



Faculty Senate Meeting
Wednesday, March 20, 2013
3:30 p.m. - 5:30 p.m., Adelbert Hall, Toepfer Room

AGENDA

3:30 p.m.	Approval of Minutes from the February 20, 2013 Faculty Senate Meeting, <i>attachment</i>	R. Dubin
3:35 p.m.	President's and Provost's Announcements	B. Snyder B. Baeslack
3:40 p.m.	Chair's Announcements	R. Dubin
3:45 p.m.	Report from the Executive Committee	S. Garverick
	Report from the Secretary of the Corporation	L. Keefer
3:50 p.m.	Update on President's Commission on Child Care Options	E. Anderson-Fye
4:05 p.m.	Report on International Rankings	J. Gubbins
4:20 p.m.	Approval of 5-Year Academic Calendar	A. Hammett
4:25 p.m.	Revisions to CAS By-Laws, <i>attachment</i>	D. Singer
4:30 p.m.	Revisions to MSASS By-Laws, <i>attachment</i>	D. Crampton
4:35 p.m.	Revision to Faculty Senate By-Laws Amendment Provision, <i>attachment</i>	D. Singer
4:40 p.m.	Online LLM Program, <i>attachment</i>	D. Nance
4:45 p.m.	Report from Ad Hoc Committee on Appointments, <i>attachment</i>	A. Levine



Faculty Senate Meeting

Wednesday, March 20, 2013

3:30-5:30 p.m. – Adelbert Hall, Toepfer Room

Members Present

Daniel Akerib	John Fredieu	Dale Nance
Bud Baeslack	Steve Garverick	Alan Rocke
Ronald Blanton	Patricia Higgins	Sandra Russ
Matthias Buck	Thomas Kelley	Benjamin Schechter
Christine Cano	Kurt Koenigsberger	JB Silvers
Gary Chottiner	Erin Lavik	David Singer
David Crampton	Joseph Mansour	Martin Snider
Chris Cullis	Frank Merat	Barbara Snyder
Peg DiMarco	William Merrick	Alan Tartakoff
Robin Dubin	Sonia Minnes	Gillian Weiss
Thomas Egelhoff	Ray Muzic	Rebecca Weiss

Members Absent

Hussein Assaf	Karen Farrell	Leena Palomo
Bruce Averbook	Taryn Fitch	Simon Peck
Joseph Baar	Steven Fox	Bonnie Richley
Karen Beckwith	Alfredo Hernandez	Robert Savinell
Lee Blazey	Mark Joseph	Matt Sobel
Richard Buchanan	Deborah Lindell	Lee Thompson
Elizabeth Click	Zheng-Rong Lu	Randall Toy
Lisa Damato	Laura McNally	Mark Votruba
William Deal	Greggory Mentele	Xin Yu
Nicole Deming	Kathryn Mercer	Nicholas Ziats

Others Present

Eileen Anderson-Fye	Amy Hammett	Brinn Omabegho
Daniel Anker	Jessie Hill	Peter Poulos
Christine Ash	Libby Keefer	John Sideras
Robert Brown	Ermin Melle	Kevin Slesh
Donald Feke	Marilyn Mobley	Jeff Wolcowitz

Call to Order

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

Approval of minutes

The minutes of the Faculty Senate meeting of February 20, 2013 were approved as submitted.

President's Announcements

President Barbara Snyder reported that the Board of Trustees meeting in late February included a lively discussion of the strategic plan. The Provost will provide more details in his announcements. Faculty involvement in the process is essential. The President thanked faculty for agreeing to attend a special Faculty Senate meeting on May 10th to discuss the strategic plan. The President announced that admitted student open houses are starting and on Thursday and Friday of this week there will be many more people on campus.

Provost's Announcements

Provost Bud Baeslack reported that the strategic planning groups met on Monday the 18th for a half-day retreat. Working groups presented their findings and it is anticipated that the first draft of the strategic plan will be ready in April. The campus forums did not attract as many people as expected, so it is particularly important for campus groups to provide input on the draft plan.

Chair's Announcements

Prof. Robin Dubin, chair, Faculty Senate, made the following announcements:

1. CWRU's Relay for Life fundraiser is being held on April 21-22. The organizers would like to see faculty involvement. Rebecca Weiss, Secretary of the University Faculty, will email the link for the website to all senators.
2. A special Faculty Senate meeting is scheduled for Friday, May 10th from 10:00am-12:00pm. The purpose of the meeting is for faculty to provide feedback on the strategic plan. All are encouraged to attend. Electronic access will be provided.
3. Several standing committees have made requests for additional funding. Rather than considering these requests individually, they should be aligned with and integrated into the strategic plan. Senators should consult with their colleagues regarding the draft strategic plan and bring their comments and suggestions to the May 10th special Faculty Senate meeting.
4. Prof. Dubin introduced Professor Patricia Higgins, SON, who spoke on behalf of Professor Elizabeth Click regarding the American Cancer Society's Epidemiology Research Program Cancer Study. The Cancer Society is seeking 300,000 participants between the ages of 30-65 for a research study. Prof. Higgins encouraged all senators to enroll either online, or in person at the Thwing Student Center on April 19th or the North Residential Village on the 20th.

Report from the Executive Committee

Prof. Steven Garverick, chair-elect, Faculty Senate, reported that several items were discussed at the Executive Committee meeting but not included on the Faculty Senate agenda. The request by standing committees for additional funding, the establishment of Faculty Senate budget priorities, and a statement from FSCFC related to the compensation philosophy that was endorsed by the Faculty Senate in February of 2010 will be considered as part of the strategic planning process.

Report from Secretary of the Corporation

Ms. Libby Keefer, secretary of the corporation and general counsel, gave a brief summary of the February CWRU Board meeting. She reported that the Board approved 5 endowments totaling approximately \$750,000. They approved 6 junior and senior faculty appointments, 1 new appointment and 3 faculty reappointments to named professorships.

The Board approved three candidates for the Award of Honorary Degree:

- Mohamed Ibn Chambas- lawyer, diplomat, politician, and academic from Ghana (Case LAW alum)
- Geoffrey Duyk- Case MED alum, pioneering genetics researcher
- Elon Musk- South African born American engineer and entrepreneur-creator of PayPal, joined the Giving Pledge

Trustees appointed new trustee Colleen Batcheler (alum of the Law School) and acknowledged service of trustee Dr. Ronald Dozoretz.

The Board also heard reports from the Audit and Finance Committees. *The full report is attached.*

Update on the President's Committee on Child Care Options

Professor Eileen Anderson-Fye, co-chair of the President's Committee on Child Care Options, gave background information on child care initiatives at CWRU. In 2008, a partnership with the Music Settlement had been considered but did not go forward. However, interest in a child care center on or near campus remains very strong. The goal is to provide a high quality center for faculty, staff and students. The focus would be on providing care for children ages 0-3 years of age. The committee researched other institutions and learned that 90% of AUU schools have one or more centers on or near their campuses. A child care center is viewed as a benefit for recruitment, productivity and retention of faculty, staff and students, and is most successful when integrated into the campus community as a home for research, training and education. The committee identified 6 nonprofit and private providers, and is in the process of developing a Request for Information (RFI) to send to these groups. The level of investment required from the university won't be known until after the RFIs have been returned. Prof. Anderson-Fye thanked the Senate for continuing to make child care a top budget priority.

Report on International Rankings

Jean Gubbins, Director of Institutional Research, provided information on three of the most visible international rankings. The rankings are Shanghai, Times Higher Education and QS World International Rankings. Critics of international rankings cite the fact that there is an overreliance on bibliometrics, too much of a focus on science, reputational surveys are used, there is little consideration of teaching, and there is a bias towards Western and English-language publications and literature. The Shanghai rankings are well-regarded as they rank over 1,000 institutions and do not include reputational surveys. CWRU's overall and U.S. rankings under Shanghai have fallen from 2011 to 2012. CWRU's rankings have also fallen under the Times Higher Education system. However, this system changed its methodology in 2010 so the rankings are difficult to compare. Times Higher Education uses reputational surveys, and respondents are asked to compare the institution being ranked with 15 other institutions of their choosing. Ms. Gubbins said that the QS ranking system split off from Times Higher Education and that it is heavily subjective and not well-regarded. However, their rankings are reprinted in U.S. News & World Report as the "World's Best Universities". CWRU's overall ranking under QS declined from 2011-2012, but remained the same under rankings of U.S. institutions. In conclusion, Ms. Gubbins pointed out that it is more difficult for smaller institutions to do well in international rankings because they are less visible. Many international students look only at U.S. News & World Report. New international rankings appear regularly and are quite variable based on the criteria used. Faculty should respond if contacted by one of the international ranking organizations.

Approval of 5-Year Academic Calendar

Amy Hammett, the university registrar, presented the 5-year academic calendar (2013-2018). The calendar was approved by the Faculty Senate. *Attachment*

Revisions to CAS By-Laws

Professor David Singer presented revisions to the CAS by-laws. Changes include the requirement that the CAS representative to the Faculty Senate Executive Committee serve on the Executive Committee of the CAS; clarification of promotion policies for instructors; revisions to the Dean's review process so that it conforms with the Provost's requirements; and language reflecting the merger of the departments of Mathematics and Statistics. The Faculty Senate voted to approve the revisions to the CAS by-laws. *Attachment*

Revisions to MSASS By-Laws

Professor David Crampton presented revisions to the MSASS by-laws. Changes include the creation of a new standing committee on Information Technology and clarification that doctoral education falls within the purview of the Doctoral Program Faculty, not the school's Curriculum Committee. The Faculty Senate voted to approve the revisions to the MSASS by-laws. *Attachment*

Revisions to the Faculty Senate By-Laws Amendment Provision

Prof. Singer reported on proposed revisions to the amendment provision of the Faculty Senate by-laws. The current provision states that the Senate must forward a proposed amendment to an ad hoc committee. Prof. Singer said that before the By-Laws Committee became an official standing committee of the Faculty Senate, it had existed as an ad hoc committee and that is probably the genesis of the language in the current amendment provision. The proposed revisions state that the amendment shall be sent to the FS By-Laws Committee instead. The By-Laws Committee would report to the Executive Committee which in turn would report to the Faculty Senate at its next regular meeting. Adoption of the proposed amendment by the Faculty Senate would require a two-thirds vote as stated in Robert's Rules of Order. The Faculty Senate voted to approve the revisions to the amendment provision of the Faculty Senate By-Laws. *Attachment*

Online L.L.M. Program

Professor Dale Nance presented the online L.L.M. program in International Business Law from the School of Law. This would be the first online L.L.M. program in the country focused on international business law. The residential L.L.M. program at the School of Law is directed towards international students. This would be true for the online program also. The duration of the new program would be two years instead of one year for residential students since it is anticipated that the majority of online matriculants would be employed while they are in the program and would need additional time to complete the work. The School of Law is in the process of negotiating an agreement with the online provider which will include provisions relating to start-up costs and revenue-sharing. The Faculty Senate voted to approve the online L.L.M. program. *Attachment*

Report from the Ad Hoc Committee on Appointments

Professor Alan Levine, chair of the ad hoc committee, provided background on the formation of the committee. In 2011-12 the Faculty Senate voted to approve an ROTC program at CWRU. ROTC instructors were given temporary appointments through the Provost's office with the understanding that permanent appointments would be made by the spring of 2014. The ad hoc committee was convened to consider whether appointments made outside the eight constituent faculties (such as those made in ROTC and Physical Education and Athletics [PHED], as well as SAGES instructors) are appropriate, and if so, the policies that should govern them. The committee decided to consider each

group separately and made several recommendations. With respect to PHED the committee recommended that faculty be included within the University Faculty as defined by the Faculty Handbook (FH) and therefore governed by the policies that relate to the University Faculty. The committee rejected the idea that PHED be considered a ninth Constituent Faculty as defined by the FH. The Faculty Senate By-Laws Committee would be responsible for determining where within the FH to use the term University Faculty and where to use the term Constituent Faculty. The committee discussed whether to make a recommendation that PHED create its own By-Laws but decided to leave the decision up to PHED faculty. PHED does not intend to hire tenure-track faculty.

The committee recommended that ROTC instructors be appointed through PHED. This recommendation was well-received by the Office of Student Affairs, ROTC leadership, and PHED and approved by the Office of General Counsel.

With respect to SAGES instructors, the committee focused on Presidential Fellows who have appointments through the Provost's office, and those SAGES Fellows without regular faculty appointments. The committee recommended that the FH be amended to state that all faculty appointments outside the University Faculty should be prohibited, and that all instructors of record teaching CWRU courses should be members of the University Faculty. The recommendations of the ad hoc committee were unanimously approved by the Faculty Senate. The language of the recommendations will now be reviewed by the Senate By-Laws Committee. Prof. Dubin thanked the committee for their excellent and speedy work.

Prof. Dubin reminded the Senate that there is only one more regularly scheduled meeting on April 25th and that the special meeting will be held on May 10th.

The meeting was adjourned at 4:57p.m.

Approved by the Faculty Senate

A handwritten signature in cursive script that reads "Rebecca Weiss".

Rebecca Weiss
Secretary of the University Faculty

President's Committee on Child Care Options

Faculty Senate Update

March 20, 2013

Overview

- I. Context and Background
- II. Findings and Conclusions
- III. Providers and Models
- IV. Next Steps

PCCCO, 2012-2013

Name	CWRU Affiliation	Name	CWRU Affiliation
Eileen Anderson-Fye* (Chair)	Anthropology	Claudia Hoyen	Medicine
Amy Sheldon (Co-Chair)	Benefits	Jessie Hill	Law
LaShanda Korley* (Vice Chair)	Macromolecular Engineering	Reena Mehra	Medicine
Jennifer Cimperman	President's Office	Carol Musil	Nursing
Dan Akerib	Physics	Peter Poulos	Legal
Karen Farrell	Athletics	Kevin Slesh*	Real Estate
Jonatha Gott*	Microbiology	Camille Warner	Nursing
Elise Hagesfeld	Student	*Member, 2008-2009 PCCCO	

Context and Background

I. Child Care Long an Issue of Active Interest

- **2002:** 70% Faculty and Staff Cite Need for On Campus
- **2008:** Faculty Senate Cites Child Care as #1 Budget Priority
- **2012:** 63% Cite Need for On-Campus Care; 95% use for vacations, holidays

II. President's Committee on Child Care Options

- **2009:** Emergency Child Care, Travel Subsidy, CMSS
- **2012:** Revisit 2009 initiatives, explore new opportunities

2012: What Are the Priorities?

I. Information Gathering

- Review of past surveys
- Survey (596 respondents)
- Focus Groups (50)
- Individual Interviews (12)

II. Primary Findings

- Center over Subsidy
- On or near campus
- Quality Critical
- Greatest Need (0-18 months)
- Desire for Increased Student Training Opportunities

Offerings at AAU institutions

- More than **90 percent** have one or more centers on-site or adjacent to campus
- Viewed as benefit to **recruitment, productivity, retention**, overall sense of **community**
- Successful centers **integrated** within campus
(Not “just” child care, but also home to **research, training, and education**; part of academic fabric.)
- Many universities **partner** with private providers

Potential for Partnerships

I. Engage Organizations

25 Meetings with six providers

(nonprofit and for-profit, national and regional; chosen from wider range of community and national providers)

II. Develop Request for Information

(to be issued this month)

III. Spring Break Pilot Programs

(Music Settlement, Mandel JCC)

Next Steps

- I. Review RFI responses
- II. Review current policies
- III. Continue to evaluate fruitful partnerships to meet outstanding needs (e.g. CMNH, Orange Stagecrafters, etc.)

Thank you!

Questions & comments
welcome!

CWRU in International Rankings

March 20, 2013
Faculty Senate

Today's Presentation

Focus on three of the most visible rankings:

- Shanghai
- Times Higher Education
- QS World University Rankings

Criticisms of International Rankings

- Overreliance on bibliometrics
- Too much focus on science
- Use of reputational surveys
- No consideration of teaching
- Biased toward Western and English-language institutions and publications

Shanghai Rankings

- Published by Shanghai Jiao Tong University since 2003
- Also called the Academic Ranking of World Universities (ARWU)
- 1,000+ institutions ranked
- No reputational component

Trends in Shanghai Rankings

	2012	2011	2010	2009	2008	2004
CWRU overall ranking	99	97	97	87	83	65
Rank among U.S. universities	53	52	53	49	47	40

Shanghai Criteria and CWRU Rank

Indicator	Weight	CWRU 2012	CWRU 2004
Alumni with Nobel Prize or Fields Medal	10%	24	24
Faculty with Nobel Prize or Fields Medal	20%	127	115
Highly cited researchers in 21 broad subject categories	20%	117	98
Papers published in Nature and Science	20%	127	101
Papers indexed in Science Citation Index-expanded and Social Science Citation Index	20%	190	114
Per capita academic performance	10%	119	22

Shanghai Subject Area Rankings 2012

Subject Area	CWRU Rank
Natural sciences and math	>200
Engineering and computer science	101-150
Life and agriculture sciences	51-75
Clinical medicine and pharmacy	76-100
Social sciences	51-75

Times Higher Education

- Published since 2004, but changed methodology in 2010
- Previous rankings are not comparable
- Data collected by Thomson Reuters
- Reputational surveys are one-third of ranking

Trends in Times Higher Ed Rankings

	2012	2011	2010
CWRU overall ranking	104	93	65
Rank among U.S. institutions	49	47	39

THE Criteria and 2012 Ranking

Category	Indicators	Weight	CWRU Rank
Teaching	Reputational survey; PhDs awarded; student/faculty ratio; revenues per faculty	30%	72
Research	Reputational survey; research revenue; papers published	30%	139
Citations	Citation impact	30%	87
International Outlook	Ratios; proportion of papers with an international co-author	7.5%	163
Industry Income	Research income from industry	2.5%	n/a

Times Higher Ed Reputation Surveys

- Invitation-only sample drawn from academic database and from journals covered by Web of Science
- Global distribution of researchers (22.2% from North America)
- Offered in seven languages
- Respondents can name up to 15 regional and 15 international institutions as best in research and best in teaching

QS World University Rankings

- Published by QS Ltd. (Quacquarelli Symonds)
- Use earlier Times Higher Education methodology
- Reputational surveys are 50% of ranking
- Reprinted in *U.S. News & World Report* as “World’s Best Universities”

Trends in QS Rankings

	2012	2011	2010	2009	2008
CWRU overall ranking	164	145	127	119	90
Rank among U.S. institutions	45	45	41	38	33

QS Criteria and CWRU Rank

Indicator	Weight	CWRU 2012	CWRU 2008
Reputation survey of academics	40%	301+	186
Reputation survey of employers	10%	301+	309
Citations per faculty from SciVerse Scopus	20%	44	50
FTE students (all levels) to FTE faculty	20%	51	41
Proportion of faculty who are international	5%	301+	491
Proportion of students who are international	5%	191	226

QS Reputational Surveys

- Survey lists drawn from academic and business publishers
- Individuals can also sign up to participate
- Respondents asked to name institutions considered best for research:
 - Up to 10 domestic
 - Up to 30 international
 - Can't name own institution
- Research scores are weighted 85% international, 15% domestic
- Teaching scores are weighted 70% international, 30% domestic

Concluding Thoughts

- Visibility is critical – makes it hard for smaller institutions to move up
- Include university name in publication addresses – IR has already provided lists of name variants to all three
- Participate in surveys if asked

More Information

Jean Gubbins

Director of Institutional Research

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368-5557

Thank you!

Five Year Academic Calendar (2013 – 2018)

FALL	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Registration (and Drop/Add) Begin (UG)	Apr 8	Apr 7	Apr 6	Apr 4	Apr 3
Classes Begin	Aug 26	Aug 25	Aug 24	Aug 29	Aug 28
Late Registration Fee (\$25) Begins	Aug 27	Aug 26	Aug 25	Aug 30	Aug 29
Labor Day Holiday	Sep 2	Sep 1	Sep 7	Sep 5	Sep 4
Late Registration and Drop/Add End	Sep 6	Sep 5	Sep 4	Sep 9	Sep 8
Deadline Credit/Audit (UG)	Sep 6	Sep 5	Sep 4	Sep 9	Sep 8
Fall Break	Oct 21/22	Oct 20/21	Oct 19/20	Oct 24/25	Oct 23/24
Mid-Term Grades Due (UG)	Oct 21	Oct 20	Oct 19	Oct 24	Oct 23
Deadline for removal of prev. term "I" grades (UG)	Nov 8	Nov 7	Nov 6	Nov 11	Nov 10
Deadline Credit/Audit (G)	Nov 8	Nov 7	Nov 6	Nov 11	Nov 10
Deadline for Class Withdrawal and P/NP (upperclass UG)	Nov 8	Nov 7	Nov 6	Nov 11	Nov 10
Registration for Spring Begins (UG)	Nov 11	Nov 10	Nov 9	Nov 14	Nov 13
Thanksgiving Holidays	Nov 28/29	Nov 27/28	Nov 26/27	Nov 24/25	Nov 23/24
Deadline for Class Withdrawal and P/NP (first year UG)	Dec 6	Dec 5	Dec 4	Dec 9	Dec 8
Deadline for removal of prev. term "I" grades (G)	Dec 6	Dec 5	Dec 4	Dec 9	Dec 8
Last Day of Class	Dec 6	Dec 5	Dec 4	Dec 9	Dec 8
Reading Days	Dec 9, 13	Dec 8, 12	Dec 7, 11	Dec 12, 16	Dec 11, 15
Final Exams Begin	Dec 10	Dec 9	Dec 8	Dec 13	Dec 12
Final Exams End	Dec 18	Dec 17	Dec 16	Dec 21	Dec 20
Final Grades Due by 11:00 am	Dec 20	Dec 19	Dec 18	Dec 23	Dec 22
Fall Awarding of Degrees	Jan 17 (2014)	Jan 16 (2015)	Jan 15 (2016)	Jan 20 (2017)	Jan 19 (2018)
SPRING	2014	2015	2016	2017	2018
Registration (and Drop/Add) Begin (UG)	Nov 11 (2013)	Nov 10 (2014)	Nov 9 (2015)	Nov 14 (2016)	Nov 13 (2017)
Martin Luther King Jr. Holiday	Jan 20	Jan 19	Jan 18	Jan 16	Jan 15
Classes Begin	Jan 13	Jan 12	Jan 11	Jan 17	Jan 16
Late Registration Fee (\$25) Begins	Jan 14	Jan 13	Jan 12	Jan 18	Jan 17
Late Registration and Drop/Add End	Jan 24	Jan 23	Jan 22	Jan 27	Jan 26
Deadline Credit/Audit (UG)	Jan 24	Jan 23	Jan 22	Jan 27	Jan 26
Mid-Term Grades Due (UG)	Mar 10	Mar 9	Mar 7	Mar 13	Mar 12
Spring Break	Mar 10-14	Mar 9-13	Mar 7-11	Mar 13-17	Mar 12-16
Deadline for removal of prev. term "I" grades(UG)	Mar 28	Mar 27	Mar 25	Mar 31	Mar 30
Deadline Credit/Audit (G)	Mar 28	Mar 27	Mar 25	Mar 31	Mar 30
Deadline for Class Withdrawal and P/NP (upperclass UG)	Mar 28	Mar 27	Mar 25	Mar 31	Mar 30
Open registration for Summer Begins (UG)	Mar 31	Mar 30	Mar 28	Apr 3	Apr 2
Open registration for Fall Begins (UG)	Apr 7	Apr 6	Apr 4	Apr 10	Apr 9
Deadline for Class Withdrawal and P/NP (first year UG)	Apr 28	Apr 27	Apr 25	May 1	Apr 30
Deadline for removal of prev. term "I" grades(G)	Apr 28	Apr 27	Apr 25	May 1	Apr 30
Last Day of Class	Apr 28	Apr 27	Apr 25	May 1	Apr 30
Reading Days	Apr 29/30	Apr 28/29	Apr 26/27	May 2/3	May 1/2
Final Exams Begin	May 1	Apr 30	Apr 28	May 4	May 3
Final Exams End	May 8	May 7	May 5	May 11	May 10
Final Grades Due by 11:00 am	May 10	May 9	May 7	May 13	May 12
University Commencement	May 18	May 17	May 15	May 21	May 20
SUMMER	2014	2015	2016	2017	2018
Classes Begin	Jun 2	Jun 1	Jun 6	Jun 5	Jun 4
Independence Day Holiday	Jul 4	Jul 3	Jul 4	Jul 4	Jul 4
Classes End	Jul 28	Jul 27	Aug 1	Jul 31	Jul 30
Final Grades Due 12:00 noon	Jul 30	Jul 29	Aug 3	Aug 2	Aug 1
Summer Awarding of Degrees	Aug 15	Aug 14	Aug 19	Aug 18	Aug 17

**BY-LAWS OF THE FACULTY
OF THE
COLLEGE OF ARTS AND SCIENCES**

(~~November 1, 2011~~ New date will be date of final approval)

February 12, 2013

**This is a special track-changes copy prepared for Faculty Senate
consideration and reflects changes to the following Sections:**

2, 4, 14, 15, 22, 25, 26, 32, 38

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ARTICLE I. PURPOSE

Section 1. Purpose

The purpose of these by-laws is to provide regulations to govern the faculty of the College of Arts and Sciences in discharging its responsibilities as provided for in the Constitution of the University Faculty.

ARTICLE II. MEMBERSHIP

Section 2. Members

Members of the faculty shall be all persons holding tenured or tenure-track appointments (assistant professor, associate professor, and professor), non-tenure track appointments (instructor and senior instructor), or special faculty appointments (see Article XIII, Section 42), as defined in the Faculty Handbook, Chapter 2, Article I, Sections A-C A, B, and C of the Faculty Handbook, in the departments listed in Section 32. Appointments of assistant professor, associate professor, and professor shall be exclusively tenured or tenure-track. Appointments of instructor and senior instructor shall be the only non-tenure-track appointments.

Section 3. Members *Ex Officio*

The following persons shall be members of the faculty *ex officio*: the President, the Provost, the Dean of the College, the Dean of Undergraduate Studies, the Director of the University Libraries, and the Dean of Graduate Studies.

Section 4. Voting Privileges

~~All members holding tenured, tenure-track, or non-tenure track appointments and all members ex officio shall have the right to vote.~~ All faculty members who are tenured, tenure-track, or non-tenure-track (i.e., instructors and senior instructors), and all members ex officio shall have the right to vote. The official list of members of the faculty is that list submitted each year by the Dean of the College to the Secretary of the University Faculty, as provided in the Faculty Handbook, Chapter 2, Article I, Section F. Constitution of the University Faculty, Section I.F.

Section 5. Non-voting Members

Persons holding emeritus or special faculty appointments shall be invited to attend faculty meetings and participate in discussion but shall not vote.

ARTICLE III. RESPONSIBILITIES

Section 6. Responsibilities of the Faculty

The Faculty of the College of Arts and Sciences is responsible for all academic affairs of the college. As provided in the Constitution of the University Faculty, Article VII, Section A., Par. 1.d, the faculty recommends awarding of degrees in course. Other specific responsibilities include but are not limited to the following: a) making recommendations to the Faculty Senate

regarding requirements and standards for degrees, standards of admission for students, approval of new degrees, and discontinuance of existing degrees; b) review and approval of curricula and content of degree programs; and c) setting standards for and making recommendations regarding facilities for teaching, research, and scholarship.

ARTICLE IV. MEETINGS

Section 7. Regular Meetings

The faculty shall hold regular meetings at least once each semester in October and March on dates to be determined by the Executive Committee in consultation with the Dean of the College. The faculty at any regular meeting may, by majority vote, fix the date of the next regular meeting. The October meeting shall be designated the annual meeting and shall include reports by the chair of the Executive Committee and the Dean of the College on activities of the preceding and current academic years.

Section 8. Special Meetings

The faculty shall hold special meetings when called by the President, the Dean of the College, the majority of the Executive Committee, or on petition to the Dean of the College signed by no fewer than 10 percent of the voting members of the faculty. The purpose of such a special meeting shall be stated by the person or group requesting the meeting. The business of the special meeting shall be limited to the matter or matters for which the meeting was called.

Section 9. Notification

The Dean of the College shall notify each member in writing at least seven days before each regular meeting and at least three days before each special meeting, specifying the time, place, and agenda of the meeting. The Dean of the College shall provide for recording minutes of all meetings of the faculty and of the Executive Committee and for distributing them to all members of the faculty.

Section 10. Chair, Quorum, and Order of Business

The President, or in the absence of the President, the chair of the Executive Committee or an Executive Committee member designated by the chair, shall preside at both regular and special meetings of the faculty. Each meeting shall be conducted in accordance with the latest edition of *Robert's Rules of Order*. Twenty percent of the voting membership shall constitute a quorum. Decision shall be made by majority vote of the members in attendance.

The order of business at all regular meetings shall be as follows:

- a. Presentation and adoption of minutes
- b. Resolutions in memoriam
- c. Introduction of new faculty members
- d. Announcements
- e. Report of the Executive Committee
- f. Report of standing and special committees
- g. Report of the Faculty Senate's Representative to the Executive Committee

- h. Consideration of unfinished business
- i. Consideration of new business

ARTICLE V. COMMITTEES

Section 11. Standing Committees

The standing committees of the faculty shall be the Executive Committee, the Committee on Appointments, the Committee on Educational Programs, and the Graduate Committee.

Section 12. Selection and Terms of Office

Members of the standing committees shall be selected during the spring semester for the following year, by procedures specified in sections 14, 15, 24, 28, and 30. Terms of office shall begin on the day following commencement. The Dean of the College shall distribute to all members of the faculty a list of members to all standing and special committees at the beginning of each fall semester.

Section 13. Special Committees

The faculty may at any time provide for special committees to study and recommend on any matter or matters within its jurisdiction which it may deem appropriate.

ARTICLE VI. EXECUTIVE COMMITTEE

Section 14. Membership

There shall be 12 members of the Executive Committee, ~~10-11~~ with a vote and ~~two-one~~ without. The voting members shall consist of nine persons elected from the tenured, tenure track, and non-tenure track members of the faculty; one member of the faculty elected at large by the Faculty Senate to represent the college on the Executive Committee of the Faculty Senate ex officio; and the Dean of the College *ex officio*. ~~The n~~Non-voting members shall be ~~one person selected annually by the Executive Committee from the elected faculty senators of the college who shall serve as a liaison between the Executive Committee and the Faculty Senate, and one member~~ selected annually by the Chair Council from among its members ~~who and~~ shall serve as a liaison between the Executive Committee and the Chair Council (defined in Section 36).

Section 15. Election and Terms

Elected members of the Executive Committee shall serve overlapping three-year terms and shall not be eligible for immediate reelection.

Election shall be by a two-ballot process. The Dean of the College shall prepare and distribute a first, or nominating, ballot listing all persons eligible to serve according to the following rules: department chairpersons are not eligible for election. All faculty members who are tenured, tenure-track, or non-tenure-track (i.e., instructors and senior instructors)- ~~All tenured, tenure track, and non-tenure track faculty members~~ are eligible except those from departments already represented among continuing elected members of the Executive Committee.

The Dean of the College shall then prepare and distribute a second, or election, ballot according to the following rules: The election ballot shall list twice the number of nominees to be elected but also listing no more than one person from each eligible department. Subject to this rule, those persons receiving the greatest numbers of votes from the nominating ballot shall appear on the second ballot. The Executive Committee shall resolve any tie votes.

Vacancies shall be filled by reference to the results of the most recent election and in order of preference according to the votes cast. Vacancies must be filled according to the eligibility rules outlined above. Persons selected to fill such vacancies shall be eligible for election when their terms expire.

Section 16. Executive Committee Chair

The chair of the Executive Committee shall be a tenured faculty member and shall be elected annually by the committee from among its elected members. The election of the new chair shall be conducted at the first meeting of the incoming committee which shall be called by the Dean of the College.

Section 17. Regular Meetings

The Executive Committee shall hold meetings monthly during the academic year beginning in September on dates to be selected by the chair. However, the Executive Committee may at any regular meeting, by majority vote, fix the date of the next regular meeting.

Section 18. Special Meetings

The Executive Committee shall hold special meetings when called by the President, the Dean of the College, or the chair. The chair shall call a special meeting when requested by three members of the Executive Committee or when requested by 10 members of the faculty by a petition stating the purposes of the proposed meeting.

Section 19. Notification of Meetings

The chair shall notify each member of the Executive Committee in writing at least seven days before each regular meeting and at least three days before each special meeting specifying the time, place, and agenda of the meeting.

Section 20. Agenda

The agenda for Executive Committee meetings normally shall be as follows:

- a. Approval of minutes for the previous meeting
- b. Announcements by the chair of the committee
- c. Dean's report
- d. Committee reports
- e. Chair Council and Faculty Senate reports
- f. Consideration of Unfinished Business
- g. Consideration of New Business

Any faculty member in the college may request that an issue be placed on the agenda. Items of new business may be placed on the agenda by any elected member of the Executive Committee or the dean.

Section 21. Chairing Meetings

The chair or, in the chair's absence, a member selected by the Executive Committee shall preside at both regular and special meetings of the Executive Committee.

Section 22. Responsibilities

The Executive Committee shall consider all matters of policy, procedure, and any other matter within the jurisdiction of the faculty which the committee may deem appropriate. Such matters include but are not limited to appointments, reappointments, promotions, separations, tenure, academic freedom, curricula, professional and academic conduct, teaching load, student admission, terms and times of attendance, examinations, degree programs, and faculty organization.

A concern of the Executive Committee shall be fiscal planning and budget, and a subcommittee for that purpose may be established. Discussion of the college budget shall take place at least twice annually to consider budget matters at an early stage for the coming year and to review the budget after approval by the trustees.

The Executive Committee shall set the agenda for all regular meetings of the faculty, resolve tie votes in elections, and fill vacancies in committees.

The Executive Committee shall be advisory to the Dean of the College concerning the selection of department chairpersons, the appointment of special committees, and other matters that the Dean of the College may deem appropriate. It shall be advisory to the president in selection of the Dean of the College and shall nominate members of the search advisory committee in accordance with the Guidelines for Selecting Deans, Chapter 3, Part II, Section VIII. of Policies and Procedures for Members of the Faculty of Case Western Reserve University (hereinafter Policies and Procedures).

There shall be a review of the dean's performance every five years. The Executive Committee shall appoint a Dean Review Committee of six faculty members at the end of the fourth year of a dean's tenure which shall report to the Executive Committee by the end of the first semester of the fifth year. The review committee shall consider the dean's performance in the areas listed in Section 38: academic, fiscal, and administrative. The review report summarizing the committee's findings shall be discussed with the dean prior to transmission to the Executive Committee. ~~A summary of the findings shall be sent to the president for information and action. The Executive Committee shall transmit the report, together with the Executive Committee's recommendation with respect to reappointment, to the provost and the president.~~

The Executive Committee shall appoint the members of the Committee on Appointments and the Graduate Committee and prepare a slate of nominees for the Committee on Educational Programs in conformance with the criteria stipulated in Sections 24, 28, and 30.

The Executive Committee shall consider, on recommendation of the appropriate department chairperson, requests for sabbatical leaves of absence and shall forward them to the Dean of the College, together with the committee's recommendation on the merits of the study proposed and the applicant's qualifications to undertake it.

The Executive Committee, in conjunction with the Dean of the College, shall conduct elections in the spring semester for faculty senators representing the Faculty of the College of Arts and Sciences, according to the procedures specified in Section 39.

Section 23. Quorum and Voting

Six of the elected faculty members of the Executive Committee shall constitute a quorum and all decisions shall be by majority vote of those voting.

ARTICLE VII. COMMITTEE ON APPOINTMENTS

Section 24. Composition, Terms, Meetings, and Presiding Officer

The Committee on Appointments shall be composed of nine faculty members holding the rank of professor with tenure appointed by the Executive Committee, no two of whom shall be from the same department. The membership shall be selected so as to be broadly representative of the spectrum of disciplinary, scholarly, and research activities in the College of Arts and Sciences. Members shall serve a term of one year, but may be reappointed to a maximum of three consecutive years. The Dean of the College shall set a time and notify members of the first meeting each academic year. Vacancies for unexpired terms shall be filled by the Executive Committee. For meetings at which promotions, awards of tenure, or new appointments are acted upon, all members of the committee shall be present to constitute a quorum. At meetings dealing only with other matters, seven members shall constitute a quorum.

When an initial appointment must be considered and acted on at a time during which classes are not in session and, therefore, when some members may be unavailable to meet, the dean may appoint one or more temporary replacement members from among those who served on the committee in the previous academic year. Should this fail to constitute a nine-member group, the dean has the authority to make temporary special appointments in accordance with the composition guidelines outlined above in order to constitute a quorum of nine members.

The chair of the Committee on Appointments shall be elected annually by the committee at its first meeting of the academic year from among its own members. The Committee on Appointments shall hold meetings on dates to be determined by the chair, who shall notify each member at least three days before each meeting, specifying the time, place, and agenda for the meeting.

Section 25. Responsibilities

The Committee on Appointments shall consider all matters of tenure; promotions to the ranks of senior instructor, associate professor, professor, and research professor; initial appointments to the ranks of senior instructor, associate professor, professor, research associate professor, and research professor; appointments to chaired professorships; and third-year review of tenure-track faculty. The committee shall be advisory to the dean concerning appointments to chaired professorships. It shall also consider and make recommendations pertaining to the dismissal of tenured faculty members.

The committee is responsible for insuring the equitable applications of standards for assessing the credentials of all candidates considered by the Committee on Appointments in accordance with the Faculty Handbook, Chapter 3, Part One, Article I, Sections E-J. ~~Policies and Procedures, particularly Part One, Section I, Subsections E, F, G, H, I, and J in the Faculty Handbook.~~ Assessment of tenured and tenure-track faculty shall be based on contributions to teaching, scholarly activity, research, creative performance, professional service, and service to the university and community, taking into account the different mixes and styles of contributions

that are appropriate in different disciplinary areas. Assessment of research faculty ~~who are non-tenure track faculty~~ shall be based on contributions to scholarly activity and research. Each faculty member whose appointment leads to tenure consideration shall be considered for tenure no later than six years after the date of initial appointment to the tenure track.

Section 26. Procedures

At the beginning of each fall semester, the Dean of the College shall draw up a list of those faculty members who must be considered for tenure during that academic year and shall notify the appropriate department chairpersons. Each department shall consider the merits of each of its own candidates in accordance with the Faculty Handbook, Chapter 3, Part One, Article I, Sections F and I ~~Polieies and Procedures, particularly Section I, Subsections F and I,~~ and shall transmit its recommendations to the Committee on Appointments. A department may, on its own initiative or at the request of one of its faculty, propose a candidate for tenure and/or promotion following the prescribed procedures. In addition, instructors may request consideration for promotion to senior instructor status at any time during their careers (although applicants should try to ensure they have sufficient work histories to be adequately evaluated).

For each candidate considered by the Committee on Appointments, the committee shall review the recommendation of the originating department and may invite the department chairperson or the chairperson's designee to appear before the committee to respond to questions from the committee. If there is a member of the committee from the same department, that member shall not participate in the discussion or voting.

The committee shall prepare a report containing its own recommendation, which shall represent a separate and independent assessment of the candidate as well as a review of the department's recommendation. The committee shall approve, disapprove, or refer recommendations back to the originating department for additional documentation. In the case where recommendations are referred back to departments, the departmental response shall normally be returned to the Committee on Appointments within two weeks. The chair of the Committee on Appointments is responsible for preparing each report and for insuring that the report accurately reflects the views of each member of the committee. In the event that the Committee on Appointments does not concur with the recommendation of the originating department, the committee shall transmit its report to the department chairperson for comment and submission of additional evidence in time for possible reconsideration by the committee before its recommendations are forwarded to the Dean of the College. All recommendations, positive and negative, shall be forwarded.

After receiving recommendations from the Committee on Appointments, the dean may convene a meeting with that committee in order to clarify matters related to the recommendations.

Section 27. Changes in Procedure

The Committee on Appointments shall recommend to the Executive Committee for its approval such rules governing the procedure of the Committee on Appointments and such criteria for the recommendation of appointments, promotions, and tenure as it deems appropriate.

ARTICLE VIII. GRADUATE COMMITTEE

Section 28. Membership

The Graduate Committee shall consist of six tenured, tenure-track, or non-tenure track faculty members, no two of whom are from the same department, and the Dean of the College *ex officio*. The Executive Committee shall appoint the faculty members and shall assure broad representation of academic disciplines. Faculty members shall serve three-year overlapping terms. The committee shall select its own chair from among its faculty members, and the chair shall serve a one-year renewable term.

Section 29. Responsibilities

The Graduate Committee shall advise the Executive Committee concerning the needs of, and opportunities for, enhancing the environment for scholarly research, creative performance, and other creative activities involving graduate students, particularly with regard to fostering high quality and productive graduate research and creative endeavors. It shall advise on all other matters related to graduate programs in the college including, but not limited to, financing graduate education, academic integrity, and opportunities for new graduate programs. It shall serve as a vehicle for consideration of faculty concerns about graduate matters.

Faculty members of the college may request that the committee chair convene a meeting of the committee to consider an issue. In such cases, the committee chair determines whether to convene the full committee. If the chair declines to convene the committee, the faculty member requesting the meeting may petition the entire committee to request a meeting. If a majority of the committee members agree, the committee chair will convene the committee to address the stated issue. If there is a tie vote, the dean's representative to the committee will break the tie. The Executive Committee must be informed of all such requests sent to the committee chair and kept apprised of the committee's deliberations.

ARTICLE IX. COMMITTEE ON EDUCATIONAL PROGRAMS

Section 30. Membership

The Committee on Educational Programs shall consist of 16 members as follows: nine tenured, tenure-track, or non-tenure track faculty members, no two of whom are from the same department; two undergraduate students appointed by the Undergraduate Student Government; two graduate students chosen by the Graduate Student Senate, the Dean of Undergraduate Studies *ex officio*, the Dean of Graduate Studies *ex officio*, and the Dean of the College *ex officio*. Faculty members to replace members of the Committee on Educational Programs whose terms have expired shall be elected at the regularly scheduled spring faculty meeting. Prior to this meeting, the Executive Committee shall prepare a slate of candidates for this election and additional nominations may be made from the floor. The nominees shall be representative of the broad spectrum of disciplines within the college. Any nomination from the floor shall have the nominee's prior consent. Faculty members shall serve three-year overlapping terms. The committee shall select its own chair from among its faculty members, and the chair shall serve a one-year, renewable term.

Section 31. Responsibilities

The Committee on Educational Programs shall address academic issues relevant to all educational programs in the college—undergraduate, graduate, and continuing—and shall undertake periodic reviews of these programs. It shall be the committee of first instance for all curricular matters, including degree requirements, terms and times of attendance, examinations, and new courses; it may have further jurisdiction as delegated to it by the Executive Committee. The committee shall report annually to the Executive Committee prior to the end of the academic year. In addition to a review of its activities during the year, the committee shall make recommendations for handling longer term educational issues which it has identified or which have been brought to its attention.

ARTICLE X. DEPARTMENTS

Section 32. Departments

The primary unit of the faculty is the College of Arts and Sciences. For the purpose of organizing the research and teaching functions of the faculty, the College of Arts and Sciences is divided into departments. The departments of the faculty shall be: Anthropology; Art History and Art; Astronomy; Biology; Chemistry; Classics; Cognitive Science; Dance; Earth, Environmental and Planetary Sciences; English; History; ~~Mathematics~~ Mathematics, Applied Mathematics, and Statistics; Modern Languages and Literatures; Music; Philosophy; Physics; Political Science; Psychological Sciences; Religious Studies; Sociology; ~~Statistics~~; and Theater. All faculty members must have an appointment within a department. Programs of study or centers for research which may be established within or between these departments shall not be deemed departments.

Section 33. Department By-Laws

A department may be governed in accordance with by-laws adopted by its membership, ratified by the faculty through the Executive Committee, and filed in the Office of the Dean of the College, provided that the by-laws are consonant with the Constitution of the University Faculty, Policies and Procedures, and with these by-laws.

Section 34. Appointment of Chairpersons and Term of Office

Each department shall have a chairperson who shall report to the Dean of the College. A chairperson shall be appointed by the president upon recommendation of the Dean of the College and after the latter has consulted individually with each member of the faculty of the department and with the Executive Committee. The recommendation to the president shall contain a summary of the consultations with the faculty members of the department. The selection process shall follow the “Guidelines for Selecting of Department Chairpersons” as described in the Faculty Handbook. The aim of the appointment process is to identify a candidate for department chairperson who is acceptable to the president, the Dean of the College, and the department faculty.

Section 35. Responsibilities of Department Chairpersons

The chairperson shall be the executive officer of the department and shall exercise leadership in matters of department policy, including appointments, promotions, research, instruction, and department administration, in accordance with Policies and Procedures. The chairperson shall represent the interests of the department and of individual members of the department to other departments and to officers of the administration, keeping the department faculty informed of administrative actions and the administration informed of department action. Within the limitations imposed by confidentiality of individual faculty members, the chairperson shall keep the faculty of the department informed on issues of concern to the department.

The chairperson shall prepare the department's budget, subject to the approval of the Dean of the College. The chairperson shall monitor the expenditures of the department budget and shall report at least once each year to the faculty of the department on the state of the department budget.

The chairperson shall transmit recommendations for faculty appointments, reappointments, promotion, and tenure, together with his or her independent recommendation, and shall be the hiring officer for all other personnel assigned to the department. The chairperson shall consult with faculty of the department on appointment of non-tenure track persons whose responsibilities include instruction.

The chairperson of each department shall transmit an annual report to the Dean of the College.

Unless the responsibilities are otherwise assigned in the department's own by-laws, the chairperson shall, as necessary, convene and preside at all department meetings, appoint committees, delegate duties, prepare teaching schedules, maintain records, and conduct correspondence.

Section 36. Chair Council

The chairpersons of all the departments shall meet jointly in a Chair Council. The council also shall have a member selected by the Executive Committee from among its members. The Chair Council shall meet regularly, and shall be chaired by the Dean of the College. It shall address the common issues which arise from the responsibilities of department administration and shall function to share information and exchange views of matters of mutual concern to the departments.

Departments may choose to form separate groups of chairpersons from departments with common concerns. These separate groups may convene their own meetings or may be convened by the Dean of the College. They also may bring their concerns directly to the Chair Council or the Dean of the College.

ARTICLE XI. THE DEAN OF THE COLLEGE

Section 37. Appointment

The chief executive officer of the faculty shall be the Dean of the College of Arts and Sciences. The Dean of the College shall be appointed in accordance with Article VII.A of the Constitution of the University Faculty and with the Guidelines for Selection of Deans, Part II., Section VIII., of Policies and Procedures.

Section 38. Responsibilities

The Dean of the College has academic, fiscal, and administrative responsibilities.

a. Academic

The Dean of the College shall have the responsibility to build and maintain a faculty whose commitments and quality are consonant with the mission of the college; to provide leadership in undergraduate and graduate student recruitment and selection for the college; to achieve and maintain faculty balance and student balance in the college consonant with the concept of a comprehensive College of Arts and Sciences; to undertake regular and systematic department reviews with the goal of improving the quality of programs and research activities; to develop and sustain both graduate and undergraduate programs of the highest quality; and to represent the academic needs, ambitions, and plans of the college both to the university administration, to other constituent faculties, and to outside constituencies.

b. Fiscal

The Dean of the College shall be responsible for administering the budget of the college to meet the objectives stated in Subsection a. above, and shall communicate the fiscal needs of the college to the university and other groups. The dean shall aggressively pursue all sources of income—including endowments, grants, tuition income, and gifts—in order to support the objectives of the college. Unless otherwise directed by the president, the dean shall serve as vice chair of the Case Advisory Board and present appropriate funding proposals from departments and programs in the college. The dean shall review the budget periodically with the Executive Committee and shall make an annual report of the budget and fiscal status of the college at a regular faculty meeting of the college.

c. Administrative

The Dean of the College shall assure the development and implementation of policies and best practices to promote effective and efficient operation of the college. Through engagement with unit faculty and stakeholders, the dean shall lead development of strategic and related plans and ensure their implementation and shall promote regular and open communication of information and decisions with faculty and other college stakeholders. The dean shall support the professional development and advancement of faculty and staff of the college, encourage high ethical and professional standards for all members of the college, shall support and encourage leadership development within the college, and shall assure that procedures and practices for evaluation of performance of faculty and staff, promotions, tenure, and leave are clearly documented and communicated. The ~~Dean of the College~~dean shall communicate directly with each department chairperson regarding fiscal and academic issues within the departments. The dean shall also identify and recommend appointments of department chairpersons to the president.

ARTICLE XII. REPRESENTATION IN UNIVERSITY GOVERNANCE

Section 39. Faculty Senate

The faculty shall provide representatives to the Faculty Senate in accordance with the by-laws of the body. All representatives at large shall be elected by a two-ballot process, the ballots to be prepared and distributed by the Dean of the College and the election to be conducted by the Executive Committee in conjunction with the Dean of the College. The first, or nominating, ballot shall list all faculty members eligible to serve. Those with the greatest numbers of votes shall appear on the second, or election, ballot. The number of nominees on the second ballot shall be twice the number of senators to be elected. The Executive Committee shall resolve any tie votes.

To help faculty make informed choices, the first ballot shall also list the current senators from the faculty with their departmental affiliations.

Section 40. Other Bodies

In other cases when the faculty is asked to select representatives to university bodies and when the mode of selection is not specified, the Executive Committee shall either appoint such representatives or designate an appropriate method of selection.

ARTICLE XIII. POLICIES ON APPOINTMENT, REAPPOINTMENT, PROMOTION AND TENURE OF FACULTY

Section 41. Faculty Titles and Definitions for Special Faculty Members

- a. Lecturer
Lecturers may be either part-time or full-time. The appointment is used for individuals whose primary responsibility is to teach one or more courses. Appointments are for one year. In some cases appointments are made with the possibility of limited renewal.
- b. Adjunct Faculty--(Instructor through rank of Professor)
Part-time service for individuals who hold primary staff or administrative positions within the university, or for individuals whose primary appointment is held outside the university in business, industry, or other institution. Adjunct faculty normally are not compensated. Continuing appointments are renewed annually with a \$0-salary contract after the dean's office has received notification from the department in the spring semester.
- c. Visiting Faculty--(Instructor through rank of Professor)
Full-time service (for the short- or long-term) for individuals from other academic institutions within the United States who are visiting for a period of up to three years, for individuals from foreign academic institutions who will visit for a period of one year or less, or for independent scholars without home institutions. Compensation may or may not be involved.
- d. Secondary Appointment--(Instructor through rank of Professor)
Part-time service for individuals who hold primary faculty appointments within the university. No faculty member may hold a secondary faculty appointment at a

rank higher than the rank held in his or her primary department or school. Compensation may or may not be involved. If compensation is to be made, a transfer of funds between departments or schools may be arranged. Usually there is no compensation paid directly to the individual. Continuing appointments are renewed annually by notification to the department during the spring semester.

- e. Clinical Faculty--(Instructor through rank of Professor)
Part-time service for individuals who will engage in clinical training and/or supervision of students. Clinical faculty normally are not compensated.
- f. Research Faculty (Research Associate Professor and Research Professor)
Appointment of research faculty shall follow the procedures described in the "Policies and Procedures for Research Faculty Appointments" approved by CAS and the Faculty Senate in 2000.

Section 42. Qualifications and Standards for Appointment, Reappointment, Promotion, and Tenure

The college evaluates candidates for appointment, reappointment, promotion, and tenure based on evidence of:

- a. expert knowledge of field and a demonstrated commitment to continuing development of that competence,
- b. dedication to and evidence of effective teaching,
- c. commitment to a demonstrated continuing program of research or advanced creative activity and evidence of achievement in this work, and
- d. willingness to perform university service.

Each department in the college must have written criteria for promotion and tenure and should make these available to faculty at least yearly.

Appointments and reappointments for non-tenure track faculty and for special faculty shall be made in accordance with the guidelines in Chapter 3, Part One, Section I.F of the University Faculty Handbook.

Section 43. Rights and Obligations of Faculty

The College of Arts and Sciences provides tenure-track faculty with a base academic year salary and office space. Non-tenure-track and special faculty receive resources as agreed in their contracts. The College of Arts and Sciences is committed to faculty development as described in the Faculty Development Policy adopted by the faculty on March 27, 1997.

Section 44. Procedures for Review of Tenure-track Faculty

The canonical pretenure period in the College of Arts and Sciences is six years. Tenure-track faculty shall receive an annual written evaluation of their professional progress relative to the qualifications for tenure described in the Faculty Handbook (3.1.F.). The department chair is expected to meet with the tenure-track faculty member annually to discuss his or her review. During the faculty member's third year, a formal review of progress toward tenure will be conducted by the eligible department faculty members. Absent sufficient eligible departmental faculty members (minimum of four), the dean will appoint a special committee for this purpose.

The department or special committee's report will be reviewed by the Committee on Appointments.

Tenured faculty receive a written review annually. Tenured associate professors should meet with their chair regularly to review their progress toward promotion. Each department has a written mentoring policy outlining department procedures for mentoring faculty through the process of tenure and of promotion. These policies are reviewed and approved by the Executive Committee.

Section 45. Terminations in the Case of Financial Exigent Circumstances

In accordance with Chapter 3, Part One, I, E., 3. of the University Faculty Handbook, these by-laws set forth the following guidelines for termination of faculty in the event of financial exigencies facing the college. If all other remedies are exhausted, tenured faculty shall be terminated in reverse order of seniority of rank. Within a rank faculty shall be terminated in reverse order of length of service within that rank.

ARTICLE XIV. AMENDMENTS

Section 46. Proposal

Amendments to these by-laws may be proposed at any time by the Executive Committee or by any tenured, tenure-track, or non-tenure track member of the faculty to the Executive Committee for review and recommendation. Proposed amendments shall be distributed by the Executive Committee in written form to each voting member of the faculty no later than 14 days before either the next scheduled faculty meeting, which shall include discussion of the proposed amendments in its agenda, or a special meeting called for the purpose of hearing discussion on the proposed amendment(s). Following the meeting, the Dean of the College shall distribute the proposed amendments along with a secret mail ballot to all voting members of the faculty.

Section 47. Approval

Approval of amendments shall require a two-thirds majority of the ballots cast, provided however that at least 50 percent of the ballots (excepting those from faculty on leave) have been returned.

ARTICLE XV. RATIFICATION

Section 48. Ratification

These by-laws shall be approved by a two-thirds majority of the total votes recorded. Upon approval, the by-laws shall be submitted to the Faculty Senate for its approval, according to the established procedures of that body.

December 4, 1992—Ratified by the Faculty of Mathematics and Natural Sciences
and the Faculty of Humanities, Arts, and Social Sciences

December, 1993—Amended by the Faculty of the College of Arts and Sciences

April 21, 1994—Approved by the Faculty Senate

October 18, 1994—Amended by the Faculty of the College of Arts and Sciences

March 25, 1999—Amended by the Faculty of the College of Arts and Sciences

February 10, 2000—Approved by the Faculty Senate

November 30, 2001—Amended by the Faculty of the College of Arts and Sciences

March 26, 2002—Approved by the Faculty Senate

April 15, 2003—Amended by the Faculty of the College of Arts and Sciences

October 22, 2003—Approved by the Faculty Senate

May 9, 2003—Amended by the Faculty of the College of Arts and Sciences

October 22, 2003—Approved by the Faculty Senate

November 30, 2003—Amended by the Faculty of the College of Arts and Sciences

April 29, 2003—Approved by the Faculty Senate

October 11, 2005—Revision Approved by the A&S Executive Committee

December 9, 2005—Revision Approved by the Faculty of the College of Arts and Sciences

March 23, 2006—Approved by the Faculty Senate

October 17, 2007—Section 32 updated to show Religious Studies (formerly Religion)

April 28, 2010—Revisions (5) Approved by the Faculty of the College of Arts and Sciences

September 23, 2010—Motions Approved Re: Dept of THTR Split and Combination of Depts of COSI and
PSCL

November 16, 2010—Approved by the Board of Trustees

March 15, 2011—Revision to Rename Department of Geological Sciences to Department of Earth,
Environmental, and Planetary Sciences; Approved by the A&S Executive Committee

April 18, 2011—Approved by the Faculty of the College of Arts and Sciences

September 28, 2011—Approved by the Faculty Senate

October 15, 2011—Approved by the Board of Trustees

March 9, 2012—Revisions (8) Approved by the A&S Executive Committee

April 20, 2012—Approved by the Faculty of the College of Arts and Sciences

_____ --Approved by the Faculty Senate

_____ --Approved by the Board of Trustees

October 11, 2012—Revision to Rename Departments of Mathematics and Statistics to be Department of
Mathematics, Applied Mathematics, and Statistics Approved by the A&S Executive
Committee

November 16, 2012—Approved by the Faculty of the College of Arts and Sciences

_____ --Approved by the Faculty Senate

_____ --Approved by the Board of Trustees

BYLAWS OF THE FACULTY OF
THE MANDEL SCHOOL OF APPLIED SOCIAL SCIENCES
CASE WESTERN RESERVE UNIVERSITY

Revised by MSASS Faculty – ~~04/16/2012~~[01/28/2013](#)
Ratified by Faculty Senate – 10/25/2012

Article 1
Purpose

- 1:1 These bylaws and all amendments adopted as hereinafter provided shall constitute the rules and regulations governing the conduct and procedures of the constituent faculty of the Mandel School of Applied Social Sciences (hereinafter called the faculty) in the performance of its duties, as specified in and authorized by the constitution of the University Faculty of Case Western Reserve University.

Article 2
Membership

2:1 Members

Members of the faculty shall be all persons holding tenured or tenure track appointments, non-tenure track appointments, or special faculty appointments, as defined in Article I, sections A, B, and C, of the Organization and Constitution of the Faculty, in the constituent programs of the Mandel School of Applied Social Sciences. Special faculty members include persons holding part-time or full-time academic appointments with specific limited responsibilities for the duration of a specific project or for a limited duration, including visiting faculty at all ranks, research faculty (at the ranks of assistant professor, associate professor, and professor), adjunct faculty (at the ranks of instructor and senior instructor and called adjunct instructor or adjunct senior instructor), field education faculty (at the rank of instructor and called field education instructor), specific named professors (according to requirements established for the position), and clinical special faculty at all ranks. All types and titles of special faculty are subject to the approval of the provost.

Secondary appointments are made as special faculty appointments. They are designed for persons who hold primary appointments in other schools/departments within the university. Such an appointment shall be at the rank of instructor, senior instructor, assistant professor, associate professor, or professor.

A faculty member shall be considered full-time if he/she is engaged fifty percent or more time in approved academic activities and the academic activity is conducted at an approved site. Faculty members holding part-time appointments shall be invited to attend faculty meetings but shall not hold elective positions. For voting rights see 2:6.

2.2 The majority of appointments shall be tenured or tenure track.

By separate resolution the constituent faculty of the Mandel School of Applied Social Sciences sets the specific ratio of tenured/tenure track to non-tenure track faculty. However, as stated in Article I, Section D of the University Faculty Handbook, except under special circumstances which are reviewed by the Faculty Senate and approved by the provost, the majority of the voting university faculty members at all times within each constituent faculty shall be tenured or tenure track faculty.

2:3 Terminations in the Case of Financial Exigent Circumstances

In accordance with Chapter 3, Part One, I, E., 3. of the University Faculty Handbook, these bylaws set forth the following guidelines for termination of faculty in the event of financial exigencies facing the school. Special faculty, in reverse order of seniority of rank and years of service, would be terminated first. Then, if necessary, non-tenure track faculty in reverse order of seniority of rank and years of service would be terminated. Tenure track, but untenured faculty, in reverse order of seniority of rank and years of service would then be terminated. Finally, if all other remedies are exhausted, tenured faculty in reverse order of seniority of rank and years of service would be terminated.

2:4 Ex-officio Members

The president and provost shall be *ex-officio* members of the faculty as provided in the bylaws of the University Board of Trustees.

2:5 Student Representatives

One student from each class (first and second year) in the masters program and one at-large from the doctoral program students shall be voting members of the faculty. An alternate shall also be designated who shall have voting rights if a voting member is not present.

Students from the masters program are selected by the chair and members of the officially recognized student government organization. The doctoral student selected by the doctoral student body to represent them in the Doctoral Program Executive Committee shall act as the doctoral representative.

2:6 Voting Members

- a. All tenured, tenure track and non-tenure track members of the faculty and student representatives may vote on general faculty matters. Student representatives may not vote on any matters pertaining to their own or other students' candidacy for degrees. Special faculty members have no vote on any

matters coming before the university faculty and no vote on any matter coming before the MSASS faculty, unless specifically asked, with prior notice, to vote on a particular issue by the voting faculty.

- b. Administrative directors without academic rank not defined as members of the faculty may vote on MSASS internal matters if so approved by the voting faculty members with prior notice.
- 2:7 The dean of the Mandel School of Applied Social Sciences shall certify the names of all administrative directors, faculty members, and students who are voting members of the faculty, and their respective ranks, titles, and positions within 30 days after the beginning of the academic year and thereafter as new appointments occur. This list shall be circulated to the faculty as soon as possible after the beginning of the academic year.
- 2:8 The dean shall furnish to the secretary of the university a list of all members of the faculty in accordance with Article 1, Section F, of the constitution of the University Faculty.

Article 3 Meetings

3:1 Regular Meetings

The faculty shall hold meetings as appropriate, but not less than two full meetings per semester, on dates to be determined by the dean.

Administrative directors without academic rank may be invited to attend faculty meetings but shall not hold elective positions.

3:2 Special Meetings

Special meetings shall be held at the request of the president or the dean, or on petition to the dean by 20 percent of the voting members of the faculty, stating the purpose of the proposed meeting.

3:3 Presiding Officer - Rules of Order

The president or designated deputy shall preside at both regular and special meetings and shall conduct such meetings in accordance with *ROBERTS RULES OF ORDER*, latest edition. A faculty parliamentarian may be appointed by the dean.

3:4 Minutes

A person shall be designated by the dean who shall record the attendance at all meetings of the faculty and shall keep the minutes of all such meetings.

3:5 Quorum and Procedure of Voting

Sixty percent of the voting members of the faculty shall constitute a quorum and all decisions shall be by majority vote of those present, providing a quorum is present, except as specified.

Article 4
Committees

4:1:1 The authority for educational policy rests with the faculty as a whole. Committees act in their behalf and are ultimately responsible to the faculty.

4:1:2 Standing committees of the faculty shall be the Steering Committee, Faculty Committees for Promotion and Tenure, Masters Curriculum Committee, Committee on Students, Committee on the Doctoral Program, ~~and~~ the Library Committee and the Information Technology Committee. Faculty and/or the dean may at any time establish committees to study and make recommendations on any matter within the jurisdiction of the faculty. Chairpersons of all standing committees shall be appointed by the dean except as specified in the bylaws. Unless exceptions are noted, only tenured, tenure track and non-tenure track faculty shall serve on standing committees.

4:1:3 Members of the Steering Committee, Masters Curriculum Committee, ~~and~~ the Doctoral Program Executive Committee and the Information Technology Committee shall be selected during the spring semester. Their terms of membership and method of selection shall be as specified by faculty in procedures guiding operation of each committee.

4:1:4 The dean shall prepare and distribute annually to all faculty members a list of all members of standing, advisory, and *ad hoc* committees.

4:2:1 Steering Committee-Function

The purpose of the Steering Committee shall be to make recommendations to the faculty on policies related to the governance of the school. The functions of the Steering Committee shall include but not be limited to the following:

- a. making recommendations to the faculty on the mission and overall direction of the school;

- b. advising the dean and consulting with him/her on the appointment of major academic officers, on the granting of sabbatical leave requests, on formulation of the budget, on the allocation of the school's resources and facilities, on long-range planning, and other matters of similar concern to the faculty;
- c. reviewing and monitoring the school's budget;
- d. reviewing current programs, policies, and organizational structures with regard to their effectiveness, and exercising initiative in proposing the development and introduction of new programs, policies, and organizational structures; and
- e. recommending bylaws revisions and amendments.

4:2:2 Steering Committee - Membership – Structure

The Steering Committee shall consist of the chairperson, six elected faculty members, and the faculty representative on the Senate Executive Committee *ex officio*. The dean, associate dean of academic affairs and the associate dean of research and training, the chairperson of the doctoral program, and the director of field education shall participate as *ex-officio* members.

The chairperson and faculty members of the Steering Committee shall be elected from the entire faculty eligible to vote. Elected members shall serve overlapping three-year terms. Vacancies shall be filled by election. Members shall be eligible for re-election.

A standing Budget Subcommittee appointed by the Steering Committee chair shall consult with the dean on the formulation and implementation of the school's budget. Budget Subcommittee members can include faculty who are not members of the Steering Committee.

A standing Research & Training Subcommittee of the Steering Committee shall monitor the research and training activities of the school. The chair and members of this Subcommittee shall be appointed by the Steering Committee chair.

4:2:3 Steering Committee - Meetings

Meetings of the Steering Committee shall be held at least twice in a semester and on call of the chairperson who shall give appropriate notice of all meetings to each member of the committee, specifying time, place, and agenda of the meeting. Steering Committee meetings shall be open to all members of the faculty.

4:3:1 Faculty Committees for Promotion and Tenure

In accordance with the Faculty Handbook (Chapter 3, Part One, I, A., 3.), at the time of the initial appointment, the faculty member shall be provided with a general written description of 1) the criteria by which his/her performance will be judged, and 2) the teaching, research and scholarship, and service required to maintain faculty status and for renewal of appointment, promotion, and/or tenure, as applicable.

The criteria for each category of faculty appointment and for promotion and tenure are developed by the MSASS faculty and described in Bylaws Attachment A, subject to approval by the provost, as appropriate for its discipline, and following the criteria set forth in Chapter 3, Part One, I, F., 3. of the University Faculty Handbook. The MSASS faculty shall also set forth written procedures providing for an appropriate review of each member of the faculty, as defined in Chapter 3, Part One, I, F., 5. of the University Faculty Handbook. All faculty members, with the exception of part-time faculty, receive an annual review. A Faculty Development Committee offers career guidance to each tenure track faculty member during the pre-tenure period. The option of forming an advisory committee for the purpose of career guidance and development shall be available to tenured faculty seeking promotion, non-tenure track faculty, research faculty and adjunct faculty as well.

The maximum pre-tenure period for MSASS tenure track faculty shall be six years. However, during the pre-tenure period, individual extensions may be granted in accordance with the guidelines set forth in Chapter 3, Part One, I, G., 5. and 6. of the University Faculty Handbook.

A committee consisting of all faculty eligible to vote shall meet to review candidates for promotion and tenure in accordance with the criteria and procedures for promotion and tenure established by the MSASS faculty.

These faculty shall consider all promotions and awards of tenure to insure the application of equitable standards for assessing credentials and to insure compliance with the personnel policy guidelines established by the university Faculty Senate.

On recommendations involving promotion of tenured and tenure track faculty, only tenured and tenure track faculty of rank equal or superior to the rank being considered shall be eligible to vote. On recommendations involving promotion of non-tenure track and special faculty, all voting faculty (tenured, tenure track, and non-tenure track) of rank equal or superior to the rank being considered shall be eligible to vote.

On recommendations involving tenure of tenure track faculty, only faculty with tenure shall vote.

The faculty committee considering promotion and/or tenure shall be chaired by the dean and shall make formal recommendations to the dean and university

administration. The dean's position should not be included in the vote but should be transmitted to the university in a separate report accompanying the formal recommendations submitted by the committees.

MSASS criteria (approved 12/19/94) for consideration of promotion and tenure are organized into four areas, as specified in the CWRU Faculty Handbook. . These are as follows:

1. expert knowledge of academic field and a commitment to continuing development of this competence;
2. effectiveness in facilitating learning;
3. implementation of a continuing program of research and scholarship;
4. assuming a fair share of school/university service and administrative tasks, including contributing to community and professional service.

The first criterion, “expert knowledge of academic field and a commitment to continuing development of this competence,” applies to all MSASS faculty: tenured, tenure track, non-tenure track, and special.

Tenured and tenure track faculty should provide evidence that they can and will continue to satisfy all of the other three criteria (2, 3 and 4).

Non-tenure track faculty should provide evidence that they can and will continue to satisfy at least two of the remaining three criteria (2, 3 and/or 4), depending on their initial appointment.

Special faculty should provide evidence that they can and will continue to satisfy at least one of the other three criteria (2, 3 and 4), depending on their initial appointment.

Faculty hired in the tenure track must remain in the tenure track. Faculty in the non-tenure track can apply for an open tenure track position, but if they move into a tenure track position, they cannot move back to a non-tenure track status.

MSASS shall provide an appropriate allocation of resources and time (taking into account rank and type of faculty appointment) for scholarly growth, academic achievement, and professional development, and shall delineate the commitment of resources that accompany an award of tenure.

4:3:2 Appointments Beyond Pre-Tenure Period

MSASS faculty members who have been denied tenure by the university may be given renewable term appointments not leading to tenure consideration,

contingent upon full financial support from non-university resources. Such faculty members would be in the special faculty category.

4:4:1 The Curriculum Committee - Function

The purpose of the Curriculum Committee shall be to provide leadership, establish standards and initiate activities for overall planning, development, and coordination of the degree and non-degree or educational programs. It shall recommend to the faculty policies and procedures with respect to the following:

- a. curriculum philosophy and standards;
- b. overall structure;
- c. alternative programs leading to the master's degree; and
- d. requirements for matriculation and graduation.

It shall take responsibility for initiation and execution of ongoing and periodic assessment of programs; and shall establish criteria for reviewing educational programs and proposals.

It shall review the practices and proposals of sub-units to determine their appropriateness and compatibility with overall curriculum education policy and priorities.

[The Curriculum Committee functions do not include doctoral education. All matters concerning doctoral program curriculum and standards are the purview of the Doctoral Program Faculty, as set forth in section 4:6:1.](#)

4:4:2 Curriculum Committee – Membership

The committee consists of the following persons:

- a. six full-time faculty members, balanced by rank and responsibility in the school, serving overlapping three-year terms;
- b. the associate dean for academic affairs and/or designee;
- c. two students elected by the officially recognized student government organization;
- d. a representative selected by the Alumni Board;
- e. one member from the adjunct faculty, appointed by the associate dean for academic affairs;
- f. the administrator for student services;

- g. the director of field education or a designee; and
- h. a field instructor, recommended by the director of field education.

The committee chairperson shall be appointed by the dean.

Members of the faculty may submit nominations for committee membership to the chair of the committee and may nominate themselves. The Curriculum Committee will select nominees and, in the spring semester, present to the faculty a slate that meets the criteria for balance. The slate shall be sent to faculty at least one week in advance of the meeting at which the election is to occur. Any member of the faculty may submit an alternative slate.

Faculty shall be elected to overlapping three-year terms.

4:5:1 Committee on Students– Function

The Committee on Students shall be responsible for formulating policies related to carrying out its administrative functions and for recommending such policies to the Steering Committee and faculty for action.

The committee shall make administrative decisions regarding:

- a. students whose behavior is determined by the Dean’s Committee on Consultation to be in violation of the Professional Code of Conduct Policy (see the M.S.S.A. Program Instructor’s Manual and the MSSA Student Handbook);
- b. students who appear to be unable to make satisfactory progress in meeting field expectations;
- c. students who wish to petition for reinstatement following termination.

Following deliberations in this administrative role, the committee shall recommend a plan of action to the associate dean for academic affairs including suspension, termination, reinstatement or no further action. The associate dean for academic affairs will provide the final decision on the committee’s administrative action. At any point the committee may consult with the University Office of Student Affairs.

Student appeals of Committee on Students’ actions shall be made to the dean.

4:5:2 Committee on Students– Membership

The committee and its members shall be appointed by the dean. The committee includes the director of field education or his/her designee, the appointed

chairperson of the committee and two other faculty members, one member of the Field Education Advisory Committee, two students, and alternates for faculty, field, and student members. The alternates serve when regular members are unable to attend.

The associate dean for academic affairs, or designee, should participate as an ex-officio member.

All faculty members shall have a responsibility to serve on the committee.

Faculty members shall be appointed for a maximum of a three-year term. Provision shall be made for staggering the terms of office, with no more than two rotating off in any one year. Vacancies shall be filled by the appointment of the dean.

The representative from the Field Education Advisory Committee shall be recommended to the dean by the chairperson of the Committee on Students. One student and an alternate from the first year class shall be elected by the officially recognized student government organization in January. An additional first year student is elected in May. Names of students are presented to the dean for appointment to the committee to serve until January and May of the following year.

All members, except ex-officio, are voting members. A quorum is defined as four voting members. Voting members who cannot attend a meeting are required to arrange for an alternate: faculty and student members, and the Field Education Advisory Committee representative arrange with their alternates and the director of field education with a designated field office staff member.

4:6:1 The Doctoral Program Faculty

The functions of the doctoral program faculty shall be to provide leadership, establish standards and initiate activities for overall planning, development and coordination of the doctoral program. Under the authority of the total faculty, it shall make decisions concerning:

- a. degree requirements;
- b. curriculum;
- c. standards of admission; and
- d. student standing and promotion.

The doctoral program faculty shall be members of the faculty as defined in Article 2, Section 1, who hold doctoral degrees, and other members teaching in the doctoral program. The doctoral program faculty shall report to the total faculty at least once a year.

4:6:2 The Doctoral Program Executive Committee

The Executive Committee of the doctoral program shall be composed of four members of the doctoral program faculty elected at-large, one student who shall be elected by the students enrolled in the doctoral program, the chairperson of the doctoral program, the dean, and those persons who have major responsibility for constituent areas of the doctoral curriculum. The term of office of elected members shall be two years with one half elected in the spring semester in alternate years.

The functions of the doctoral program Executive Committee shall be to act in behalf of the constituent faculty in matters related to the functions outlined in Section 4:6:1, making recommendations to the constituent faculty and decisions as directed.

4:6:3 The Chairperson of the Doctoral Program Faculty

The chairperson of the doctoral program faculty shall be appointed by the dean and shall be a full-time faculty member. He/she shall act as presiding officer of the doctoral program faculty and the doctoral program Executive Committee.

4:7:1 The Library Committee

The Library Committee shall review and make recommendations to the faculty concerning issues related to the library. The functions shall include, but not be limited to:

- a. making recommendations to the faculty on the mission and overall direction of the library;
- b. advising and consulting with the library director on the library's budget and long range planning; and
- c. reviewing current library policies and making recommendations reflecting changing user needs.

The Library Committee shall meet at least twice during each of the fall and spring semesters and on call of the chair.

4:7:2 Library Committee – Membership

The Library Committee shall consist of four faculty members, the library director, one student representative from each of the masters and doctoral programs and one alumnus. The faculty members should represent, as far as possible, the various program and research constituencies in the school.

The faculty membership is to be appointed by the dean, the student representative by their own constituencies and the alumnus by the Alumnae Association. Terms of membership shall be overlapping two-year terms and members may be reappointed. The chair shall be selected by the dean with the library director not being eligible to chair the group.

4:8:1 Research & Training Subcommittee

The purpose of the Research & Training Subcommittee is to establish and assure a scholarly research environment within the school. Specifically, the committee shall:

- Provide leadership and initiate activities for overall planning and development of research and training grants and funding.
- Recommend to the Steering Committee policies and procedures with respect to supporting and advancing the research mission of MSASS.
- Assess the training and professional development needs of faculty, doctoral students and staff with respect to research and recommend programs to meet these needs.
- Prepare and deliver to the Steering Committee, at least yearly, a report on research and training programs and of MSASS research administration.
- Encourage and support faculty to develop research and training proposals.
- Oversee the investment funds for research and training development (i.e. funds for pilot studies and proposal preparation).
- Provide leadership and work with the Doctoral Program Executive Committee to develop research training and funding opportunities for doctoral students.
- Promote research visibility external to MSASS through developing a research newsletter, research content on the MSASS web site, research features in MSASS publications and research briefs.
- Receive reports from faculty representatives to University Research Council and Faculty Senate Research Committee, and serve as a conduit for bringing relevant University research issues to the Steering Committee.

4:8:2 Research & Training Subcommittee – Structure and Membership

Faculty (tenured, tenure track, non-tenure track, special), senior research associates, center directors and principal investigators are eligible for membership on the subcommittee. There should be a minimum of eight members of the subcommittee, including Associate Dean for Research and Training and the chair of the doctoral program. At least one member of the subcommittee should also sit on the curriculum committee for the purpose of assuring the flow of information. The dean of the school and Manager for Research & Training shall be *ex-officio* members of the subcommittee. The appointments should be staggered and for a three-year term.

4:9:1 Dean's Committee on Consultation – Function

The purpose of the Dean's Committee on Consultation is to provide consultation to any member of the academic team when a student situation presents which may not warrant immediate administrative action, but where members of the academic team believe that additional or different supporters may be needed to assure that the student has the opportunity to be successful in the program. The Dean's Committee on Consultation shall be responsible for formulating policies related to carrying out its consultative functions and for recommending such policies to the Steering Committee and faculty for action.

The committee shall make consultation decisions regarding:

- a. Students who are presenting problems, either in the classroom or in the field, that are affecting their performance;
- b. Students who are being placed on disciplinary warning or probation and develop a pattern of problematic performance in violation of the MSASS Professional Code of Conduct Policy found in the M.S.S.A. Program Instructor's Manual and MSSA Handbook;
- c. Academic misconduct matters as outlined in the Case Western Reserve University Academic Integrity Standards has occurred;
- d. Other situations where a member of the academic team is concerned that the student's performance or behavior may not lead to successful completion of the program.

Following deliberations in this consultation role, the committee shall recommend a plan of action to the associate dean for academic affairs. In cases where serious academic misconduct is found, this plan may include referral to the Dean of Graduate Studies for possible action, as provided in the CWRU Academic Integrity Standards. If the alleged violation is one for which the penalty is separation from the university (defined as level 3 and level 4) in the Academic Integrity Standards for Graduate Students (Chapter 4, Article VI of the Case Western Reserve University Faculty Senate Handbook, then the dean of the Mandel School will automatically forward the case to the dean of graduate studies

to be heard under the University Academic Policies and Procedures. In cases where students are having serious difficulties in meeting field requirements or when the students' behavior is in violation of the Professional Code of Conduct Policy (see the M.S.S.A. Program Instructor's Manual and the MSSA Student Handbook), the committee shall refer the student to the Committee on Students to consider administrative action.

The Dean's Committee will coordinate and continue to monitor the progress of students who are presenting problems in the classroom or in the field. At any point in the consultation process, the administrators of student services or academic affairs may consult with the University Office of Student Affairs.

4:9:2 Dean's Committee on Consultation – Membership

The Dean's Committee on Consultation is chaired by the Assistant Dean for Student Services and Director of Student Services or his/her designee. The committee includes the director of field education or his/her designee and the Associate Dean for Academic Affairs or his/her designee.

The designee for the director of field education shall be recommended to the dean by the director of field education. The student's field and academic advisor may be asked to meet with the committee. Other members of the academic team may be asked to meet with the committee as needed.

4:10.1 Information Technology Committee - Function

The charge for this committee shall be to review and to make recommendations to the faculty concerning issues related to information technology at the Mandel School. The functions shall include, but not be limited to: making recommendations to the faculty on the mission and overall direction of IT; advising and consulting with the MSASS Director of IT on the IT budget and both short-range and long-range planning; reviewing current IT practices, priorities, and policies and making recommendations reflecting current and projected user needs and act as interface with the University level IT committee and appropriate sub-committees.

4:10.2 Information Technology Committee – Structure and Membership

The Chair of this Standing Committee shall be a member of the MSASS faculty. Voting members of this Standing Committee shall include 3 elected representatives from the faculty, the Director of Information Technology, and one appointed representative each from master's students, doctoral students, and staff. Voting members shall serve two year overlapping terms. Ex officio members of the IT Standing Committee shall include the Dean of the Mandel School, Associate Dean for Research and Training, Associate Dean for Academic Affairs, Assistant Dean for Financial

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[Administration, Chair of the Doctoral Program, Chair of the Master's Program, Director of the Harris Library, and MSASS Registrar.](#)

Article 5
Constituent Programs of MSASS

- 5:1 Constituent programs are: Masters in Social Work Program, Doctoral Program, Continuing Education Program, and such other programs as shall be created.

Leaders of constituent programs shall be appointed by the dean in consultation with the Steering Committee. These persons shall be charged with responsibility for educational and administrative leadership of their programs, and will be responsible to the dean in all matters except those lying within the authority of the faculty as a whole, or where authority is shared with another program of the university.

Each constituent program shall be organized internally as specified in the bylaws or in consultation with the Steering Committee.

Article 6
Dean of MSASS

- 6:1 Appointment of Dean and Term of Office

The dean of MSASS shall be appointed for a specified term by the president after consultation with members of the faculty and the Executive Committee of the Senate.

6:2 Functions of the Dean

The dean of MSASS shall be the chief executive officer of the school and chairperson of the faculty, charged with broad responsibility of representing its interest in the academic and administrative management of the university as a whole and shall perform such other duties as are specified elsewhere in these bylaws.

6:3 Other Administrative Officers

Appointments to or creation of any positions of associate dean, or other administrative offices shall be made by the dean in consultation with the Steering Committee.

Article 7

Representation in University Governance

7:1 The faculty of MSASS shall be represented in university governance by its dean, associate deans, and separate faculty members, as they shall from time to time be selected to serve on various university bodies.

The faculty of MSASS shall provide representatives to the Faculty Senate, and other university bodies in accordance with the bylaws of those bodies.

Article 8

Amendment of the bylaws

8:1 These bylaws may be amended at any meeting of the faculty by a vote of 60 percent of the members present, provided however, that the quorum of such a meeting shall be 60 percent of the voting faculty, and provided that the dean shall have distributed to each voting member of the faculty a written copy of the proposed amendment at least 14 days before the meeting

Following initial amendment, the bylaws shall be submitted to the appropriate committee of the Faculty Senate for review. Changes suggested by that committee shall be presented to the Steering Committee for its approval and then forwarded to faculty for final review and approval using the procedure discussed above. Approved bylaws are then submitted to the Faculty Senate for ratification.

Article 9
Ratification of the bylaws

- 9:1 These bylaws shall become effective when approved by the faculty and ratified by the Faculty Senate.
- 9:2 A copy of the current bylaws shall be provided to the faculty by the dean.

Approved by MSASS faculty

November 20, 1989
Revised December 22, 1992
Revised April 25, 1994
Revised February 20, 1995
Revised December 16, 2002
Revised February 18, 2003
Revised August 23, 2004
Revised September 20, 2004
Revised March 27, 2006
Revised January 14, 2008
Revised February 11, 2008
Revised October 20, 2008
Revised February 16, 2012
[Revised April 16, 2012](#)
~~[Revised Oct 25, 2012](#)~~
[Revised January 28, 2013](#)

Ratified by Faculty Senate

January 28, 2003
October 27, 2004
April 27, 2006
September 24, 2008
October 25, 2012

**Mandel School of Applied Social Sciences
Case Western Reserve University**

**BYLAWS ATTACHMENT A
STANDARDS FOR APPOINTMENT, REAPPOINTMENT, PROMOTION AND TENURE
FOR TENURED, TENURE TRACK, NON-TENURE TRACK AND SPECIAL FACULTY**

(Numbers in parentheses refer to criteria area. Criteria 1 applies to all faculty.)

MSASS criteria for consideration of promotion and tenure are organized into four areas drawn from the CWRU Faculty Handbook. These are as follows:

1. Expert knowledge of their academic field and a commitment to continuing development of this competence
2. Effectiveness in facilitating learning
3. Implementation of a continuing program of research and scholarship
4. Assuming a fair share of school/university service and administrative tasks, including contributing to community and professional service

Tenured & Tenure Track (Criteria 1- 4 apply for tenured and tenure track)	Non-Tenure Track & Special (where rank is applicable) (Criteria 1 applies to all. At least two of criteria 2, 3 & 4 apply to non-tenure track; at least one applies to special)
<u>INSTRUCTOR</u> This rank not applicable	<u>INSTRUCTOR</u> <ul style="list-style-type: none"> • Master’s degree in social work or related field. (1) • Evidence of professional expertise and excellence in an area of social welfare. (3) • Evidence of pedagogical abilities relevant to social work education. (2) • Willingness to participate in school service and administrative tasks. (4) • Community social welfare service orientation as evidenced by participation in local activities. (4)
<u>SR. INSTRUCTOR</u> This rank not applicable	<u>SR. INSTRUCTOR</u> <ul style="list-style-type: none"> • Master’s degree in social work or related field.

<p align="center">Tenured & Tenure Track (Criteria 1- 4 apply for tenured and tenure track)</p>	<p align="center">Non-Tenure Track & Special (where rank is applicable) (Criteria 1 applies to all. At least two of criteria 2, 3 & 4 apply to non-tenure track; at least one applies to special)</p>
	<p>(1)</p> <ul style="list-style-type: none"> • Recognition of area of expertise by local/community professionals as evidenced by honors, publications, and/or presentations. (1) • Competence in pedagogical abilities relevant to social work education as evidenced by courses developed, new courses taken on, range of courses taught, teaching evaluations, etc. (2) • Contributions to development of social work education as evidenced by ABLE participation, continuing education, guest lectures for other courses, etc. (2) • Evidence of teaching competence over time as measured by attainment of performance goals set for teaching. (2) • Scholarly productivity as evidenced by local, state, and/or national presentations. (3) • Participation within the school in administrative and membership roles in committees, programs, and school initiatives. (4) <p>Participation in professional/community organizations and undertakings. (4)</p>
<p align="center"><u>ASSISTANT PROFESSOR</u></p> <ul style="list-style-type: none"> • Earned doctorate. • Developing knowledge in one or more areas of knowledge, practice, research and/or education. (1) • Capacity for scholarly productivity as evidenced by research, demonstration or practice projects, professional presentations, teaching materials or other media, monographs, reports, papers, articles, book chapters or books. (3) • Service commitment as evidenced by school/ professional community membership, state and local activities. (4) • Excellence in teaching as evidenced by teaching evaluations, courses taught, etc. (2) • A research area of expertise is evident. • Ability to attract funding for research. (3) 	<p align="center"><u>ASSISTANT PROFESSOR</u></p> <ul style="list-style-type: none"> • Earned doctorate. • Developing knowledge in one or more areas of knowledge, practice, research and/or education. (1) • Capacity for scholarly productivity as evidenced by research, demonstration or practice projects, professional presentations, teaching materials or other media, monographs, reports, papers, articles, book chapters or books. (3) • Service commitment as evidenced by school/ professional community membership, state and local activities. (4) • Participation within the school and university by assuming administrative and other roles in key committees, programs, and initiatives. (4) • Excellence in teaching and/or practice. (2) • Development of area of teaching focus. (2)

<p style="text-align: center;">Tenured & Tenure Track (Criteria 1- 4 apply for tenured and tenure track)</p>	<p style="text-align: center;">Non-Tenure Track & Special (where rank is applicable) (Criteria 1 applies to all. At least two of criteria 2, 3 & 4 apply to non-tenure track; at least one applies to special)</p>
<p style="text-align: center;"><u>ASSOCIATE PROFESSOR</u></p> <p>Achieving this rank requires continued fulfillment of all criteria at the assistant professor level, with the addition of the following:</p> <ul style="list-style-type: none"> • Achieved recognition as a scholar or expert in one or more areas of knowledge, practice, research, and education as evidenced by evaluation of external authorities and colleagues in the area of research practice or knowledge. (1) • Clear and explicit formulations of theoretical and value content bearing on a component of social work knowledge or practice as evidenced by research, demonstration or practice projects, professional presentations, teaching materials or other media, monographs, reports, papers, articles, book chapters or books, activities in workshops, continuing education, institutes, seminars, visiting professorships, advisory panels, etc. (1) • Mastery of pedagogical abilities relevant to social work education including development of teaching content and objectives in a clear and consistent fashion, coherent organization of content and effective presentation of classroom or field instruction content, responsiveness to learning needs and styles of students, and provision of opportunities for students' integration of knowledge, practice and values as evidenced by written self-evaluation (including such issues as philosophy/principles of education, assessment of teaching role and competence, aims and objectives, relationship with students, particular skills or mastery of content), student evaluation ratings and all written comments, responses from a random sample of current and former students 	<p style="text-align: center;"><u>ASSOCIATE PROFESSOR</u></p> <p>(Note: the relevant criteria apply to non-tenure track & special faculty titles with this rank).</p> <p>Achieving this rank requires continued fulfillment of all criteria at the assistant professor level, with the addition of the following:</p> <ul style="list-style-type: none"> • Achieved recognition as a scholar or expert in one or more areas of knowledge, practice, research, and education as evidenced by evaluation of external authorities and colleagues in the area of research practice or knowledge. (1) • Clear and explicit formulations of theoretical and value content bearing on a component of social work knowledge or practice as evidenced by research, demonstration or practice projects, professional presentations, teaching materials or other media, monographs, reports, papers, articles, book chapters or books, activities in workshops, continuing education, institutes, seminars, visiting professorships, advisory panels, etc. (1) • Mastery of pedagogical abilities relevant to social work education including development of teaching content and objectives in a clear and consistent fashion, coherent organization of content and effective presentation of classroom or field instruction content, responsiveness to learning needs and styles of students, and provision of opportunities for students' integration of knowledge, practice and values as evidenced by written self-evaluation (including such issues as philosophy/principles of education, assessment of teaching role and competence, aims and objectives, relationship with students, particular skills or mastery of content), student evaluation ratings and all written comments, responses from a random sample of current and former students who have taken courses from the candidate whose responses have been solicited by the dean, evaluations by colleagues such as specialization and/or concentration chairperson,

<p align="center">Tenured & Tenure Track (Criteria 1- 4 apply for tenured and tenure track)</p>	<p align="center">Non-Tenure Track & Special (where rank is applicable) (Criteria 1 applies to all. At least two of criteria 2, 3 & 4 apply to non-tenure track; at least one applies to special)</p>
<p>who have taken courses from the candidate whose responses have been solicited by the dean, evaluations by colleagues such as specialization and/or concentration chairperson, team teachers, and others cognizant of the candidate's performance. (2)</p> <ul style="list-style-type: none"> • Contributions to education with regard to social work education field, in general, curriculum development, development of innovative approaches, extensions of teaching skill/knowledge to continuing education, workshops, seminars, lectures, etc. as evidenced by self-report of such activities, published articles, reports, monographs, course syllabi, and evaluations by colleagues and consumers, etc (2) • Participation in community welfare activities as evidenced by serving on boards and committees, giving speeches and workshops, providing consultation, serving on advisory panels. (4) • Assuming leadership roles in professional organizations and undertakings as evidenced by holding leadership positions in organizations and networks concerned with social welfare and social work. (4) • Scholarly work represents a significant contribution to the field of social work and social welfare as evidenced by articles published in refereed journals, books and book chapters, monographs, reports and papers, juried and invited presentations at professional meetings, external support for research and scholarship, evaluation of research and scholarships by external referees. (3) • Scholarly work demonstrates excellence, an ability to conduct independent scholarship, and a sustained focus that is likely to continue as evidenced by research and scholarly activities currently underway. (3) • Participation in school service and 	<p>team teachers, and others cognizant of the candidate's performance. (2)</p> <ul style="list-style-type: none"> • Contributions to education with regard to social work education field, in general, curriculum development, development of innovative approaches, extensions of teaching skill/knowledge to continuing education, workshops, seminars, lectures, etc. as evidenced by self-report of such activities, published articles, reports, monographs, course syllabi, and evaluations by colleagues and consumers, etc (2) • Participation in community welfare activities as evidenced by serving on boards and committees, giving speeches and workshops, providing consultation, serving on advisory panels. (4) • Assuming leadership roles in professional organizations and undertakings as evidenced by holding leadership positions in organizations and networks concerned with social welfare and social work. (4) • Scholarly work represents a significant contribution to the field of social work and social welfare as evidenced by articles published in refereed journals, books and book chapters, monographs, reports and papers, juried and invited presentations at professional meetings, external support for research and scholarship, evaluation of research and scholarships by external referees. (3) • Scholarly work demonstrates excellence, an ability to conduct independent scholarship, and a sustained focus that is likely to continue as evidenced by research and scholarly activities currently underway. (3) • Participation in school service and administrative roles as evidenced by committee membership, leadership activities, proposals developed, administrative accomplishments and related documents. (4) • Participation in university service and administrative tasks as evidenced by committee service, leadership activities and administrative tasks. (4)

<p align="center">Tenured & Tenure Track (Criteria 1- 4 apply for tenured and tenure track)</p>	<p align="center">Non-Tenure Track & Special (where rank is applicable) (Criteria 1 applies to all. At least two of criteria 2, 3 & 4 apply to non-tenure track; at least one applies to special)</p>
<p>administrative roles as evidenced by committee membership, leadership activities, proposals developed, administrative accomplishments and related documents. (4)</p> <ul style="list-style-type: none"> • Participation in university service and administrative tasks as evidenced by committee service, leadership activities and administrative tasks. (4) 	
<p align="center"><u>PROFESSOR</u></p> <p>Relevant criteria apply to all faculty titles with this rank.</p> <p>Achieving this rank requires continued fulfillment of all criteria at the Associate Professor level, with the addition of the following:</p> <ul style="list-style-type: none"> • Highly significant and sustained knowledge development and contributions in a specified area or areas bearing on a component of social welfare knowledge, practice, research and/or education as evidenced by evaluation of external authorities and colleagues. Quality and quantity of publications with an emphasis on sole and first authorship in top tier refereed journals will have the most weight. Collaborations with students are considered to be clear indications of the faculty member’s work. (1) • National and/or international recognition as a scholar. (1) • Significant contributions to education with regard to social work education as evidenced by curriculum development, development of innovative approaches, extension of teaching skills/knowledge, dissertations chaired, national recognition as a teacher, national and or international influence with respect to social work 	<p align="center"><u>PROFESSOR</u></p> <p>Relevant criteria apply to all faculty titles with this rank.</p> <p>Achieving this rank requires continued fulfillment of all criteria at the Associate Professor level, with the addition of the following:</p> <ul style="list-style-type: none"> • Highly significant and sustained knowledge development and contributions in a specified area or areas bearing on a component of social welfare knowledge, practice, research and/or education as evidenced by evaluation of external authorities and colleagues. Quality and quantity of publications with an emphasis on sole and first authorship in top tier refereed journals will have the most weight. Collaborations with students are considered to be clear indications of the faculty member’s work. (1) • National and/or international recognition as a scholar. (1) • Significant contributions to education with regard to social work education as evidenced by curriculum development, development of innovative approaches, extension of teaching skills/knowledge, dissertations chaired, national recognition as a teacher, national and or international influence with respect to social work education and profession. (2) • Sustained and significant substantive scholarly contributions recognized nationally and/or internationally as evidenced by publications in

<p align="center">Tenured & Tenure Track (Criteria 1- 4 apply for tenured and tenure track)</p>	<p align="center">Non-Tenure Track & Special (where rank is applicable) (Criteria 1 applies to all. At least two of criteria 2, 3 & 4 apply to non-tenure track; at least one applies to special)</p>
<p>education and profession. (2)</p> <ul style="list-style-type: none"> • Sustained and significant substantive scholarly contributions recognized nationally and/or internationally as evidenced by publications in refereed journals, consultations, honors, elections to scientific bodies, principal investigator of funded grants, authorship of a textbook. (3) • Excellence demonstrated by outstanding achievement and evidence that this level of excellence will be sustained. (1) • Influence on policy or practice at a national/ international level in one or more areas of knowledge, practice, research, or education. (4) • Major role and recognized leadership in key school, university, and professional committees/initiatives, as evidenced by assuming the role of chair, elected positions with the university, preparation of concept or position papers, administrative leadership activities and accomplishments. (4) • Evidence of influence on professional organizations, research, policy, or practice at the national and/or international level as evidenced by serving on national boards, being a consultant to government or scientific bodies, holding office in professional/scientific organizations, memberships on editorial boards or editorships. (4) • Assuming leadership roles in national and/or international professional organizations and undertakings. (4) 	<p>refereed journals, consultations, honors, elections to scientific bodies, principal investigator of funded grants, authorship of a textbook. (3)</p> <ul style="list-style-type: none"> • Excellence demonstrated by outstanding achievement and evidence that this level of excellence will be sustained. (1) • Influence on policy or practice at a national/ international level in one or more areas of knowledge, practice, research, or education. (4) • Major role and recognized leadership in key school, university, and professional committees/initiatives, as evidenced by assuming the role of chair, elected positions with the university, preparation of concept or position papers, administrative leadership activities and accomplishments. (4) • Evidence of influence on professional organizations, research, policy, or practice at the national and/or international level as evidenced by serving on national boards, being a consultant to government or scientific bodies, holding office in professional/scientific organizations, memberships on editorial boards or editorships. (4) • Assuming leadership roles in national and/or international professional organizations and undertakings. (4)

BY-LAW XI. AMENDMENT

A proposal for amendment of these By-laws may be initiated by any member of the Faculty Senate in the form of a motion at any regular meeting, subject to the provisions of By-law III, Item d, such motion to be for referral of the proposed amendment to the Faculty Senate By-Laws Committee for review.

Should the Faculty Senate adopt such motion for referral, the By-Laws Committee shall consider the amendment at its next meeting and report to the Faculty Senate Executive Committee. The Executive Committee shall in turn report to the Faculty Senate at the Senate's next regular meeting, subject to the provisions as to notification and agenda of Bylaw III, Item d. Action of the Faculty Senate as to adoption of such proposed amendment shall be by a two-thirds majority vote of the voting members present.



SCHOOL OF LAW

CASE WESTERN RESERVE
UNIVERSITY

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

Case Western Reserve University
School of Law

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DATE: February 20, 2013

TO: Martin Snider
Chair, Graduate Studies Committee
CWRU Faculty Senate

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

RE: Proposal for on-line Delivery of Previously Approved
LL.M. in International Business Law

I am writing to express my strong endorsement of the proposal for the on-line LL.M. in International Business Law. This proposal has been unanimously approved by the Faculty of Law on December 6, 2012.

Again, I wholeheartedly support this and I think it will be a great program for our School of Law.

Please let me know if you have any questions, or if I can provide any additional information.

**Case Western Reserve University
School of Law**

**Proposal for on-line Delivery of Previously Approved
LL.M. in International Business Law**

February 20, 2013

Contact person: Dale Nance, dale.nance@case.edu

On-line delivery approved unanimously by the Faculty of Law on December 6, 2012

Overview

The "LL.M." degree is an advanced law degree for students who have obtained the basic professional law degree (usually called an LL.B. or a J.D., but there is considerable variation among countries). In 1992, CWRU established an LL.M. Program in United States Legal Studies. In 2004, to reflect changes in the LL.M. curriculum, the name of the program was changed to "The Master of Laws in United States and Global Legal Studies." The program received American Bar Association acquiescence in August 1992. The law school enrolled its first candidates for the LL.M. in U.S. Legal Studies in the fall of 1992. At the time, CWRU was one of a handful of American law schools offering an LL.M. program only for foreign students, and the first in Ohio. In 2008, the law school launched a specialized LL.M. degree program in International Criminal Law for foreign as well as U.S. trained lawyers. In 2009, two additional, more specialized LL.M. degree programs, directed exclusively at foreign law graduates, were created at CWRU: the LL.M. in International Business Law and the LL.M. in Intellectual Property. All four LL.M. degree programs are one-year programs, as are most residential LL.M. programs offered in this country.

The LL.M. program launched in the fall of 1992 with just three students, one from each of Belarus, France, and the Philippines. The program grew steadily each year. The two principal feeder countries in the early years were Saudi Arabia and Thailand. Since the events of September 11, 2001, the LL.M. class has changed considerably in terms of source countries; the principal feeder countries are now China, Taiwan, and Thailand. There are currently 82 students in the four LL.M. programs combined. Our LL.M. graduates are law professors, judges, prosecutors, legislators, partners in international law firms, corporate legal counsel, and lawyers employed in government ministries all over the world. For example, in 2000, eight of the forty lawyers in the Bangkok office of Baker and McKenzie were CWRU LL.M. graduates.

More than 75 U.S. law schools compete for foreign law graduates as LL.M. students, so far mostly in residential programs. CWRU has maintained a competitive edge by capitalizing on the strengths of the law school curriculum and certain core values on which the LL.M. program has been grounded: integration into the American law school experience, preparedness for the global economy, and a welcoming atmosphere.

But the competition is now expanding to non-residential programs. In part because of the rather dramatic downturn in the market for U.S. law graduates in recent years, many law schools are looking for alternative revenue sources, and one relatively untapped source is the market for advanced American legal education for foreign students who cannot or do not wish to travel to the United States in order to attend classes. Unlike students who come to the U.S. for graduate legal studies, many foreign students may have no intention of practicing law in the U.S. This means that residence requirements, which many states impose

on those who wish to take American bar examinations, become irrelevant. That opens up the possibility of providing legal education to foreign students by means other than requiring those students to attend classes in the U.S.

The present proposal is to adapt and offer our current LL.M. in International Business Law to these students using a different delivery system: entirely on-line education. On-line programs are burgeoning, with numerous universities, and law schools in particular, offering on-line LL.M. degrees. However, we are aware of no law school that has yet offered an on-line LL.M. in International Business Law. For foreign law graduates who are not planning to practice in the U.S. but will likely do business with firms from the United States, an LL.M. in international business from an American perspective is likely to be a very useful supplementary credential that can advance their careers.

1. Degree Program & Rationale

The existing degree program is a “Master of Laws in International Business Law.” The residential LL.M. in International Business Law is designed to give foreign lawyers an opportunity to study United States business law as applied in international transactions. The one-year program, which begins in the Fall semester only, requires full-time attendance. It immerses students in academic analysis and practical applications of United States business law to entities doing business both within and outside the United States.

The proposed on-line version of the LL.M. in International Business Law will serve essentially the same purposes, but it will be delivered on-line without a residence requirement. Like the resident LL.M. program, the on-line program will prepare foreign lawyers for positions in international law firms, in-house legal departments of multinational enterprises, government posts, and other for-profit and non-profit organizations doing business internationally. It will combine an academic approach to international business, including study of policy rationales underlying legal regimes, with a practical orientation to day-to-day problem-solving.

The program is a potential source of substantial revenue. Beyond that, like the graduates of our residential LL.M. programs, our on-line program graduates will become resources as we expand our international programs in the future and spread the global reputation of the university as a whole. These graduates help us establish contacts in order to bring the full breadth of international scholarship to our faculty and to identify foreign faculty and students who can enrich our programs at all levels.

Finally, as our faculty gain sophistication in the tools of on-line education, we anticipate spill over benefits for the regular J.D. program. Not the least of these will be the faculty members’ opportunity to use

the on-line materials developed for the LL.M. program to enrich their residential courses. Even for residential students, basic competencies can be reinforced by on-line learning, freeing class time to be devoted to more subtle or complex issues or practical exercises.

2. Description of Proposed Curriculum

Like the residential program, the on-line version of the LL.M. program in International Business Law will require that the student earn 24 hours of course credits. Moreover, most of the required course work will be essentially the same as that required for the residential program. However, the nature of the delivery context and format necessitates certain modifications:

a. Based on the advice of vendors specializing in on-line course delivery, we contemplate courses arranged in eight-week terms, not unlike the traditional quarter system. Initially, the school will admit students to begin the program only in a specific term in the fall of the year. After the program is up and running, however, it may be possible to admit students on a rolling basis; once created, the courses can be taught during any term, subject to staffing constraints.

b. There is little demand for a part-time residential LL.M., extending longer than two semesters of study. For the most part, students who come to the U.S. to study have left behind whatever employment they had. In the on-line environment, however, we anticipate applications from persons who would want or need to hold down full-time or part-time jobs, students who might be able to afford the tuition only if their employment continues. That could necessitate a slower pace, and we see no reason not to allow a somewhat extended time period to complete the degree. On the other hand, the program must be completed in a period of time short enough to allow for cumulative learning that does not become stale. Ordinarily, that would mean taking at least two courses per term. Thus, we contemplate allowing the student the flexibility of completing the on-line program in a period of time no shorter than three terms and no longer than five terms.

c. In the 2003-2004 academic year, the law school introduced an LL.M.-J.D. transfer program, allowing our residential LL.M. graduates who have done particularly well to transfer into the J.D. program with about half a year of credit toward completion of the J.D. degree. There are currently several such LL.M. graduates studying for the J.D. degree. At this point, the school does not have sufficient confidence in our ability to make the necessary judgments based on students whose performance is entirely on-line. Until we do have such confidence, we do not propose to offer transfer on such special terms to the graduates of the on-line program. Of course, such graduates will be welcome to apply for admission into our J.D. program, but they will not be permitted to transfer any credit toward that degree, nor will they be allowed to transfer from the on-line LL.M. program into the residential LL.M. program. This policy will be re-evaluated when adequate experience has been gained with the on-line program.

The requirements of the two versions of the degree are compared below.

Current Requirements for **Residential** LL.M in International Business Law:

Program Structure: courses taken over two 13-week semesters in residence

Required Courses: Foreign Graduate Seminar (4 credits, over two semesters)
U.S. Legal Writing (3 credits, over two semesters)
U.S. Contract Law for the LL.M. (3 credits)
Business Associations for the LL.M. (3) or Business Associations (4)

Proposed Requirements for **On-line** LL.M. in International Business Law:

Program Structure: courses taken over no less than three, and no more than five, 8-week terms

Required Courses: Introduction to U.S. Law (3 credits)
U.S. Legal Writing I: Basic Writing Skills (2 credits)
U.S. Legal Writing II: Transactional Writing (2 credits)
U.S. Contract Law for the LL.M. (3 credits)
Business Associations for the LL.M. (3)

Electives for both programs: Additional electives are taken to fill out the required 24 credits. They are chosen from offerings within the following list, subject to the requirement that at least one of the electives must be one of those courses that are underlined:

Alternative Dispute Resolution (2)
Antitrust Law (3)
Bankruptcy (3)
Conflict of Laws (2 or 3)
Contemporary Issues in International & Comparative Law (1)
Corporate Finance (3)
Corporate Real Estate Transactions (2)
Credit Transactions in the Global Economy (1)
Cyber Law (2)
Debtor-Creditor Law (3)
Doing Business in the U.S. (3)
Employment Law (3)
Federal Income Tax (3)
Federal Income Tax of Corporations & Shareholders (3)
Financial Institutions Regulation (3)
Global Corporate Governance Law (3)
Insurance Law (3)
Intellectual Property Survey (2)
Intellectual Property: Business & Strategic Planning Perspectives (1)
International Banking and Finance Law
International Business Transactions (3)
International Environmental Law
International Issues in Intellectual Property Seminar (3)

International Law (2)
International Real Estate Transactions (2)
International Tax (3)
International Trade & Development
Mergers and Acquisitions (3)
Remedies (2)
Remedies in Transnational Litigation (1)
Sales (3)
Secured Transactions (2)
Securities Regulation (3)
The World Trade Organization and Dispute Settlement (2)

Of course, the list of available electives changes over time according to availability of instructors and to faculty's perceptions of subject-matter importance. Moreover, some of these courses are not offered every semester even for the residential students, and some may not be put into on-line format. For the first year of the offering of the on-line degree program, we plan to have enough electives placed in on-line format that students will have some meaningful choice, but more extensive on-line elective offerings will be developed over time. In developing the on-line version of each course, there may be some adjustment in credit hours attributed to the course.

The Foreign Graduate Seminar for residential students, together with their one-month on-campus "orientation" program, is being replaced with a course called "Introduction to U.S. Law." This course will probably be "front-loaded" during the first term; that is, it would be the only course the student takes for the first three weeks. It will be designed to give students a basic familiarity with the concepts essential to reading about American law, including: the federal structure of the nation and the associated structure of our court system; the basic differences between civil and criminal procedure; an introduction to administrative and regulatory processes; and the allocation of doctrine among the basic subjects of tort, contracts, property, and criminal law.

As with the residential LL.M. program, on-line students' course schedules will be determined with the advice of the Director of the program, taking into account the student's prior course work and experience, the career goals of the student, and the sequencing of courses. In particular, for students who have not already had a good grounding in basic International Law, our first course in International Law will be strongly recommended. Except in unusual circumstances, full-time students would be required to enroll in no fewer than 6 credits and no more than 12 credits per term; part-time students would be required to enroll in no fewer than 3 credits and no more than 6 credits per term. (Attached as Appendix A is a document illustrating the probable course sequence for students who complete their degree in three terms as well as a sample course sequence for students who extend their program to the maximum five terms.)

The use of traditional textbooks is complicated by the possible necessity of mailing (unreliably) books to distant parts of the world. Solutions being explored include the use of e-books, which some law - publishers now produce, as well as the compilation of materials in the public domain in digital form into readers. In addition, students will have access to the enormous on-line resources of our library and its affiliates, which includes statutory and case law as well as articles written about the law. With regard to books that do not exist in digital form, but that might be of assistance to students (for example, monographs), generally students will have to acquire these themselves or rely upon their access to local libraries. As graduates of law schools in their respective countries, they should have some degree of access to useful materials.

The same grading system will be used for the on-line courses as for the residential LL.M. courses. That system is currently being revised. The current grading system is three-tiered: Honors, Satisfactory, and Unsatisfactory. It is anticipated that the new system will be a four-tiered system (e.g., Honors, High Pass, Low Pass, Fail).

There will be several forms of monitoring and advising during the student's period of study. Deltak will monitor the rate of completion of course segments, so that the law school can identify a student who is not proceeding at an appropriate pace and intervention can be initiated in order to discern the nature of the problem. Synchronous communication by sections leaders (adjunct faculty) will be combined with asynchronous communication (by e-mail) with both section leaders and primary course instructors in order to provide critical learning assistance and advice and to identify students who may be having particular problems that can be addressed.

3. Administrative Arrangements

The On-line LL.M program will be under the direction of a faculty member appointed as Director of the program. Initially, this function will be served by Dale Nance, the John Homer Kapp Professor of Law. Professor Nance has over 30 years of experience teaching law and has been a member of the CWRU faculty since 2002. His principal field of research has been the law of evidence, in which he has long maintained a comparativist (international) approach. (For example, his basic course in trial evidence, rather than being a "how to" course on presenting and opposing evidence in American trial courts, has been structured as a course on the differences between Anglo-American courts and Continental European courts and how those differences explain the differences in the rules of evidence employed.) Professor Nance also teaches a course on the Law of Archeological Relics, which has a heavy international component because of the international trade in legal and illegal artifacts and international

treaties enacted to address such matters.

The Director has been and will be consulting regularly with those who administer our residential LL.M. programs in order to assure that our residential and on-line programs are roughly equivalent, as least as much so as is possible given the difference in delivery systems. The Director also will be working with an on-line learning specialty company, an independent contractor selected to provide expertise in on-line education. This company will be a full-service provider: it will provide pre-program market research, on-line program design and development, faculty support and training, program marketing, admissions recruitment and management, and technology support. All fundamentally academic decisions, including admissions decisions, student curriculum planning, course grading and awarding of credit, and final degree certification will, of course, be retained by the law school.

After considerable research and numerous interviews, the law school's administration has settled on, and is currently engaged in final negotiations with, the company Deltak. (See [www.deltak-innovation.com/.](http://www.deltak-innovation.com/)) Deltak specializes in partnering with educational institutions to create on-line learning programs. Over the last 15 years, it has launched over 100 on-line degree and certificate programs. Its partners include Boston University and Purdue University. The collaboration with Boston University is particularly relevant to us because it has produced an on-line LL.M. (in Taxation). This provides confidence that Deltak has appropriate experience in the law-course environment and with a highly regarded law school. Deltak has recently been acquired by the prestigious John Wiley & Sons and will be one of three businesses within the Wiley Global Education group.

4. Need for New Delivery System for this Extant Degree Program

There are many foreign attorneys who wish to earn an LL.M. in the area of international business. Based on input from current residential LL.M. students, we understand that there is a high demand in foreign countries for training and degrees in U.S. business law concepts and practices. There are currently 30 residential LL.M. students enrolled in the LL.M. in International Business Law. Some foreign attorneys have been able to obtain tuition assistance from their current corporate, governmental and law-firm employers for the LL.M. in International Business Law because it has direct application to the performance of their jobs. While other United States law schools offer LL.M.s in a variety of areas, including specialty areas such as international tax, international securities and international environmental law, only a few other U.S. schools offer an LL.M. in international business, and so far

none has offered a fully on-line program, one without a significant residency requirement.¹

Both the residential and on-line programs represent the natural growth of the law school's integration of international legal concepts into many J.D. courses. The program recognizes the globalization of business and the requirement that attorneys who represent international clients become knowledgeable in more than their own legal systems. This is particularly true for those attorneys who represent clients that do business in the United States or whose clients deal with other persons that are doing business in the United States. No longer can an attorney adequately represent such clients based solely upon an understanding of local national laws. Without an understanding of international treaties and business-law concepts and approaches such as those employed in the United States, a foreign attorney may fail to provide sophisticated clients with a complete analysis of issues, risks and available solutions.

Further, foreign governments and their lawmakers often look to United States business law and institutions 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. Finally, the accelerating process of harmonization of international business laws requires that foreign governments understand the intersection of bilateral and multilateral business and tax related treaties with business laws enacted in the United States and other developed countries.

5. Prospective Enrollment

Both the residential and on-line programs in International Business Law are designed primarily for non-U.S. lawyers who will interact with American lawyers or represent clients whose legal affairs are affected by United States business law. Thus, applicants must have a first degree in law from a foreign university and at least one year of legal or business experience.² Candidates must have a strong academic record and a good command of English. Students whose first language is not English must submit a TOEFL minimum test score of 90 or other equivalent test score. Just as the university aspires to raise that minimum, so does the law school, since facility in the English language is vitally important

¹ ABA.net.org – Post J.D. Programs by School; llm-guide.com – LLM Guide, Master of Laws Programs Worldwide.

² Foreign business executives who do not have a law degree and would benefit by a year of immersion in international business law are considered for admission into the residential program, so applications from students with a business degree from a foreign university will be considered for the on-line program as well. Such students, however, will never constitute a significant portion of the enrollment. Also, the program will not be open to J.D. graduates of U.S. law schools.

in understanding the dense conceptualism of the law.

The existing residential LL.M. programs admit about 80% of their aggregate applicant pool, and about 40% of those admitted matriculate. Since the inception of the LL.M. programs, CWRU has graduated more than 800 students with LL.M. degrees from over 60 different countries. Of all the students who have matriculated in the LL.M. program since 1992, only a very small number (fewer than ten) have failed to complete the program of study.

We believe that web-based and student word-of-mouth marketing are the most successful approaches. When the residential LL.M. in International Business Law was created, in 2008, we expected enrollment in the first few years of the program to be no more than three to ten students per year. That program has already grown to 30 students. The school's pending agreement with Deltak contemplates a minimum of 42 students in the first year, with increases thereafter.

Based on our experience with the residential LL.M. degree, it is very likely that most students in the program will be from groups that constitute minorities in the U.S. That in itself serves the goal of diversity, but we of course hope and believe that spreading the good reputation for the school and the university internationally will contribute to successes in increasing the diversity of our residential student populations in all our colleges and schools.

6. Adequacy of Faculty and Facilities

The law school anticipates that the course development can be handled by the existing faculty. If necessary, we may contract out to obtain the services of one or more faculty at other law schools to fill particular curricular gaps, but we have no present anticipation of a specific need to do so. However, the teaching model contemplated by vendors with which we have consulted suggests that we will probably need to hire several adjunct faculty to assist in providing the synchronous "chat room" experience associated with each course.

There may be some modest additional administrative work associated with admissions and monitoring of students' completion of course work necessary for the degree. Because the program is entirely on-line, there is very little increase in physical space needs, other than what may be required to house the modest additional administrative personnel.

7. Plans for Meeting Additional Needs

The hiring of potential adjunct faculty will begin as soon as the program is approved. How many such faculty will be needed will depend on enrollment levels. Over time, with the emergence of a cadre

of motivated alumni of the program, it may be possible to incorporate some of these individuals as “on-site” discussion leaders in cities with significant enrollment.

8. Projected Additional Costs and Institutional Commitment to Meet Costs

The on-line program will have a positive financial impact on our J.D. program. The contemplated contract requires our collaborating technology company, Deltak, to bear all expenses associated with the development of the on-line program with the exception of the following: (a) expenses for faculty compensation; (b) additional technical support for faculty or students beyond that provided by the Deltak platform; (c) additional support for added student admissions processing; (d) support required for any additional student financial aid inquiries and processes; (e) additional costs of added student academic support; and (f) additional costs of ceremonial or other expenses to confer student degrees.

Deltak will: provide customized course development services in collaboration with faculty, delivering to the faculty information about best practices in effective course design and implementation as well as outcome assessment; provide all marketing related to the on-line program; generate enrollment applications, collect all pertinent admissions information to complete a student’s admission file, and forward the file to the law school for admissions decisions; provide and host the on-line Learning Management System that supports the program; and provide ongoing student technical support services including but not limited to a 24x7 helpdesk and a designated Student Support Specialist responsible for ongoing communications with students.

The contemplated contract calls for Deltak and the law school to split tuition revenues 50-50, except for the first year, during which Deltak will receive a 60% share in recognition of its up-front costs in the development of the program. The present plan is to charge the same total tuition for the on-line LL.M. degree as is charged for the residential LL.M degree. The program can be discontinued if it does not produce a positive cash flow, so there is little down-side potential and considerable up-side potential.

9. State Approval

Attached as Exhibit B is an examination of the compliance of this proposal with the Ohio Board of Regents’ Advisory Committee on Graduate Study (RACGS) Guidelines for the approval of new delivery formats for existing degree programs.

Appendix A **Illustrative Curricula**

Standard Three-Term Curriculum

First Term (8 credits):

- Introduction to U.S. Law (3)
- U.S. Legal Writing I: Basic Writing Skills (2)
- U.S. Contract Law for the LL.M.(3)

Second Term (8 credits):

- U.S. Legal Writing II: Transactional Writing (2)
- Business Associations for the LL.M. (3)
- International Law for the LL.M. (3)

Third Quarter (8-12 credits):

- International Business Transactions (3)
- Electives (5-9 credits)

Illustrative Alternative Five-Term Curriculum

First Term (5 credits):

- Introduction to U.S Law (3)
- U.S. Legal Writing I: Basic Writing Skills (2)

Second Term (5 credits):

- U.S. Legal Writing II: Transactional Writing (2)
- U.S. Contract Law for the LL.M. (3)

Third Term (6 credits):

- Business Associations for the LL.M. (3)
- International Law for LL.M. (3)

Fourth Term (5 credits):

- International Business Transactions (3)
- Elective (2)

Fifth Term (3-6 credits):

- Electives

Appendix B

Ohio Board of Regents' Advisory Committee on Graduate Study (RACGS) Guidelines

RACGS Guidelines have been adopted with the intent “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.” Thus, 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,” RACGS need only be notified in writing. This requires only “a brief, concise description of the program that addresses the conditions” necessary to qualify as a new delivery of a previously approved degree. These conditions are stated and addressed below.

Condition 1. Under the RACGS Guidelines, “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.”

Our extant LL.M. in International Business Law is an exclusively residential program; foreign students must travel to the U.S. to take the entire program on campus. For the proposed on-line LL.M. in International Business Law, 100% of the program will be delivered on-line as distance learning. The program is clearly extended to a different audience via electronic means. At some point in the future, there may be a small off-site in person component if we add discussion coordinators who work in particular foreign cities.

Condition 2. Under the RACGS guidelines, “a degree program will be ‘previously approved’ when less than 50% of the content or course requirements in a degree previously given approval has been changed.” “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%.”

An examination of the description of the program, and its comparison with the residential version thereof, which appears on pages 4-7, above, demonstrates that the great bulk of the course requirements remain the same in the on-line program. The content of the courses will be as similar as is possible given the difference in delivery modality.

As indicated by the accompanying letter of support, Lawrence Mitchell, Dean of the Case Western University School of Law, has examined this proposal and determined that less than 50% of the curriculum for the on-line LL.M. in International Business Law has been changed as compared to the previously approved residential LL.M in International Business Law (see description provided above, pages 3-5) and that otherwise the program standards can and will be maintained in accordance with RACGS Standards (see “RACGS Program Standards” below).

“RACGS 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 supercede new degree program criteria as outlined earlier in these guidelines).

1. The program is consistent with the institution's role and mission.
2. The institution's accreditation standards are not appreciably affected by offering the program, especially via alternative delivery mechanisms.
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.
4. The institution has in place sufficient technical infrastructure and staff to support offering the program, especially via alternative delivery mechanisms.
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.
6. The institution has in place a relevant and tested method of assessing learning outcomes, especially in the case of alternative delivery mechanisms.
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.
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.
9. The faculty offering the program maintains the same standards and qualifications as for on-campus programs.
10. The institution 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.
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.
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.

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.
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.
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.
16. Assessment mechanisms appropriate to the delivery approach are in place to competently compare learning outcomes to learning objectives.
17. Overall program effectiveness is clearly assessed, via attention to measures of student satisfaction, retention rates, faculty satisfaction, etc.”

Draft Recommendations from the Ad Hoc Committee on
Appointments Outside the Constituent Faculties

1. The Faculty Handbook should define University Faculty as members of the eight constituent faculties and the Department of Physical Education and Athletics.
2. The Faculty Handbook should state very clearly that all instructors of record for Case Western Reserve University courses must be members of the University Faculty.
3. The Faculty Handbook should prohibit faculty appointments outside of the University Faculty.
4. ROTC instructors should receive appointments through the Department of Physical Education and Athletics.