Faculty Senate
Executive Committee
Monday, January 14, 2013
2:00 p.m. – 4:00 p.m. – Adelbert Hall, Room M2

AGENDA

2:00 p.m.	Approval of Minutes from the December 6, 2012 Executive Committee Meeting, *attachment*	R. Dubin
2:05 p.m.	President's Announcements	B. Snyder
2:10 p.m.	Provost's Announcements	B. Baeslack
2:15 p.m.	Chair's Announcements	R. Dubin
2:20 p.m.	Ethics Minor, *attachment*	L. Hengehold
2:25 p.m.	Graduate Certificate in Classics, *attachment*	C. Burroughs
2:30 p.m.	JD/MA Program in Art History and Museum Studies, *attachment*	C. Scallen
2:35 p.m.	Budget Committee/Finance Committee Revisions, *attachment*	J. Silvers
2:40 p.m.	Update on President's Commission on Child Care Options, *attachment*	E. Anderson-Fye
2:55 p.m.	TOEFL Score Requirement, attachment	R. Bischoff
3:10 p.m.	Ad Hoc Committee on Review of Faculty Handbook and Faculty Senate By-Laws	R. Dubin
3:20 p.m.	Member report (WSOM)	R. Buchanan
3:25 p.m.	Member report (SDOM)	L. Palamo
3:30 p.m.	FSCUE: Course Evaluations Statement of Purpose, *attachment*	C. Cano

3:40 p.m.	Approval of January 24, 2013 Faculty Senate Agenda, *attachment*	R. Dubin

Faculty Senate Executive Committee
Minutes of the January 14, 2013 Meeting
Adelbert Hall, Room M2

Committee Members in Attendance

Bud Baeslack	Patricia Higgins	David Singer
Richard Buchanan	Joseph Mansour	Martin Snider
Gary Chottiner	William Merrick	Barbara Snyder
Robin Dubin	Dale Nance	Rebecca Zirm
Steve Garverick	Leena Palomo	

Committee Members Absent

David Crampton

Others Present

Charles Burroughs
Christine Cano
Laura Hengehold
JB Silvers

Call to Order

Prof. Robin Dubin, chair, Faculty Senate, called the meeting to order at 2:00 p.m.

Approval of Minutes

The minutes of the December 6, 2012 meeting of the Faculty Senate Executive Committee were reviewed and approved.

President's Announcements

The President welcomed committee members back from winter break. She said how pleased she was with the level of interest in the Tuition Exchange Program from university faculty and staff. Professor Richard Buchanan congratulated the President on the university's purchase of the Cleveland Institute of Art building on East Blvd. The President said that the university acquired the building with the Cleveland Museum of Art and that they are excited about the partnership. Nothing will happen with the East Blvd. building until CIA moves into its new space on Euclid Ave.

Provost's Announcements

The Provost said that the strategic planning process was moving forward on multiple fronts and was going well. He said that the university has currently received over 17,000 undergraduate applications for the fall of 2013. Last year at this time there were approximately 14,000 applications so this is a significant increase. The SON and WSOM have seen the largest increases in indicated majors.

Chairs Announcements

The chair of the Faculty Senate made no announcements.

Ethics Minor

Professor Laura Hengehold, CAS, presented the Philosophy Department's new minor in ethics. The minor would allow students in all fields to pursue a concentrated study in ethics from multiple perspectives. The Executive Committee voted to place the ethics minor on the agenda for the January Faculty Senate meeting. *Attachment*

Graduate Certificate in Classics

Professor Charles Burroughs, CAS, presented the Graduate Certificate in Classics. Professor Rachel Sternberg has been the champion of this post-baccalaureate program which would allow students to increase their knowledge in classics beyond the undergraduate level. The Certificate could be earned in one year, and they expect 3-5 students. The Executive Committee voted to place the Graduate Certificate in Classics on the agenda for the January Faculty Senate meeting. *Attachment*

JD/MA Program in Art History and Museum Studies

Professor Catherine Scallen presented the JD/MA program in Art History and Museum Studies. This dual degree program would prepare students to practice law in fields such as intellectual property for the arts, among others. The Executive Committee voted to place the JD/MA in Art History and Museum Studies on the agenda for the January Faculty Senate meeting. *Attachment*

Budget Committee/Finance Committee Revisions

Professor JB Silvers presented revisions to the Faculty Senate Budget Committee language contained within Chapter 2 of the Faculty Handbook and within the Faculty Senate By-Laws. The revisions have been approved by the Faculty Senate By-Laws Committee. Amendments to Chapter 2 require approval of the University Faculty (UF) as well as the Board of Trustees. The Executive Committee voted to seek Faculty Senate approval to make provisional changes to Chapter 2 of the Faculty Handbook and the Faculty Senate By-Laws until the matter is brought to the UF at an annual meeting in the fall of 2013 for discussion and subsequent vote. *Attachment*

Update on President's Commission on Child Care Options

Professor Eileen Anderson-Fye gave an update on the President's Commission on Child Care Options. Prof. Anderson-Fye said the committee has been charged with evaluating and reporting on the best solutions for the child care needs of the entire university community. Short term child care options are currently available as a result of recommendations from the 2008-09 President's Committee on Child Care Options. The new Commission has been established to determine whether more permanent solutions would be feasible at this time. Research conducted by the Commission found that there is an overwhelming demand for a child care center on or near campus. Members of the Commission are looking into non-profit as well as for-profit child care providers interested in partnering with the university to provide high-quality day care. The Office of the General Counsel is in the process of developing a request for proposals and Prof. Anderson-Fye hopes to be able to report to the Faculty Senate in March/April about possible partners.

TOEFL Score Requirement

Rick Bischoff, Vice President of Enrollment Management, presented data on the GPA's of international first year students within each school/college and within specific TOEFL bands. The Executive Committee had requested this data in order to consider the FSCUE's recommendation to maintain the current TOEFL score requirement of 90 for the fall of 2013. Mr. Bischoff said that he is cognizant of the difficulties faculty face when teaching students with insufficient English skills and will admit students primarily in the 95-100 TOEFL score range. A decision to maintain the current TOEFL score of 90 will provide his office with the flexibility needed to meet the international admissions goal for the fall of 2013. This decision will be reviewed annually. The committee voted to place this recommendation on the agenda for the January Faculty Senate meeting. *Attachment*

Ad Hoc Committee on Review of Faculty Handbook and Faculty Senate By-Laws

Chapter 2 of the Faculty Handbook requires that at least once every five years, the Faculty Senate shall review all provisions of the Constitution and recommend desirable amendments to the University Faculty. The last review was started in 2006 and completed in 2009. The committee discussed forming an ad hoc committee to begin a new review but decided to wait until academic year 2013-14. Until that time, Prof. Dubin asked that she be notified of any issues or inconsistencies found within the Constitution and Faculty Senate By-Laws.

FSCUE: Course Evalutions Statement of Purpose

The FSCUE is proposing that an agreement be reached on the purpose of course evaluations before it begins its review of course evaluation questions. Prof. Cano presented the proposed language drafted by the FSCUE on the primary and secondary purposes of course evaluations. The committee voted to place this matter on the agenda for the January Faculty Senate meeting. *Attachment*

Member Report (WSOM)

Professor Richard Buchanan reported on recent activities at the Weatherhead School of Management. The school passed its recent accreditation review. As a part of the accreditation process they have decided to reduce the number of credit hours required for the MBA program so that it is more in line with peer institutions. Prof. Buchanan also reported that Professor Fred Collopy will serve as Vice Dean for the school, and that the position of Associate Dean for Research has been created. The newly formed Department of Design and Innovation is going well and a chair will be appointed shortly. Fundraising efforts are continuing and the school has reduced the size of its entering MBA class in order to increase quality.

Member Report (SDOM)

Professor Leena Palomo reported on activities at the School of Dental Medicine. Research efforts are increasing despite the challenging funding environment. They hope to establish a PhD program shortly. The school has attracted two researchers for the Science Without Borders programs. Several dental students from schools outside of the U.S. will be taking classes at the SODM. The oral surgery department has increased its number of residents from 10-20 and these students will be rotating through a number of different hospitals in the local area.

Approval of the January 24, 2013 Faculty Senate Meeting Agenda

The Executive Committee voted to remove the item relating to formation of an ad hoc committee for review of the Faculty Handbook from the proposed agenda for the January 24, 2013 Faculty Senate meeting. It voted to approve the agenda with this deletion.

The meeting was adjourned at 4:00p.m.

Approved by the Faculty Senate Executive Committee

Rebecca Zirm

Rebecca Zirm
Secretary of the University Faculty

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

College/School: _____**Arts and Sciences**
Department:
_____**Philosophy**

APPROVED
A&S Exec. Comm 10-11-12
A&S Faculty 10-19-12
A&S Cel 10-31-12

PROPOSED: _____ **major**
__x___ **minor**
_____ **program**
_____ **sequence**
_____ **degree**

TITLE: ____**Minor in Ethics**

EFFECTIVE: __**Fall**_____ **(semester)** __**2012**_____ **(year)**

DESCRIPTION:

The Philosophy Department's Minor in Ethics allows undergraduate students in any field to pursue a concentration of studies in Ethics from multiple perspectives: theoretical and practical, philosophical and empirical/ interdisciplinary. The goal is to encourage analytical reflection on the principles and situations of ethical action, social, interpersonal, or individual, in historical and contemporary contexts.

The existing minor in philosophy requires PHIL 101 (Introduction to Philosophy) and four other PHIL courses at the 200-300 level. The Ethics minor differs from the existing minor in that PHIL 305 (Ethics), PHIL 205 (Contemporary Moral Problems) and one of several identified courses in a field other than Philosophy are required, in addition to PHIL 101.

Justification/Learning outcomes:
Students learn to identify ethical problems and opportunities. At the end of their study, they should be able to state principles for resolving those problems, identify philosophical drawbacks to those principles, and situate them with respect to the history of Western ethical traditions and cross-disciplinary or cross-cultural responses to those problems. They should learn to distinguish between philosophically normative and empirical or sociological justifications for action.

Structure of the minor:
Like the existing minor in Philosophy, the minor in Ethics would consist of five courses:

1. PHIL 101 Introduction to Philosophy
2. PHIL 305 Ethics (history and problems) (requires PHIL 101 or instructor consent)
3. PHIL 205 Contemporary Moral Problems
    a. PHIL 206 Experiential Contemporary Moral Problems also satisfies.
4. One course approaching an ethical problem/topic in greater depth, chosen from:
    a. PHIL 330 Topics in Ethics
    b. PHIL 271 Bioethics: Dilemmas
    c. PHIL 304 Science and Engineering Ethics
    d. PHIL 315 Topics in Philosophy (significant ethics content)
    e. PHIL 317 War and Morality
    f. PHIL 334 Political and Social Philosophy
    g. PHIL 356 Comparative Philosophy
    h. PHIL 399 Capstone (topic in Ethics)
5. One course approaching ethics from an interdisciplinary or empirical perspective, chosen from:
    a. BETH 315 Short-Term Study Abroad
    b. RLGN 115 Ethical Problems in Local Perspective
    c. RLGN 315 Justice, Religion, and Society
    d. RLGN 350 Jewish Ethics
    e. COGS 272 Morality and Mind (RLGN 272)
    f. COGS 305 Moral Boundaries and the Limits of Science
    g. COGS 363 Philosophy and Social Neuroscience
    h. SOCI 349 Social Inequality
    i. Select University Seminars

        Note: Some of these courses may have their own prerequisites
        We anticipate that this list will grow and change over time

Some students may wish to earn a minor in Ethics as well as in Philosophy, or in addition to a major in Philosophy. A student in this minor program may count no more than six credit-hours to another major or minor.

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

If modification or replacement please elaborate: _____

Does this change in major/minor/program/sequence/degree involve other departments? __x__Yes _____No

If yes, which departments? __Religious studies, Sociology, Cognitive Science, Bioethics _____

Contact person/committee: _____

SIGNATURES: **DATE**

Department Curriculum Chair(s)/Program Directors: Peter J. Hawes (CRLGH) 24 Feb 2012
Department Curriculum Chair(s)/Program Directors: Digitally signed by Todd Oakley
Department Curriculum Chair(s)/Program Directors:
Department Curriculum Chair(s)/Program Directors: S Thompson (Ch) 3/2/12
Department Curriculum Chair(s)/Program Directors:

Department Chair: 3/2/12
College/School Curriculum Committee Chair: 3-31-12
College/School Dean(s): 3-31-12
UUF Curriculum Committee Chair:

File copy sent to: _____Registrar _____Office of Undergraduate Studies/Graduate Studies
_____Other: _____

DEPARTMENT OF PHILOSOPHY MINOR IN ETHICS PROPOSAL

Description: The Philosophy Department's Minor in Ethics allows undergraduate students in any field to pursue a concentration of studies in Ethics from multiple perspectives: theoretical and practical, philosophical and empirical/ interdisciplinary. The goal is to encourage analytical reflection on the principles and situations of ethical action, social, interpersonal, or individual, in historical and contemporary contexts.

Justification/Learning outcomes:

Students learn to identify ethical problems and opportunities. At the end of their study, they should be able to state principles for resolving those problems, identify philosophical drawbacks to those principles, and situate them with respect to the history of Western ethical traditions and cross-disciplinary or cross-cultural responses to those problems. They should learn to distinguish between philosophically normative and empirical or sociological justifications for action.

Proposal: Minor in Ethics (narrative in keeping with CAS guidelines)

Introduction:

The purpose of a minor in Ethics offered by the Philosophy Department is to give undergraduate students with theoretical or practical interest in ethics the opportunity to take a concentrated series of classes on the subject as an intellectual supplement to their coursework in another discipline or pre-professional program of study. Pre-medicine, pre-law, engineering, business and other majors who would not ordinarily identify themselves as candidates for a minor in "Philosophy" may wish to gain enhanced understanding of the range of ethical approaches and issues as professionals and citizens.

1. How is the proposed program important to the department?

The program will increase enrollments in philosophy courses and allow us to foreground the expertise of our faculty in Ethics, the arrival of a new Beamer-Schneider Professor in Ethics, and our involvement with the Inamori International Center for Ethics and Excellence. We hope that it will also serve as a springboard for further collaboration with Bioethics, the School of Law, the Social Justice Institute, and other bodies on campus, including the identification or creation of suitable undergraduate courses. It will certainly show commitment to the Ethics Alliance portion of the University's Strategic Plan. Finally, it may enhance the department's ability to apply for certain grants in collaboration with those other entities.

2. Perceived need or market for the program?

The program will appeal to students who might have chosen a minor in philosophy, but also those outside of Arts and Sciences looking for a coherent way to satisfy breadth requirements that will enhance their preparation for a profession in medicine, engineering, or other fields. However, it would ensure that the Philosophy department continues to provide the core undergraduate instruction in this area.

The existing minor in philosophy requires PHIL 101 (Introduction to Philosophy) and four other courses at the 200-300 level. The Ethics minor differs from the existing minor in that PHIL 305 (Ethics), PHIL 205 (Contemporary Moral Problems) and one of several identified courses in a field other than Philosophy are required, in addition to PHIL 101 and another PHIL course dealing with ethics or moral philosophy.

3. Projected costs necessary to mount the program?

No additional resources would be required. It is a matter of packaging existing strengths in a way that will make them recognizable to students as something that fits in their schedule and is intellectually beneficial. We are currently teaching PHIL 305 every year and one or two topical courses every year; Bioethics regularly offers their course as well.

4. Projected income associated with the new program?

At the moment, it is not anticipated that this minor would increase revenue in any substantial way.

Rationale for the College and University

5. How does the proposed program

a. move forward the college's strategic plan in regards to the goals for undergraduate and graduate education?

This minor contributes to the activity of the Ethics Alliance. It also may lay the groundwork for a masters program in Philosophy at some point in the future.

b. Strengthen the discipline through scholarship?

This minor provides opportunities for specialists in ethics, inside or outside the Philosophy department, to teach on their research topics and to involve undergraduates in their research.

c. Foster collaboration across disciplines?

This minor provides a structured context for developing long-term commitments to shared research and teaching on topics related to ethics in Bioethics, Law, Religion, the Social Justice Institute, and other fields in which

partners have yet to be identified. It should contribute to the enhancement and consistency of the curriculum available to undergraduate students, and provide outlets for faculty who have been involved in the Ethics Table or Ethics Alliance to develop new courses.

c. Increase attractiveness of the department and the college?

This minor provides students outside the usual clientele for majors and minors in philosophy with a reason to take classes and interact with the philosophy department. It will attract students who wish to pursue further education related to bioethics or public policy. It may enable us to partner more easily with faculty in other fields seeking grants that require an ethics component.

Detailed Description of the Program

Like the existing minor in Philosophy, the minor in Ethics would consist of five courses:

1. PHIL 101 Introduction to Philosophy
2. PHIL 305 Ethics (history and problems) (requires PHIL 101 or instructor consent)
3. PHIL 205 Contemporary Moral Problems
    a. PHIL 206 Experiential Contemporary Moral Problems also satisfies.
4. One course approaching an ethical problem/topic in greater depth, chosen from:
    a. PHIL 330 Topics in Ethics
    b. PHIL 271 Bioethics: Dilemmas
    c. PHIL 304 Science and Engineering Ethics
    d. PHIL 315 Topics in Philosophy (significant ethics content)
    e. PHIL 317 War and Morality
    f. PHIL 334 Political and Social Philosophy
    g. PHIL 356 Comparative Philosophy
    h. PHIL 399 Capstone (topic in Ethics)
5. One course approaching ethics from an interdisciplinary or empirical perspective, chosen from:
    a. BETH 315 Short-Term Study Abroad
    b. RLGN 115 Ethical Problems in Local Perspective
    c. RLGN 315 Justice, Religion, and Society
    d. RLGN 350 Jewish Ethics
    e. COGS 272 Morality and Mind (RLGN 272)
    f. COGS 305 Moral Boundaries and the Limits of Science
    g. COGS 363 Philosophy and Social Neuroscience
    h. SOCI 349 Social Inequality
    i. Select University Seminars

Note: Some of these courses may have their own prerequisites.

We anticipate that this list will grow and change over time.

Some students may wish to earn a minor in Ethics as well as in Philosophy, or in addition to a major in Philosophy. A student in this minor program may count no more than six credit-hours to another major or minor.

III

CWRU Action Form for Majors/Minors/Programs/Sequences/Degrees Docket # _____
(Instructions on back)

College/School: _____College of Arts & Sciences

Department:
_____Classics

PROPOSED: _____ major
_____ minor
___x__ program
_____ sequence
_____ degree

APPROVED
A&S CEP 12-16-11
A&S xCom 2-10-12
A&S Faculty 3-30-12

TITLE: _____Graduate Certificate Program in Classics, CWRU

EFFECTIVE: ____Fall_____ (semester) __2013_____ (year)

DESCRIPTION:

The purpose of a graduate certificate program in Classics, known in our wider discipline as a post-baccalaureate certificate – or "post-bac" for short – is to prepare students who started "late" with Greek and Latin (i.e., after high school) for graduate work in Classics and related fields such as Philosophy, Art History, Medieval Studies, etc. As a rule, such students need to solidify their language skills and gain experience in reading large quantities of Greek and/or Latin at an advanced speed. Our one-year program will provide a bridge to full-fledged graduate study, although some individuals may choose to pursue our certificate simply as a means of enriching their lives. It is also possible that high school Latin teachers will find our post-bac useful for maintaining and upgrading their teaching credentials.

In accordance with industry standards, our certificate will require at least two semesters of language study, with at least 6 credit hours of Greek and/or Latin each semester. Our students must take at least two courses numbered 405 and above in one of the languages, and at least two courses numbered 401 or 402 in the other. Their GPA in these courses must be at least 3.5. They can also take or audit undergraduate classical civilization courses. Registering for Clsc. 492 & 493, they will write a post-bac thesis that can serve as the writing sample needed for admission to graduate schools. The total credit-hour requirement is 16 (12 in languages + 4 for thesis).

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

If modification or replacement please elaborate: _____

Does this change in major/minor/program/sequence/degree involve other departments? _____Yes __x__No

If yes, which departments? _____

Contact person/committee: _____

SIGNATURES: DATE

Department Curriculum Chair(s)/Program Directors: _____

Department Chair: [signature] 11/2011

College/School Curriculum Committee Chair: R. Horvath/cas 12-16-11

College/School Dean(s): J. Rorbin/cas C. Rozek/cas 12-16-11

~~UUF Curriculum Committee Chair:~~ _____

File copy sent to: ___Registrar ___Office of Undergraduate Studies/Graduate Studies

✓ Other: Senate Grad. Studies Comm c C. Rozek / sent 4-12-12

Introduction

The Department of Classics introduces students to the culture, life, and legacy of ancient Greece and Rome through courses in the Greek and Latin languages and literatures, in ancient history and archaeology, and in the visual and material cultures of the ancient Mediterranean world. The department also offers courses in Sanskrit and the classical tradition in Europe and beyond, plus a Latin Licensure program for students who want to teach high school Latin. The department faculty represents a range of academic disciplines, and is also committed to an interdisciplinary approach in teaching and research. The interdisciplinary nature of the field and our department can be seen in the fact that we currently cross-list courses with History, Art History, Philosophy, Religion, Cognitive Science, the World Literature program, and the Women's Studies program; and one CLSC course we teach is almost entirely populated by students of medicine and the sciences (Greek & Latin Elements in English/Biomedical Terminology).

The core purpose of the department is to offer the opportunity for study of the ancient Greek and Latin languages as a crucial point of entry into the conceptual worlds of Greece and Rome. Students are also exposed to the various facets of antiquity that made the ancient Mediterranean world the progenitor of the modern West, not least in its mingling of cultures and belief systems. Further, we study major moments of the revival of antiquity, and the various lenses through which subsequent eras understood and/or appropriated the past.

Knowledge of classical antiquity constitutes the backbone of a liberal education. It also provides an excellent basis for further professional training of today's student, no matter in what field he or she may ultimately earn a livelihood. Such knowledge is also a valuable source of enrichment for the student's leisure. A major in Classics, or even a minor, may be -- as it often has been -- profitably combined with programs aimed toward law, medicine, management, diplomatic service, banking, journalism, librarianship, politics, religious, philosophic, literary, or historical studies, careers in the fine arts (visual or performing), museum or archival work.

In what follows we are proposing three significant changes to the overall Classics Program. Taken together, these constitute a dynamic and coherent program; but recognizing that some proposed changes may have more cost implications than others, we present each of the three in such as way to be judged separately on its own merits. The three proposed changes are:

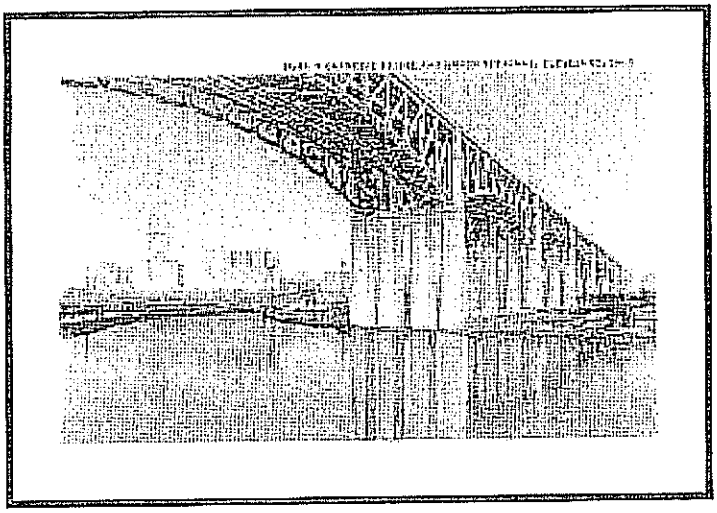
Proposal I: Essentially split up what we are currently doing into two Tracks, Track A that continues to focus on the Greek and Latin languages (but is renamed), and a new Track B called Classical Civilization that requires less language study.

Proposal II: A new Classical Tradition program.

Proposal III: A new one-year Graduate Certificate Program in Classics

PROPOSAL:

GRADUATE CERTIFICATE PROGRAM IN CLASSICS, CWRU



Rachel Sternberg and Paul Iversen
November 2011

Introduction

The purpose of a graduate certificate program in Classics, known in our wider discipline as a post-baccalaureate certificate – or "post-bac" for short – is to prepare students who started "late" with Greek and Latin (i.e., after high school) for graduate work in Classics and related fields such as Philosophy, Art History, Medieval Studies, etc. As a rule, such students need to solidify their language skills and gain experience in reading large quantities of Greek and/or Latin at an advanced speed. Our one-year program will provide a bridge to full-fledged graduate study, although some individuals may choose to pursue our certificate simply as a means of enriching their lives. It is also possible that high school Latin teachers will find our post-bac useful for maintaining and upgrading their teaching credentials.

At CWRU, there are already diverse Graduate Certificate Programs in the Weatherhead School of Management (http://weatherhead.case.edu/professional-development/certificates/) and two other new programs: (1) a Graduate Certificate in Wireless Health in the Case School of Engineering, and (2) a CWRU Certificate Program in Intellectual Property Management and Innovation in the Law School.

1. How is the proposed program important to the department?

   We want more students in our language classes! A key strength of our department is its extremely thorough language instruction. The addition of a graduate certificate program in Classics will therefore match our strengths with an identified niche in the market. We envisage teaching post-bac (graduate certificate) students in combination with our intermediate and upper-level Latin and Greek students so as to create slightly larger classes. We always have more chairs. In general, the graduate students will be given additional translation (and other) assignments beyond those required of undergraduates and they will have to write more and/or longer papers.

2. What is the perceived need or market for the program?

   Because so many students nationally (and locally) get a late start with ancient languages (modern foreign languages predominate in high school as well as in college), there is a definite demand. Few people are able to progress satisfactorily in ancient languages on their own, without instruction and without peers (fellow sufferers and potential study partners). Hence, a number of Classics post-bac programs have sprung up in recent years: on the East Coast, at Georgetown, Columbia, University of Pennsylvania, UNC-Chapel Hill; on the West Coast at UCLA and UC-Davis; in the Midwest at the University of Iowa and, very newly, at Chicago's Loyola University. (Attached is information from a website that partially documents the trend.) At present, there is no such program between Philadelphia and Chicago. Hence we have an opportunity to put Cleveland on the Classics post-bac map, and we are eager to respond to this trend in our discipline.

Furthermore, we encounter almost every year CWRU graduate students in Art History or History who would like to take Greek and Latin. Because we have no 400-level courses on the books, they cannot receive graduate credit; they therefore abandon the attempt. Likewise, there is already at CWRU a cohort of English graduate students, some of whom would be inclined to satisfy their language requirement with Latin (or, more rarely, Greek). The changes we are proposing will meet the needs of all these graduate students as well as new recruits. Part of our mission as a Department of Classics is to offer instruction in Greek and Latin to those who seek it. From our point of view, *the more students, the better.*

3. What are the projected costs necessary to mount the program? NONE.

   More specifically, what are the projected needed near- and long-term resources and estimated costs for:

   a. faculty? NONE
   b. staff ? NONE
   c. graduate student support? WE ANTICIPATE AWARDING TWO $2,000 FELLOWSHIPS PER YEAR FROM OUR ENDOWMENT FUNDS.
   d. space (offices, research or instructional labs and/or equipment, if applicable) required for faculty or graduate students to carry out the program? NONE
   e. impact on university resources, such as increased library needs? INVISIBLE

   Explanation: Thanks to recent increases in our teaching staff, we need no additional faculty and we expect to administer our graduate certificate program without additional staff. Moreover, thanks to the 2011 relocation of Religious Studies to Tomlinson, Sternberg has snagged a spacious ground-floor office that has more than enough room to accommodate additional administrative and instructional activity. (Sternberg offers to direct the program for the first two years.) Hence, our graduate certificate program will have NO BUDGETARY IMPACT and virtually NO OTHER IMPACT on university resources. Please note that the students' main academic work will entail reading Greek and Latin texts (which they typically purchase).

4. What is the projected income associated with the new program?

   There will be additional tuition revenue: graduate tuition of about $1,430 per credit hour (about $4,290 per course). Students taking the 16 required credits must pay $22,880.

   Identify likely sources and assess the near- and long-term likelihood of raising funds to support the program in such categories as external and internal grants, philanthropy and other non-grant external funding, and tuition. NOT APPLICABLE.

5. What are the national and international competitive programs and their resources? N/A

Rationale for the College and University

6. How does the proposed program:

... (a) move the college's strategic plan forward in regard to the goals for graduate education?

A classics graduate certificate will contribute modestly to the "renaissance of graduate education" sought by the College in its new strategic plan, and it is a key component in our own Classics departmental strategic plan, since it sets us on the path to the future development of graduate programs for an MA and perhaps someday the PhD. This proposal enjoys the unanimous support of the voting faculty in Classics.

A classics graduate certificate program is appropriate to our definition of CWRU as a premier destination university, and our graduate certificate program in Classics will be the only one in Ohio.

We will give certificate students (1) training in Greek and Latin, and (2) the guidance (advising) they need to gain admittance into full-fledged MA and PhD programs in Classics and other Humanities disciplines. Socially, here at CWRU they will be meshed not only with our advanced undergraduate Classics majors but also with graduate students in History, English, and Art History, etc. This blending will give them a cohort and probably furnish useful perspectives on the realities attending doctoral studies in the humanities. Some students, inevitably, will decide that in fact they should not pursue graduate studies; some may drop out. From a financial point of view, this will do us no real harm; and timely decisions of this sort are useful to students.

... (b) foster the discipline through scholarship?

The graduate certificate program will enrich our classes by adding slightly older, more mature, and highly motivated people. This is a wonderful benefit to gain at NO EXPENSE and without any new curriculum or teaching staff. In this manner, we can definitely make the fullest possible use of resources we already have. We suspect that language instructors will be inspired to greater rigor and discipline in the classroom, in the knowledge that their certificate students need the most punctilious training. As a department, our consensus opinion is that: we wish to shift toward graduate studies; the certificate program will change us; and we welcome this change.

... (c) foster collaboration across disciplines?

As noted above, Greek and Latin are foundational to various Humanities disciplines (such as philosophy, Medieval Studies, etc.) in addition to Classics, the oldest academic discipline in our Academy. The stimulating mixture of students,

instructors, and disciplines is very much in keeping with our vision of CWRU as a crucible for dynamic learning and scholarship.

... (g) foster collaborations/partnerships with other institutions?

The existence of a graduate certificate program at CWRU will foster collaboration with other Classics departments in Ohio. First, undergraduate students at colleges like Oberlin, Kenyon, or the College of Wooster will soon realize the opportunity offered them here in Cleveland as a bridge to doctoral studies. Second, students aiming at graduate study at OSU or Cincinnati will have a way to prepare themselves without impossible pressures and time constraints. It takes many years of patient study to master Greek and Latin; one must devote hours to the project every single day.

7. How will the program contribute to CWRU's reputation regionally, nationally, and internationally?

   It will draw attention to our Classics program and contribute to the conception of CWRU as a good destination for students interested in the humanities.

8. To what extent does the new program reflect a change of departmental priorities and subsequent reallocation of resources?

   Reallocation of tangible resources will not occur, for reasons explained above. It will entail a shift in energy on the part of faculty, a shift that we all accept and, indeed, embrace. The new program reflects a new emphasis on professional development for students serious about the Classics.

Detailed description of the one-year program

Proposed admissions requirements: A Bachelor's degree. A strong academic record (GPA 3.5). At least one year of college-level Greek or Latin. Students must be highly motivated and have a strong reason for mastering ancient languages as well as a realistic appreciation of the work involved.

Proposed requirements for awarding of the graduate certificate: in accordance with industry standards, at least two semesters of language study, with at least 6 credit hours of Greek and/or Latin each semester. Our students must take at least two courses numbered 405 and above in one of the languages, and at least two courses numbered 401 or 402 in the other. Their GPA in these courses must be at least 3.5. They can also take or audit undergraduate classical civilization courses. Registering for Clsc. 492 & 493, they will write a post-bac thesis that can serve as the writing sample needed for admission to graduate schools. The total credit-hour requirement is 16 (12 in languages + 4 for thesis).

We propose to cross-list the following 21 *already-existing* courses at the 400-level and higher (justified below); and these courses will constitute the offerings of the new graduate certificate program:

GREK 201 & GREK 401 – Greek Prose Authors
GREK 202 & GREK 402 – Introduction to Greek Poetry
GREK 305 & GREK 405 – Readings in Ancient Philosophy
GREK 306 & GREK 406 – Tragedy
GREK 307 & GREK 407 – History
GREK 308 & GREK 408 – Comedy
GREK 311 & GREK 411 – Homer
GREK 370 & GREK 470 – Greek Prose Composition

LATN 201 & LATN 401 – Latin Prose Authors
LATN 202 & LATN 402 – Vergil
LATN 305 & LATN 405 – Literature of the Republic
LATN 306 & LATN 406 – Survey of Latin Literature
LATN 307 & LATN 407 – Livy
LATN 308 & LATN 408 – Horace Odes & Epodes
LATN 309 & LATN 409 – Medieval Latin
LATN 351 & LATN 451 – Latin Didactic Literature
LATN 352 & LATN 452 – History
LATN 353 & LATN 453 – Epic
LATN 354 & LATN 454 – Drama
LATN 356 & LATN 456 – Elegiac Poetry
LATN 370 & LATN 470 – Latin Prose Composition

CLSC 392 & CLSC 492 – Thesis

Students who need to start with Greek 101-102 or Latin 101-102 will be able to register for them as "fellowship courses" (without incurring a tuition charge) since they will not count toward the certificate. Such students will, however, need a second year to complete the certificate.

Cross-listed courses will increase the depth and breadth of coursework for the graduate students via two or more of the following strategies:

(a) Certificate students will be assigned 25% more text (on which they will be examined).
(b) Certificate students will be required to consult additional commentaries and present three class reports on the most crucial controversies.
(c) Certificate students will be required to develop an annotated bibliography of secondary literature and present three class reports on the most important items.
(d) Certificate students will have to write papers that are 50% longer (and more sophisticated) than those assigned to the undergraduates.

Our 300-level Greek/Latin courses converted to the 500-level will employ two of these strategies, including (a).

Our 200-level Greek/Latin courses converted to the 400-level will employ three of these strategies, including (a), at the discretion of the instructor. (We realize that it is unusual to cross-list a 200-level course in this way, but gratefully acknowledge the precedent set by History 202/204, which serves Mandel graduate students as well as CWRU undergraduates):

We plan to cross-list CLSC 392 (senior thesis) as CLSC 492 and create an additional one-credit course, CLSC 493. Pos-bac students will enroll in CLSC 492 (a fall course) to write a paper that will serve as the writing sample for their grad school applications. They will then register for the *newly-coined* CLSC 493 (a spring course), which will oblige them to present their work at our Classics Colloquium, (an informal series of research talks limited until now to faculty from CWRU and nearby institutions) and revise the written version appropriately.

Advising

Ricardo Apostol has agreed to take a leading role in mentoring certificate students as they prepare their graduate school applications, but we will all be available for consultation, especially on the thesis topics.

Proposal for Dual J.D./M.A. (Art History and Museum Studies) Degree Program
Case Western Reserve University

I. Background and Justification

The School of Law at Case Western Reserve University prepares J.D. students to practice law in, among other areas, the fields of intellectual property and law and the arts. The M.A. in Art History and Museum Studies program, coordinated by the Department of Art History and Art and the Cleveland Museum of Art, is designed to provide students with a broad knowledge of the major art historical periods, of the historiography and critical methodologies of art history, and of museological practice and history, connoisseurship, conservation, and interpretation, through course work and museum internships. The dual degree program will prepare students to participate in the fields of intellectual property and law and the visual arts as well as give students an opportunity to develop expertise in areas of substantive interest. Moreover, dual degree students will be more likely to have greater job opportunities that are at the intersection of law and the arts. No additional courses or resources are anticipated to fulfill the respective schools' obligations in administering the joint degree program.

II. Administration

School of Law Liaison: Associate Dean of Academic Affairs of the School of Law, and Professor Craig Nard, J.E. and Bette Lou Walker Professor of Law; Founding Director of the Center for Law, Technology and the Arts

Art History Department Liaison: Professor Catherine Scallen, Chair of the Department of Art History and Art

Overseeing body: Advisory Committee to include, among others, the Chair of the Art History department, the Director of Graduate Studies in the Department of Art History and Art, and the Associate Dean of Academic Affairs of the School of Law.

III. Program Structure

The School of Law requires 88 credit hours of coursework, including 36 hours of required courses and an upper-class writing requirement, for the J.D. degree. Most of the requirements are completed during the first year of the law program, which includes LAWS 100 Introduction to Lawyering (1 cr.); LAWS 103 Constitutional Law (4 cr.); LAWS 104 Civil Procedure (4 cr.); LAWS 123 Contracts (4 cr.); LAWS 131 Criminal Law (4 cr.); LAWS 132 Torts (4 cr.); LAWS 144 Property (4 cr.); LAWS 801'/802 CORE 1-2 (4 cr.), and an elective from an approved list of perspective courses (2 cr.) In addition to the 31 credits of first year courses, J.D. students must complete LAWS 375 Professional Responsibility (3 cr.) and LAWS 803 CORE 3 (2 cr.) during their second year of study and LAWS 804 Strategic Representation and Communication (2 cr.) in the semester after they take CORE 3. In addition, students must fulfill an upper-class writing requirement (through participation in one of several law journals,

completion of a 2-credit supervised research project, or completion of an approved writing requirement seminar or lab). Moreover, J.D. students are allowed, but not required, to take up to 9 credit hours of graduate- or professional-level electives outside the law school for credit toward the law degree; students in formally approved dual-degree programs are allowed to count up to 12 graduate- or professional-level credit hours toward the law degree.

The Department of Art History will accept the LSAT as its entrance examination for admission into the joint degree program. Students in the M.A. program in art history and museum studies must complete 31 hours of graduate credit, nine hours of which must be taken in the Law School to satisfy the dual JD/MA degree. (See Section VIII.A for a list of Law School courses.) In addition, students in the MA program must demonstrate a reading knowledge of one approved modern language other than English. They must also take the M.A. comprehensive examination at the conclusion of their art history studies.

The thirty-one hours of course work must be taken at the 400 level or higher, and be distributed as follows:

a. ARTH 490 A & B: Visual Arts and Museums I and II (six credits)

b. ARTH 491 A & B: Visual Arts and Museums Internship I & II (four credits)

c. ARTH 495: Methodologies of Art History (three credits)

d. One in each of the three following areas (nine credits) (See Section VIII.B for a list of specific courses):

1. Pre-Modern (pre-1800)
2. Modern (post-1800)
3. Non-Western

e. Relevant Law School Courses (9 credit hours) (See Section VIII.A for list of specific courses)

Note: Three of the courses in categories d and e must be seminars

The proposed dual degree program would require students to complete 98 credit hours. Law students enrolled in the dual degree program could earn up to 12 credit hours toward the J.D. in graduate level Art History courses with the approval of the Associate Dean for Academic Affairs in advance of enrollment. Credit would generally not be given for work done in such courses before the student completes the first year of law school. Dual degree students would be required to complete 22 credit hours toward the M.A. (See Sections III.) Nine hours of law school coursework will count toward the 31 hours required for the M.A. in Art History and Museum Studies. (See Section VIII.A for a list of law school courses.) The Art History department liaison must approve the law school courses that will count toward the M.A.

As a result of participating in the dual degree program, dual degree students would complete 12 fewer hours of law school coursework than they would if they were in the J.D. program alone. But since law students are allowed to take up to nine credits of graduate

coursework outside the law school, this represents only a three-credit increase in the amount of non-law coursework.

IV. Dual Degree Curriculum

Dual degree students will generally begin study in the law school and defer enrollment in the M.A. program until their second year. (There may be exceptions to this general rule. In certain cases, for example, students may be permitted to take one course in the Art History department during the second semester of the first-year of law school.) Students interested in completing the dual degree should consult both programs early in the process to avoid difficulties. After the first-year of law school, students may enroll in law courses or art history courses; the program will not require students to complete a specific "core" in a "dedicated" semester in the Art History department. Completion of the dual degree program will take at least seven semesters, or three-and-a-half years of coursework.

Year 1: First year law school curriculum. (31 hours)

Year 2, 3 & 4: Mixture of courses between the two units, including completing the upper class writing requirement and Professional Responsibility in the School of Law and 22 hours of coursework in the Art History program.

Credit Hour Requirements

Total Hours in the School of Law:	76
Total Hours in the Art History Department:	22
Total Hours in the Dual Degree Program:	98

V. Dual Degree Student Advising System

Dual degree students are advised by the Associate Dean for Academic Affairs at the School of Law. In addition, dual degree students are granted priority registration for upper class courses, ensuring that they will be able to accommodate their scheduling needs in obtaining needed classes.

In the Art History department, dual degree students will be advised by the Art History department liaison.

VI. Admissions

Students wishing to enroll in the dual degree program must be separately admitted to each program. The Art History department will waive the GRE requirement for admission to the M.A. program and use the LSAT in the admissions process. Once students have been admitted, they will consult with the Associate Dean for Academic Affairs at the School of Law and the Art History department liaison to determine their appropriate course of study.

VII. Tuition Revenue Mechanics

A written agreement about the management of tuition revenues will exist between the School of Law and the Art History department. Whenever possible, an attempt will be made to award tuition revenue by credit hours purchased by students. Thus the tuition paid (net of university overhead) will be divided between the School of Law and the College of Arts and Sciences based on the percentage of credit hours the student is spending in each program in each semester.

VIII. Law School and Art History Courses

In addition to the required law school and art history courses set forth in section IV, dual degree candidates are required to take 18 credit hours — nine from the law school and nine from the Art History department — from the following list of courses.

A. Law School courses for M.A. students (9 credit hours required) (See Section III.e, below)

LAWS 4300: Intellectual Property Survey (2)
LAWS 4301: Copyright Law (3)
LAWS 4303: Trademark Law (3)
LAWS 5325: Law and the Visual Arts (Seminar) (2)
LAWS 318: Law of Archeological Relics (Seminar) (2)
LAWS 4402: Non-Profit Organizations (3)
LAWS 561: International Issues in Intellectual Property Law (Seminar) (2)
LAWS 5324: Law of the Music Industry (3)
LAWS 37: Copyright in the Digital Millennium (Seminar) (3)
LAWS 438: Internet Business and the Law (2)

B. Current Art History courses for J.D. students (9 credit hours required) (See Section III.d, below)

ARTH 402. Buddhist Art in Asia (3)
ARTH 403. History of Far Eastern Art (3)
ARTH 404. Art of West Africa (3)
ARTH 411. Rome: City and Image (3)
ARTH 428. Greek Sculpture (3)
ARTH 432. Art and Archaeology of Ancient Italy (3)
ARTH 433. Greek and Roman Painting (3)
ARTH 434. Art and Archaeology of Greece (3)
ARTH 435. Issues in Ancient Art (3)
ARTH 440. Issues in the Art of China (3)
ARTH 441. Issues in the Art of Japan (3)
ARTH 444. Issues in the Art of Africa (3)
ARTH 450. Issues in Medieval Art (3)
ARTH 451. Late Gothic Art in Italy (3)
ARTH 452. Italian Art of the 15th Century (3)
ARTH 453. Sixteenth Century Italian Art (3)
ARTH 456. Italian Renaissance and Baroque Sculpture (3)
ARTH 460. Renaissance Art in Northern Europe (3)
ARTH 461. Dutch and Flemish 17th Century Painting (3)
ARTH 462. Issues in Renaissance Art (3)
ARTH 465. Issues in Baroque Art (3)

ARTH 467. 17th and 18th Century French Art (3)
ARTH 474. Impressionism to Symbolism (3)
ARTH 479. Issues in 19th Century Art (3)
ARTH 480. Abstract Expressionism and Its Aftermath (3)
ARTH 481. Neoclassicism to Realism (3)
ARTH 482. Visions of Utopia: 20th Century European Art (3)
ARTH 483. Gender Issues in Feminist Art: The 20th/21st Century (3)
ARTH 484. American Art and Architecture in the Age of Washington and Jefferson (3)
ARTH 485. American Avant-Garde: 1900 - 1925 (3)
ARTH 492. Issues in 20th/21st Century Art (3)
ARTH 493. Contemporary Art: Critical Directions (3)
ARTH 497. History of Prints and Printmaking (3)
ARTH 512. Seminar in Ancient Art (3)
ARTH 518B. Seminar in Asian Art (3)
ARTH 540. Seminar in Non-Western Art (3)
ARTH 545B. Seminar in Medieval Art (3)
ARTH 550. Seminar: Issues in Western European Art (3)
ARTH 551. Seminar in Renaissance Art (3)
ARTH 552. Seminar in Baroque Art (3)
ARTH 565. Seminar in American Art (3)
ARTH 570. Seminar: 19th Century Art (3)
ARTH 575. Critical Theory Seminar (3)
ARTH 576. Seminar in Modern Art (3)
ARTH 584. Seminar: History of Photography (3)
Also HSTY 349/449 Museums in Global Perspective when cross-listed with Art History

SCHOOL OF LAW
CASE WESTERN RESERVE UNIVERSITY

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

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School of Law

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December 4, 2012

Charles Rozek
Vice Provost and Dean of Graduate Studies
and Postdoctoral Affairs

Martin Snider
Faculty Senate
Chair, Committee on Graduate Studies

Dear Chuck and Martin:

I am writing to confirm my, and the law faculty's, approval of the joint JD/MA in Art History and Museum Studies.

Lawrence E. Mitchell
Dean and Joseph C. Hostetler
BakerHostetler Professor of Law

cc: Cyrus Taylor
Craig Nard
Catherine Scallen

INTEROFFICE MEMORANDUM

TO:	CHARLES ROZEK, VICE PROVOST AND DEAN OF GRADUATE STUDIES, MARTIN SNIDER, CHAIR, FACULTY SENATE GRADUATE STUDIES COMMITTEE
FROM:	CYRUS TAYLOR, DEAN, COLLEGE OF ARTS AND SCIENCES, LAWRENCE MITCHELL, DEAN, SCHOOL OF LAW
SUBJECT:	JD/MA IN ART HISTORY AND MUSEUM STUDIES
DATE:	NOVEMBER 27, 2012
CC:	CRAIG NARD, CATHERINE SCALLEN

In order to establish a JD/MA in Art History and Museum Studies degree at Case Western Reserve University, this Memorandum of Understanding provides for the financial administration of this joint degree, according to the following formula.

The tuition paid (net of university overhead) will be divided between the School of Law and the College of Arts and Sciences based on the percentage of credit hours the student is spending in each program in each semester.

2012-2013

President's Committee on Child Care Options: Mid-Term Progress Report

Eileen Anderson-Fye
January 14, 2013

Case Western Reserve University EST. 1826
think beyond the possible℠

Our Charge

To evaluate and report on the best solutions for the child care needs of the Case Western Reserve University community

2012-2013 Members

Eileen Anderson-Fye (Anthropology), Chair
Amy Sheldon (Benefits), Co-Chair
LaShanda Korley (Macromolecular Engineering), Vice Chair
Jennifer Cimperman (President's Office, Chief of Staff)
Dan Akerib (Physics)
Karen Farrell (Athletics)
Jonatha Gott (RNA Center)
Elise Hagesfeld (Student Representative)
Claudia Hoyen (Medicine)
Jessie Hill (Law)
Reena Mehra (Medicine)
Carol Musil (Nursing)
Peter Poulos (Legal)
Kevin Slesh (Real Estate)
Camille Warner (Nursing)
*Others consulted as necessary (e.g. Finance, Schubert Center, etc.)

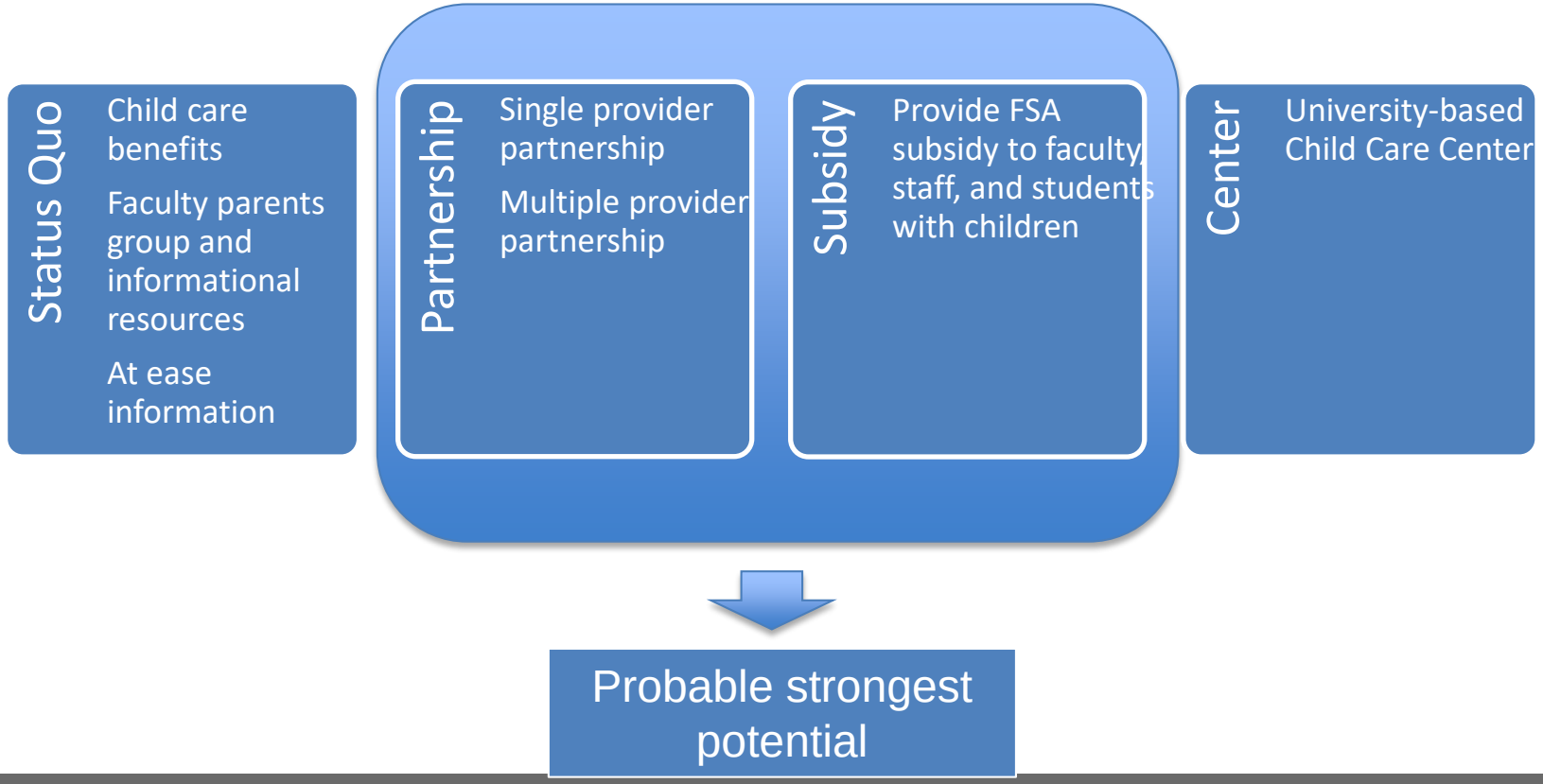
2008-2009 PCCCO Outcomes Summary

Short term: Child care benefits were put into place for (1) emergency back-up sick care (relationship with Erin's Nannies) and (2) assistance during work travel.

Mid-term: A relationship was negotiated with the Cleveland Music School Settlement (CMSS) for a partnership center located at the old Coventry School building. Unfortunately, this partnership fell through when CMSS needed to pull out for financial reasons.

Long-term: The long-term goal remained to have a high quality child care center on campus.

Probable areas of progress for 2012



PCCCO Progress Fall 2012

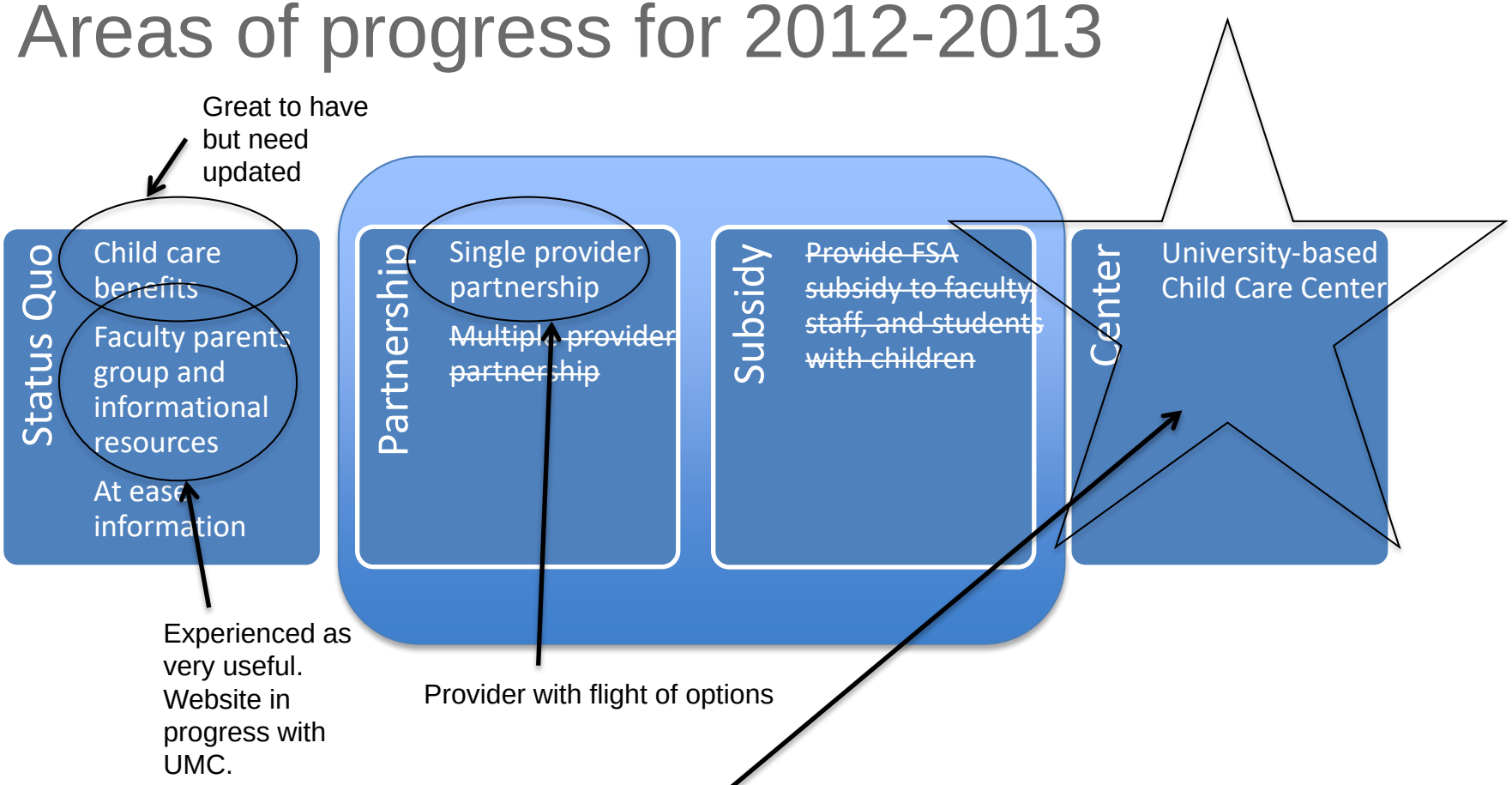
Research suggests overwhelming call for Child Care Center on or near campus

- Internal research
- External peer-comparison research

Also:

- Revamp current benefits
- Spring break/winter break/school's out/summer camp options
- Subsidy/scholarship programs within each viable option

Areas of progress for 2012-2013



Potential partners

Non-profit:

- CMSS
- JCC
- YMCA

For profit:

- Bright Horizons
- Goddard
- Sweet Kiddles Flexible Child Care

Next steps

1. Short-term:
   - Spring break school's out camp (JCC, CMSS)
   - RFP
2. Mid-term:
   - Re-assess current child care benefits
   - Assess proposals for potential provider
   - Solve school's out problems
3. Longer term:
   - Office of Work-Life
   - Progress toward center

Fall 2011 and 2012 First Year
Cumulative GPA by Division and TOEFL Band

Fall 2012	TOEFL<90		TOEFL>=90 and <100		TOEFL>=100	
Division	GPA	Count	GPA	Count	GPA	Count
Engineering			3.25	11	3.30	10
Management			3.56	4	2.72	7
Nursing			3.13	1		
Sciences and Math			3.25	10	3.33	14
Social Sciences			2.78	3	2.79	6
Undecided			3.51	7	3.40	5

Fall 2011	TOEFL<90		TOEFL>=90 and <100		TOEFL>=100	
Division	GPA	Count	GPA	Count	GPA	Count
Arts			2.12	1		
Engineering	1.63	3	3.01	7	2.56	5
Humanities			3.19	2	3.37	1
Management	3.12	5	2.08	5		
Nursing					3.23	1
Pre-Professional			2.40	1	3.56	6
Sciences and Math	2.40	5	3.29	12	3.22	2
Social Sciences	3.10	2	2.70	5		
Undecided	2.36	1	3.43	3	2.98	4

The FSCUE Subcommittee on Admissions and Financial Aid recommends maintaining the Fall 2012 TOEFL requirement of 90 with continuing efforts to increase the TOEFL scores without sacrificing international admission goals. The committee will revisit this annually and make a commitment to maintaining the quality of the international student population at Case Western Reserve University.

THE PURPOSE OF STUDENT EVALUATIONS OF COURSES AND INSTRUCTORS AT CWRU

Statement revised by FSCUE – December 11, 2012

The primary purpose of student course evaluations is to support the process of continuous improvement in the quality of teaching and course offerings at Case Western Reserve University by providing feedback to instructors and those responsible for overseeing curricular programs and instruction.

Secondary purposes of student course evaluations include: use as one factor among multiple factors in the evaluation of teaching in decisions pertaining to faculty salary, promotion, and tenure; and use as peer feedback on courses and instruction that can be consulted by students as they select courses.