve the following resolution:

The FSCUE approves the recommendation of USG Resolution R. 20-02 which is to be implemented for students who have already matriculated and are subject to SAGES requirements and for students who matriculate prior to August 2012, but that this is not to become a permanent policy.

In regard to the other recommendation drafted by the FSCUE Curriculum Subcommittee on May 3, 2011, the FSCUE recommends that the FSCUE Curriculum Subcommittee consult with USG and others for the purpose of developing a permanent policy.

The FSCUE will forward this resolution to the chair of the Faculty Senate for immediate consideration by the Faculty Senate Executive Committee so that it might be implemented starting in fall 2011.

January 24, 2012

Martin Snider, Ph.D.
Chair, Graduate Studies Committee
CWRU Faculty Senate
10900 Euclid Avenue
Cleveland, OH 44106

Dear Dr. Snider:

The Mandel School of Applied Social Sciences (MSASS) Faculty voted to commit to the development of an online MSSA program at a Constituent Faculty Meeting on October 17, 2011. At the meeting, MSASS Faculty voted on the following resolution, proposed by the MSASS Steering Committee:

The motion: The Mandel School will commit to the development of an online program to deliver the MSSA. A committee was appointed by the Dean and charged to work with the Dean and Associate Dean of Academic Affairs and report back to the Faculty and bring a proposal for a vote. The MSASS Faculty vote in approval of this motion was 24 affirmative, 0 opposed and 4 abstentions.

A committee was appointed to work with the Dean and the Associate Dean of Academic Affairs as the Mandel School moves ahead through the assessment period and structuring a partnership contract. A virtual MSSA proposal for online delivery of the MSSA was presented to the MSASS Faculty for a vote on January 23, 2012, at which time MSASS Faculty endorsed the plan to offer the MSSA in distance format starting in fall 2012. The MSASS Faculty vote was 20 affirmative, 1 opposed and 1 abstention.

Attached please find the MSASS proposal to the Faculty Senate which affirms that the distance format or online delivery of the current/previously approve MSSA degree will not impose changes to the MSSA program curriculum in excess of 50 percent. Moreover, the curriculum delivered in the current / previously approved degree is the same curriculum that will be delivered in the online MSSA program.

As Dean, I affirm full support in moving this initiative forward.

Sincerely,

Grover C. Gilmore, Ph.D.
Dean and Professor

/attachment

MANDEL SCHOOL OF
APPLIED SOCIAL SCIENCES
CASE WESTERN RESERVE
UNIVERSITY

Proposal for the Online Delivery
of the previously approved
Master of Science of Social Administration
Degree Program at
Case Western Reserve University
Cleveland, Ohio

Presented by the Dean and Faculty Committee of the Mandel School of Applied Social Sciences (MSASS) for Review and Approval by the Ohio Board of Regents' Advisory Committee on Graduate Study (BRACGS)

Prepared for

Case Western Reserve University

Faculty Senate Graduate Studies Committee

January 25, 2012 rev.1

MANDEL SCHOOL OF
APPLIED SOCIAL SCIENCES

CASE WESTERN RESERVE
UNIVERSITY

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Introduction to offering the Online Master of Science in Social Administration

Case Western Reserve University (CWRU) and the Distributed Learning Group (DLG) seek to establish a partnership and/or contract(s) to create Online Graduate Degree Programs. The first proposed distributed degree offering is the Master of Science in Social Administration (MSSA) at the Mandel School of Applied Social Sciences (MSASS).

The Distributed Learning Group (DLG)

The Distributed Learning Group (DLG) is an initiative and a business unit developing out of the Provost's Office and its mission is to generate and support innovative and landmark initiatives to create quality online learning programs while leveraging the Case Western Reserve University brand, maintaining quality and an excellence in delivery. The Distributed Learning Group has initiated a first wave investment to ultimately seek out the best fit partner(s)/vendor(s) to support the initiative to assist the Mandel School of Applied Social Sciences to deliver the MSSA degree online. This initial investment stage has included much examination of the school and program capabilities, resources, and readiness. The Distributed Learning Group and CWRU seek to partner with a vendor who can best adopt and model the CWRU philosophy to deliver a quality online MSSA degree to expand access to Case Western Reserve University's world class education.

Embanet-Compass Knowledge Group

Embanet-Compass Knowledge Group ("ECKG") is a flexible and proficient online learning partner. Online learning services for universities is what Embanet-Compass does every day as their core mission. ECKG is an integrated full service provider of market research, online program design and development, faculty support and training, program-specific marketing, student recruitment, admissions assistance, and technology support services for accredited non-profit colleges and universities. Embanet-Compass partners exclusively with traditional not-for-profit academic institutions, such as Case Western Reserve University, to help finance, launch, and operate successful online academic programs that ensure superior student outcomes, new earnings streams, and expanded institutional reach.

ECKG provides an entire complement of online learning support services—including:

- Comprehensive marketplace viability/institutional readiness assessment research and consulting
- Program funding and capital investment
- Course development services including custom media development
- Targeted program-specific marketing and positioning

- Customized student recruitment
- Robust instructional design and technology solutions
- Personalized student services and retention support
- One-to-one faculty training and support
- 24/7/365 technical and help desk services

ECKG currently enjoys partnerships with 33 colleges and universities serving 105 distance education degree programs. Their academic partners include seven of the 62 AAU institutions, and nine of the top 70 U.S. News and World Report Nationally Ranked Universities for 2011.

Founded in a public-private partnership with the University of Florida in 1996, Embanet-Compass pioneered the e-learning services category launching the Working Professional Pharm.D. Program with the University of Florida that same year. ECKG already has direct experience launching online graduate programs in the Social Work field of study. Since they have done this before, Case Western Reserve University is able to take advantage of ECKG's extensive practical experience and well-developed best practices in these areas for its own online program launches. ECKG also has valuable expertise helping university partners deliver Clinical and Field Placement experiences, specifically for the very successful Master of Social Work online program at the University of New England.

Case Western Reserve University Peer Institutions Supported by ECKG:

1. *Boston University* – (10) Supported Online Programs
2. *George Washington University* – (6) Supported Online Programs
3. *Northeastern University* (3) Supported Online Programs
4. *Northwestern University* – (1) Supported Online Program
5. *University of Southern California* – (5) Supported Online Programs
6. *Vanderbilt University* – (1) Supported Online Program
7. *University of Florida* – (2) Supported Online Programs
8. *Brandeis University* – (1) Supported Online Program

Contract Update and the Overview of the MSSA Proposal and the BRACGS proposal

CWRU has not entered into a contract with ECKG for the virtual or online MSSA degree program as of January 24, 2012. In the next section, the Mandel School of Applied Social Sciences' proposal to the Ohio Board of Regents' Advisory Committee on Graduate Study (BRACGS) refers to "selected partner or "third party educational provider" instead of the ECKG.

Overview of MSSA Degree Proposal:

The Mandel School of Applied Social Sciences Faculty voted to commit to the development of an online MSSA program at the October 17th, 2011 Constituent Faculty Meeting. One of the items for discussion on the meeting agenda was the Report from MSASS Steering Committee where the following resolution was voted on:

The motion: The Mandel School will commit to the development of an online program to deliver the MSSA. A committee will be appointed by the Dean and charged to work with the Dean and Associate Dean of Academic Affairs and report back to the Faculty and bring a proposal for a vote.

The faculty vote on the motion: In favor of the Amended Motion (24), Opposed to the Amended Motion (0), and Abstentions (4).

A committee has been appointed to work with the Dean and the Associate Dean of Academic Affairs as the Mandel School moves ahead through the assessment period and the structuring a partnership contract. The Virtual MSSA committee met in December 2011 and January 2012.

This Virtual MSSA proposal for online delivery of the MSSA was presented to the Faculty for a vote on January 23rd, 2012.

The motion: The MSASS faculty endorses the plan to offer the MSSA in distance format starting in Fall 2012.

The faculty vote on the motion: In favor of the Amended Motion (20), Opposed to the Amended Motion (1), and Abstentions (1).

Objectives and Description of Changes to the Previously Approved MSSA Degree Program

The proposed online MSSA program will provide professional graduate-level education for employed social workers with an interest in Community and Social Development and Direct Practice in Child, Youth and Family or Mental Health with Adults. The degree program can take 6 to 8 terms to complete based on a student's prior performance in undergraduate social work education. There is a marked emphasis on adult learning and self-discipline.

The primary objective of the proposed online Master of Science in Social Administration (MSSA) degree program is to provide a means for individuals to complete our previously approved MSSA through an online mechanism of course delivery. The proposed change will increase the number of courses that are available via distance mechanisms. The online MSSA program will offer all courses required to complete the program via distance delivery and provide students the opportunity to achieve an MSSA degree completely through distance mechanism to

eliminate obstacles and costs associated with relocation or travel to campus. In addition, the student will complete field placement education in their home location.

The same academic standards of admission and performance will apply, ensuring that the quality of the degree is maintained. Expanding to an online delivery mechanism will enable us to extend the Master of Science in Social Administration degree program to a student audience for whom regular travel to campus would be difficult or impossible, in particular employed social workers and human service workers who may live some distance from campus, and/or have time schedule limitations.

The Mandel School routinely offered courses via distance type mechanisms for many years through our Intensive Weekend delivery format, where distance collaboration is provided through recorded lectures, webcast, discussion board dialogs, etc. Moreover, the Intensive Weekend delivery format was approved on-campus and off-campus more than 25 years ago by the RACGS to provide part of the MSSA program instruction in Toledo and Akron, Ohio. In addition, to deliver part of the MSSA program course work in Erie, Pennsylvania through approval by the equivalent of the Ohio Board of Regents in Pennsylvania.

The Mandel School will deliver the proposed online MSSA program with successful and proficient online learning partner. The selected partner will be an integrated full service provider of market research, online program design and development, faculty support and training, program-specific marketing, student recruitment, admissions assistance, and technology support services. It is the objective of the Mandel School to create the online MSSA and measure our success through exemplary academic outcomes, enrollment quality and quantity, outstanding retention, a rewarding faculty and student experience, preserved and enhanced brand integrity, and strong financial performance.

The Proposal for the Ohio Board of Regents' Advisory Committee on Graduate Study

The Guidelines for the online program proposal are prescribed by the Ohio Board of Regents. The Faculty Senate Graduate Studies Committee uses the BRACGS guidelines for approval within the University. Therefore, in the next section you will find MSASS response to how the online MSSA program will the same standards as the full-time Intensive Weekend program delivery format..

V. GUIDELINES FOR RACGS OVERSIGHT OF OFF-CAMPUS GRADUATE PROGRAMS: 'OFF-SITE' (FACE-TO-FACE), DISTANCE/ ELECTRONIC MEDIA, AND 'BLENDED' (ON-SITE/VIA DISTANCE/ELECTRONIC MEDIA) DELIVERY MODELS

The following guidelines will be used by the RACGS in overseeing currently approved graduate degree programs that are provided at specific off-campus sites or via various delivery models including the use of microwave, teleconferencing, web-based or other electronic means, as well as a mixture of on-site/off-site delivery. The intent of these conditions is to permit flexibility in adapting degree requirements to alternative audiences, while not permitting institutions to design and deliver essentially new degrees within the format of a previously approved degree.

A. Programs Requiring Notification Only

RACGS will be notified in writing on those occasions when **a previously approved degree program** will be offered at an off-campus site, or extended to a different audience via electronic or blended means. Under these guidelines, a degree program will be considered "*previously approved*" when less than 50% of the content or course requirements in a degree previously given approval has been changed. A program will be considered to have been "*extended to a different audience via electronic or blended means*" when 50% or more of the course delivery is off-site or via alternative delivery models.

1. Universities desiring to provide **a previously approved degree program** under the conditions above must inform the Chancellor's staff and RACGS members via email at least six weeks prior to the initiation of the degree program. A brief, concise description of the program that addresses the conditions noted above and describes the general nature of the program and its delivery mechanism or site location will suffice in informing Chancellor's staff and RACGS members.

2. If changes in the program curriculum (in contrast to the method of delivery) exceed 50%, the guidelines governing new degree approval take precedence, and institutions will need to use the new program approval process described in Part A, Sections I and II of this document.

There are no changes to the MSSA program curriculum that exceed 50%. The curriculum that is delivered in the current / previously approved degree is the same curriculum that will be delivered in the online MSSA program.

3. The Graduate Dean (or equivalent administrative officer) at each institution is responsible for the determination of whether or not the curriculum has been changed less than 50%. The determination of whether 50% or more of the program delivery is off-site or via distance delivery shall be based on the total number of credit hours in the degree program.

4. If a RACGS member does not respond with an objection within 30 days of notification, it will be assumed that the RACGS member has no objection to the proposal. If there is no substantive objection, the program will be included as an information item on the agenda of the next RACGS meeting and entered into the minutes of the meeting.

5. In the event that a member objects to an informational item, the proposer will be notified and asked to respond to the objection; if no resolution is reached via email, a discussion at the next RACGS meeting will ensue and a formal vote for approval must be taken, with majority approval, at that meeting before the program's acceptance is entered into the record.

B. Program Standards

To ensure that off-site and alternative delivery models adhere to the same standards as on-campus programs, RACGS member institutions will be responsible for utilizing the following guidelines and shall use the same guidelines in those cases where new degree programs using alternative delivery models are being brought forward for approval (these may supersede new degree program criteria as outlined earlier in these guidelines).

1. *The program is consistent with the institution's role and mission.*

   The Mandel School of Applied Social Sciences (MSASS) provides and integrates professional social work education, research, and service to promote social justice and empowerment in communities through social work practice locally, nationally, and internationally. This mission is in line with CWRU's mission of improving people's lives through preeminent research, education and creative endeavor through; scholarship that capitalizes on the power of collaboration, learning that is active, creative and continuous, and promotion of an inclusive culture of global citizenship.

   The proposed program facilitates our ability to achieve the mission of both the school and university through satisfying student demands for innovative learning while providing options to make it easier for students to overcome the logistical and financial barriers imposed by commuting to campus or even relocating, ultimately allowing students outside the greater Cleveland area and across the nation to pursue our distinctive Masters of Science in Social Administration (MSSA) degree.

2. *The institution's accreditation standards are not appreciably affected by offering the program, especially via alternative delivery mechanisms.*

   The proposed distance learning degree program is identical to our current on-campus weekly and Intensive Weekend program delivery formats. Student performance assessments are the same regardless of the delivery mechanism, as required by our university accreditation agency: The Higher Learning Commission.

3. *The institution's budget priorities are sufficient to sustain the program in order for a selected cohort to complete the program in a reasonable amount of time.*

   The Mandel School of Applied Social Sciences will partner with a highly successful third party educational service provider to build and design the courses and program creating long term success. Our approach is to begin with a modest enrollment, increasing incrementally as we scale up support services and teaching resources. This is reflected in the projected enrollment table below. The first cohort of 29

students will enter in the fall of 2012. New cohorts will enter in each succeeding term. In the fall of 2013, for example, 101 students will join the program.

Projected Enrollment of New Students

	Spring	Summer	Fall	Total
2012	-	-	29	29
2013	51	59	101	211
2014	98	74	124	296
2015	115	85	141	341
2016	130	98	166	394
2017	153	110	177	440
2018	155	110	177	442
2019	155	110	177	442

The school has in place the resources required for expanding the delivery of incremental growth and has created a budget capable to support the current full range of high-touch, superior services. The program will also be sustained through an investment of services offered by our third party educational services provider as well as through enhanced administrative methods by means of the implementation of new software that supports recruiting, enrollment, admission and retention efforts. In addition, the curricula will be designed and modeled to reflect the curricula in the same method as delivered currently in the Intensive Weekend format so that students are provided with the courses needed to complete the program in a reasonable and attractive amount of time.

Working with our third party educational provider and the Distributed Learning Group referred to on page 3 of this document, we have developed a budget model that shows a net profit for MSASS starting in FY13. This model takes uses the projected enrollment table above and includes an increase in investment for student support services at MSASS and in the university central. It also takes into account growth in faculty needed to teach the courses and supervise the field education experiences.

4. *The institution has in place sufficient technical infrastructure and staff to support offering the program, especially via alternative delivery mechanisms.*

Technical support is available through our department of Instructional Technology and Academic Computing, ITAC, which provides supports for our learning management system Blackboard, our collaboration software Adobe Connect, and course video production through MediaVision, The MediaVision team is responsible for providing traditional audio-visual services; technology enhanced classrooms as well as a set of "video-centric" technologies that are designed to take advantage of

the university's world-class, gigabit-to-the-desktop network, and is responsible for placing lectures on-line for distance student access, and for maintaining dedicated classrooms with lecture recording facilities. Pedagogical support for faculty is provided through the University Center for Innovation in Teaching and Education, UCITE.   In addition, CWRU has invested in implementing state of the art teleconferencing Cisco TelePresence units in multiple buildings and in a full scale classroom.

The proposed program will also be supported with the technology infrastructure of our selected partner to offer 24/7 helpdesk support and learning management system administration and support. In addition, the university has invested in developing a department to create and support innovative online programs offering staff and services to support the successful launch and delivery of the MSSA. In addition, the Mandel School of Applied Social Sciences will appoint a program director and program coordinator who will oversee the distance education program, including field placement support and outreach staff.   As enrollment in the online MSSA program increases, we will expand support to meet the need.

5. *The institution has in place sufficient protocols for ensuring instructional commitments are met, including instructor/staff training, compliance with copyright law, and quality instruction among other variables.*

Because all the courses to be offered via the distance mechanism are part of the standard curriculum, some faculty routinely teach courses that are recorded or offer materials and methods such as distance collaboration through heavy use of discussion boards and remote team collaboration via tools such as Blackboard, CourseWare, Adobe Connect, and more. The requirement to comply with copyright laws is well understood and actively promoted, and there is essentially no difference between the on-campus courses and distance courses in teaching or assessment.

MSASS will work with its selected partner to surround faculty and students with a robust and easy-to-access support system, including faculty training, faculty and student orientation, and a 24/7 helpdesk. Training courses will be developed for both the faculty and the students to provide them with the knowledge to understand how best to teach and learn in an online pedagogical environment. Faculty will be provided with personalized training in managing the online classroom to ensure successful outcomes.

6. *The institution has in place a relevant and tested method of assessing learning outcomes, especially in the case of alternative delivery mechanisms.*

Assessment of our graduate programs is a continual process and is required to maintain our accreditation. Assessments and learning outcomes are the success tool to provide immediate feedback to the learner and the faculty. In launching the

proposed program MSASS will work with our selected partner to create instructional design documentation and develop the curriculum to incorporate learning, practice and assessment activities tying directly to course objectives. In designing and developing our online courses we will consider fundamental design practices which will include assessment practices with an active learner in mind specific to the course content.

7. *As new delivery mechanisms are brought into course instruction, students and faculty are presented with sufficient training and support to make appropriate use of new approaches.*

Some faculty are taking advantage of utilizing mechanisms at the university to support distance based learning in instruction outside of classroom time. The MediaVision distance mechanism is already used by some faculty and requires minimal change in how faculty deliver course material. Some faculty members have taken the initiative to learn and adopt other delivery mechanisms including the use of Adobe Connect.   The University Instructional Technology and Academic Computing (ITAC) department also provides technical support and training for Adobe Connect and other tools. Students have adapted well to the use of Blackboard, iTunes, and MediaVision web based resources.

In the proposed online MSSA program our selected preferred partner will work with MSASS to infuse instructional design into the curriculum which will offer a wide variety of innovative and latest technological tools for online pedagogies. Our faculty will be provided with technology consultation and personalized training in managing the online classroom and mastering of new online pedagogical approaches.

8. *The institution assures that the off-site/alternatively delivered program meets the same quality standards for coherence, completeness and academic integrity as for its on-campus programs.*

The courses which will be designed for online delivery are the same courses that are delivered in the on ground programs. Although we will apply innovative instructional design to distribute online learning, the same standards will be applied and we will perform the same assessments for the distance students as we do for the on-campus students, in addition to adding specific and relevant assessments practices that meet the needs of online course delivery and learning.

Incoming MSASS students are required to attend an academic integrity workshop as part of new the student orientation. Students enrolled in the Online MSSA offering will be required to complete a new student orientation with will include and address issues of academic integrity. The Case Western Reserve University Academic   Integrity   Policy   can   be   found at http://www.case.edu/gradstudies/downloads/AcadInteg.pdf. This policy covers all

forms of academic dishonesty, including cheating, plagiarism, misrepresentation, and obstruction of others' work.

9. *The faculty offering the program maintains the same standards and qualifications as for on-campus programs.*

    The course offerings using a distance mechanism are taught by the same faculty who teach our on-campus programs and the same standards and qualifications are applied uniformly to all on-campus and off-campus students enrolled in a course. In offering the online MSSA program it is the goal of MSASS to develop opportunities for success while ensuring that the school's and the university's standards, tradition, identity, quality, and integrity are not only preserved but enhanced.

    It is common at MSASS for courses to be offered with multiple sections. The sections are taught by both full-time and part-time (adjunct) faculty. MSASS has developed a model for ensuring that the learning objectives of a course are addressed equivalently in each section of the course. A master outline for the course is developed by an expert in the area who is a full-time faculty member. The syllabus is reviewed and approved by the School's curriculum committee. A lead instructor who is a full-time member of the faculty is appointed for each course to oversee the instruction in each section of that course. The lead instructor trains and supports the faculty teaching the course in the multiple sections to ensure that there is fidelity in delivery of the course content and that the learning objectives are met. The lead instructor is also responsible for refreshing the course on a regular basis. The lead instructor gives feedback on the performance of the section instructors to the Assistant Dean for Academic Affairs.

10. *The institutions assures that, for all off-site and alternative programs, students will have access to necessary services for registration, appeals, and other functions associated with on-campus programs.*

    The Mandel School of Applied Social Sciences has extensive experience with off-site students and mechanisms are already in place for handling transactions for registration, appeals, etc. For over 25 years the Mandel School has developed field placements for students who are attending our Intensive Weekend program and live outside of northeast Ohio. Indeed, at one point we had active enrollment of students living in 13 states as far away as Florida and Texas who commuted to Cleveland for the Intensive Weekend format program.

    Our Field Education department evaluates field sites for all students beginning with the application of the student. For potential students outside of our immediate geographic area we require the student to provide information about the agency at which they would like to pursue their field education. We then verify that the location is a legal entity and whether the learning opportunities are appropriate for

the social work program. Our accrediting body, the Council on Social Work Education, has standards for professional, graduate training in social work. These standards are used to assess the appropriateness of the agency and the learning opportunities. The standards also address the professional requirements for the person who will serve as the onsite Field Instructor. Each Field Instructor is assigned a Field Advisor who is a social worker and who is an employee of MSASS. We also have direct contact with the director of the field site to gather information about the agency and to attain permission to use the site as a training site. This permission is codified in a memorandum of understanding between the institutions. Before final approval is given by MSASS to work with the training site, a video conference is held with the director and Field Instructor at the site.

A product of the field education is a learning contract developed by the student in discussion with the Field Instructor and Field Supervisor each semester of field enrollment. The learning contract specifies the standards for field education that will be utilized to assess the student's performance and specifies the activities that will be carried out by the student to meet the learning objectives for that semester. A three way conference is conducted regularly to assess the student's progress and to give constructive feedback. In an instance where it is judged by the MSASS Field Supervisor that an agency is not meeting our training standards then corrective actions are taken up to removing a student from the agency. In the latter case, a new agency is found that is appropriate for the student's training needs.

Students pursuing a Master of Science Social Administration degree through the distance education program will have access to faculty and processes such as appeals and registration through video conferencing, phone, and email.

MSASS will partner with a select service provider who is the pioneer in their field and provides superior support services in recruiting, registration, and retention through an impressive infrastructure and support staff.

11. *In those instances where program elements are supplied by consortia partners or outsourced to other organizations, the university accepts responsibility for the overall content and academic integrity of the program.*

The MediaVision and Blackboard web resources provide excellent communications support between students and instructors/teaching assistants. Furthermore, at CWRU faculty currently involved in teaching courses via distance mechanisms communicate regularly with on- and off-campus students via email and phone. In those instances when an instructor chooses to use Adobe Connect as the distance mechanism, two-way audio and video are possible if the off-campus student has suitable technology.

In addition, in the proposed online MSSA program, MSASS will work with a select and preferred partner to design a sophisticated strategy for marketing, recruiting, admissions, delivery, and retention that preserve and enhance the integrity of the program and institution.

12. *In those instances where asynchronous interaction between instructor and student is a necessary part of the course, the design of the course, and the technical support available to both instructor and student are sufficient to enable timely and efficient communication.*

The MediaVision and Blackboard web resources provide excellent communications support between students and instructors/teaching assistants. Further, faculty currently involved in teaching courses via distance mechanisms communicate regularly with on- and off-campus students via email and phone. In those instances when an instructor chooses to use Adobe Connect as the distance mechanism, two-way audio and video are possible if the off-campus student has suitable technology. In addition, MSASS will be provided with support from the selected partner to design online courses that require asynchronous capabilities utilizing both tools at the university including Cisco TelePresence units and other innovative technologies. The instructional design of the course will directly incorporate a structure affording access to tools and appropriately designed to address the needs of student availability across time zones.

13. *Faculty are assured that appropriate workload, compensation, and ownership of resource materials have been determined in advance of offering the off-site or alternatively delivered course.*

The workload of the faculty will not be changed with the exception that some faculty will be offered the opportunity to receive additional compensation for developing the online version of a course. We will use the same mechanisms for teaching assignments and compensation as we presently use. Teaching assignments are made at the School-level and School's Dean has agreed to offer courses on a regular and predictable basis so that distance students can plan a predictable and timely program of study.

The Mandel School of Applied Social Sciences will create a scalable online course delivery and instructional model that will maintain high academic quality and manageable teaching loads for faculty. The teaching workload of the faculty will not be altered by the adoption of the distance delivery model.

MSASS and its partner advocate continuing to deliver the Lead Instructor Model in which a Case Western Reserve University faculty member serves as the instructor of record who develops and manages an online course (as described in section 9). Faculty are assigned to manage a small cohort of about 15-25 students each, under the supervision of the lead instructor. Faculty are added as course enrollments grow. The lead instructor designs the course and ensures consistency and quality each time it's taught. This model enables Case Western Reserve University to leverage its existing faculty more fully to comfortably scale its online offerings while delivering a positive student experience under a manageable faculty load. All

course content remains the exclusive property of Case Western Reserve University and is governed by our existing policies between faculty and the University.

14. *Program development resources are sufficient to create, execute, and assess the quality of the program being offered, irrespective of site and delivery mechanism employed.*

   Because this is just an expansion of the delivery mechanism, the same processes are in place as for the on-campus programs. However, in a distinct focus to deliver the online MSSA program, MSASS will partner with an integrated full service provider to provide market research, online program design and development, faculty support and training, program-specific marketing, student recruitment, admissions assistance, student orientation, and technology support services.

15. *Procedures are in place to accept qualified students for entry in the program—it is imperative that students accepted be qualified for entry into the on-campus program. In addition, program costs, timeline for completion of the cohort program and other associated information is made clear to prospective students in advance of the program's initiation.*

   The same mechanisms and standards will be used as for the existing on-campus programs. All information about program costs, timelines, etc., are made available on the Case Western Reserve University website. In addition, MSASS will partner to launch and operate a successful online academic program that ensures superior student outcomes by utilizing shared and additional resources to market, recruit, admit and retain students.

16. *Assessment mechanisms appropriate to the delivery approach are in place to competently compare learning outcomes to learning objectives.*

   We will employ the same assessment mechanisms as employed in our weekly on-campus and Intensive Weekend delivery formats; in addition MSASS will create supplementary assessments as needed to specifically address the needs of online pedagogy.

17. *Overall program effectiveness is clearly assessed, via attention to measures of student satisfaction, retention rates, faculty satisfaction, etc.*

   We will make use of all of the current assessment mechanisms that are in place for these same degree programs. Course evaluations are currently online and will continue to include an online learning environment assessment conducted at the end of each term to provide continuous improvement and refine capabilities.

PROPOSAL

A collaboration between

CWRU|Weatherhead School of Management (WSOM)
and
Xavier Labour Relations Institute's (XLRI)
School of Business and Human Resources

to provide a

Master of Science Degree Program in

Positive Organization Development and Change (MPOD)

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Changing the World;
Changing You
****

Introduction

The Weatherhead School of Management (WSOM) at Case Western Reserve University in Cleveland, Ohio and Xavier Labour Relations Institute, Jamshedpur, India seek to offer a version of WSOM's Masters in Positive Organization Development and Change Program (MPOD) in India. This MPOD-India masters degree would be conferred by Case Western Reserve University and a Diploma in Positive Organizational Development and Change would be conferred by XLRI.

This is the second proposal to provide the MPOD degree outside the United States. In October 2007, the Faculty Senate Executive committee approved a similar proposal for us to partner with ESADE Business School in Barcelona, Spain. The Board of Trustees approved that proposal on February 23, 2008. The only significant difference between that proposal and this one is that the ESADE partnership was for a joint degree whereas this proposed partnership with XLRI is for CWRU to confer the MPOD degree and XLRI to give their own diploma. (ESADE was subsequently unable to market the MPOD successfully in their region and thus the joint degree was not launched). In essence, this proposal seeks the same approval as before, but in a different location.

From the perspective of WSOM, the MPOD-India is identical in curriculum design, contact hours, and highly similar in format to the current MPOD degree. From the perspective of XLRI, the MPOD is a new specialty diploma offering.

This document outlines the key distinguishing features of the CWRU/XLRI MPOD program and the collaborative steps and decisions that have been taken to date based on the Memo of Understanding between WSOM and XLRI dated July 18, 2011.

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Background

As the field of organization development has matured the demand for high quality educational programs has increased. Currently there are between thirty to thirty-five masters degrees offered in organization development (OD), or an equivalent designation in the world. The Weatherhead MPOD program is recognized as one of the two leading masters programs in OD along with Pepperdine University.

During the past twenty years, as the field of OD has come to maturity, the world of management, work, business and organization design has changed radically. The context within which professionals in the field of OD serve has shifted; from effectiveness, productivity and customer service to dealing with accelerated change, high technology, virtual work arrangements, distributed organizing, social entrepreneurship, partnership and globalization. There is an increasingly strategic focus on relational and human factors such as, visionary leadership, transformative cooperation, virtual teams, diversity and spirituality at work. The consequence is that the "triple bottom line" - business viability, human well-being and environmental sustainability - is defining the arena of innovation and productivity for today's OD professionals.

There is also a dramatic shift occurring in the social and organizational sciences. Just as the positive psychology movement has turned its attention to exploring optimal states for the individual, so is the expanding field of *Positive Organizational Development & Change* focusing attention on strength-based methodologies for developing leaders and building extraordinary organizations. While the concept of positive organizational change embraces examination of problematic patterns of behavior, it emphasizes an inquiry-driven change theory that takes seriously something the Peter Drucker suggested many years ago: that leading change is about discovering and creating alignments of strengths in ways that make a system's weaknesses irrelevant. Higher human strengths, we now know, do more than perform; they

transform. Learning exactly what this means for creating "upward spirals" in organizational and human performance is what the CWRU/Weatherhead OD program is all about.

Given the demand for high quality, relevant education in this changing context – for OD professionals, managers and change leaders – WSOM has taken a bold step in the evolution of its Masters in OD program. Building specifically upon the work of our faculty in the Department of Organization Behavior, ranked #1-#3 in the world during the past decade by the *Financial Times*, we have launched the first Masters in OD program centered on Positive Organizational Scholarship and Change Leadership through Emotional Intelligence. By bringing together the landmark work in emotional intelligence, appreciative inquiry, transformational leadership, experiential learning and sustainable enterprise creation pioneered by the CASE OB faculty and their colleagues, we offer a masters' program that is a national and international resource to meet the future needs of human resource and organizational development professionals, project leaders, change managers, and their organizations. The MPOD program is one of the most inspiring and powerful learning environments in the world.

XLRI seeks to offer a version of the MPOD to their primary markets in India and neighboring Asian regions from their educational facilities in Jamshedpur, India and (later on) Singapore. This offering of the MPOD – herein referred to as the MPOD-India would expand the advanced diploma offerings of XLRI and attract a group of human resource development professionals, change agents, consultants and institutional leaders who are currently not attracted to their MBA, EMBA or Human Resource offerings at the post-graduate level. For WSOM, the MPOD-India would expand the application and future research opportunities regarding the theory and practice of appreciative inquiry, emotional intelligence and experiential learning, as well as expanding WSOM's vision to create international partners in professional education and research. Along with our CWRU-based MPOD offering, viable MPOD programs in India and potentially Singapore position us to provide a unique Global MPOD with students and instruction occurring in different regions for the same student cohort. Such a learning experience would be the first of its kind in this discipline area.

XLRI (http://xlri.ac.in/index.php) was founded in 1949 by Fr Quinn Enright, S.J. in the Steel City of Jamshedpur, India. Fr. Enright visualized XLRI to be a partner in the liberation and development journey of the independent India with a vision of "renewing the face of the earth". Since its founding, XLRI has become India's premier institution of higher learning for human resource professionals with a variety of post-graduate diploma offerings, including distance learning programs, residential programs and a delivery capacity in Singapore.

MPOD-India Program Purpose
To educate and develop leaders who are able to create and develop enduring social systems that offer extraordinary value to all stakeholders, that nourish the cooperative human spirit, and that contribute to ecologically sustainable societies and global well-being.

Our Program models an enduring set of core values that support the educational experience:
- Self as the instrument of change
- Simultaneity of personal and professional growth
- Central role of group dynamics in changing social systems
- Strength-based methods for inquiry and adult development
- Relational context of all social system change
- Art of translating theory into practice and building practical theory

MPOD-India Program Objectives

EMPOD seeks to develop a unique "portfolio of mastery" in each student, based upon fundamental pillars of knowledge: Positive Change Leadership; Sustainable Enterprise Creation; Strategic Impact and Value to Business; Leading with Emotional Intelligence; and Experiential Learning.

As a result of the Program, MPOD-India graduates will be able to:

- Lead and facilitate transformational change in their organizations at the individual, group, system and trans-organizational levels.
- Understand strategy and facilitate strategic thinking.
- Advance the ethos and practice of sustainability in their work environment.
- Practice, model and develop emotionally intelligent leadership.
- Lead and facilitate creative, diverse and multi-functional teams.
- Facilitate organization (re)design efforts for a knowledge-based world.
- Reflect on their experience in order to conceptualize new theories of practice.
- Capably and confidently exercise positive influence through the force of their ideas.

Program Design
Students gather for intensive, 4-6 day residencies including one international study tour of 14 days (counts for two residencies), and a final integrative workshop of 3 days. Each of these gatherings is 8-10 weeks apart. The international study tour will consist of two, back to back residencies (12 – 14 days) in Cleveland on the CWRU campus and at area organizations. This residential learning format enables the cohort group to not only digest classroom material, but also to spend time in experiential learning simulations, collaborative reflection, planning for action learning projects, coaching and course related team study. This diverse range of learning modalities enables the cohort group to use their working and learning relationships as 'experiential laboratories' for developing team leadership, process consultation, leadership coaching, and change agent skills. The time between each residency is spent on reflective writing, reading, distance learning and interactions with faculty and enables the learners to apply what they are learning directly to their workplaces while they are learning, as opposed to realizing all the benefits of the Program only after completion.

Students also engage in action learning through specific course projects that required them to work together in applied field learning projects, as well as an independent field project of their choosing and design in their own organization.

This program design was introduced in 2004 for our current MPOD program and has proven to be extremely successful: nearly 65% of our annual admissions are from outside the Greater Cleveland area, 10-15% are from outside the US; average age is 40; and average class cohort size is 34.

Core Curriculum: Course (or Learning Module) Descriptions
The following constitute the major topic or thematic areas of the proposed MPOD-India. *Eleven of these 14 courses are identical to the current MPOD offerings and an additional one is an adaptation of a current WSOM MBA elective course.* The MPOD-India will constitute fourteen courses:

1. *NEW: Introduction to Organizational Development and Change (no credit)*
2. ORBH 413: Foundations of Positive Organization Development and Change
3. ORBH 416: Leadership & Executive Assessment and Development
4. ORBH 431: Experiential Learning for Individuals, Teams & Organizations
5. ORBH 479: Foundations of Strategic Thinking
6. ORBH 435: Practicum in Appreciative Inquiry and Positive OD
7. *NEW: Human Resource Management for Strategic Advantage (XLRI)*
8. ORBH 470: Leading Change from a Complexity Perspective

9. ORBH 480: Dynamics of Effective Consulting
10. *ADAPTED from ORBH 460: OD in a Multi-Cultural & Diverse World (CWRU-Bilimoria)*
11. ORBH 439: Individual Field Projects
12. ORBH 418: Sustainability for Strategic Advantage
13. ORBH 419: Building the Sustainable Enterprise (Practicum)
14. ORBH 414: Organization Design in a Knowledge World

Course Contact Hours

The current MPOD totals five, 6.5 day residencies and a 10-day Study Tour abroad with 7 full days of educational content. An "MPOD day" is 6.5 hours. In addition, each of the residencies also includes an average of 2 evening sessions (2 hours each). The total contact time equals:

MPOD: (5 residencies x 6.5 days x 6.5 hours) + (6 x 2 x 2 hours) + (7 x 6.5 hours) = <u>281 contact hours</u>

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MPOD-India: MPOD-India will meet on five, 5-6 day residencies plus a two-week international tour to the CWRU campus (12 instruction days): 40 days x 7 hours = <u>280 contact hours</u>

Course Staffing

For the first and perhaps second rounds of the program, WSOM faculty will teach 27 of the 40 total credit hours. At steady state we plan for WSOM faculty to teach 21 of 40 credit hours. XLRI faculty will be approved in advance by the WSOM MPOD Faculty Director. (A cadre of 11 XLRI full-time faculty have already been certified in Appreciative Inquiry through certification offered through CWRU ORBH faculty and will receive certification in Leading and Coaching with Emotional Intelligence during the launch of MPOD-India,) All teaching faculty for the MPOD-India will have doctoral degrees or masters degrees with extraordinary teaching and OD practice experience. It is important that certain courses be taught by MPOD faculty to retain the WSOM "MPOD experience" created by the world ranked Department of Organization Behavior faculty. The entire teaching faculty will meet the current American Association of Business Schools "academic qualified" standard according to the criteria currently applied in WSOM. We intend to list most or all of participating XLRI Faculty as WSOM Adjunct (non-tenure track) faculty assuming they qualify through our normal appointments committee review process.

Initial Program Co-Directors will be:
Ronald Fry, Professor and Chairman, Department of Organizational Behavior, CWRU
Jittu Singh, Tata Steel Professor of Organizational Behavior

Schedule

MPOD-India Schedule: First Offering

Residency	Topics/Modules			Days*	Suggested Faculty**	Credit	Notes
					I [Nov]		1. Program
Introduction:	1	XLRI/Smith		0	XLRI Shadow first time		
Jamshedpur		- Current Themes in OD/Change Mgt.					
		- Forming Family Groups					
	2. Foundations of Positive OD			3	Cooperrider	3	

	3a. LEAD – 1	2	Smith	1.5	
II [Jan/Feb] *Major India City*	4. Experiential Learning…	2	Fry or Richley	3	XLRI Shadow and later Adopt
	5. Foundations of Strategy	3	Cohen	3	XLRI Shadow and later Adopt
III [Apr/May] *Jamshedpur*	3b. LEAD– 2	2	Smith	1.5	
	6. Practicum in AI	3	Fry	3	
	7a. HR for Strategic Advantage	1	XLRI	1	New XLRI & WSOM co-design and co-teach
IV & V [July] *CWRU Campus; Cleveland*	8. Leading Change	2	Boyatzis	3	
	9. Effective Consulting	3	Cohen	3	
	Site Visits & Panel Discussions	4*	CWRU	0	WSOM Faculty will plan, organize and facilitate
	11a. Individual Projects – Intro.	.5	XLRI	0	
	12. Sustainability for Strategic Value	2	Laszlo	3	
	13a. Sustainability Projects – Intro.	.5	XLRI	0	
VI [Oct/Nov] *Major India City*	11b. Individual Project Design	1	XLRI	2	
	7b. HR for Strategic Advantage	2	XLRI	2	New Course: co- design & co- teach
	13b. Sustainability Project Design	1	XLRI	1	
	14. Organization Design	2	XLRI	3	XLRI adapt from MPOD Course
VII [Jan] *Jamshedpur or other India Center*	11c. Individual Project Presentations	2	XLRI	2	
	13c. Sustainability Project Presentations	1	XLRI	2	
	10. OD in a Multi-cultural &Diverse World	2	Bilimoria	3	
[March]	XLRI COMMENCEMENT				
[May]	CRWU COMMENCEMENT				
	Totals:	**40**		**40**	

* All Residencies or 5 or 6 days long
** All Residencies will be attended by a designated Program Coordinator experienced in MPOD to provide continuity and facilitate learning community (at least for Round 1)

MPOD-India Governance and Administration

The Deans of the Weatherhead School of Management and XLRI will have overall governance over the MPOD-India Program. Each Dean will designate an <u>MPOD-India Faculty Director</u>. These two Directors will oversee the design and implementation of curriculum design, student admissions, faculty staffing and supervision, academic integrity, budget administration, marketing communications, scheduling, and overall quality control.

Each school will also designate an <u>MPOD-India Program Administrator </u>to coordinate all student records, administration of fees, acceptance process, residency logistics, and any other assistance required by the

Faculty Co-Directors.

Fees and Revenue Sharing:
Tuition for the MPOD-India will begin at $35,000.00 for the first class beginning in 2012 and will increase approximately 3% per annum thereafter. Tuition rates will be recommended by XLRI and approved jointly by the WSOM and XLRI Deans. WSOM will receive 70% of the tuition fee and XLRI 30% (Agreed by both deans in MOU). Each institution will be responsible for all expenses incurred in the delivery of MPOD-India at their respective locations and for their own faculty compensations. In addition, XLRI (or the students) will bear travel costs for the two-week visit to CWRU.

Initial target enrollment will be 25-30 with a break even for WSOM estimated at 20-22 students. Eventual target enrollment can range from 30-60 students per round of the program.

Upon recommendation by the MPOD-India Faculty Co-Directors, the Deans will approve an annual P&L Statement for each incoming class, based on the agreed revenue sharing.

Admissions:
WSOM will administer the admissions process using identical criteria to the current MPOD Program at WSOM. Only the required work experience may be shortened from 7 to 5 years for MPOD-India applicants to align with the targeted market in India. XLRI will forward certified pdf files of all applicants, plus original transcripts to WSOM MPOD-India Faculty Co-Director. Final admission decisions will be made jointly by the two MPOD-India Faculty Co-Directors.

WEATHERHEAD
SCHOOL OF MANAGEMENT

CASE WESTERN RESERVE
UNIVERSITY

N. Mohan Reddy
Dean and Albert J. Weatherhead III
Professor of Management
Weatherhead School of Management

10900 Euclid Avenue
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Visitors and Deliveries
350 Peter B. Lewis Building

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mohan.reddy@case.edu

January 25, 2012

Professor Martin Snider
Chair
Faculty Senate Graduate Studies Committee
Case Western Reserve University

RE: MPOD degree offering in India

Dear Professor Snider,

I am delighted to write in support of the proposal to offer the MPOD degree program in India. This project has been three years in the making giving the faculty involved adequate time to build an enduring set of relationships with the faculty at XLRI. The MPOD program is one of two degree offerings that is unique to the Weatherhead School. It is also a program that is viewed as a critical need in the rapidly growing India market. In addition to serving a growing need, this extension of the program is financially attractive to the School, and even more important, provides an opportunity to globalize our faculty even further. The faculty of the School has been enthusiastic about their support to have the MPOD offered in India. Please let me know if I may provide you with any additional information to help with the review of our proposal.

Sincerely,

N. Mohan Reddy

SCHOOL OF LAW

CASE WESTERN RESERVE
U N I V E R S I T Y

Lawrence E. Mitchell
Dean and Joseph C. Hostetler-
Baker & Hostetler Professor of Law

Case Western Reserve University
School of Law

11075 East Boulevard
Cleveland, Ohio 44106-7148

phone 216.368.3283
fax 216.368.1277
lawrence.mitchell@case.edu

www.law.case.edu

February 3, 2012

Martin Snider, Ph.D.
Chair, Graduate Studies Committee
CWRU Faculty Senate
10900 Euclid Avenue
Cleveland, OH 44106

Dear Dr. Snider:

The Faculty of the School of Law unanimously voted to approve the creation of an S.J.D. (Doctor of Juridical Science) program and to authorize the awarding of the degree (as explained to you by Professors Lewis D. Katz and Juscelino Colares), at a Faculty Meeting on October 5, 2011. At the meeting, the Law Faculty voted on, and by voice vote approved, a resolution, proposed by our Foreign Graduate Legal Studies Committee, to offer the S.J.D. degree.

This motion was put to the Law Faculty at my request and I wholeheartedly support it and the creation of this new program and degree at the School of Law.

Sincerely,
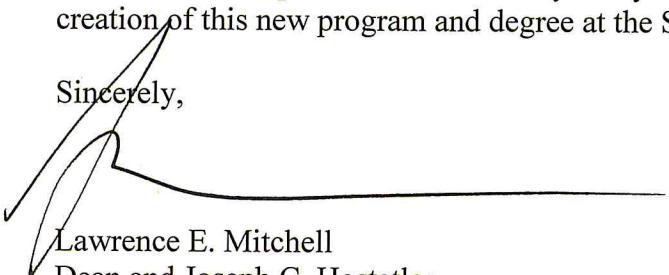
Lawrence E. Mitchell
Dean and Joseph C. Hostetler -
Baker & Hostetler Professor of Law

Case *Western* Reserve *University*
REVISED DRAFT
January 26, 2012

Program Statement for Doctor of Juridical Science (S.J.D. Degree)

This memorandum describes the program for a Doctor of Juridical Science (S.J.D.) at

the Case Western Reserve University School of Law. The proposal was initiated by Dean

Lawrence Mitchell and has his full support. The proposal was approved unanimously by the

faculty of the law school at its regular meeting on October 5, 2011.

General Description

The S.J.D.[1] is designed to give foreign lawyers an opportunity to complete the

highest degree in law. The one-year full-time program requires full-time attendance. This

program is designed for students who hold a first degree in law from a foreign university.

The program is open only to candidates who have completed an LL.M. degree. Only students

who demonstrate outstanding ability in an LL.M. program (receiving the LL.M. degree from

an American University with Honors or its equivalent) and who submit a thesis proposal will

be considered for admission into the S.J.D. program.   A candidate may submit as a thesis

proposal the required research paper from the Foreign Graduate Seminar of our law school,

provided that the applicant received Honors on the research paper.   The student must

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[1] The S.J.D. is a doctoral degree in law; it is the highest degree offered by a law school. It is a professional
degree, primarily intended for training students and practitioners to be law teachers.   The S.J.D. is not required
by U.S. law schools to teach law. It is required of professors in some foreign law faculties. Currently, the
degree is offered by forty-five American law schools. Most candidates for the degree are foreign-trained
lawyers.
It accomplishes two tasks beyond the practice-oriented training that the J.D. and LL.M provide. First, it provides
the circumstances appropriate to the production of a monograph-length work of scholarship of publishable
quality making a novel contribution to a field or subfield of scholarly literature.
Second, the S.J.D. is primarily intended for those students and practitioners who wish to teach in a certain field
or subfield of law at a law school. It is very rarely taken for furtherance of professional ends outside the
academy, and in those few instances, the professional positions are usually research-focused.

demonstrate in the thesis proposal or in the Foreign Graduate Seminar research paper a thorough understanding of the subject matter and research skills necessary to pursue the topic and expand it into the S.J.D. thesis. The student also must demonstrate excellent English writing skills.

Rationale and Mission

The purpose of the degree program is to prepare a cadre of S.J.D. graduates who will return to their home countries to teach law or work in law reform for their governments at the highest level. Foreign governments and their lawmakers often look towards United States in reviewing and reforming their own laws and systems. Even when they do not adopt United States models, as is often the case, they frequently want to understand how their systems differ from those in the United States. Our S.J.D. graduates will be trained to teach law and serve in these capacities. The S.J.D. students will have the opportunity to interact with United States law students during the year in residency and be part of the culture of the law school. This mission is consistent with, and a natural growth of, the current international LL.M. program and the law school's integration of international legal concepts into many J.D and LL.M. courses.

Requirements for Admission to the S.J.D. program

- Candidates must have a first university-level degree in law.
- Candidates must have a strong academic record.
- Candidates must evidence a good command of English. Students whose first language is not English must submit a TOEFL test score of at least 100 or 7.5 on the IELTS. In the case of multiple TOEFL scores, the law school will rely on the most recent score.

- Candidates must have an LL.M. degree with Honors. However, completion of an LL.M. degree with Honors does not guarantee admission into the S.J.D. program.

The workload for the S.J.D. degree is comparable to the degree programs at other American law schools.[2] S.J.D. candidates must submit a thesis proposal along with an extensive detailed bibliography. (The thesis proposal may be the research paper submitted in fulfillment of the requirements for the Foreign Graduate Seminar at our law school. The research paper must have received an Honors grade in the seminar.) The thesis proposal must present a convincing case that the topic presents a current, unresolved issue worthy of an S.J.D thesis. A candidate for admission to the S.J.D. program must secure the written agreement of a faculty member of our law school specializing in the area of law involving the student's research topic and willing to undertake close supervision of the student's thesis. The faculty member must state in writing that the candidate's topic is worth the attention of an S.J.D. thesis. An applicant who is not a student in the law school's Foreign Graduate Studies program may submit his/her thesis proposal to the Director of Foreign Graduate Studies who will review the thesis proposal and, after finding the proposal worthy, will circulate the proposal to members of the faculty teaching in the areas of the applicants' interests.

Admissions decisions will be based on the ability of the student to thrive in our academic program, as evidenced by the applicant's academic record and professional

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[2] See Cornell description: "COURSEWORK
-- During their first year in residence, J.S.D. students must take an active part in one required course, The Cornell Graduate Colloquium (Law 7991), in which they must present their research in progress. During the first year a student's Special Committee chair may also require that the student successfully audit or complete specific courses or seminars that the Special Committee chair deems to be useful for the student's development as a scholar."

accomplishments, and on the candidate's ability to add to the richness of the academic and extra-curricular programs of the J.D. students. Admissions decisions will be made by a committee consisting of the Dean of the law school, the faculty member committed to serving as the candidate's thesis advisor, and two professors appointed by the Dean to serve on the candidate's thesis committee.

Program Description

The program will prepare foreign lawyers for teaching law and law reform positions in their home countries. Our program will take up to three years to complete. The first year following completion of an LL.M. degree will require residency and 20 hours of thesis credit. The thesis advisor may require the S.J.D. candidate to take additional courses applicable to the student's thesis topic. The proposal does not anticipate the need for any additional course offerings. During the required year of residency, the student is expected to complete the research necessary for the thesis and prepare a working draft of the thesis acceptable to the student's thesis committee. The S.J.D. candidate's thesis committee may require the student to remain in residency beyond the required year.[3] The candidate will be required to complete the S.J.D. thesis to the satisfaction of the thesis committee within two years following the required year of residency. If the candidate is not in residency, the candidate must be available to meet with the thesis advisor in the year(s) prior to submission of the completed thesis, as determined by the thesis advisor. The thesis advisor may meet with the candidate in person or by telecommunication; that decision will be made by the advisor and the candidate. A candidate's progress will be

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[3] The university has a standard policy allowing doctorate students to remain in residence while working on a thesis for up to three years. That policy allows the student to register for as few as three thesis credits each semester in the second and third years and be considered a full time student. That policy should fulfill the needs of every candidate. During that period the candidate can leave and re-enter the U.S. as desired and needed.

assessed annually by the thesis committee who will determine whether the candidate's progress is satisfactory and merits continuation in the program.

The completed thesis must be of publishable quality. Publishable quality may be demonstrated by (a) publishing a chapter or compilation in article format, (b) publication of dissertation as a book by an independent, reputable publisher; (c) presentation of a chapter or compilation of the work in a nationally/internationally-recognized conference that has a selection/triage process; or (d) presentation of a chapter or compilation of the work to the faculty of another U.S. law school and an expression of endorsement of the publishable quality of that work by both the dissertation committee and another peer school's lecture series committee. These are examples and not exclusive of demonstrations of publishable quality. Following approval of the thesis by the candidate's committee, the candidate will have to appear before the committee to defend the thesis.

Demand For Our Program

We have not undertaken a systematic marketing and feasibility study. However, we are aware that a significant number of our LL.M. graduates have gone on to other American law schools or English universities for an S.J.D. or Ph.D. degree. The director of our foreign graduate studies program has received requests over the past nineteen years from LL.M. graduates who wanted to stay here and pursue the higher degree. Those students who have gone on to other institutions for the highest degree are professors in universities in Saudi Arabia, Kuwait, Turkey and Thailand. Those students have received funding from their countries to study for the additional degree. It is likely that applicants will seek to study for

the S.J.D. degree in the areas of this law school's demonstrated excellence, *e.g.* Health Law, Intellectual Property, International Business Law, and International Public Law.

We anticipate admitting no more than two students per year into the S.J.D. program. Our faculty can accommodate that number, but no more.

Marketing

We expect enrollment in the S.J.D. program to be no more than two students per year. Our website will be our most effective marketing tool.

Administration

The S.J.D. program will be under the direction of Professor Lewis Katz, the John C. Hutchins Professor of Law and the Director of Foreign Graduate Studies.

Administrative support will be provided by the existing administrative structure within the law school. A small program will not put undue burdens on the operations of our Office of Admissions, Career Planning, or the Registrar. We are explicitly assuming that students in the S.J.D. program will not put any demands on our Career Planning Office because the successful S.J.D. candidates will be seeking to return to their home countries for employment.

We anticipate having no trouble administering a program of no more than 2 students a year with existing faculty and administrators.

Tuition and Financial Aid

No financial aid will be made available to the students from the law school budget for the S.J.D. program. We expect sufficient demand from countries where applicants have the ability to pay or where student tuition will be supported by their government or

employer. ***Impact on J.D. Program, Facilities, and Support Services***

This program will have a positive impact on our J.D. program, and we can accommodate the size of program that we envision with existing facilities and administrative support.

Although the program will add additional costs and burdens to staff and faculty, we believe that those costs will be strongly outweighed by the benefits of the program. The non-monetary benefits of the program are likely to outweigh the non-monetary costs.

We believe that the presence of foreign lawyers in our classrooms has enriched the educational experience for all of our J.D. students and faculty. The founding of the Gund Foundation International Law Center is premised on the fact that our J.D. graduates must be prepared to practice law in a world in which they face great diversity of cultures and legal systems. Interacting with those from other legal cultures has enhanced the education of our J.D. students. Our foreign students have enriched the dialogue both within and outside the classroom. The S.J.D. students will be few in number but of the highest caliber student.

Moreover, our foreign graduates have become resources as we expand our international programs in the future. They have helped us establish the contacts we need to bring full resources of international scholarship to our faculty and to identify foreign faculty and students who can enrich our program at all levels.

We have adequate space for the additional two students per year. The only space requirement will be for law library carrels during the student's required year(s) of residency. We recognize, of course, that foreign students may require extra attention from faculty in their courses and as thesis advisors, but the faculty is willing to undertake that burden to

make our program work.

APPENDIX A

SJD Description

The S.J.D. is a doctoral degree in law; it is the highest degree offered by a law school. It is a professional degree, primarily intended for training students and practitioners to be law teachers.   The S.J.D. is not required by U.S. law schools to teach law. It is required of professors in some foreign law faculties. Currently, the degree is offered by forty-five American law schools. Most candidates for the degree are foreign-trained lawyers.

It accomplishes two tasks beyond the practice-oriented training that the J.D. and LL.M provide. First, it provides the circumstances appropriate to the production of a monograph-length work of scholarship of publishable quality making a novel contribution to a field or subfield of scholarly literature.

Second, the S.J.D. is primarily intended for those students and practitioners who wish to teach in a certain field or subfield of law at a law school. It is very rarely taken for furtherance of professional ends outside the academy, and in those few instances, the professional positions are usually research-focused.

II (B) Review of the FP by RACGS Member Institutions

(1) Academic Quality: Competency, experience, and number of faculty, and adequacy of students, curriculum, computational resources, library, laboratories, equipment, and other physical facilities, needed to mount the program.

The S.J.D. program would be supported by three dedicated graduate-program staff, sixty-five full-time professors, thirty-one tenured professors, and ten academic centers or institutes. The library staff numbers eleven, and there are 26,778 linear feet of library materials, with 352 available student seats or carrels. There are two, thirty-computer labs, one of which is used for instruction; an on-site technical computer staff; and, an on-site, full-time computer program tutor.

(a) In addition to this analysis, for entry level graduate degree programs, academic quality assessment will focus on the adequacy of the answers provided in response to the following questions:

The S.J.D. is the highest professional degree offered by law schools. More than forty U.S. law schools offer the degree. While the S.J.D. degree is not a requirement for law teaching in the U.S., it, or a comparable degree, is required to teach in many foreign law schools, especially those in the Middle East.   In addition to demonstrating competency in the areas of the student's specialty, the S.J.D. student is required to write and defend a thesis of publishable quality.

i. Is the program distinctly different, both conceptually and qualitatively, from the undergraduate degree programs in the same or related disciplines? If so, is there a detailed listing of the specific differences?
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There is no undergraduate law program in this country. The J.D. is a graduate professional degree designed to prepare American law students for the practice of law. The LL.M. law degrees at Case Western Reserve University are designed for foreign lawyers who wish to immerse themselves for a year in U.S. legal subjects or in our J.D. curriculum in Internai]tonal Business Law or Intellectual Property. Both J.D. and LL.M programs significantly differ from an S.J.D. program. Both J.D. and LL.M programs are focused on classroom instruction, not independent research and scholarship. Both J.D. and LL.M degrees are focused on the training of practitioners; the S.J.D. is focused on the training of law teachers for foreign universities.

ii. Does the program emphasize the theoretical basis of the discipline as expressed in the methods of inquiry and ways of knowing in the discipline?

The S.J.D. program assumes a first degree in law from a foreign university Faculty of Law and an LL.M. degree from a U.S. school.   Both these degrees thoroughly familiarize prospective S.J.D. students with the theoretical bases of the discipline and its methods of inquiry, commonly referred to as "legal research" and "thinking like a lawyer."   Further examination of the discipline's theoretical bases and methods of inquiry would issue from a monograph-length work of research in the S.J.D. student's intended area of expertise. Additionally, the supervising professor may require the S.J.D. student to take additional courses in the relevant subject area to develop the student's underlying qualification to achieve the required expertise.

iii. Does the program place emphasis on professional decision making and teach the use of critical analysis in problem solving?

It is assumed that prospective S.J.D. students will have engaged in, at a minimum, the professional decision making in which law students are trained during their first law degree, and the use of critical analysis that would support the proposal of a complex and novel contribution to a field or sub-field of legal literature. Only students who are capable of making that contribution will be considered for admission to the program.

iv. Is the program designed to educate students broadly so that they have an understanding of the major issues and concerns in the discipline or professional area.

An S.J.D. student will have been educated already broadly in the major issues and concerns of the discipline of law during his/her first law degree and during the student's work for the LL.M. degree. The purpose of an S.J.D. degree is to focus a student's research and thinking on a single issue or set of concerns of the discipline of law. It will be the function of the faculty dissertation supervisor to ensure that a student's research and thesis do not ignore related issues or concerns within the pertinent field or subfield. We anticipate that the student's thesis will be a comparative study evaluating the subject in his/her home country and the United States approach to the same issue. The student will be required to critically analyze both approaches and, where appropriate, bring in the law of other countries.

v. Does the design of the program include a capstone experience, such as an exit project (which would not necessarily be a research experience)?

The purpose of an S.J.D. program is research and the production of a monograph-length work of scholarship. The student will be required to defend his/her work before his/her thesis committee. We also anticipate that at the later stages of research and writing, the S.J.D. student will seek to participate in academic conferences.

vi. Does the proposed program identify faculty resources appropriate for the research component of the program?

Faculty pertinent to a student's proposals are expected to be identified by the student in his or her application, with the aid of the graduate program administration, when necessary. A member of the law school faculty with expertise in the student's subject matter must commit to guiding the student and providing oversight. The chair of the student's thesis committee must agree to undertake this task in writing and explain the professor's belief in the prospective S.J.D. student's ability to successfully undertake and complete the project, and that the proposed research would make a novel contribution to a field or subfield of legal literature.

vii. Does the program curriculum offer what students need to know for competence at the expected level of professional expertise.

A student admitted to the S.J.D. program will have already the basic competency in the subject matter of his/her expertise. The thesis advisor and thesis committee members will guide the S.J.D. candidate to produce a monograph-length work of legal scholarship. The thesis advisor will be a faculty member highly experienced in publishing works of legal scholarship. Publishing works of legal scholarship is fundamental to the career of a future law professor.

Application for American Bar Association (ABA) acquiescence to the S.J.D. program will be made in accordance with Standard 308 of the ABA standards for acqiescence.

(b)

i. What admission criteria, in addition to the traditionally required transcripts, standardized test scores, letters of recommendation, and personal statements of purpose, will be used to assess the potential for academic and professional success in prospective students? The special consideration of student experience and extant practical skills within the admission process should be specifically noted.

All students must possess an LL.M. degree from a U.S law school and a first degree in law from a foreign university. Students will have demonstrated outstanding ability in their LL.M. programs. The required LL.M. research paper must have demonstrated a thorough understanding of the subject and must exhibit promise for becoming a novel contribution to the literature. The issue posed by a research paper proposal must be current, unresolved, and otherwise worthy of a thesis.

As indication of such, the admissions committee will look for the LL.M. degree to have been completed with Honors (an LL.M with Honors does not guarantee admission), and for the candidate's whole academic record to be very strong. All candidates whose first language is not English must submit a TOEFL test score of at least 100, or the equivalent.

Further, the applicant must secure the written agreement of a faculty member specializing in the area of law involving the student's research topic who agrees to serve as the candidate's thesis advisor and provide supervision of the student's thesis. The faculty member must state in writing that the candidate's topic is worthy of an S.J.D. thesis.

Lastly, the applicant's professional accomplishment's or the applicant's ability to add to the richness of the academic and extra-curricular programs of J.D. students, will be considered.

Admissions decisions will be made by a committee consisting of the Dean of the law school, the the chair of candidate's thesis committee, and two professors appointed by the Dean to serve on the candidate's thesis committee.

ii. If field/clinical experience is subsumed within the academic experience, how does that experience related to the academic goals of the professional graduate degree program? Provide a description of the involvement of supervisory personnel. Describe the level of communication between the field/clinical experience site and the academic department. Provide an outline of the anticipated student activities as well as student requirements.

The S.J.D. is a research-focused degree designed for training legal teachers and only the most research-oriented professionals. As such, field/clinical experience is neither required nor encouraged.

iii. If the faculty qualifications associate with the professional graduate degree program differ from national norms and the traditional standards of faculty excellence, how do such qualifications differ and why do they differ? Provide the specific qualifications of adjunct, part-time, and special faculty who do not hold traditional academic credentials. Also, give a rationale for such faculty without academic credentials to participate in the professional degree program as regular program faculty.

The S.J.D is a research-focused degree designed for training legal teachers, and only tenured and tenure-track legal faculty, individuals highly experienced in publishing legal scholarship and in teaching law courses, will supervise the S.J.D. degree.

iv. How does accreditation by the appropriate professional organization relate to the academic experience outlined in the program plan? Describe the specific aspects of the program plan, if any, that are necessary to achieve professional accreditation.

In order to achieve professional accreditation, it is necessary that the American Bar Association Committee on Legal Education "acquiesce" in the offering of the degree. The American Bar Association requires that a program provide adequate administrative and

faculty support, adequate physical facilities, adequate law library support, and not

detrimentally affect the diversity and richness of J.D. course offerings.

v . What is the relationship between theory and practice as expressed within the proposed curriculum? Identify a set of core courses and show how the curriculum enhances the student's professional preparation.

The S.J.D. is a research-focused degree within a professional field. While work done during

the S.J.D. program may influence practitioners, exercise of theory is itself practice in the

context of the legal academy. Core courses would be against the purpose of the program,

research, unless the faculty member supervising the student's research determined that a

student ought to fill out his knowledge with a course in an area pertinent to the research being

conducted.

vi. Does the number of credit hours required for graduation differ significantly from traditional graduate degree programs? How is the number of credit hours required for graduation influence by mandated professional experiences?

The student will have successfully completed the Master of Laws with the required twenty-four credit hours. The S.J.D. candidate will spend at least one year in residency at the law school taking twenty hours of thesis credit.

vii. Can it be demonstrated that the culminating academic experience, such as an exit project, thesis or dissertation, will contribute to the enhancement of the student's professional preparation? In support of the response here, provide a list of possible research projects, theses, or dissertation topics.

The student will produce a publishable, monograph-length research paper that makes a new

contribution to a field or sub-field of law. Producing such a paper will greatly assist a

graduate in finding employment as a law professor.

It is most likely that applicants will seek to study for the S.J.D. degree in areas of Case Western Reserve University School of Law's areas of demonstrated excellence, e.g. Health Law, Intellectual Property, International Business Law, and International Public Law.

Based on examples from other S.J.D. programs, S.J.D. research papers could cover such topics as: the intellectual history of the international law as pertaining to a racial group; the politics of financial regulation; choice of law within international law; antitrust law's effects on the media industry; current bankruptcy policy; the application of Islamic law to petroleum contracts; an assessment of the incentive theory of patents; the privacy of electronic health records, etc. The law school anticipates that the S.J.D. thesis will be a comparative study of U.S. and western law and the student's home country.

(2) Need for such a program: student interest; potential enrollment; societal demand; local, regional, national, and international needs.

The S.J.D. program will accept a maximum of two students per year. The program will be very highly selective. Currently, there are forty five U.S. law schools offering S.J.D. degrees, and S.J.D. degrees are in high demand among foreign students. Various forces within the profession of law are working only to increase the demand for S.J.D. graduates, such as the growth of international law specializations (see 22 Penn. St. Int'l L. Rev. 417), and the increasing demand for specialized and interdisciplinary applications of law, especially as law relates to social sciences (see 33 J. Marshall L. Rev. 47). Therefore, demand for S.J.D. graduates to take faculty positions in foreign universities will only increase.

(3) Access and Retention of Underrepresented Groups:

Graduate legal degrees are usually taken by international students. S.J.D. students would almost always be international students of varied ethnicities. Currently, LL.M students are drawn from China, Japan, Kuwait, Libya, Nigeria, Philippines, Taiwan, Thailand, Turkey, the United Arab Emirates, and Vietnam. Our S.J.D. students will be international students who have studied in our LL.M. programs.

(4) Statewide Alternatives

An S.J.D. degree is not currently offered in the state of Ohio. Admission to the S.J.D. at Case Western Reserve University School of Law would be strictly limited only to students of the very highest academic potential.

Within our law school support for the S.J.D. program is very strong. The law school faculty unanimously approved the proposal. Administrative resources for the S.J.D. students would include a specially designated staff of three: the director of graduate studies; the assistant director of foreign graduate studies for administration; and a research and writing instructor for LL.M. students. Additionally, S.J.D. students would have the support of their tenured faculty supervisors, and in the frequent case that the advisor would be director of a center, the administrative support of that center.

(5) External Support: Community, Foundation, Governmental, and other Resources.
While endowment may be sought, the S.J.D. program can be fully supported from the operating budget. As part of the significant interdisciplinary initiatives of the law school, and the Case Western Reserve University's prioritization of the complete integration of the law school into the university's fuller community, S.J.D. students will have the full academic

support of the university as a whole. Furthermore, there are already established networks of support at the graduate level, where dual graduate degrees are already offered connected to each area of the law school's traditional areas of expertise.

Pamela B. Davis, M.D., Ph.D.
Dean
Vice President for Medical Affairs
Office of the Dean

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Memorandum

To: Pamela B. Davis, M.D., Ph.D.
        Dean, School of Medicine

From: Jill Barnholtz-Sloan, Ph.D.
        Chair, Faculty Council 2011

Date: January 24, 2012

Re: Proposed Name Change for the Department of Human Genetics-(SOM)

At its most recent meeting (January 23, 2012), the Faculty Council reviewed a proposal to change the name of the Department of Human Genetics (SOM) to the Department of Genetics and Genome Sciences.

The department name change was proposed and presented to Faculty Council by Mark Chance, Ph.D., Interim-Chair, of the Department of Human Genetics. A copy of the proposal is enclosed with this memorandum.

Faculty Council concluded, from the information presented, that many other academic genetic departments are expanding their mission and practices to better address how genetic research and discovery have evolved just in the last few years. The new title would better reflect current trends and encompass a broader genetic vision while laying the foundation for future growth, innovative programs, and recruitment.

Accordingly, the Faculty Council concluded that the name change would be beneficial. The Council voted unanimously to recommend approval of the proposal.

Please let me know if you have any questions or need further information. Thank you for your consideration.

C: Mark Chance, Ph.D.

SCHOOL OF MEDICINE
CASE WESTERN RESERVE
UNIVERSITY

Pamela B. Davis, M.D., Ph.D.
Dean
Vice President for Medical Affairs

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Memorandum

January 24, 2012

Gary Chottiner, Ph.D.
Chair, Faculty Senate
c/o Liz Woyczynski
Secretary of the University
Adelbert Hall

Dear Dr. Chottiner,

Mark Chance, Ph.D., Interim Chair of the Department of Human Genetics, has requested that the name of the department be changed to the Department of Genetics and Genome Sciences. The proposal was considered by the medical school's Faculty Council on January 23, 2012, and was approved by a vote of 33 in favor, 0 opposed, 0 abstaining.

This proposal has my unqualified support. The mission and scope of genetics has changed considerably since the department was established with its current name, and leading medical schools have changed the name of their departments accordingly. The new name better reflects the current trends and encompasses a broader genetic vision.

Since this proposal has the support of the department's faculty and the Faculty of Medicine as a whole, along with my own support, I hope that the Faculty Senate will agree and forward this proposal on to the Board of Trustees for action.

A copy of a supporting document provided by Dr. Chance is enclosed. Please let me know if you have any questions. Thank you.

Sincerely,

Pamela B. Davis, MD, PhD

enc.

C. M. Chance

SCHOOL OF MEDICINE

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December 19, 2011

Pamela Davis, M.D., Ph.D.
Dean
Case School of Medicine

Dear Dr. Davis:

I am respectfully requesting a name change for the "Department of Human Genetics" at Case Western Reserve University School of Medicine to the "Department of Genetics and Genome Sciences". The Genetics Department has a long history of research and discovery in the genetics of humans and model organisms and as the Human Genome project has unfolded the Department's mission and scope have evolved along with these changes in science.

Like other academic departments, Genetics is a collection of entrepreneurs. As such, the future is defined by what we can envision and are willing to do individually and together. The work of our department is to provide fertile ground for innovative research and inspirational teaching. While we cannot and should not dictate the path for individual research programs, we can and should seek as a group to understand funding trends, assess research outside of the Department and outside Case, and see how our work fits in. We should also communicate what is distinctive about our department, and shine a light on opportunities for unique and fruitful collaborations. Similarly, in educating our students, we should be aware of, and then move beyond best practices, piloting innovative programs that will make our graduates among the most sought after in their fields.

On October 21, 2010, the Genetics faculty, graduate students, post docs, and staff gathered to discuss and debate our vision. The Genetics Retreat (Imagining Genetics 2020) was planned and facilitated by several leaders within our department. People's passion for this field as well as desire to have a thriving Genetics Department in the School of Medicine was evidenced by the turnout, particularly the large number of secondary faculty who participated. At the retreat, we shared our thoughts, information on other models and departments was discussed, debated, and we leveraged our collective wisdom to build a collaborative view of the future for the department. As a result of this retreat a strategic vision was formed. We strongly felt that our future growth and health depended on pursuit of four major areas of research in the field of genetics. These included model organism studies, human genetics, bioinformatics, and genomics and proteomics. In these four areas we have specific plans to: DISCOVER, INNOVATE, TRANSLATE and EDUCATE in our

field. Overall, this retreat crystallized our view that Genetics is core to our mission and vision, but that we go beyond Genetics as well.

Recently, as part of our continued process of implementing Imagining Genetics 2020, we discussed the need to prepare for a search for a new Chair that is to commence in a short time. In this time of preparation the faculty decided to give conscious thought as to how we want to present ourselves. Our view was that this presentation was critical to attracting top-flight applicants.

Thus, in a faculty meeting in December, we spent time discussing the Department's name. Although we are nominally the Department of Genetics, we are actually named Human Genetics. Was this what we wanted? Does this project the image and reality of our future? The faculty view at that meeting (including primary and secondary faculty) was unanimous for change, although two leading candidates emerged: Genetics and Genomics vs. Genetics and Genome Sciences. We decided to take an e-mail poll over the next few days between the 2 "new" options so that faculty members not at the meeting along with students could weigh in. It was still close but clear. The primary faculty voted 10-6 for the new name (one not voting), the students' elected representatives voted for the new name, and secondary faculty tied 6-6.

In the existing models discussed at the faculty meeting, in the use of Genome Sciences we join the University of Washington (Department of Genome Sciences), Wash U (Center for Genome Sciences and Systems Biology), Duke (Institute for Genome Sciences and Policy), and Univ. of Md. (Institute for Genome Sciences), UNC (Carolina Center for Genome Sciences). I have attached the vision/mission from each of these institution's websites.

The new title better reflects the current status and desired evolution of the department. It encompasses a broad vision and lays a foundation for future recruitment and growth of the department within the School of Medicine and beyond and situates the department appropriately to grow and thrive. I understand you will forward this request to the Faculty Council for consideration and I appreciate your time examining this issue. I look forward to hearing from you about this proposed change.

Sincerely,

Mark Chance, Ph.D.
Professor and Interim Chair
Department of Genetics

Welcome

Welcome to the Department of Genome Sciences, which began in September 2001 by the fusion of the Departments of Genetics and Molecular Biotechnology.

Our goal is to address leading edge questions in biology and medicine by developing and applying genetic, genomic and computational approaches that take advantage of genomic information now available for humans, model organisms and a host of other species. Our faculty study a broad range of topics, including the genetics of *E. coli*, yeast, *C. elegans*, *Drosophila*, and mouse; human and medical genetics; mathematical, statistical and computer methods for analyzing genomes, and theoretical and evolutionary genetics; and genome-wide studies by such approaches as sequencing, transcriptional and translational analysis, polymorphism detection and identification of protein interactions.

Our chair, Dr. Robert Waterston, joined the department in January 2003. Our department includes both faculty with primary appointments in Genome Sciences, as well as adjuncts in other departments and Seattle institutions. Nine faculty are members of the National Academy of Sciences, including 2001 Nobel Prize winner Dr. Lee Hartwell, who conducted much of his groundbreaking work in the Department of Genetics. Five training faculty are Howard Hughes Medical Institute Investigators. Graduate research in the Department leads to a Ph.D. in Genome Sciences and students may also choose to participate in the Computational Molecular Biology or Molecular Medicine programs. Our department has around 55 - 60 graduate students at any given time and has moved into the new William H. Foege Building.
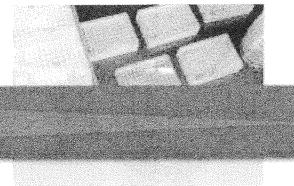
Washington University in St. Louis

School of Medicine

Genter for Genome Sciences & Systems Biology

Mission Statement

The Center for Genome Sciences & Systems Biology is home to an interdisciplinary, multi-departmental, multi-generational team of investigators from multiple schools who focus on comparative genomics, statistical genomics, and systems biology.

The Center strives to catalyze development and application of new analytic methods for studying the major disease franchises embraced by BioMed 21.

It helps sponsor development of key infrastructure elements so as to allow rapid evolution of computational biology at WU.

It serves as 'proving ground' for developing new strategies for educating students and faculty who wish to work at the interface of the biological, physical, computational and engineering sciences.

Duke Institute for Genome Sciences & Policy (IGSP)

Duke University

Mission Statement
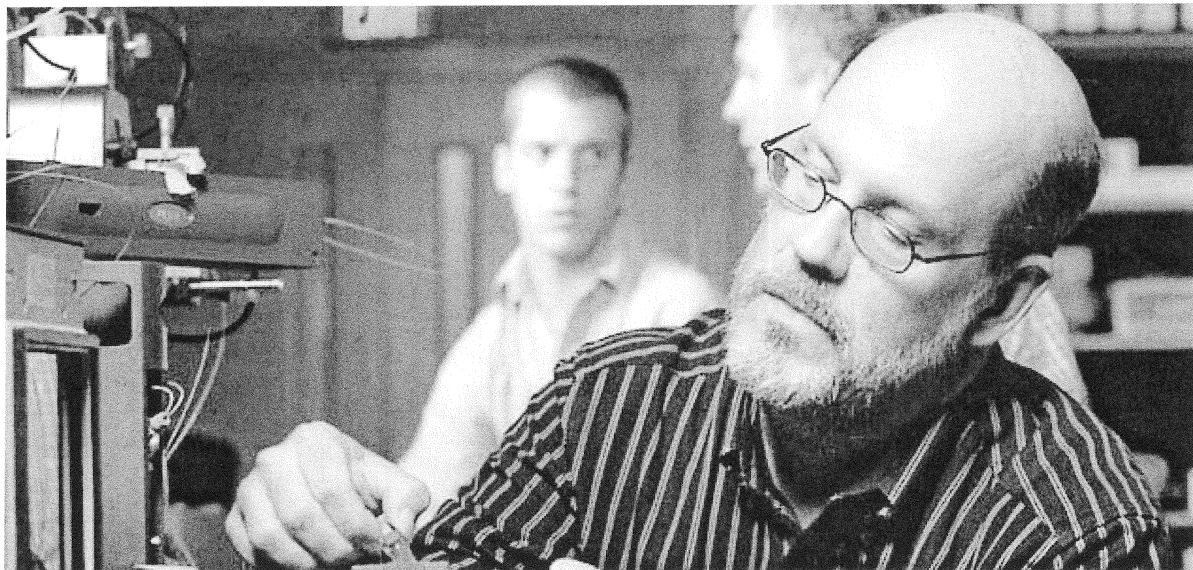
The most profound scientific revolutions have a transforming quality; they change not only science and society, but also how we view our place in the world: Copernicus, Newton, the Industrial Revolution, the agricultural revolution, the nuclear age, and the space age have all been far reaching. Each one has, in its time, effected pervasive social change and raised a host of new scientific and social challenges. Now it is time for the Genome Revolution.

We are dedicated to the study of life through scientific inquiry involving interdisciplinary research in genome sciences and policy. We are a passionate supporter and facilitator of campus-wide research and scholarship that explore the impact of genome sciences on all aspects of life, human health and social policy.

Our passion for the implications of genome sciences on humanity, our interdisciplinary approach to its study, our commitment to education at all levels, and our dual focus on policy as well as science - these are what set the IGSP apart.

UNIVERSITY *of* MARYLAND
SCHOOL OF MEDICINE
INSTITUTE FOR GENOME SCIENCES

The Institute for Genome Sciences (IGS), an international research center within the University of Maryland School of Medicine (UMSOM) is led by Claire Fraser-Liggett, Ph.D. and a team of internationally recognized faculty. Comprised of an inter-disciplinary, multi-department team of investigators, the Institute uses the powerful tools of genomics and bioinformatics to understand genome function in health and disease, to study molecular and cellular networks in a variety of model systems, and to generate data and bioinformatics resources of value to the international scientific community. The scientific discoveries that are being made at IGS are helping to unravel the mysteries of biological systems and to improve healthcare for people around the world.

History
Formed in May 2007, the Institute for Genome Sciences is part of the University of Maryland School of Medicine and is housed in the BioPark complex on the University of Maryland Baltimore campus.

The Institute is led by Claire Fraser-Liggett, Ph.D., a preeminent genome scientist and microbiologist and a team of investigators who have been working on the cutting edge of genomic research for the past 15 years. Members of the IGS team have helped revolutionize genomic discoveries in medicine, agriculture, environmental science and biodefense. By applying genomic tools to clinical research, these investigators are creating new dynamics for understanding individual differences in our susceptibility to disease, for understanding the role of our bodies' microorganisms in health and disease, and for exploring new personalized therapeutics. IGS investigators are also leading the development of the new field of microbial forensics.

In the years since IGS was created, the institute has become a leading center for major biological initiatives currently underway including the NIH-funded Human Microbiome Project (HMP) and the NIAID-sponsored Genomic Sequencing Center for Infectious Diseases (GSCID).

What is Genomics?

By definition, the study of genomics has only become possible in the last decade as the entire genomes of organisms were being deciphered. From its humble beginnings, the field of genomics began in earnest in 1995 with the sequence of the first free-living organism, a bacterium called Haemophilus influenzae containing 1.8 million base pairs of DNA. Since then an explosion of sequence information has emerged from organisms as diverse as bacteria, yeast, flies, mice and plants. In April 2003, the largest and most ambitious project to date—the human genome—was finally complete, with all 3 billion base pairs spelled out. This is clearly a landmark scientific and technological achievement, but in many ways, it is merely the beginning of a long road of discovery that lies ahead.

Genomics aims to make sense of all this raw sequence data. We can now begin to ask questions that were never possible before: What are all the genes turned on in cancer cells that are off in normal cells? How many targets does a particular drug or herbicide have? What are all the genes that make mice different from humans? Why do certain drugs work for some patients but not others? Answers to these and many other important questions can be discovered as vast amounts of sequence data are analyzed and interpreted by genomic researchers from many different basic and applied disciplines.

Genomics at UNC

Since 2001, the overarching goal of the Carolina Center for Genome Sciences (CCGS) has been to support genomic research at UNC Chapel Hill. We pursue this goal by focusing on four areas: **Research**, **Technology**, **Training**, and **Education**. We are dedicated to making significant advances in basic genomic research, as well as translating these discoveries to improving healthcare, education and society.

Our **Research** effort is anchored in the salary support we provide to 21 faculty members in 7 academic units and 15 departments across campus. Genomics is, by its nature, a multidisciplinary science. It requires deep expertise in genetics, biology, biochemistry, bioinformatics, epidemiology, computer science, statistics, engineering, and the social sciences. We also have PhD-level staff scientists available to coordinate interdisciplinary projects and proposals. **Technology** is critical to progress in genomics. Among other initiatives, the CCGS contributes to the operation of the UNC High Throughput Sequencing Facility, which operates eight state-of-the-art Illumina machines and the new Pacific Biosciences SMRT platform. The CCGS has also played a central role in organizing the bioinformatics efforts across campus, which are essential for realizing the potential of these technologies. Our **Training** mission is represented by the three graduate programs we administer to train future interdisciplinary genomic scientists: the NIH-funded Bioinformatics and Computational Biology (BCB) PhD program, the PhD Curriculum in Genetics and Molecular Biology PhD program, also funded by the NIH, and the Developmental Biology certificate program. Finally, none of our work will have an impact if we do not **Educate** our faculty and the public about Genome Science and its implications. The CCGS sponsors and organize several symposia and classes throughout the year, focusing on genomic technology, data analysis, ethical and legal implications, and other topics. We also invite speakers from other universities and companies around the world to give seminars on related topics.

Through our efforts in these four areas, we endeavor to apply the knowledge gained through genomics to health and welfare of society at all levels, including drug discovery, patient care, crop protection, and public policy.

Faculty Senate Proposal For Reduced Workload Policies For Tenured and Tenure-track Faculty

In order for the University to accommodate the needs of faculty members to balance work and family responsibilities, new policies must be adopted to address the times in an individual's life when he/she has to care for a child, family member or other person for whom the faculty member has primary caregiving responsibilities and may need to reduce his/her workload temporarily, with a corresponding reduction in compensation.

The FS Committee on Women and the Personnel Committee have been involved in discussion on these issues for several years. The committees are in support of providing an option for a faculty member who is tenured to reduce his/her workload from what would be considered 100% to a workload greater than 50%, which is the minimum status needed to be considered a full-time faculty member, for a specified period of time ranging from one semester up to two years with the possibility of renewing the agreement for another period of time if the faculty member, the department chair, the dean and the provost are all in support. The committees also support providing the same option for a pre-tenured faculty member, but in this situation we recommend that an extension of the pre-tenure period be granted as well.

1. Tenured and tenure-track faculty members may request a temporary reduction in their current workload for reasons related to balancing work and family such as caring for a child or other family member. When requesting a reduced workload, the faculty member is expected to describe the time commitment required for the care giving responsibilities for which the reduced workload is requested. The reduced workload can be requested in increments from one semester up to 2 years. The agreement must specify the date on which the faculty member is expected to return to a 100% workload, but could be renewable with support from the department chair, the dean and the provost. Expectations for the reduced workload must be clearly articulated and agreed upon by the faculty member, the department chair and the dean, and a copy of the agreement submitted to the provost's office.

2. Pre-tenure faculty members who are requesting an extension to the pre-tenure period must submit a written request to the department chair, the dean and the provost. In conjunction with the approval of a reduced workload to attend to caregiving responsibilities, the pre-tenure faculty member shall be granted an extension of the pre-tenure period by the provost. For each year the faculty member has a reduced workload, an extension to the pre-tenure period will be granted with a maximum extension of two years. If this is combined with the extension of time granted for the birth or adoption of each child, the cumulative total may not exceed three years.