Faculty Senate Meeting
Thursday, March 22, 2012
3:30 p.m. - 5:30 p.m. – Adelbert Hall, Toepfer Room

AGENDA

3:30 p.m.	Approval of Minutes from the February 22, 2012 Faculty Senate meeting, *attachment*	G. Chottiner
	President's and Provost's Announcements	B. Snyder B. Baeslack
	Chair's Announcements	G. Chottiner
3:40 p.m.	Report from the Executive Committee	R. Dubin
	Report from Secretary of the Corporation	L. Keefer
3:45 p.m.	Consent Agenda	G. Chottiner

- New Members on 2012-2013
  Faculty Senate Standing Committee
  (Only the new members in red type require Faculty Senate approval.)

3:45 p.m.	ROTC *attachments*	G. Chottiner
4:05 p.m.	USG SAGES Proposal *attachment*	L. Parker J. Wolcowitz
4:25 p.m.	Update from the *ad hoc* Committee on Electronic Attendance Option *attachment*	R. Dubin
4:30 p.m.	Report of Committee on University Libraries	M. Quinn-Griffin
5:00 p.m.	Groundbreaking for New Student Center	S. Campbell

Faculty Senate Meeting
Thursday, March 22, 2012
3:30-5:30 p.m. – Adelbert Hall, Toepfer Room

Members Present

Bud Baeslack	Mark Joseph	Mary Quinn Griffin
Timothy Beal	Thomas Kelley	Robert Savinell
Ronald Blanton	Kurt Koenigsberger	JB Silvers
Richard Buchanan	Alan Levine	David Singer
Gary Chottiner	Deborah Lindell	Barbara Snyder
David Crampton	Joseph Mansour	Lee Thompson
Chris Cullis	Laura McNally	Susan Tullai-McGuinness
Steven Cummins	Ray Muzic	Georgia Wiesner
William Deal	Dale Nance	David Wilson
Robin Dubin	John Orlock	Elizabeth Woyczynski
John Fredieu	Larry Parker	Nicholas Ziats
Quentin Jamieson		

Members Absent

Daniel Akerib	Nicole Deming	Julie Redding
Hussein Assaf	Thomas Egelhoff	Alan Rocke
Bruce Averbook	Karen Farrell	Martin Snider
Jessica Berg	Steven Fox	Gary Stonum
Lee Blazey	Alfredo Hernandez	Sorin Teich
Matthias Buck	Patricia Higgins	George Vairaktarakis
Mark Chance	Christine Hudak	Xin Yu
Elizabeth Click	Zheng-Rong Lu	
Lisa Damato	G. Regina Nixon	
Mary Davis	Leena Palomo	

Others Present

Christine Ash	Amy Hammett	Marilyn Mobley
Rick Bischoff	Arnold Hirshon	Dean Patterson
Steven Campbell	Libby Keefer	Ginger Saha
Jennifer Cimperman	Ermin Melle	Jeff Wolcowitz
Donald Feke		

Call to Order
Professor Gary Chottiner, 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 22, 2012 were approved as submitted.

President's announcements
President Barbara Snyder noted the fortuitous early spring weather enjoyed by visiting high school students and their families who have attended the university's recent open house events. She urged faculty to participate in the academic procession at University Commencement in May. The university reached a new milestone with $700M raised toward the capital campaign. She said that another Faculty Spotlight event for prospective donors would be offered that same evening at the president's mansion. She said the university needs to hire a new faculty diversity officer to replace Prof. John Clochesy. For some time, CWRU faculty members, serving part-time as a faculty diversity officer, have filled the position. The administration would like to appoint a full-time staff member to serve as a faculty diversity officer. Vice President for Inclusion, Diversity and Equal Opportunity Marilyn Mobley recommended that the university hire an administrator with a terminal degree and familiarity with faculty issues and the policies concerning ADA accommodations, sexual harassment and discrimination. Ms. Mobley said the job description would be similar to the one used in the past but there would be an added emphasis on working with the Office on Institutional Research to enhance the accuracy and analysis of the university's diversity data. Comments were solicited from the senate and no one objected to this change in the job description.

Chair's announcements
Prof. Gary Chottiner, chair, Faculty Senate, said that the Case School of Engineering's newly proposed joint program for a bachelor of science and master of engineering had been approved by the Committee on Graduate Studies and the Committee on Undergraduate Education. The Faculty Senate started using Google Sites to share its meeting agenda and documents for review. Senators expressed an interest in keeping the Faculty Senate Google Site open to the CWRU community; some documents, if needed, could be kept private for access by senators only. Prof. Chottiner said that when senators on the Executive Committee cannot attend a meeting of the Executive Committee they can ask another professor from the same school, preferably another senator, to attend. Even though the alternates would not be able to vote, the alternates would be able to participate in the discussion, and share information with faculty in their school or college. He said the Executive Committee will continue to work to improve communications with the faculty executive committees at the schools and the college.

Report from the Executive Committee
Prof. Robin Dubin, chair-elect, Faculty Senate, summarized the March meeting of the Executive Committee. Four members who represent constituent faculties reported on issues of concern to their faculty. The Executive Committee heard reports about the School of Law, the Mandel School of Applied Social Sciences, the College of Arts and Sciences and the School of Dental Medicine. Prof. Dubin, who serves as university marshal, urged faculty to participate in the academic procession at the University Commencement and she said that any faculty member interested in serving as university marshal should contact her.

Report from Secretary of the Corporation
Ms. Libby Keefer, general counsel and secretary of the university faculty, reported that there had been two meetings of the Board of Trustees since the February meeting of the Faculty Senate. In February the Board of Trustees approved new funds and new faculty appointments, they approved the tuition, room, and board rates for 2012-2013, and they approved three candidates for honorary degrees. In March, the Executive Committee of the Board of Trustees approved new funds and new faculty appointments, and the university's updated 5-year calendar.

Consent Agenda

Prof. Chottiner introduced the consent agenda. There being no objection, faculty nominated by the Faculty Senate Nominating Committee were approved to be new members on the following faculty senate standing committees: By-laws, Minority Affairs, Faculty Compensation, and Budget.

ROTC

Prof. Chottiner, chair, reintroduced the draft resolution (consideration of which was postponed for one month at the February senate meeting) to appoint Army ROTC instructors as special faculty reporting to the Office of the Provost. Vice Provost for Undergraduate Education Don Feke said that the Army ROTC requires all instructors to have at least a master's degree or to have a co-instructor with this degree. The university would appoint the Army ROTC instructors, based at John Carroll University, as adjunct faculty at CWRU, and they would receive one year appointments, to be renewed on an annual basis. A senator from the College of Arts and Sciences introduced a motion, drafted and approved by the Executive Committee of the College of Arts and Sciences, to require that Army ROTC instructors be appointed instead into constituent faculties as required by the Faculty Handbook. Currently, faculty in the Department of Physical Education and some SAGES Fellows are not appointed into constituent faculties as required by the Faculty Handbook. Prof. Robin Dubin, chair-elect, said the draft resolution would allow Army ROTC faculty to report to the Office of the Provost until a permanent arrangement, and any necessary amendments to the Faculty Handbook, could be arranged. She said that the Faculty Senate would charge the Personnel Committee or an *ad hoc* committee to consider the appointment issues relevant to Army ROTC instructors and physical education faculty, and any other faculty appointments that don't currently report to a constituent faculty. The Faculty Senate voted against the motion introduced by the senator from the College of Arts and Science. The Faculty Senate made some edits to the draft resolution. Upon motion, duly seconded, the Faculty Senate approved the following resolution:

March 22, 2012

RESOLUTION TO RECOMMEND A
TEMPORARY ADMINSTRATIVE STRUCTURE FOR THE ARMY ROTC PROGRAM AT
CASE WESTERN RESERVE UNIVERSITY
REPORTING TO THE OFFICE OF THE PROVOST
WITH FINAL ARRANGEMENTS CONFIRMED BY AMENDMENT TO THE FACULTY HANDBOOK
NO LATER THAN MAY 2014

WHEREAS, Article V, Section A, Par. 2. of the Constitution of the University Faculty states in relevant part that the Faculty Senate shall make recommendations to the president for consideration and transmittal to the Board of Trustees with respect to standards of appointment, reappointment, promotion and tenure and termination of service of members of the constituent faculties; and

WHEREAS, Article VII, Section A, Par. 1. states in relevant part that the University Faculty shall be organized into constituent faculties, each responsible for a particular professional or scholarly discipline or group of related disciplines; and

WHEREAS, on February 10, 2012, the Faculty Senate Executive Committee voted to draft a resolution for consideration by the Faculty Senate, to allow the temporary appointment of Army ROTC instructors as special faculty at Case Western Reserve University;

NOW, THEREFORE, BE IT RESOLVED THAT:

the Faculty Senate of Case Western Reserve University recommends the establishment of a new department to house Army ROTC instructors as special faculty. This department may exist outside the eight constituent faculties at Case Western Reserve University, reporting to the Office of the Provost, until May 2014.

USG SAGES Proposal
Prof. Chottiner, chair, reintroduced the FSCUE recommendations (consideration of which was postponed for one month at the February senate meeting) concerning SAGES distribution requirements. Prof. Larry Parker, chair, Faculty Senate Committee on Undergraduate Education (FSCUE), presented the proposal drafted and approved by the FSCUE Curriculum Subcommittee, and subsequently approved by the FSCUE, to allow the SAGES program to be modified to eliminate the Common Curriculum (CC) thematic group of First Seminars for all but a special group of students, and to allow students to take a First Seminar and two University Seminars, one from each of the three thematic groups: Natural World (NA), Social World (SO), and Symbolic World (SY). The FSCUE Curriculum Subcommittee drafted the proposal, attached to these meeting minutes, in response to Undergraduate Student Government Resolution USG resolution R. 20-02 from November 2010. A senator from the College of Arts and Sciences introduced a motion, drafted and approved by the Executive Committee of the College of Arts and Sciences, endorsing Recommendation No. 1 of the proposal, but postponing senate consideration of Recommendations Nos. 2- 4 indefinitely to allow the College of Arts and Sciences Committee on Educational Programs (CEP) and Executive Committee more time for review. Upon motion, duly seconded, the Faculty Senate voted to approve Point No. 1. The Faculty Senate discussed the review process and the nature of the proposed changes. The Faculty Senate voted against the motion to postpone introduced by the senator from the College of Arts and Sciences, and the Faculty Senate subsequently voted to approve Recommendations Nos. 2-4.

Update from the ad hoc Committee on an Electronic Attendance Option
Prof. Robin Dubin, chair, *ad hoc* Committee on an Electronic Attendance Option for Faculty Senate Meetings, summarized the committee's report. The report generated a great deal of discussion and a variety of opinions were expressed. A senator expressed reservations about the benefits of electronic attendance and voting, another questioned the benefits of attending electronically without voting privileges, and yet another senator encouraged the Senate to amend the by-laws to allow senators to vote electronically. The proposal will return to the Senate for a vote in April.

Report of Committee on University Libraries
Prof. Mary Quinn Griffin, chair, Committee on University Libraries, provided a summary report regarding the committee's activities to monitor the library's implementation of its strategic plan. The report is attached to these meeting minutes.

Groundbreaking for New Student Center
Mr. Stephen Campbell, vice president for facilities management, gave a presentation about the university's plans for the construction of the Tinkham Veale University Center. The presentation is attached to these meeting minutes. There will be two groundbreaking ceremonies: one in April, while students are still on campus, and a second will be scheduled shortly thereafter, on a date when the Board of Trustees will be on campus.

The meeting was adjourned at 5:30 p.m.

2012-2013 Budget Committee

Term	Membership	Last Name	First Name	School	Title	Department	Office	LC	Phone	Email	Support	Case ID
2008-2011 2011-2014	at-large member, chair 2010-2013	Silvers	JB	WSOM	Professor	Banking and Finance	PBL	7235	x5417	j.silvers@case.edu	tedda.nathan@case.edu	jbs4
2010-2013	at-large member	Loparo	Kenneth	CSE	Professor	Electrical Engineering & Computer Science	Olin 705	7071	x4115	kenneth.loparo@case.edu		kal4
2012-2015	at-large member, senator	Koenigsberger	Kurt	CAS	Assoc. Professor	English	Guilford 106B	7117	x6994	kurt.koenigsberger@case.edu		kmk25
	ex officio, chair of Faculty Compensation	Ziats	Nicholas	SOM	Assoc. Professor	Pathology	Pathology 204	7288	x5176	nicholas.ziats@case.edu		npz
	regular guest and participant	Sideras	John	UGEN	Senior Vice President of Finance and CFO	Finance and Administration	Adelbert 229	7003	x4340	john.sideras@case.edu	nancy.wheelock@case.edu	jfs104
2012-	school representative (SON)	Winkelman	Chris	SON	Assoc. Professor	Nursing	School of Nursing	4904	x0700	chris.winkelman@case.edu		cxw26
2010-	school representative (CAS)	Cullis	Chris	CAS	Professor	Biology	Millis 111	7080	x3557	christopher.cullis@case.edu	kathryn.bingman@case.edu	cac5
2010-	school representative (CSE)	Jennings	Aaron	CSE	Professor	Civil Engineering	Bingham Building	7201	x4998	aaron.jennings@case.edu		aaj2
2010-	school representative (LAW)	Strassfeld	Robert	LAW	Professor	Law	Gund	7148	x5096	robert.strassfeld@case.edu		rns3
2010-	school representative (MSASS)	Miller	David	MSASS	Associate Professor	MSASS	Mandel School 308	7164	x8755	david.miller@case.edu		dbm5
2008-	school representative (SODM)	Lalumandier	Jim	SODM	Assoc. Professor, Chair	Community Dentistry	School of Dental Medicine	4905	x3276	james.lalumandier@case.edu		jal10
2009-	school representative (SOM)	Lerner	Edith	SOM	Assoc. Professor	Nutrition	Wood WG48	4954	x2443	edith.lerner@case.edu		exl2
2010-	school representative (WSOM)	Fine	Scott	WSOM	Professor for the Practice	Banking and Finance	PBL	7235	x0909	scott.fine@case.edu		sxf59

2012-2013 Committee on Bylaws											
Term	Membership	Last Name	First Name	School	Title	Department	Office	LC	Phone	Email	Case ID	Support
2010-2013 (replacing Ken Ledford, started fall 2011)	chair 2011-2013	Singer	David	CAS	Professor	Mathematics	Yost 207a	7058	x2892	david.singer@case.edu	das5	
2009-2012, 2012-2015		Palomo	J. Martin	SODM	Assoc. Professor	Orthodontics	Dental School	4905	x2449	palomo@case.edu	jmp5	
2011-2014		Webel	Allison	SON	Instructor	Nursing	Nursing	4904		allison.webel@case.edu	arw72	
2012-2015		McEnery	Maureen	SOM	Assoc. Professor	Neurology UH		4938	x3377	maureen.mcenery@case.edu	mwm4	
2010-2013		Meckes	Mark	CAS	Asst. Professor	Mathematics		7058		mark.meckes@case.edu	mwm2	
2010-2013		Robertson	Cassandra	LAW	Asst. Professor	Law		7148	x3302	cassandra.robertson@case.edu	cbr10	
	unofficial guest	Woyczynski	Liz		Secretary of the University Faculty	Office of President and Provost	Adelbert 109	7001	x4316	liz.woyczynski@case.edu	exh	
	unofficial guest	Treml	Colleen		Interim General Counsel	Office of General Counsel	Adelbert 311	7020	x4286	colleen.treml@case.edu	cgt3	darlene.monaco@case.edu
	unofficial guest	Langell	Lois		Special Asst. to the Provost	Office of the Provost	Adelbert 216	7001	x4342	lois.langell@case.edu	ljl3	

2012-2013 Committee on Faculty Compensation

Term	Membership	Last Name	First Name	School	Title	Department	Office	LC	Phone	Email	Support	Case ID
(replacing Mark Smith, began spring 2011) 2009-2012, 2012-2015	chair, spring 2011-2013	Ziats	Nicholas	SOM	Associate Professor	Pathology	Pathology 204	7288	x5176	nicholas.ziats@case.edu		npz
	CFO or designee	Gregory	Carolyn		VP for Human Resources	Human Resources	Crawford	7047	x5276	carolyn.gregory@case.edu	helen.haynes-whitehead@case.edu	cxg27
	provost or designee	Singer	Lynn		Deputy Provost & VP for AA	Office of the Provost	Adelbert 216	7001	x4346	lynn.singer@case.edu	helen.day@case.edu	lxs5
2011-2014		Albers	Catherine	CAS	Professor	Theater	Eldred Hall	7077	x5926	catherine.albers@case.edu		cla2
2012-2015		Garverick	Steven	CSE	Assoc Professor, and Chair	Electrical Engineering and Computer Science		7202	x6654	steven.garverick@case.edu		
2012-2015		Mahoney	Gerald	MSASS	Professor	MSASS			x1824	gjm14@case.edu		gjm14
2012-2015		Singh	Neena	SOM	Professor	Pathology			x2617	neena.singh@case.edu		
2010-2013		Lavelle	Kathryn	CAS	Assoc. Professor	Political Science	Mather House 111	7109	x2691	kathryn.lavelle@case.edu		kcl6
2009-2012 2011-2014 (re-starting fall 2012, replacing Victor Groza)		McDonnell	Sean	PHED	Instructor	Phys Ed & Athletics	Veale	7223	x2865	sean.mcdonnell@case.edu		sfm17
2010-2013 (replacing Kathleen Meyer, started fall 2011)		Prince-Paul	Maryjo	SON	Asst. Professor	Nursing		4904		maryjo.prince-paul@case.edu		mxp42
2010-2013		Mercer	Katy	LAW	Professor	Law	Gund	7148	x2173	kathryn.mercer@case.edu		

2012-2013 Committee on Minority Affairs

Term	Membership	Last Name	First Name	School	Title	Department	Office	LC	Phone	Email	Support	Case ID
2011-2014	chair, 2012-2013	Richley	Bonnie	WSOM	Asst. Professor	Organizational Behavior	WSOM	7235		bonnie.richley@case.edu		bar2
2012-2015; 2009-2012 (Started fall 2011, completing Ray Ku's term, who started fall 2010, completing Freeman Blade's term)		Stonum	Gary	GAS	Professor	English	315 Guilford	7117	x3342	gary.stonum@case.edu		gxs11
	ex-officio, provost designee, diversity	Mobley	Marilyn		VP	Inclusion, Diversity & EO	Adelbert 310	7048	x8877	marilyn.mobley@case.edu	robynn.strong@case.edu	msm73
	ex-officio, provost designee, diversity	Clochesy	John		Faculty Diversity Officer	Office for Inclusion, Diversity, & EO	Adelbert 310	7048	x4299	john.clochesy@case.edu		jmc
	student, graduate											
	student, postdoc											
	student, undergraduate											
2012-2015		Fountain	T. Kenny	CAS	Asst. Professor	English		7117		tkenny.fountain@case.edu		ttf7
2008-2011, 2011-2014		Boseman	Linda	SON	Instructor	Nursing	SON 219D	4904	x6271	linda.boseman@case.edu		lxb73
2012-2015; 2009-2012 (started fall 2010, completing Shu Chen's term)		Singh	Neena	SOM	Assoc. Professor	Pathology	Wolstein 5128	7288	x2617	neena.singh@case.edu		nxs2
2008-2011 (started fall 2010, completing Marixa Lasso's term); 2011-2014		Nanfito	Jacqueline	CAS	Assoc. Professor	Modern Languages & Literature	Guilford 201	7118	x5264	jacqueline.nanfito@case.edu		jcn

ROTC at CWRU
History and current status

Faculty Senate
February 22, 2012

Donald L. Feke
Vice Provost for Undergraduate Education

History of ROTC at CWRU

- Prior to 1970, Air Force ROTC was present at CWRU, having roots within the Case Institute of Technology (CIT).

- Air Force officers (instructors in the ROTC program) held CIT/CWRU faculty appointments through the Department of Air Force Aerospace Studies.

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

History of ROTC at CWRU (Kent State - May 4, 1970)

On May 5, 1970, the Faculty Senate unanimously approved the following resolution:

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

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

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

History of ROTC at CWRU

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

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

History of ROTC at CWRU

On September 29, 1970, the following motion was passed by the Case Assembly:

"Degree credit for all courses offered by the AFROTC unit at Case Institute of Technology be eliminated. Those courses in the AFROTC program of study for which a student can receive credit toward his degree shall be limited to courses offered by the various academic departments of the University. This action is to take effect immediately, except that it shall not affect the present juniors and seniors in the program, in accordance with the President's statement of 14 September, 1970."

History of ROTC at CWRU (35 years elapse)

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

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

CASE WESTERN RESERVE UNIVERSITY EST. 1826
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Current Status

- CWRU currently has _affiliate status_ with the Army ROTC program based at John Carroll University (JCU), and with the Air Force ROTC program based at Kent State University (KSU). Under affiliate status, students use their ROTC scholarship at CWRU, but travel to JCU or KSU for their ROTC courses and physical training.

- Up to six credit hours from either ROTC program are now allowed as transfer credit (under the MGMT label) for upper-level ROTC courses about leadership development.

Proposal

- The regional Army ROTC Commander reports that many high quality ROTC scholarship holders consider CWRU but choose to enroll elsewhere because of the difficulties with early morning travel to JCU.

- The Commander has a directive to have more ROTC cadets studying in the STEM disciplines and has offered to elevate CWRU to _partnership status_ to make CWRU more attractive to ROTC students.

Proposal

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

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

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

Proposal

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

- Award academic credit for the military science curriculum

- Offer CWRU faculty appointments to ROTC instructors (which gives them access to network services, etc.). These would be unpaid positions.

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

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

Potential Benefits to CWRU

- ROTC cadets are desirable, high quality, low discount-rate students

- Projections are for CWRU to enroll 10 (optimal) to 20 (maximum) Army ROTC cadets per class year (approximately 5× our current ROTC enrollment)

FACULTY APPOINTMENT ISSUES

prepared for the February 22, 2012 meeting of the Faculty Senate

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During discussions of how the university could accommodate the requirements of partnership status with the Army ROTC by a March deadline, concerns were raised about the nature of the appointments we could provide to ROTC instructors. The Faculty Handbook suggests that faculty appointments should be associated with the eight constituent faculties of the university (SOM, SDM, CAS, CSE, WSOM, FPBSON, LAW, MSASS). The relevant sections of the Handbook are provided below, with key parts marked by underlining.

It appears that there are some inconsistencies between the Handbook and both historic and recent practice. The purpose of this document is to point out various issues the faculty senate may wish to consider if it chooses to address the handling of faculty appointments and perhaps revise the Handbook. Because of the complexity of some of these issues, it might require more than a single academic year to arrive at a consensus. As an interim measure, in order to accommodate ROTC's request to start the new program in fall 2012, the senate executive committee recommends that the senate authorize the establishment of a separate military science department outside the eight constituent faculties for a limited period of time, until the summer of 2014. During this two year period, the senate will work through its standing committees and perhaps an *ad hoc* committee to revise the Faculty Handbook and put in place policies for individual faculty members and groups of faculty or departments that do not conform to the handbook as it stands.

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EXCERPTS FROM THE FACULTY HANDBOOK

http://www.case.edu/president/facsen/frames/handbook/pdf/2011FacultyHandbook6_2011.pdf

As part of the adoption of the "Policies and Procedures for the Members of the Faculty of Case Western Reserve University" in 1973, the Board of Trustees in its official document stated, "Each constituent faculty that includes faculty members who are not regular full-time members should establish appropriate procedures and policies for such faculty." Prior to the restructuring of the University Faculty that occurred in 2003, faculty members who were not regular full-time faculty included, among others, individuals holding adjunct appointments, clinical appointments, visiting appointments, and lecturer appointments. As part of the changes in 2003, a new category of University Faculty was created and called "special faculty," which covers those types of appointments. Special faculty are now covered by the provisions of the Faculty Handbook, unless specifically excluded. If they are excluded from a particular provision, the by-laws of the constituent faculty in which their appointment resides may address that subject.

Preamble
The Board of Trustees of the University has delegated to the University Faculty certain powers and responsibilities within the scope of faculty competence and consisting of the conduct of the institution's educational, research and scholarly activities. These activities inherently require action in concert among the various scholarly disciplines, and thus call for a coherent structure of group policy formulation and group procedure. The provision of such a structure is the essential function of this constitution.

ARTICLE I. <u>MEMBERSHIP OF THE UNIVERSITY FACULTY</u>
The University Faculty consists of three different categories of faculty appointments: 1) tenured or tenure track appointments, 2) non-tenure track appointments, and 3) special appointments. Faculty members described in Sec. A and Sec. B shall be deemed "voting members" of the University Faculty. Each engage in the missions of faculty of the University as described below:

Sec. A. Tenured or tenure-track faculty members
Tenured or tenure track faculty members are those persons holding full-time academic appointments at the ranks of professor, associate professor, and assistant professor in the constituent faculties whose obligations to the University include 1) teaching, 2) research and scholarship, and 3) service to the University community. Tenured or tenure track faculty shall be entitled to vote on all matters coming before the University Faculty as well as all matters coming before the constituent faculties in which they are appointed.

Sec. B. Non-tenure track faculty members
Non-tenure track faculty members are those persons holding full-time academic appointments at the ranks of professor, associate professor, assistant professor, senior instructor, and instructor <u>in the constituent faculties</u> whose obligations to the University <u>include two of the three</u> obligations of the tenured/tenure track faculty, i.e. 1) teaching, 2) research and scholarship or 3) service to the University community. Non-tenure track faculty members shall be entitled to vote on all matters coming before the University Faculty. The by-laws of the constituent faculty shall determine if they may vote on matters coming before the constituent faculties in which they are appointed.

Sec. C. Special faculty members
Special faculty members are: 1) those persons holding <u>part-time academic appointments</u>, or 2) persons holding <u>full-time academic appointments, but who have specific, limited responsibilities for the duration of a specific project, or for a limited duration.</u> Examples of special appointments are faculty members <u>hired for one semester, who teach one course on a repeated basis, who engage in clinical supervision only without other responsibilities to the University</u>, or who are engaged in a specific project conducted outside the University. In general, <u>special faculty members' obligations to the University shall include one of the three obligations</u> of the tenured/tenure track faculty, i.e. 1) teaching, 2) research and scholarship or 3) service to the university community. <u>The titles held by special faculty members shall be determined according to the by-laws of the constituent faculty to which their appointment is made</u>, <u>subject to approval by the provost</u>, and shall include a modifier to traditional ranks that reflects the nature of the appointment. Special faculty members shall not be entitled to vote on any matter coming before the University Faculty. The by-laws of the constituent faculty shall determine if they may vote on matters coming before the constituent faculties in which they are appointed.

ARTICLE VII. THE STRUCTURE OF THE UNIVERSITY FACULTY

Sec. A. Constituent Faculties

Par. 1. For the purpose of organization and execution of the educational and research programs of the University<u>, the University Faculty shall be organized into constituent faculties, each responsible for a particular professional or scholarly discipline or group of related disciplines.</u>

Each constituent faculty shall be governed in accordance with by-laws adopted by that faculty and ratified by the Faculty Senate.

Par. 2. Each constituent faculty shall have a dean or otherwise designated chief executive officer appointed for a term of office by the president after consultation with that faculty.

Par 3. Each constituent faculty shall be responsible to the University Faculty for execution of the programs delegated to it.

Sec. B. Departments

Par. 1. Any constituent faculty may be organized into departments. The department shall be the basic unit of those faculties so organized. Each member of the University Faculty holding a principal appointment in such a faculty shall normally have an appointment in a department.

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1. Currently, CWRU students holding Army ROTC scholarships rely on the ROTC program at John Carroll for their required courses and physical training. See http://www.jcu.edu/rotc/ to learn about that program. We have detailed information about additional courses that would be taught at CWRU under partnership status but that is not the concern of this document. The Faculty Senate Committee on Undergraduate Education, FSCUE, has in place a senate-approved process for review of courses that come from any source on campus, and they have already approved the ROTC courses for credit. Our concern here is how to handle the appointments of instructors for these courses. These instructors will likely be given adjunct appointments; they won't be employees of the university. Details about the instructors at JCU are available at http://www.jcu.edu/rotc/meet_the_cadre/index.htm .

   While it might be possible to place some of these instructors into existing departments/schools within the eight constituent faculties, this is likely to be awkward and time-consuming and is probably not a satisfactory solution. There are good arguments to instead create a new department, consisting mostly of special faculty members, that is not housed in one of the existing schools or college. However, this raises a host of questions.

2. The Department of Physical Education and Athletics, PHED, could serve as a model. This department is not in one of the eight constituent faculties but does have staff at the level of instructor through professor. These faculty members are currently all non-tenure track or special faculty (*sections B & C in the Handbook excerpt above*). In addition to teaching PHED courses, many provide service to the university in the form of committee responsibilities, mentoring, and coaching. More can be learned about PHED at http://athletics.case.edu/information/mission. The Director of Athletics, Prof. David Diles, reports to VP of Student Affairs Glenn Nicholls, who has *appointing authority* to hire faculty for this department through a process similar to that of school deans. The Department of Physical Education does not currently have by-laws in place, as required for the eight constituent faculties, but is willing to create a draft and submit it for review.

   Archives has located the documents that led to PHED's position in the current university structure. In the early 1970s, the Department of Physical Education and Athletics belonged to one of the constituent faculties of that era, the Faculty of the Social and Behavioral

Sciences. Based on the desires of the faculty, a lack of fit of Physical Education in that constituent faculty, an initiative came forward to remove the Department of Physical Education from the Faculty of the Social and Behavioral Sciences. The Faculty Senate action to approve the move resulted in a Board of Trustees resolution that separated Physical Education from the Social and Behavioral Sciences constituent faculty. The Board also directed the President to make suitable arrangements for the administration of the Physical Education Department. In response to this directive, the President charged one of the university vice presidents to oversee the department.

In 1982, an amendment to the Constitution, passed by the Faculty Senate and ultimately the Board of Trustees, gave the Department of Physical Education a seat on the senate. The motivation for this amendment was to provide improved communication between the Department of Physical Education and the rest of the faculty. In the same amendment that established representation on the senate for Physical Education, the constituent faculties in place at that time were also defined (*or redefined*). Three years ago, when the Faculty Senate Committee on Undergraduate Education was formed, a position was provided for the Department of Physical Education.

In 1976, when the department reported to Vice President for Finance and Administration Peter Musselman, at least some Physical Education faculty members were still in the tenure track. In 1988 the Physical Education and Athletics department is referred to as a "non tenure track department" in the Board of Trustee minutes. This change happened sometime between 1976 and 1988. During that time period Physical Education and Athletics reported directly to Arthur Leary, Associate Vice President for Finance and Administration, who was also a former athletic director and physics major (CIT, class of 1944). Upon Leary's retirement in 1989 oversight of the department was transferred to Glenn Nicholls, Vice President for Student Affairs, where it remains today. Archives has not been able to determine the exact date when PHED transitioned to a "non tenure track department"; the relevant records are believed to have been lost in the Adelbert fire.

3. There are other teaching and research positions on campus that should arguably also be clarified. One example is the SAGES Presidential Fellows that were created by President Hundert. These appointments are made by the Director of SAGES, Peter Whiting, acting under the authority of the President of the University. http://www.case.edu/sages/FacultyandFellowsPresidentialFellows.html .

    a. This begs the question of what a 'fellow' is and whether this term should be more clearly defined in the Handbook or left for the various constituent faculties to define for their own purposes. There are other types of fellows in the SAGES program but these are associated with departmental appointments in the schools or college. http://www.case.edu/sages/FacultyandFellowsSAGESFellows.html

        Two special categories of SAGES Fellows have been created:

        - Samuel M. Savin SAGES Fellows will be visiting faculty who have achieved particular distinction in scholarship or teaching. Savin Fellows will receive additional compensation and be invited to present a public lecture.

        - SAGES Postdoctoral Fellows will typically be appointed for an entire academic year, during which they will teach 4-5 University Seminars.

4

b. The Inamori Center also appoints
'fellows' http://www.case.edu/provost/inamori/research/researchpolicy.html but these are
drawn from the pool of postdocs and professional students in the schools and college.

4. Should the status of administrators who teach courses or perform other duties normally
associated with faculty (*but who do not also have faculty appointments in the eight schools
or PHED*) be clarified? We have, so far, identified very few instances of this occurring.
Administrators are responsible for UNIV 400 (*teacher training of new graduate students*)
and co-op courses but these aren't 'normal' academic courses.

5. Do (*and should*) the provost and president have complete or limited freedom to make faculty
appointments outside the eight constituent faculties, without detailed policies that define the
process and nature of these appointments? The Office of the General Counsel was asked for
advice on this question and responded that the Handbook doesn't explicitly prohibit this
practice. The Board of Trustees clearly has the authority to allow such appointments.

a. An example of a policy the senate could consider is that the eight deans should be
consulted before a new type of appointment is made or a new department established, to
determine if any believe the appointment or department belongs in their school/college.

b. Should all policies described in Faculty Handbook apply to these positions as well?

c. Should these arrangements require a set of by-laws similar to those of the
schools/college, to define the rights and responsibilities of everyone associated with these
positions, including those in charge?

d. Should representation on the faculty senate be part of these discussions? If appointments
are made individually or as part of a new but perhaps small department, a seat on the
senate might not be appropriate. However, we could, identify a mechanism for
representation, perhaps through the (non-voting) administrative leader of these faculty
members or via a special representative for special faculty (*who don't otherwise have a
right to vote on senate issues or as part of the University Faculty*).

6. Should we include in our discussion a general review of policies for special/contingent
faculty? The senate committee on faculty personnel has been listening to concerns expressed
by this group and may have suggestions the senate should consider. However, most
special/contingent faculty members have appointments in the eight constituent faculties and
should be covered by the relevant school/college by-laws.

7. What process should the senate establish for considering these issues over the next two
years? Most of the issues at hand fall under the purview of the senate committee on faculty
personnel   http://case.edu/president/facsen/committees/personnel/fpcharge.html but this
might be too complex a problem for them to handle alone. The chair of that committee,
Patricia Higgins, is considering the appropriate role for her committee. Other senate
committees, such as budget and compensation, might also have an important role to play.
The senate committee on by-laws can begin its work only after the difficult questions of
policy are settled.

The rules for setting up an ad hoc senate committee are posted
at http://www.case.edu/president/facsen/frames/handbook/committees.htm .

Sec. G. Ad hoc Committees

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

Par. 2. At the discretion of the Executive Committee, such ad hoc committees may include members of the university community who are not themselves members of the Faculty Senate.

8. How do other universities handle these issues? Should we 'benchmark' or simply pursue our own course?

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Military Science and Leadership 102:
Introduction to Tactical Leadership
Course Management Plan

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Overview of the Army Senior ROTC Basic Course The Army Reserve Officers' Training Corps (ROTC), with evolving strategic initiatives and future officer requirements, BOLC training, and education objectives drive the ROTC Military Science and Leadership program. This relationship is the reason you will often see SROTC referred to as BOLC A: ROTC – technically, it is the BOLC A: ROTC Military Science and Leadership Program. Army leader development is a deliberate, continuous, sequential, and progressive process, based on Army values that develop Cadets into competent and confident leaders. As the Army's largest pre-commissioning source, BOLC A: ROTC lays the leadership foundation for thousands of Cadets across hundreds of university campuses.

Army Reserve Officers' Training Corps (ROTC) courses fit into most academic programs as electives. Students normally take one course per semester right along with their other classes. Freshmen and sophomores begin with the no-obligation Basic Courses. They receive instruction in basic leadership and military skills such as physical fitness, land navigation, and first aid. Junior and senior Cadets make up the Advanced Courses. At this stage, they receive instruction on leadership principles and advanced military skills, culminating in a commission as an Army Officer.

BOLC A: ROTC is a leadership development program consisting of three interconnected components: (1) on-campus component, (2) off-campus component, and (3) Leadership Development Program (LDP). By design, the three components dovetail for seamless, progressive, and sequential leader development.

Overview of the MSL 102 Course: Introduction to Tactical Leadership
MSL 102 overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership attributes and core leader competencies in the context of practical, hands-on, and interactive exercises. Continued emphasis is placed on recruitment and retention of Cadets. Cadre role models and the building of stronger relationships among the Cadets through common experience and practical interaction are critical aspects of the MSL 102 experience.

Course Objectives and Structure – Five Basic Tracks
The course is structured in tracks and lessons. These can be rearranged by the instructor to best fit unique campus requirements and situations. There are five tracks containing ten lessons and two exam sessions (see Pony Blanket on Blackboard (Bb), MSL I). The overall objectives for each track include:

Leadership

- Distinguish between leadership attributes and core leader competencies
- Illustrate leader leading, developing, and achieving actions

Military Science and Leadership 102: Introduction to Tactical Leadership Course

Management Plan

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MSL 102 - Course Management Plan

Personal Development

• Develop personal mission statement and goals

• Explain the basic elements of Army communication

Values and Ethics

• Explain how values impact leadership

• Describe the importance of the Warrior Ethos for effective leadership

Officership

• Explain the importance of personal development for officership

Tactics and Techniques

• Describe the components of a fire team and squad

• Describe the individual movement techniques

• Identify symbols and colors on a military map

Track One: Leadership ROTC End State: Cadets will:

• demonstrate and use all dimensions of the Army Leadership Requirements Model

• make sound and timely decisions

• develop and motivate subordinates, teams, and units

• derive lessons learned from Military History and apply insights to the OE

• analyze, manage, and adapt to change in complex environments

MSL I End State: Cadets learn and understand the Army Leadership Requirements Model

MSL 102-9 (Sections 2-4): Army Leadership – Character, Presence, and Intellect
Following this lesson and completion of assignments, Cadets will:

• describe the attributes associated with a leader of character and presence
Army Values   Empathy   Warrior Ethos   Military Bearing   Physical Fitness
Composed and confident   Resilient

MSL 102-10: Army Leadership Following this lesson and completion of assignments, Cadets will:

• describe the attributes associated with a leader with intellectual capacity
Mental agility   Sound judgment

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➢ Innovation ➢ Interpersonal tact ➢ Domain knowledge

MSL 102-11(Section 5): Army Leadership – Core Leader Competencies Following this lesson and completion of assignments, Cadets will:

• describe the core leader competencies associated with the Leads, Develops, and Achieves portion of the Army Leadership Requirements Model   Leads

o Leads others o Extends influence beyond the chain of command o Leads by example o Communicates   Develops

o Creates a positive environment o Prepares self o Develops others   Achieves

o Gets results

Track Two: Personal Development ROTC End State: Cadets will

• develop personal mission statement and goals

• explain the basic elements of Army communication

• establish goals, priorities, and action plans

• organize time resources

• communicate effectively with commanders, subordinates, and civilians

• develop and manage physical health and well-being of self, subordinates, and families

• recognize and manage stress at individual and unit levels

MSL I End State: MSL I Cadets further develop personal management skills to acclimate to the college lifestyle.

MSL 102-2: Goal Setting Following this lesson and completion of assignments, Cadets will:

• Describe what goal setting is and how it works

• Identify the key points that underlie setting effective goals

• Write goals using SMART rules

• Develop a personalized and systematic goal plan

MSL 102-3: Introduction to Effective Army Communication Following this lesson and completion of assignments, Cadets will:

• explain the communication process model

• identify barriers to effective communication

• describe steps to improve written and oral communication

MSL 102 - Course Management Plan

Track Three: Values and Ethics

ROTC End State:

Cadets will:

• model the seven Army Values

• embody the Warrior Ethos

• exhibit Military Professional Ethics

• incorporate the Law of Land Warfare and derived Rules of Engagement into all tactical operations and training

• describe, honor, and enforce Army Command Policies for Interpersonal Relationships

MSL I End State:

Cadets learn and understand the seven Army Values, Soldier's Creed, and Warrior Ethos

There are no specific lessons on Values and Ethics in MSL 102. Values and ethics are taught implicitly and modeled by cadre and advanced course Cadets.

Track Four: Officership ROTC End State: Cadets will:

• describe the purpose of Army Ranks

• understand the Cadet Rank Structure, Cadet Unit Structure, and Cadet Chain of Command

• demonstrate the military customs of saluting, reporting to a superior officer, and reacting to colors, music, and individuals

• define the concept of the Army profession vs. an occupation

• list and define the three characteristics of a profession

• describe the responsibility of officership

MSL I End State: Cadets learn Army and Cadet rank structure, roles, and traditions.

There are no specific lessons on Officership in MSL 102 Principles of Officership are taught implicitly and demonstrated by cadre.

Track Five: Tactics and Techniques ROTC End State: Cadets will

• demonstrate proficiency in using a military map

• describe the elements of a Fire Team and Rifle Squad

• identify the weapons that each member of a Fire Team carries

• describe the primary purpose of each weapon in the fire team

• describe the three individual movement techniques

• describe the two fire team movement formations

• describe and explain the five major terrain features of hill, valley, saddle, ridge, and depression

• describe how to identify a four-digit and a six-digit grid coordinate on a military map

• explain how to determine a grid azimuth

• explain how to determine a magnetic azimuth

• explain the differences between the three types of "north" on a military map

• describe how to determine elevation on a military map

• explain contour interval

MSL I End State: Cadets learn and demonstrate basic map reading, land navigation, and individual movement techniques.

MSL 102-4: Introduction to Tactics I Following this lesson and completion of assignments, Cadets will:

• describe the components of a fire team

• describe the components of a squad

• define the roles and responsibilities of each member of a fire team and squad

MSL 102-5: Introduction to Tactics II Following this lesson and completion of assignments, Cadets will:

• describe the three Individual Movement Techniques (IMT) utilized while moving under direct fire

• select the appropriate movement technique to use given different environmental factors

• employ the correct IMT while moving as a member of a two-person buddy team

• describe the different Fire Team movement formations

• move as member of a Fire Team

MSL 102-7: Introduction to Map Reading Following this lesson and completion of assignments, Cadets will:

• identify topographic symbols on a military map

• identify the basic colors on a military map (black, blue, brown, green, red, and red-brown and other)

• identify the symbols used on a military map to represent physical features, such

as physical surroundings or objects

• identify marginal information found on the legend

• identify marginal information at the top of the map sheet

• identify marginal information at the bottom of the map sheet

• identify the five major, three minor, and two supplemental terrain features on a military map

• determine 4 and 6 digit grid coordinates

MSL 102-8: Introduction to Land Navigation Following this lesson and completion of assignments, Cadets will:

• determine different types of azimuths

• convert magnetic azimuth to a grid azimuth and grid azimuth to a magnetic azimuth

• determine G/M angle

• determine elevation

• measure straight line distance on a map

• measure curved line distance on a map

Leadership Labs Cadets participate in Leadership Labs that provide practical experience. Leadership Labs meet a minimum of 1 hour per week. The actual lab sequencing that is used at a given University is left up to the cadre to decide. The cadre must ensure that labs are structured to address all of the required individual Soldier skills and small unit tactics tasks. Most classes in the Course Map "Pony Blanket" are sequenced to support the labs. If you adjust your lab schedule, consider adjusting the supporting classes. MSL I Cadets have the opportunity to learn PT during the semester.

Field Training Exercises (FTXs) – FTXs will be conducted once per semester for up to 72 hours. During these periods Cadets will be placed in leadership roles where they will be evaluated on leadership dimensions. These FTXs will allow Cadets to learn how the military works and to prepare for the Leader Development and Assessment Course (LDAC) at the completion of their junior year.

Physical Training (PT) – Battalions will execute a Physical Training program (IAW CCR 145-3, paragraph 2-5 and TC 3-22.20 Army Physical Readiness Training, 1 Mar. 10) that adequately prepares Cadets for the Leadership Development and Assessment Course (LDAC), Cadet Professional Development Training (CPDT), BOLC B and beyond. The intent is to meet Army PT standards and instill a fitness ethos. Professors of Military Science (PMS) should exercise discretion, flexibility and good judgment in designing their PT Programs. What works in a unit may be counterproductive on campus. PT offers a good opportunity for Cadet leadership and evaluation.

MSL 102 - Course Management Plan

Table 1 – Homework Assignment Matrix

Lesson Title Post-Class Assignment

1 ROTC and Course Overview ** Read MSL I text, Personal Development, Section 4: Goal Setting; answer "Critical Thinking" questions; be prepared to discuss in class. [30 minutes]

(This Training Is Only For Cadets) Go to http://srotc.nformd.net/sexualassault/ulogin/, create a student account and begin SHARP training modules. [self-paced]

Construct at least three goals using SMART rules that will be used to create the Personal Goal Setting Plan. List these goals in priority order. Turn it in for the next class.

2 Goal Setting Read MSL I text, Personal Development Section: Introduction

to Effective Army Communication; answer "Critical Thinking" questions; be prepared to discuss in class. [30-40 minutes]

Construct at least three SMART goals that will help you get there. List these goals in priority order. Turn it in for the next class. Develop a Personal Goals Plan utilizing the SMART method that covers a time period determined by the instructor.

3 Introduction to Effective Army

Communication

* Read MSL I text, Tactics and Techniques Section: Introduction to Tactics I; answer "Critical Thinking" questions; be prepared to discuss in class. [30-40 minutes]

Review FM 3-21.8 (March 2007); Appendix A.

4 Introduction to Tactics I * Read MSL I text, Tactics and Techniques Section:

Introduction to Tactics II; answer "Critical Thinking" questions; be prepared to discuss in class. [30-40 minutes]

Read FM 3-21.8 Infantry Rifle Platoon and Squad (March 2007); Ch. 1 pp. 1-14 to 1-21; review the descriptions of duties/ responsibilities for each Infantry Squad, Infantry Weapons Squad, Fire Team, Medium MG Team, and Close Combat Missile Team positions for presentation during Lesson 05 Intro to Tactics II.

Review FM 3-21.8 Infantry Rifle Platoon and Squad (March 2007); Ch.3, Operations, Section III, Movement par. 3-65 and 3-66. [10 minutes]

Read STP 21-1-SMCT (June 2009); Task # 071-326-0502 Move Under Direct Fire. [20 minutes]

5 Introduction to Tactics II Study for Mid-Term Exam.

6 Mid-Term Exam Read MSL I text, Tactics and Techniques Section: Introduction

to Map Reading; answer "Critical Thinking" questions; be prepared to discuss in class. [30-40 minutes]

Read FM 3-25.26 Map Reading and Land Navigation (Aug 2006); Ch. 3, 4 and 10.

7 Introduction to Map Reading Read MSL I text, Tactics and Techniques Section: Introduction

to Land Navigation; answer "Critical Thinking" questions; be

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prepared to discuss in class. [30-40 minutes]

Review FM 3-25.26 Map Reading and Land Navigation (Aug 2006); Ch. 6, par. 6-2 thru 6-9), Ch. 10, pp. 10-4 and 10-5.

8 Introduction to Land Navigation Read MSL I text, Leadership Sections: Introduction to Army

Leadership; Section 2 Army Leadership – Character; Section 3 Army Leadership – Presence; Section 4 Army Leadership – Leader Intelligence; answer "Critical Thinking" questions; be prepared to discuss in class. [30 minutes]

Read FM 6-22(Oct 2006); Part One, Ch. 2, par. 2-1 thru 2-23 and Ch. 4, par. 4-1 thru 4-77 in order to become familiar with the Army leadership attributes – Character, Presence, and Leader Intelligence. [25 minutes]

9 Army Leadership – Character, Presence,

and Intellect(Sections 2-4)

Read MSL I text, Leadership Section: Army Leadership – Leader Intelligence; answer "Critical Thinking" questions; be prepared to discuss in class. [30-40 minutes]

Read FM 6-22(Oct 2006); Ch. 6, to become familiar with the Army leadership attribute – Leader Intelligence. [25 minutes]

10 Army Leadership – Character, Presence,

and Intellect (Sections 2-4) cont.

Read MSL I text, Leadership Section: Army Core Leader Competencies; answer "Critical Thinking" questions; be prepared to discuss in class. [30-40 minutes]

Read FM 6-22(Oct 2006); Appendix A, Leader Attributes and Core Leader Competencies. [30 minutes]

Core Leader Competencies: Leader Action Presentation

Research and prepare for Leader Action presentation

Form groups of three to four and have each group choose one of the Core Leader Competencies from FM 6-22. Instruct them to prepare to teach one of the Core Leader Competencies in the next class. Groups can choose a competency to prepare or instructor may assign one competency to each group. For instance:

• Group One: Leads

• Group Two: Develops

• Group Three: Achieves

If more than three groups, subdivide the leader actions.

Example: Groups are to choose one aspect of a leader competency such as "communicates" and prepare a ten minute presentation on that specific competency for the next class.

See Detailed Instructions, MSL 102, L10 lesson plan [2 hours]

11 Army Leadership – Core Leader

Competencies (Section 5)

• Leads

• Develops

• Achieves

Study for Final Exam – Review Topics

• Goal Setting

• Effective Army Communication

• Tactics I and II

• Map Reading

• Land Navigation

• Army Leadership

MSL 102 - Course Management Plan

12 Final Exam

* Denotes change to MSL I Textbook section numbering.

** Denotes change to MSL I Textbook section title.

Additional Instructor Resources

Course Syllabus (see http://rotc.blackboard.com)

MSL 102 Course Map "Pony Blanket" (see http://rotc.blackboard.com MSL I)

Bb Handouts (http://rotc.blackboard.com in each lesson plan)

Tenino Map Sheet & Protractor

Publications:

o AR 600-9: Army Weight Control Program (Nov 06)

o AR 600-25: Salutes, Honors and Visits of Courtesy (Sep 04)

o AR 670-1: Wear and Appearance of Uniforms and Insignia (Feb 05)

o FM 1-0: The Army (Jun 05)

o FM 1-02: Operational Terms and Graphics (Sep 04)

o FM 3-0: Operations (Feb 08)

o FM 3-21.5: Drill and Ceremony (Jul 03)

o FM 3-21.8: The Infantry Rifle Platoon and Squad (Mar 07)

o FM 22-51: Leaders Manual for Combat Stress Control (Sep 94)

o FM 3-25.26: Map Reading and Land Navigation (Aug 06)

o FM 5-0: Operations Process (Mar 10)

o FM 5-19: Composite Risk Management (Aug 06)

o FM 6-22: Army Leadership (Oct 06)

o FM 21-31: Topographic Symbols (Dec 68)

o TC 3-22.20: Army Physical Readiness Training (Mar 10)

o STP 21-1-SMCT (Jun 09) Task #071-326-0501 (Move as a Member of a Fire Team)

o DA PAM 600-65 Leadership Statements and Quotes

o DA PAM 600-67 Effective Writing for Army Leaders

o CC PAM 145-3-2 Cultural Understanding and Language Proficiency (CULP) Program (Aug 09)

o ROTC Faculty Handbook (June 10)

MSL 102 - Course Management Plan

Websites:

http://rotc.blackboard.com

http://srotc.nformd.net/sexualassault/ulogin/

http://www.army.mil/usapa/doctrine/Active_FM.html

http://www.militarydial.com/army-force-structure.htm

http://www.goarmy.com/about/ranks_and_insignia.jsp

http://www.army.mil/warriorethos

http://www.changingminds.org

http://www.cia.gov/cia/publications/factbook

http://PL.army.mil & http://CC.army.mil (have Cadets establish an account)

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Military Science and Leadership 101:
Leadership and Personal Development
Course Management Plan

Overview of the Army Senior ROTC Basic Course

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BOLC A Outcomes (TRADOC Reg. 350-36)

Leadership: Newly commissioned/appointed officer who demonstrates knowledge of core leadership attributes and competencies and who applies fundamentals of leadership with peers and in small units.

Personal development: Understands responsibilities of an officer for self-development (physical, mental, spiritual, and emotional) outside the institutional and organizational domains.

Values and ethics: Newly commissioned/appointed officer who knows and understands Army values and begins to demonstrate them.

Officership: Understands and embraces the concept of being a member of the profession of arms, and the requirements of officership and their oath of commission.

Tactical/Technical: Possesses basic military skills and demonstrates knowledge of the orders process and troop leading procedures (TLPs) while executing small unit tactics. Experiences an introduction to WTBD and fundamentals of Army operations. Possesses fundamental knowledge and understanding of basic military skills and Army management systems required of a junior officer.

Overview of the MSL 101 Course: Leadership and Personal Development

MSL 101 introduces Cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical

Military Science and Leadership 101: Leadership and Personal Development Course

Management Plan

Overview of the Army Senior ROTC Basic Course The Army Reserve Officers' Training Corps (ROTC), with evolving strategic initiatives and future officer requirements, BOLC training, and education objectives drive the ROTC Military Science and Leadership program. This relationship is the reason you will often see SROTC referred to as BOLC A: ROTC – technically, it is the BOLC A: ROTC Military Science and Leadership Program. Army leader development is a deliberate, continuous, sequential, and progressive process, based on Army values that develop Cadets into competent and confident leaders. As the Army's largest pre-commissioning source, BOLC A: ROTC lays the leadership foundation for thousands of Cadets across hundreds of university campuses.

Army Reserve Officers' Training Corps (ROTC) courses fit into most academic programs as electives. Students normally take one course per semester right along with their other classes. Freshmen and sophomores begin with the no-obligation Basic Courses. They receive instruction in basic leadership and military skills such as physical fitness, land navigation, and first aid. Junior and senior Cadets make up the Advanced Courses. At this stage, they receive instruction on leadership principles and advanced military skills, culminating in a commission as an Army Officer. BOLC A: ROTC is a leadership development program consisting of three interconnected components: (1) on-campus component, (2) off-campus component, and (3) Leadership Development Program (LDP). By design, the three components dovetail for seamless, progressive, and sequential leader development.

BOLC A Outcomes (TRADOC Reg. 350-36) Leadership: Newly commissioned/appointed officer who demonstrates knowledge of core leadership attributes and competencies and who applies fundamentals of leadership with peers and in small units.

Personal development: Understands responsibilities of an officer for self-development (physical, mental, spiritual, and emotional) outside the institutional and organizational domains.

Values and ethics: Newly commissioned/appointed officer who knows and understands Army values and begins to demonstrate them.

Officership: Understands and embraces the concept of being a member of the profession of arms, and the requirements of officership and their oath of commission.

Tactical/Technical: Possesses basic military skills and demonstrates knowledge of the orders process and troop leading procedures (TLPs) while executing small unit tactics. Experiences an introduction to WTBD and fundamentals of Army operations. Possesses fundamental knowledge and understanding of basic military skills and Army management systems required of a junior officer.

Overview of the MSL 101 Course: Leadership and Personal Development MSL 101 introduces Cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical

thinking, goal setting, time management, and physical and mental fitness (resiliency training) relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big picture of understanding the ROTC program, its purpose in the Army, and its advantages for the student.

MSL I Outcomes: Leadership: Recognizes the Army as the premier leader development organization. Personal development: Recognizes the importance of continuous personal development and self- learning. Values and ethics: Recognizes the Army as a value based organization that embraces the warrior ethos. Officership: Begins the Soldierization process and familiarization with Army heritage, traditions, customs, and courtesies. Tactical/Technical: Describes small unit composition, tactics, and basic military skills.

Course Objectives and Structure – Five Basic Tracks The course is structured in tracks and lessons. These can be rearranged by the instructor to best fit unique campus requirements and situations. There are five tracks containing ten lessons and two exam sessions (see Pony Blanket on Blackboard (Bb), MSL I). The overall objectives for each track include:

Leadership

• Describe the relationship between leader character and competence

• Identify the leader attributes and core leader competencies of the Army Leadership Requirements Model Personal Development

• Define standards for the Army Physical Fitness Test (APFT)

• Write short-term and long-term goals to prepare for APFT

• Define the basic elements of time and stress management

    • Identify benefits of resiliency awareness in an overall personal fitness program Values and Ethics

• Explain the Warrior Ethos

    • List and define the seven Army values Officership

• Explain the importance of being a model citizen as an Army officer

• React to passing colors, National music, and approaching officers

• Describe basic heritage elements (salute, flags, rank structure, and uniforms)

    • Understand the impact of CULP on leader development Tactics and Techniques

• Work effectively in teams with fellow Cadets

Leadership ROTC End State:

Cadets will:

• embody all dimensions of the Army Leadership Requirements Model

• make sound and timely decisions

• develop and motivate subordinates, teams, and units

• derive lessons learned from military history and apply insights to the operational environment (OE)

• analyze, manage, and adapt to change in complex environments

MSL I End State: Cadets learn the Army Leadership Requirements Model.

MSL 101-11: Introduction to Army Leadership Following this lesson and completion of assignments, Cadets will:

• define leadership according to FM 6-22

• identify attributes and core leader competencies as the pillars of the Army Leadership Requirements Model

• define "Be, Know, and Do" within the context of Army Leadership Requirements Model

• identify the components of "Be (attributes), Know (attributes), and Do (core leader competencies)" in the Army Leadership Requirements Model

• relate "Be, Know, and Do" to the Cadet Command, Leadership Development Program (LDP)

• identify the three levels of Army leadership: direct, organizational, and strategic

• distinguish between leadership and management attributes

Personal Development ROTC End State:

Cadets will:

• establish goals and priorities for action

• organize time resources appropriately

• communicate effectively with cadre, university personnel, and fellow students

• develop and manage mental and physical health and well-being of self, subordinates, and families

• recognize and manage stress through mental/physical resiliency

MSL 101 - Course Management Plan

MSL I End State: Cadets develop personal management skills to acclimate to the college lifestyle.

MSL 101-04: Time Management Following this lesson and completion of assignments, Cadets will:

• identify the process for effective time management

• identify barriers to time management

• write SMART goals

MSL 101-09: Health & Fitness Following this lesson and completion of assignments, Cadets will:

• Explain the goal of the Army Physical Readiness Training (APRT)

• List the phases of PRT

• Identify the principles of PRT

• Describe the components of PRT

• Recognize the components of the Food Guide Pyramid

• Develop SMART goals to improve physical and nutritional fitness

• Explain how the five dimensions of Comprehensive Soldier Fitness (CSF) relates to combat readiness

MSL 101-10: Introduction to Stress Management Following this lesson and completion of assignments,

Cadets will:

• define stress

• describe causes of stress

• recognize physical and behavioral symptoms of stress

• describe methods to manage stress

MSL 101 - Course Management Plan

Values and Ethics

ROTC End State:

Cadets will:

• Internalize and Model the Seven Army Values

• Demonstrate a empathic propensity to share experiences and envision the impact on others

• Embody the Warrior Ethos

• Exhibit Military Professional Ethics

• Incorporate the Law of Land Warfare and Derived Rules of Engagement into All Tactical Operations and Training

• Describe, Honor, and Enforce Army Command Policies for Interpersonal Relationships

MSL I End State: Cadets learn and model:

• the "seven Army Values"

• Soldier's Creed

• Warrior Ethos

• Army Attributes and Core Leader Competencies

MSL 101-02: Introduction to Warrior Ethos Following this lesson and completion of assignments, Cadets will:

• define Warrior Ethos

• recite from memory the Soldier's Creed

• list the four tenets of Warrior Ethos

Officership

ROTC End State: Cadets will:

• embody the traditions, customs, and courtesies of the Army

• apply the Principles of War to Full Spectrum Operations (FSO)

• analyze the impact of cultural factors on Army Operations

• plan, execute, and assess training to maintain Unit Readiness

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MSL 101 - Course Management Plan

• identify and explain the Rank Structure of the active Army and Cadet Battalion

• identify Army Resources available for Officer, Soldier, and Family Support

MSL I End State: Cadets learn Army and Cadet rank structure, roles, and traditions.

MSL 101-03: ROTC Rank Structure Following this lesson and completion of assignments, Cadets will:

• identify Cadet rank structure

• identify Cadet chain of command

• identify unit structure (fire team, squad, etc.)

MSL 101-05: Intro to CULP Following this lesson and completion of assignments, Cadets will:

• explain what CULP is

• complete a self-assessment

• complete a registration packet

MSL 101-07: US Military Customs and Courtesies Following this lesson and completion of assignments,

Cadets will:

• report to an officer or a non-commissioned officer (NCO)

• react to passing colors

• react to specific National / military music

• identify rank insignia

• salute at required times

MSL 101-08: Officership and the Army Profession Following this lesson and completion of assignments, Cadets will:

• define the concept of a profession

• list and define the three characteristics of a profession

• discuss professionalism and the military

Tactics and Techniques

ROTC End State: Cadets will:

• Plan and Execute Platoon Tactical Operations in the OE

MSL I End State: Cadets learn and demonstrate basic map reading, land navigation, and individual movement techniques.

Leadership Labs Cadets participate in Leadership Labs that provide practical experience. Leadership Labs meet a minimum of 1 hour per week. The actual lab sequencing that is used at a given University is left up to the cadre to decide. The cadre must ensure that labs are structured to address all of the required individual Soldier skills and small unit tactics tasks. Most classes in the Course Map "Pony Blanket" are sequenced to support the labs. If you adjust your lab schedule, consider adjusting the supporting classes. MSL I Cadets have the opportunity to learn PT during the semester. Field Training Exercises (FTXs) – FTXs will be conducted once per semester for up to 72 hours. During these periods Cadets will be placed in leadership roles where they will be evaluated on leadership dimensions. These FTXs will allow Cadets to learn how the military works and to prepare for the Leader Development and Assessment Course (LDAC) at the completion of their junior year.

Physical Training (PT) – Battalions will execute a Physical Training program (IAW CCR 145-3, paragraph 2-5 and TC 3-22.20 Army Physical Readiness Training, 1 Mar. 10) that adequately prepares Cadets for the Leadership Development and Assessment Course (LDAC), Cadet Professional Development Training (CPDT), BOLC B and beyond. The intent is to meet Army PT standards and instill a fitness ethos. Professors of Military Science (PMS) should exercise discretion, flexibility and good judgment in designing their PT Programs. What works in a unit may be counterproductive on campus. PT offers a good opportunity for Cadet leadership and evaluation.

Table 1 – Homework Assignment Matrix

Lesson Title Post-Class Assignment

1 ROTC and Course Overview

Review FM 6-22, Character and The Warrior Ethos Chapter 4, para. 4-1 – 4-11. [20 minutes]

Read MSL I text, Values and Ethics, Section 1: Introduction to the Warrior Ethos and answer Critical Thinking questions. [30 minutes]

Go to http://srotc.nformd.net/sexualassault/ulogin/, create a student account and begin SAPR training modules. [self-paced]

2 Introduction to Warrior Ethos Read MSL I text, Officership, Section 1: ROTC Rank and

Organizational Structure and answer Critical Thinking questions. [30-40 minutes]

3 ROTC Rank Structure Read MSL I text, Personal Development, Section 1: Time

Management and answer Critical Thinking questions. [30-40 minutes]

Download the MSL 101 L3 Time Management Pre-class assignment which includes the following:

Cadets must keep a log of their time for at least 5 days and bring to class.

Cadets must create their own 'semester' calendar that includes all classes, key assignments and any other important events for the semester.

Cadets must write two academic and two physical fitness goals and bring to class.

4 Time Management Read MSL I text, Officership, Section 2: Intro to CULP and

answer Critical Thinking questions. [30-40 minutes]

5 Cultural Understanding and Language

Proficiency (CULP)

Study for Mid-Term Exam

6 Mid-Term Exam Read MSL I text, Officership, Section 3: US Military Customs

and Courtesies.

AR 600-25, Salutes, Honors and Visits of Courtesy. [15 minutes]

AR 670-1 Wear and Appearance of Uniforms & Insignia. [15 minutes]

FM 3-21.5 – Drill and Ceremony. [20 minutes]

Review Bugle Calls and Military Songs. [10 minutes]

7 US Military Customs & Courtesies Read MSL I text, Officership, Section 4: Officership and the

Army Profession and answer Critical Thinking questions. [30- 40 minutes]

Review www.branchorientation.com

8 Officership & the Army Profession Read MSL I text, Personal Development, Section 2: Health and

Fitness.

Complete Health and Fitness diary. (see Bb, MSL 101, L9)

9 Health & Fitness Read MSL I text, Personal Development, Section 3:

Introduction to Stress Management and answer Critical Thinking questions. [30-40 minutes]

Fill out the Cadet pre-class assignment (see Bb, MSL 101, L 9). Cadets will describe several stressful events and speculate on what caused them, what symptoms they displayed and how they resolved the events.

10 Introduction to Stress Management Briefly review FM 6-22, Part One, Chapter 1 in order to become

familiar with Army Leadership Doctrine. [10 minutes]

Read MSL I text, Leadership, Section 1: Introduction to Army Leadership and answer Critical Thinking questions. [30-40 minutes]

11 Introduction to Army Leadership Study for Final Exam

12 Final Exam

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Additional Instructor Resources

Course Syllabus (see http://rotc.blackboard.com) MSL 101 Course Map "Pony Blanket" (see http://rotc.blackboard.com MSL I)

Bb Handouts (http://rotc.blackboard.com in each lesson plan)

o AR 600-9: Army Weight Control Program (Nov 06)

o AR 600-25: Salutes, Honors and Visits of Courtesy (Sep 04) o AR 670-1: Wear and Appearance of Uniforms and Insignia (Feb 05)

o FM 1-0: The Army (Jun 05) o FM 1-02: Operational Terms and Graphics (Sep 04)

o FM 3-0: Operations (Feb 11) o FM 3-21.5: Drill and Ceremony (Jul 03)

o FM 3-21.8: The Infantry Rifle Platoon and Squad (Mar 07) o FM 3-25.26: Map Reading and Land Navigation (Aug 06)

o FM 5-0: Operations Process (Mar 11) o FM 5-19: Composite Risk Management (Aug 06)

o FM 6-22: Army Leadership (Oct 06) o FM 7-21.13, The Soldiers Guide (Feb 04)

o TC 3-22.20: Army Physical Readiness Training (Aug 10) o CC PAM 145-3-2 Cultural Understanding and Language Proficiency (CULP)

    Program (Aug 09) o ROTC Faculty Handbook (June 10)

Websites:

http://rotc.blackboard.com

http://srotc.nformd.net/sexualassault/ulogin/ http://armypubs.army.mil/doctrine/active_fm.html

http://www.goarmy.com/about/ranks_and_insignia.jsp http://www.army.mil/values/warrior.html http://www.changingminds.org

http://www.cia.gov/cia/publications/factbook http://PL.army.mil & http://CC.army.mil (have Cadets establish an account)

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Course Management Plan (CMP)
Military Science and Leadership 201
Foundations of Leadership
31 July 2011

This course management plan provides the course managers and the instructors the information required to conduct the training prescribed by the enclosed training materials. It also provides information the students need to meet their responsibilities for learning and successful completion of the course. This course management plan deals specifically with MSL201 Foundations of Leadership.

This CMP covers the following:
Index

Introduction and Administrative Data	MSL 201 explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework. Aspects of personal motivation and team building are practiced planning, executing and assessing team exercises. While participation in the leadership labs is not mandatory during the MSL II year, significant experience can be gained in a multitude of areas and participation in the labs is highly encouraged. The focus continues to build on developing knowledge of the leadership attributes and core leader competencies through the understanding of Army rank, structure, and duties as well as broadening knowledge of land navigation and squad tactics. Case studies will provide a tangible context for learning the Soldier's Creed and Warrior Ethos.

Submit questions concerning the courses or other MSL201 problems to include administrative, accreditation, instructor certification issues, and recommendations for changes to course material will be forwarded to:

Curriculum Development Division
G3 US Army Cadet Command
500 Second Dragoons Road
BLDG 6574 Room 107
Ft. Knox, KY 40121-2775
ATTN: MSL200 Course Manager

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Introduction and Administrative Data

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Curriculum Development Division G3 US Army Cadet Command 500 Second Dragoons Road BLDG 6574 Room 107 Ft. Knox, KY 40121-2775 ATTN: MSL200 Course Manager

Course Structure

The Army Senior Reserve Officer Training Corps (ROTC) Basic Course is comprised of four courses, Military Science and Leadership (MSL) 101, MSL 102, MSL 201, and MSL 202. The Basic Course is designed to introduce Cadets to the fundamentals of leadership and to prepare them for success in the ROTC Advanced Course. The content and methods of the Basic Course assume no prior Cadet experience or other military training. The ROTC Basic Course consists of two distinct components: the classroom introduction to the Army and Officership of the MSL I year, and the experiential examination of leadership, group process, and decision-making of the MSL II year. Both Basic Course years are designed to enhance Cadets' interest in ROTC and the Army.

MSL I lessons provide an overview of subjects that are basic to personal development and leadership. These subjects will be treated in greater depth in the Advanced Course. The MSL II year offers Cadets a wide variety of group exercises designed to emphasize various professional leadership competencies, insights, and skills in a military context. These activities are both inside the classroom and in outdoor settings. In addition to military skills, practical skills for life are emphasized throughout these first years. By the end of the Basic Course, Cadets will have an essential understanding of the unique aspects of the Officer Corps, fundamentals of leadership and decision-making, the Army's institutional values and principles of individual fitness and a healthy lifestyle. The lessons are designed to maximize participation, inspire intellectual curiosity, and stimulate a sense of responsibility for learning and self-development.

Course Objectives and Structure – Five Basic Tracks The course is structured in tracks and lessons. These can be rearranged by the instructor to best fit unique campus requirements and situations. There are five tracks containing ten lessons and two exam sessions (see Curriculum Matrix (Pony Blanket) on Blackboard (Bb), MSL II). The overall objectives for each track include:

Values and Ethics

• Explain the historical basis of Army values

• Illustrate the four tenets of the Warrior Ethos

Leadership

• Describe the three stages of team development

• Illustrate significant traits and behaviors of historical military leaders

Personal Development

• Deliver a formal information briefing

• List the types and elements of interpersonal communication

Officership

• Describe rank, structure, duties, and traditions

• Explain the Principles of War and Operations

Tactics and Techniques

• Practice land navigation techniques

• List the seven steps of problem solving

• List the eight troop leading procedures

2

Leadership Labs Cadets participate in Leadership Labs that provide practical experience. Leadership Labs meet a minimum of 1 hour per week. The actual lab sequencing that is used at a given University is decided by the cadre due to weather, terrain, and geographic variations. The cadre must ensure that labs are structured to address all of the required individual Soldier skills and small unit tactics tasks. Field Training Exercises (FTXs) – FTXs will be conducted once per semester for up to 72 hours. During these periods Cadets will be placed in leadership roles where they will be evaluated on leadership dimensions. These FTXs will allow Cadets to learn how the military works and to prepare for the Leader Development and Assessment Course (LDAC).

Army Physical Readiness Training (APRT or PT) – Battalions will execute a PT program (IAW CCR 145-3, paragraph 2-5) that adequately prepares Cadets for Leader Development Assessment Course (LDAC), Cadet Professional Development Training (CPDT), Basic Officer Leader Course (BOLC) II and beyond. The intent is to meet Army PT standards and instill a fitness ethos. Professors of Military Science (PMSs) should exercise discretion, flexibility and good judgment in designing the PT program. What works in a unit may be counterproductive on campus. PT offers a good opportunity for Cadet leadership and leadership evaluations.

Cadet progress will be evaluated to manage the Cadet's progress through the course as well as to monitor student's understanding of the content.

Course Map The course map is included in the Course Overview folder.

Training While there is no mandatory training sequence, a copy of a sample syllabus to be used Sequence as a development aid for the individual instructors own syllabus, is included within the

Course Overview folder.

Course Manager Qualifications

The Course Manager must have the following qualifications:

(1) Must be appointed on additional duty orders. (2) Must be on the TDA of the ROTC Program for the institution. (3) Grade will not exceed that authorized by TDA. (4) Must be a fully certified instructor for the course and have completed one year as an instructor. (5) Must meet HT/WT standards and physical fitness requirements. (6) Must have the additional skill identifier (ASI) "8". (7) Must possess applicable security clearance. (8) Must be thoroughly familiar with all courseware requirements. (9) Must be subject matter expert (SME) for the course.

The Course

Course Manager is responsible for ensuring the training is presented as designed.

Manager

Specifically, the Course Manager must: Guidance

(1) Ensure required training resources are available for presenting the training as scheduled. (2) Ensure instructors receive support, materials, and equipment required for presenting this training. (3) Ensure staff and faculty are trained to present and manage this training. (4) Continuously evaluate course effectiveness and efficiency and provide appropriate feedback to the training/training development (task) proponent. (5) Ensure staff, faculty, and students comply with safety and environmental protection rules, regulations, laws, and course requirements. (6) Ensure facilities, material, equipment, and systems required for presenting this instruction are properly maintained. (7) Obtain required reference materials. (8) Identify an instructor for each block of instruction. (9) Maintain all records and files. (10) Maintain status of all publications. (11) Mentor and counsel instructors. (12) Develop contingency plans to respond to unexpected problems in execution of training, i.e., weather delays, equipment malfunctions. (13) Check ROTC Blackboard on a regular basis for changes affecting the course.

Instructor Certification Requirements

Instructors presenting this training must meet the following certification requirements:

Primary Instructor Qualifications (1) Must be a fully certified instructor for the course. (2) Must meet HT/WT standards and physical fitness requirements. (3) Must have the additional skill identifier (ASI) "8". (4) Must possess applicable security clearance. (5) Must be thoroughly familiar with all courseware requirements. (6) Must be subject matter expert (SME) for all lessons responsible for instructing.

Test Administrative Guidance

There will be two formal evaluations during the semester. The first at midterm, and the second at end of term. The end of term will cover all instructional material covered within the semester. Both exams are provided as suggested examples as part of the course and will be administered per specific instructions contained within the exams. Course managers and instructors will have maximum flexibility in scheduling these exams and may alter content to meet specific requirements of the individual ROTC program.

Instructors **Instructor / Facilitator Guidance** are directly in contact with the students and represent the command in the presentation of the instruction. They serve as the role model for the students. They must be technically competent and professional in demeanor.

Each instructor must: (1) Thoroughly study and be well-versed in the material prior to presenting the lessons. (2) Manage the training and maintain an environment conducive to student learning. (3) Supervise and guide the learning process. (4) Provide immediate feedback on student performance. (5) Be alert to students having difficulty and intercede as appropriate. (6) Ensure students comply with safety and environmental protection rules, regulations, laws, and course requirements (7) Continuously evaluate course effectiveness and efficiency and provide appropriate feedback to the Course Manager. (8) Have TMs and FMs available to answer student questions.

Student Guidance

It is the responsibility of the student to learn to perform the lesson learning objectives. This includes completing any study assignments, completing practical exercises, and participating in training activities. Students should be encouraged to provide constructive criticism concerning the efficiency and effectiveness of the training and training materials.

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Appendix A Lesson Objectives

Lesson Number

Lesson Title Lesson Objectives

L01a Course Overview Following this lesson and completion of all

assignments, Cadets will be able to:

• Understand the MSL 201 course requirements.

• Understand the grading scale.

• Understand that the onus on learning is on the student—that the student must come to class with a base level of understanding of the subject obtained via homework and reading assignments.

• Understand how to contact the instructor. L01b Army Rank, Structure, Duties,

& Traditions

Following this lesson and completion of all assignments, Cadets will be able to:

• Identify Army rank.

• Describe rendering of proper military courtesy.

• Identify Army unit structure. L02a Army Values Following this lesson and completion of all

assignments, Cadets will be able to:

• Identify the seven Army values.

• Describe the seven Army values.

• Relate personal values to Army values. L02b Introduction to the Principles of War and Operations

Following this lesson and completion of all assignments, Cadets will be able to:

• Identify and Describe the Principles of War

• Identify and Describe the Principles of Operations L03a Map Reading Following this lesson and completion of all

assignments, Cadets will be able to:

• Identify marginal information and topographic symbols on a military map

• Identify the five major, three minor and two supplemental terrain features on a military map

• Determine grid coordinates on a military map

• Determine elevation using a military map L03b Land Navigation Following this lesson and completion of all

assignments, Cadets will be able to:

• Determine azimuths using a military map and protractor

• Convert magnetic azimuth to a grid azimuth and grid azimuth to a magnetic azimuth

• Convert grid and magnetic azimuths using G/M angle

• Measure straight line distance on a map

• Measure curved line distance on a map

• Determine a back azimuth L04a Introduction to

Problem

Solving

Following this lesson and completion of all assignments, Cadets will be able to:

• Describe the steps to the problem solving process

• Correctly identify the impediment to problem solving

• Select the appropriate measure to overcome the impediment L04b Introduction to Troop Leading

Procedures

Following this lesson and completion of all assignments, Cadets will be able to:

A-1

• Describe the eight steps to troop leading procedures

• Communicate the eight steps both orally and in writing

• Demonstrate ability to use steps as appropriate to situation

• Explain how the elements of METT-TC are related to TLPs

 • Explain how the elements of OAKOC are related to TLPs L05a Squad Movement Following this lesson and completion of all

assignments, Cadets will be able to:

• Describe the movement formations used by the fire team and squad.

• Describe the movement techniques used by the squad.

 • Demonstrate knowledge of tactical movement under different METT-TC scenarios. L05b Introduction to Battle Drills Following this lesson and completion of all

assignments, Cadets will be able to:

• Define Warrior Tasks and Battle Drills

• Describe Warrior Tasks

  • Describe Battle Drills L06a Warrior Ethos Case Study Following this lesson and completion of all

assignments, Cadets will be able to:

• Identify four tenets of Warrior Ethos

 • Identify Warrior Ethos through Case Study Analysis L06b Mid Term Examination L07a Offensive Operations Following this lesson and completion of all

assignments, Cadets will be able to:

• Understand the Purpose of Offensive Operations

• Identify the Characteristics of the Offense

• List the Types of Offensive Operations

 • Understand Special Purpose Attacks L07b Defense I Following this lesson and completion of all

assignments, Cadets will be able to:

• Define purpose and characteristics of defense

• Identify the sequence of the defense

• Identify priorities of work in defense operations

• Describe different types of defense

 • Describe types of fighting positions L08a Effective Army Briefing Following this lesson and completion of all

assignments, Cadets will be able to:

• Identify the four types of Army Briefings

• Describe the Information Briefing format

• Describe the steps for preparing an effective Army Briefing

• Deliver a formal Information Briefing L08b Interpersonal Communication Following this lesson and completion of all

assignments, Cadets will be able to:

• Describe effective communication

• List steps to improve interpersonal communication

• Identify the three types of communication

• Describe active listening techniques L09a Team Building Following this lesson and completion of all

assignments, Cadets will be able to:

• Describe the difference between a group and a team

A-2

• Describe fundamental characteristics of effective teams

• Identify the key attributes of effective teams

• Explain the elements for building trust

• Describe the elements for building commitment

• Identify the stages of team development L09b Army Physical Readiness

Training Program

Following this lesson and completion of all assignments, Cadets will be able to:

• Identify the Phases of PRT

• Identify the three Principles of PRT

• Describe the three Elements of a PRT session

• Explain the three Types of PRT Training

• Develop a PRT schedule L10a Leadership Traits and

Behaviors

Following this lesson and completion of all assignments, Cadets will be able to:

• Identify different leadership theories that contributed to the Army Leadership Framework

• Relate different leadership theories to the Army Leadership Framework L10b Leadership Theory
Discussion Following this lesson and completion of all

assignments, Cadets will be able to:

• Describe Trait and Behavioral Leadership Theories.

• Relate Trait and Behavioral Leadership Theories to the Army Leadership Framework L11a Introduction
to Pre-Combat

Checks and Inspections

Following this lesson and completion of all assignments, Cadets will be able to:

• Define the purpose of pre-combat checks and inspections

• Identify types of inspections

• Define the proper method for on-the-spot corrections

• Compare and contrast the differences between pre- combat checks, pre-combat inspections, and pre execution checks

• Identify SOPs for pre-combat inspections of equipment
L11b Culture Briefs Following this lesson and completion of all

assignments, Cadets will be able to:

• Research a culture

• Develop an informational briefing

• Present an informational briefing

• Provide feedback to others on informational briefings

L12a Culture Briefs Following this lesson and completion of all

assignments, Cadets will be able to:

• Research a culture

• Develop an informational briefing

• Present an informational briefing

• Provide feedback to others on informational briefings

L12b Final Examination

A-3

Appendix B Homework Matrix

Lesson Number

Lesson Title Assignment

L01a Course Overview • Read Officership Track Section 1, "Army Rank

Structure and Duties," pages 160-169 in the student text.

• Complete Cadet Command Form 139R

• Begin preparing Cadet Command Form 104R

• Complete the Mandatory Nformed.net training and exam, if the Cadet has not already completed the training. L01b Army Rank, Structure, Duties,

& Traditions

• Read Values and Ethics Track, Section 1 "Army Values," pages 138-149 in the student text.

• Review FM 6-22, Chapter 4, "Values" p. 2-2, 2-4, and 4-2 to 4-9

• Read FM 6-22, "COL Chamberlain at Gettysburg", p. 2- 5 and 2-6 L02a Army Values • Read Officership Track, Section 2, "Introduction to the

Principles of War," pages 170-183 in the student text.

• Be prepared to discuss which Principle(s) of War were violated in the "A Shau Valley of Vietnam in 1963" from the "Critical Thinking" question on page 181. L02b Introduction to the Principles of War and Operations

• Read Tactics and Techniques Track, Section 1, "Map Reading," pages 198-221 in the student text.

• Download MSL 201 L03a: Map Reading IMI L03a Map Reading • Review Tactics and Techniques Track, Section 1, "Map

Reading," pages 198-221 in the student text. L03b Land Navigation • Read Tactics and Techniques, Section 5, "Introduction

to Problem Solving," pages 280-289 in the student text.

L04a Introduction to Problem

Solving

• Read Tactics & Techniques Track, Section 6 "Introduction to Troop Leading Procedures," pages 290-299 in the student text and respond to critical thinking questions.

• Review FM 5-0, The Operations Process, 26 Mar 2010, Appendix C.

• Review FM 3-21.8, The Infantry Rifle Platoon and Squad, p. 1-29 to 1-32; specifically focusing on troop leading procedures. L04b Introduction to Troop Leading

Procedures

• Read Tactics & Techniques Track, Section 7 "Squad Movement," pages 300-315 in the student text and be prepared to answer critical reasoning questions.

• Review FM 3-21.8, The Infantry Rifle Platoon and Squad, March 2007, Chapter 3, Sections I – III. L05a Squad Movement • Read Tactics & Techniques Track, Section 8, "Introduction to Battle Drills" pages 316-331 in the student text and be prepared to actively participate in class and answer critical thinking questions. L05b Introduction to Battle Drills • Warrior Ethos written paper assignment: Cadets should reflect on MSL 100 and earlier MSL 201 semester lessons and select three examples where they saw someone demonstrate one of the four tenets of Warrior

B-1

Ethos. The paper should be two–three pages and address the following questions at a minimum:

o What was the situation? o What behaviors were demonstrated? o What warrior tenet(s) were displayed? o Which Army Values were demonstrated? o What were the results of the behavior or choices made? L06a Warrior Ethos Case Study

• Study for the mid-term exam. L06b Mid-Term Examination • Read Tactics & Techniques Track, Section 9,

"Offensive Operations," pages 332-347 in the student text. L07a Offensive Operations • Read Tactics & Techniques Track, Section 10,

"Defense," pages 348-401 in the student text. L07b Defense I • Read Personal Development Track, Section 1

"Effective Army Briefing," pages 70-77 in the student text. L08a Effective Army Briefing • Read Personal Development Track, Section 2

"Interpersonal Communication," pages 78-89 in the student text.

• Prepare an Information Briefing on the cultural aspects of a country of your choice to be presented during Lessons 11b and 12a.

• Prepare an abstract of 200 words or less that captures the key points of the presentation. L08b Interpersonal Communication • Read Leadership Track, Section 1 "Team Building,"

pages 2-11 in the student text.

• Be prepared to respond in class to the Critical Thinking questions at the bottom of pages 3, 6 & 10.

• Review FM 6-22, Army Leadership, pages 8-15 to 8- 18, discussing Team Building. L09a Team Building • Download and review TC 3-22.20. L09b Army Physical Readiness

Training Program

• Develop a Physical Readiness Training Program using TC 3-22.20.

• Read Leadership Track, Section 2 "Leadership Traits and Behaviors," pages 12-23 in the student text.

• Be prepared to respond to the Critical Thinking questions on pages 15 and 21.

• Review FM 6-22, Army Leadership, Chapter 1, dealing with the definition of leadership. L10a Leadership Traits and Behaviors

• In written format, describe a person you know that you think is a good leader. Explain why this person is a good leader in two or three paragraphs. List the attributes and core leader competencies this leader has and describe a situation when this person acted as a good leader. List the behaviors that he/she demonstrated in accordance with the Army Leadership Requirements Model. Bring your essay to the next class prepared to verbally support your position. L10b Leadership Theory Discussion • Read Tactics & Techniques Track, Section 11

"Leadership Traits and Behaviors," pages 402-415 in the student text.

B-2

Course Management Plan (CMP)
Military Science and Leadership 202
Foundations of Leadership
30 November 2011

This course management plan provides the course managers and the instructors the information required to conduct the training prescribed by the enclosed training materials. It also provides information the students need to meet their responsibilities for learning and successful completion of the course. This course management plan deals specifically with MSL202 Foundations of Leadership.

This CMP covers the following:
Index

Introduction
and
Administrative
Data

MSL 202 examines the challenges of leading teams in the complex operational environment. The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army Leadership Requirements Model explores the dynamics of adaptive leadership in the context of military operations. MSL 202 prepares Cadets for MSL 301. Cadets develop greater self awareness as they assess their own leadership styles and practice communication and team building skills. Case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios.

Submit questions concerning the courses or other MSL202 problems to include administrative, accreditation, instructor certification issues, and recommendations for changes to course material will be forwarded to:

Curriculum Development Division
G3 US Army Cadet Command
500 Second Dragoons Road
BLDG 6574 Room 107
Ft. Knox, KY 40121-2775
ATTN: MSL200 Course Manager

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Curriculum Development Division G3 US Army Cadet Command 500 Second Dragoons Road BLDG 6574 Room 107 Ft. Knox, KY 40121-2775 ATTN: MSL200 Course Manager

Course Structure

The Army Senior Reserve Officer Training Corps (ROTC) Basic Course is comprised of four courses, Military Science and Leadership (MSL) 101, MSL 102, MSL 201, and MSL 202. The Basic Course is designed to introduce Cadets to the fundamentals of leadership and to prepare them for success in the ROTC Advanced Course. The content and methods of the Basic Course assume no prior Cadet experience or other military training. The ROTC Basic Course consists of two distinct components: the classroom introduction to the Army and Officership of the MSL I year, and the experiential examination of leadership, group process, and decision-making of the MSL II year. Both Basic Course years are designed to enhance Cadets' interest in ROTC and the Army.

MSL I lessons provide an overview of subjects that are basic to personal development and leadership. These subjects will be treated in greater depth in the Advanced Course. The MSL II year offers Cadets a wide variety of group exercises designed to emphasize various professional leadership competencies, insights, and skills in a military context. These activities are both inside the classroom and in outdoor settings. In addition to military skills, practical skills for life are emphasized throughout these first years. By the end of the Basic Course, Cadets will have an essential understanding of the unique aspects of the Officer Corps, fundamentals of leadership and decision-making, the Army's institutional values and principles of individual fitness and a healthy lifestyle. The lessons are designed to maximize participation, inspire intellectual curiosity, and stimulate a sense of responsibility for learning and self-development.

Course Objectives and Structure – Five Basic Tracks The course is structured in tracks and lessons. These can be rearranged by the instructor to best fit unique campus requirements and situations. There are five tracks containing 22 lessons and 2 exam sessions (see Curriculum Matrix (Pony Blanket) on Blackboard (Bb), MSL II).

The overall objectives for each track in the MSL 202 course include:

Leadership

• Explain the situational, transformational, and adaptive leadership theories and their relationship to the Army Leadership Requirements Model

• Illustrate dimensions of transformational and situational leadership

• Describe methods of assessing leadership styles

• Explain your personal approach to leadership

Values and Ethics

• Explain the relationship Army Values, leadership, and the Army's Equal Opportunity program

Personal Development

• Practice effective writing techniques in accordance with the Army standard for effective writing

• Explain how to set goals and manage time at the team level

• Develop team mission statement and goals

• Explain ways to establish priorities and avoid distracters

Officership

• Describe the Army Threat Awareness and Reporting Program, Threat Levels and Force Protection Conditions, and the National Terrorism Advisory System

• Identify Army and government information resources regarding Terrorism

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Tactics and Techniques

• Distinguish between the different types of Army plans and orders

• Demonstrate terrain analysis and route planning skills

• Explain the five-paragraph format for an operations order

• Describe the characteristics and techniques of defensive operations

• Explain how squads and platoons plan for and conduct patrols

• List and describe the five aspects of military terrain using (OAKOC)

• Interpret an operation order

Leadership Labs Cadets participate in Leadership Labs that provide practical experience. Leadership Labs meet a minimum of 1 hour per week. The actual lab sequencing that is used at a given University is decided by the cadre due to weather, terrain, and geographic variations. The cadre must ensure that labs are structured to address all of the required individual Soldier skills and small unit tactics tasks. Field Training Exercises (FTXs) – FTXs will be conducted once per semester for up to 72 hours. During these periods Cadets will be placed in leadership roles where they will be evaluated on leadership dimensions. These FTXs will allow Cadets to learn how the military works and to prepare for the Leader Development and Assessment Course (LDAC).

Army Physical Readiness Training (APRT or PT) – Battalions will execute a PT program (IAW CCR 145-3, paragraph 2-5) that adequately prepares Cadets for Leader Development Assessment Course (LDAC), Cadet Professional Development Training (CPDT), Basic Officer Leader Course (BOLC) II and beyond. The intent is to meet Army PT standards and instill a fitness ethos. Professors of Military Science (PMSs) should exercise discretion, flexibility and good judgment in designing the PT program. What works in a unit may be counterproductive on campus. PT offers a good opportunity for Cadet leadership and leadership evaluations.

Cadet progress will be evaluated to manage the Cadet's progress through the course as well as to monitor student's understanding of the content.

Course Map The course map is included in the Course Overview folder.

Training While there is no mandatory training sequence, a copy of a sample syllabus to be used Sequence as a development aid for the individual instructors own syllabus, is included within the

Course Overview folder.

Course Manager Qualifications

The Course Manager must have the following qualifications:

(1) Must be appointed on additional duty orders. (2) Must be on the TDA of the ROTC Program for the institution. (3) Grade will not exceed that authorized by TDA. (4) Must be a fully certified instructor for the course and have completed one year as an instructor. (5) Must meet HT/WT standards and physical fitness requirements. (6) Must have the additional skill identifier (ASI) "8". (7) Must possess applicable security clearance. (8) Must be thoroughly familiar with all courseware requirements.

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(9) Must be subject matter expert (SME) for the course.

Course Manager Guidance

The Course Manager is responsible for ensuring the training is presented as designed. Specifically, the Course Manager must:

(1) Ensure required training resources are available for presenting the training as scheduled. (2) Ensure instructors receive support, materials, and equipment required for presenting this training. (3) Ensure staff and faculty are trained to present and manage this training. (4) Continuously evaluate course effectiveness and efficiency and provide appropriate feedback to the training/training development (task) proponent. (5) Ensure staff, faculty, and students comply with safety and environmental protection rules, regulations, laws, and course requirements. (6) Ensure facilities, material, equipment, and systems required for presenting this instruction are properly maintained. (7) Obtain required reference materials. (8) Identify an instructor for each block of instruction. (9) Maintain all records and files. (10) Maintain status of all publications. (11) Mentor and counsel instructors. (12) Develop contingency plans to respond to unexpected problems in execution of training, i.e., weather delays, equipment malfunctions. (13) Check ROTC Blackboard on a regular basis for changes affecting the course.

Instructor Certification Requirements

Instructors presenting this training must meet the following certification requirements:

Primary Instructor Qualifications (1) Must be a fully certified instructor for the course. (2) Must meet HT/WT standards and physical fitness requirements. (3) Must have the additional skill identifier (ASI) "8". (4) Must possess applicable security clearance. (5) Must be thoroughly familiar with all courseware requirements. (6) Must be subject matter expert (SME) for all lessons responsible for instructing.

Test Administrative Guidance

There will be two formal evaluations during the semester. The first at midterm, and the second at end of term. The end of term will cover all instructional material covered within the semester. Both exams are provided as suggested examples as part of the course and will be administered per specific instructions contained within the exams. Course managers and instructors will have maximum flexibility in scheduling these exams and may alter content to meet specific requirements of the individual ROTC program.

Instructors Instructor /

are directly in contact with the students and represent the command in the

Facilitator

presentation of the instruction. They serve as the role model for the students. They

Guidance

must be technically competent and professional in demeanor.

Each instructor must: (1) Thoroughly study and be well-versed in the material prior to presenting the lessons. (2) Manage the training and maintain an environment conducive to student learning. (3) Supervise and guide the learning process. (4) Provide immediate feedback on student performance. (5) Be alert to students having difficulty and intercede as appropriate. (6) Ensure students comply with safety and environmental protection rules, regulations, laws, and course requirements (7) Continuously evaluate course effectiveness and efficiency and provide appropriate feedback to the Course Manager. (8) Have TMs and FMs available to answer student questions.

Student Guidance

It is the responsibility of the student to learn to perform the lesson learning objectives. This includes completing any study assignments, completing practical exercises, and participating in training activities. Students should be encouraged to provide constructive criticism concerning the efficiency and effectiveness of the training and training materials.

Appendix A Lesson Objectives

Lesson Number

Lesson Title Lesson Objectives

L01a Course Overview Following this lesson and completion of all

assignments, Cadets will be able to:

• Understand the MSL 202 course requirements.

• Understand the grading scale.

• Understand that the onus on learning is on the student—that the student must come to class with a base level of understanding of the subject obtained via homework and reading assignments.

• Understand how to contact the instructor. L01b Army Values & the Army Equal

Opportunity Program

Following this lesson and completion of all assignments, Cadets will be able to:

• Define the Army's Equal Opportunity Program as it relates to the Army Values, Warrior Ethos, and Soldier's Creed.

• Identify the behaviors and actions that violate and support the Army's Equal Opportunity Program.

• Apply the future leader's responsibilities within the Army's Equal Opportunity (EO) Complaint Process. L02a Team Goals

& Time Management

Following this lesson and completion of all assignments, Cadets will be able to:

• Explain how goals contribute to group mission attainment

• Identify Army considerations when developing goals

• Explain the components of SMART goals

• Describe tools a leader or group can use to manage time L02b Advanced Time Management Following this lesson and completion of all

assignments, Cadets will be able to:

• Describe various methods of prioritizing

• Identify challenges to setting priorities

• Identify common time distracters

• Explain how to make meetings productive

• Describe why meetings can be time wasters L03a Introduction to Terrain

Analysis

Following this lesson and completion of all assignments, Cadets will be able to:

• Explain the purpose of terrain analysis for military operations

• List and define each element of OAKOC

• Understand the three categories of Terrain Mobility

• List the types of obstacles and their purposes

• Understand the effects terrain can have on operations

• Understand the effects weather can have on operations L03b Terrain Analysis Practical Exercise

Following this lesson and completion of all assignments, Cadets will be able to:

• Use OAKOC to analyze the effects of terrain and weather on military operations

• Conduct terrain analysis to plan a route

A-1

• Classify terrain as unrestricted, restricted or severely restricted for mounted and dismounted troops

• Identify key terrain on a map

• Identify existing and reinforcing obstacles on a map

• Identify mounted and dismounted avenues of approach

L04a Introduction to Patrolling Following this lesson and completion of all

assignments, Cadets will be able to:

• Understand Patrolling Tactics, Techniques, and Procedures (TTPs)

• Identify the organization and elements of a patrol

• Describe initial planning considerations for patrolling

• Familiarize with basic hand and arm signals L04b

Patrolling Organization Following this lesson and completion of all

assignments, Cadets will be able to:

• Discuss categories of patrols

• Define the organization and characteristics of Raids and Ambushes

• Define the organization and characteristics of Area, Route and Zone Recon Patrols L05a Patrol Base

Operations Following this lesson and completion of all

assignments, Cadets will be able to:

• Describe steps for occupying a patrol base

• Describe patrol base activities L05b Defense II

Following this lesson and completion of all

assignments, Cadets will be able to:

• Understand small unit defensive operations and tactics

• Describe leader responsibilities for developing fighting positions

• Explain what a range card is and how it is used

• Explain how a sector sketch is developed and how it is used L06a Mid-Term Examination L06b Effective

Writing Following this lesson and completion of all

assignments, Cadets will be able to:

• Describe the Army writing standards IAW AR 25-50 and DA PAM 600-67

• Explain the steps in the writing process

• Explain the meaning and importance of BLUF

• Understand how to write in the active voice L07a

Introduction to Plans and

Orders

Following this lesson and completion of all assignments, Cadets will be able to:

• Describe the types of plans and orders and how to apply them.

• Understand the linkage between Troop Leading Procedures (TLP), the Military Decision Making Process (MDMP) and the Operation Order (OPORD)

• Describe the format and content of the WARNO, OPORD and FRAGO L07b Operations Orders

Following this lesson and completion of all

assignments, Cadets will be able to:

• Understand the linkage between Troop Leading Procedures (TLP), the military decision making process (MDMP) and the Operation Order (OPORD)

• Understand the five paragraphs of an operation order

A-2

and where to get the information in order to prepare one L08a Navigational Methods & Route

Planning

Following this lesson and completion of all assignments, Cadets will be able to:

• Identify land navigation techniques

• Describe disadvantages of terrain association

• Identify hand rails, catching features, and attack points

• Understand the considerations for route planning L08b

Route Planning (Practical

Exercise)

Following this lesson and completion of all assignments, Cadets will be able to:

• Identify land navigation techniques

• Identify selected terrain features

• Recognize disadvantages of terrain association

• Identify hand rails, catching features, and attack points

• Understand the considerations for route planning L09a

Transformational Leadership Following this lesson and completion of all

assignments, Cadets will be able to:

• Describe the characteristics of Transformational Leadership Theory

• Describe the characteristics of Transactional Leadership Theory L09b Situational Leadership Following
this lesson and completion of all

assignments, Cadets will be able to:

• Understand how development, follower readiness and leadership style relate in the situational
leadership model

• Identify the four different leadership styles in the situational leadership model

• Identify the four types of follower readiness in the situational leadership model

• Identify the four types of follower development in the situational leadership model L10a Adaptive
Leadership Following this lesson and completion of all

assignments, Cadets will be able to:

• Describe adaptive leadership

• Identify characteristics of adaptive leaders

• Understand how to become an adaptive leader

• Understand how gratitude and a positive outlook can improve resiliency and capabilities L10b
Leadership Analysis Following this lesson and completion of all

assignments, Cadets will be able to:

• Analyze a leader's capabilities, style and strengths and development areas

• Prepare an information brief on a leadership topic L11a Leadership Capstone Presentations

Following this lesson and completion of all assignments, Cadets will be able to:

• Research a military leader

• Develop an informational briefing

• Present an informational briefing

• Analyze a leader using multiple leadership theories and/or elements L11b Assessing Your Own Leadership

Following this lesson and completion of all assignments, Cadets will be able to:

• Describe the Managerial Grid leadership styles

A-3

• Analyze your own style according to the Managerial Grid Leadership Element L12a Threat Awareness and

Reporting

Following this lesson and completion of all assignments, Cadets will be able to:

• Describe the Threat Awareness and Reporting Program (TARP)

• Describe the Army Threat Levels and Force Protection Conditions

• Describe the National Terrorism Advisory System

• Identify Army and government information resources regarding Terrorism

• Learn to apply the Warrior Ethos in fighting Terrorism L12b Final Examination

A-4

Appendix B Homework Matrix

Lesson Number

Lesson Title Assignment

L01a Course Overview • Read the Army values and the Consideration of Others

section in the Cadet text

• Review TC 26-6, Commander's Equal Opportunity Handbook, Chapter 1, the Army's EO Program, and Chapter 9, POSH.

• Complete Student Handout 1

• Review Student Handout 2

• Complete Cadet Command Form 139R

                                                    • Begin preparing Cadet Command Form 104R L01b

Army Values & the Army Equal

Opportunity Program

• Read Team Goals & Time Management section in the Cadet text.

                        • Download and review the class handout on writing SMART goals. L02a Team Goals

& Time Management

• Complete the SMART goal handout and bring to the next class

• Read Advanced Time Management chapter in Cadet textbook

    • Between this class and the next class keep an activity log recording when you did something, what it was, for how long, and how important it is. L02b Advanced Time Management • Update your activity log
                                                    to identify what items you

would change and how.

• Read Terrain Analysis chapter in Cadet textbook

 • Review FM 3-21.8, chapter 5, Section III – Troop Leading Procedures, Analysis of Terrain and Weather, pp 5-9 to 5-14. L03a Intro to Terrain Analysis • Complete the Terrain Analysis PE Handout and bring it

to the next class

       • Review Terrain Analysis readings in the Cadet Text and FM 3-21.8 L03b Terrain Analysis Practical

Exercise

• Read Introduction to Patrolling chapter in the Cadet text

                                                    • Read FM 3-21.8 Chapter 9 Patrols & Patrolling L04a

Introduction to Patrolling • Read Patrolling Organization section in the Cadet text

                                                    • Read FM 3-21.8, Chapter 9, Patrols & Patrolling L04b

Patrolling Organization • Read the Patrol Base Operations section in the Cadet

text L05a Patrol Base Operations • Review Tactics and Techniques, Section 10 (Defense) in the Cadet text

• Review FM 3-21.8 Infantry Rifle Platoon and Squad, chapter 8 L05b Defense II • Study for the mid-term exam. L06a Mid-Term Examination • Read Effective Writing section in Cadet text L06b Effective Writing • Read FM 3-21.8, Chapter 5.

• Read the Introduction to Operation Orders section in the Cadet text. L07a Introduction to Plans and • Review FM 3-21.8, Chapter 5

B-1

MEMORANDUM

TO: Gary Chottiner, Chair
                 Faculty Senate

FROM: Joseph Koonce, Chair
                 College of Arts and Sciences Executive Committee

DATE: March 20, 2012

SUBJECT: Senate Resolution RE: ROTC Faculty

At a special meeting of the A&S Executive Committee held Tuesday, March 20, 2012, the following motion pertaining to the Senate document entitled "Resolution to Recommend a Temporary Administrative Structure for the Army ROTC Program at Case Western Reserve University Reporting to the Office of the Provost with Final Arrangements Confirmed by Amendment to the Faculty Handbook no Later than April 2014" was passed unanimously:

> **The Executive Committee of the College of Arts and Sciences recommends an amendment to the current Senate motion to require individual appointments of Army ROTC faculty into existing schools and departments, as appropriate, in accordance with regular school/college procedures for faculty appointment.**

February 22, 2012

**RESOLUTION TO RECOMMEND A
TEMPORARY ADMINSTRATIVE STRUCTURE FOR THE ARMY ROTC
PROGRAM AT CASE WESTERN RESERVE UNIVERSITY
REPORTING TO THE OFFICE OF THE PROVOST
WITH FINAL ARRANGEMENTS CONFIRMED BY AMENDMENT TO THE
FACULTY HANDBOOK NO LATER THAN APRIL 2014**

WHEREAS, Article V, Section A, Par. 2. of the Constitution of the University Faculty states in relevant part that the Faculty Senate shall make recommendations to the president for consideration and transmittal to the Board of Trustees with respect to standards of appointment, reappointment, promotion and tenure and termination of service of members of the constituent faculties; and

WHEREAS, Article VII, Section A, Par. 1. states in relevant part that the University Faculty shall be organized into constituent faculties, each responsible for a particular professional or scholarly discipline or group of related disciplines; and

WHEREAS, on February 10, 2012, the Faculty Senate Executive Committee voted to draft a resolution for consideration by the Faculty Senate, to allow the temporary appointment of Army ROTC instructors as special faculty at Case Western Reserve University;

> NOW, THEREFORE, BE IT RESOLVED THAT:
> the Faculty Senate of Case Western Reserve University recommends the establishment of a new department to house Army ROTC instructors as special faculty. This department may exist outside the eight constituent faculties at Case Western Reserve University until a permanent administrative structure is identified, and shall report to the Office of the Provost. The University Faculty shall vote on proposed amendments to the Faculty Handbook regarding a permanent administrative structure to house Army ROTC instructors no later than April 2014.

General Assembly Resolution R. 20-02

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

A Resolution to Adjust the SAGES Categorical Requirement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

FROM FSCUE MINUTES, MAY 3, 2011

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

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

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

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

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

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

Discussion

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

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

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

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

5/3/2011

The FSCUE voted to approve the following resolution:

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

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

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

MEMORANDUM

TO: Gary Chottiner, Chair, Faculty Senate
            Larry Parker, Chair
                    Faculty Senate Committee on
                    Undergraduate Education
            Gary Wnek, Co-Chair
                    Faculty Senate Committee on Undergraduate
                    Education--Curriculum Subcommittee
            Jeff Wolcowitz, Co-Chair
                    Faculty Senate Committee on Undergraduate
                    Education--Curriculum Subcommittee

FROM: Joseph Koonce, Chair, College of Arts and Sciences Executive Committee

DATE: March 20, 2012

SUBJECT: USG Resolution R. 20-02 Regarding SAGES University Seminars

At a special meeting of the A&S Executive Committee held Tuesday, March 20, 2012, the
following motion pertaining to the four recommendations included in the document entitled "USG
Resolution R. 20-02 Regarding SAGES University Seminars" was passed unanimously:

> **The Executive Committee of the College of Arts and Sciences endorses Point No. 1
> of the proposal, but upon further investigation has determined that the college's
> Committee on Educational Programs (CEP) has not had opportunity to review
> Point Nos. 2-4, as has been implied, and cannot support these items until such time
> as the CEP has reviewed them.**

Report to the Faculty Senate from Ad Hoc Committee on Electronic Attendance

Submitted by Robin Dubin, chair of the Ad Hoc Committee

Background:

This past summer, the Department of Human Resources worked out plans for changes to our health insurance benefits. Although President Snyder announced to all faculties that changes would be coming, the details were not ironed out until the summer. The Faculty Senate was not able to respond effectively to the proposed changes, even though I believe that faculty input would have been welcomed, due to the fact that the Senate was not scheduled to meet over the summer.

This made me think that the Faculty Senate must be more nimble in responding to issues that are of interest to the faculty that arise during the summer. Ray Muzic, chair of FSCICT, sent me a recording of a meeting run with Adobe Connect that enabled remote attendees to participate. When this was brought to the attention of the Faculty Senate Executive Committee, the Excom appointed an *ad hoc* committee, consisting of Ray Muzic, Christine Hudak, Gary Chottiner, Liz Woyczynski, and myself to explore the matter further.

For a multitude of reasons we strongly advocate that senators should attend Senate meetings in Toepfer whenever possible. Our intent is to offer remote attendance as a backup for those traveling or for other unusual circumstances that make it implausible for someone to physically attend.   This would be particularly important should a special meeting of the senate be needed.

The remote attendance option will allow senators who cannot attend in Toepfer to stay informed. The Senate will benefit by the questions and comments posed by senators who attend remotely and who would not otherwise be able to participate.

Recommendations:

There are three parts to our recommendation. We want to bring them forth now for discussion with the hope that we could come to a decision during the next Senate meeting.

1. We recommend that the Senate undertake a six month trial of an electronic attendance option for Faculty Senate meetings, beginning on May 21.

   Discussion:
   a. The trial would take us through the November Senate meeting. At the November meeting, the Senate would decide whether to discontinue, continue or enhance the electronic attendance option.
   b. The trial would allow senators to participate in the discussion remotely.

c. Should a summer meeting prove necessary, this would give the Senate the ability to hold such a meeting, even though many senators may be off campus.

d. The Senate or the Executive Committee can stop the trial early, should lack of attendance in Toepfer become a problem.

e. At the March Executive Committee meeting, the following points were raised:

  a. Face to face interaction is essential for the Senate to function effectively, and remote attendance should be used only when a Senator is unable to attend the meeting in person.

  b. Even if the primary purpose of electronic attendance is for special meetings of the Faculty Senate, it would be good to practice with the system at regular meetings.

2. During the trial, we recommend that only Senators who are physically present in Toepfer will be able to vote.

   Discussion:
   a. Allowing remote participants to vote would require a change in the Senate by-laws.

   b. Allowing electronic voting may encourage senators to attend remotely, even if they could have attended in-person in Toepfer.

   c. Voting may be miscounted or confused if there is a glitch with online votes.

   d. We recommend asking remote participants to vote. This will give us experience using the system so that the Senate can better evaluate an electronic voting mechanism for discussion in November. However, for the interim, these votes will not be added to those cast in Toepfer.

   e. At the Executive Committee meeting, some Senators expressed an opinion that true participation was not possible without the ability to vote.

   f. Since they cannot vote, remote attendees will not be counted in terms of quorum and will not be listed as having attended the meeting.

3. Adobe Connect has the ability to record the meeting. We recommend that the electronic recording be saved and made available to senators, however, the recordings would not be a substitute for the regular minutes and will not be available publicly, as are the minutes.

   Discussion:
   a. If confidential information is presented to the Senate, the recording will be paused during that presentation.

   b. The recording can help Liz make the minutes more accurate.

   c. We anticipate that most senators will find the minutes more useful than the recording, however, the recording will be available, should a senator wish to access it.

End of Year Report of Faculty Senate Committee on University Libraries to Faculty Senate Executive Committee

This year the FSCUL has discussed and provided input for the new library initiatives as the implementation of the strategic plan has begun.

Strategic Plan

Attached to this report is a summary of the implementation of specific sections of the strategic plan.

The main areas being implemented are;
1. Reorganization of the University Library staff positions.
2. Comprehensive review of salaries for all positions, working with H.R. is in progress.
3. Balanced scorecard and success metrics document is in progress. These are outcome-based metrics for Kelvin Smith Library and are not related to reporting to ARL or other reporting agencies. By March there will be a draft report to FSCUL.
4. Research Services support improvements. Reference support has been combined with the Main Service Desk, with service desk taking most of the questions and an on-call Research Services Librarian, weekdays, during business hours. The objective is to allow Research Services Librarians to be able to use their time more effectively with faculty and students.
6. Newly-redesigned KSL web site. The new home page is greatly simplified from the former home page, with focus on KSL news, and the new search service, Summon, that allows searching across the library's collections.
7. Development officer hired for the university library. The university has agreed to a separate goal of $15 million for library development.
8. Acquisitions and Retention of Library Materials Task Force convened to assist with this area of strategic plan (details in #2)
9. Library environment
> Library feels very vibrant and inviting with a new library café, many new reading, and studying areas in the library, and increased provision of technology assisted spaces e.g. new collaboration rooms with conferencing abilities and smart technology. The faculty study spaces and Research Commons are working well.

2. Acquisitions and Retention of Library Materials Task Force with faculty membership continues to review:
> KSL Library Materials Budget Allocation Formula.
> The materials allocations have been grouped into more general "buckets" (e.g. Humanities, Social Sciences, Sciences) so that it is easier to allocate for interdisciplinary materials. KSL will be doing a pilot project for "patron driven acquisitions" (PDA) for electronic and print books a limited number of disciplines for Spring 2012.
> Guiding principles for the location, retention and disposition of KSL print materials.
> Focus in KSL will be on monographs and on journal runs without digital equivalents. Journal runs and other materials for which there are equivalent digital surrogates will be moved from KSL and either relocated to trusted repositories or disposed of, if CWRU has

access to a permanent print repository for the title.
By March there will be a draft report that will be shared with FSCUL.

3. OhioLINK update
The Chancellor of the Board of Regents has committed to paying the costs for fiscal 2012. He continues to be committed for FY 2013, but the assumption is that the money will be forthcoming from the legislature. OhioLINK is currently developing a new cost allocation model for member libraries. We don't know yet what the impact will be on CWRU. At this time there is no representative on the OhioLINK advisory board from a private research university. FSCUL recommend that CWRU lobby for a seat on this Board.

Respectively submitted,
Mary T. Quinn Griffin
Chair
Faculty Senate Committee on University Libraries

February 10th, 2011

Kelvin Smith Library (KSL) Strategic Plan: FY2012 – FY2014
Progress Report: 7 February 2012

Goal and Objective	Progress to Date
KSL Objectives: Impact. The following KSL objectives advance the CWRU Goal 1 **of** "seeking to strengthen our reach in education, research, scholarship and other forms of discovery, CWRU will advance our academic programs to increase impact [through] enhanced research and discovery, alignment of the educational programs to prepare students for the 21st century, and enhancing the international character of university."	
I.1 - *Understand CWRU Community Interests and Needs.* Transform the design and delivery of KSL services by systematically engaging in research to understand the changing needs and scholarly behaviors of faculty, undergraduate and graduate students, and by customizing services to accommodate differences among these groups.	• Research Services Librarians assigned to all academic departments with the charge to engage in increased outreach and relationship management. • New research support model implemented based upon data regarding previous use of the reference desk.
I.2 - *Expand the Availability of Scholarly Content.* Ensure that KSL is the trusted campus source for procuring, preserving, and delivering scholarly information by:	• Rolled out *Summon*, a discovery layer that enables users to search simultaneously all electronic resources, the library catalog, and *Digital Case*.
• identifying future research needs and developing a multi-year plan to provide the books, journals and other information resources to ensure that KSL's support of research is commensurate with that of the best practices of academic research libraries (including in support of University international and interdisciplinary initiatives);	• Serials realignment project completed fall 2011 in consultation with faculty, resulting in more focused journal collections and reserving of funds to build monographic collections. • Exploring development of a new conceptual design for *Digital Case*, including segregation of Case-access only items from open web content, and potential transfer to a cloud computing service.
• expanding the core of information housed or fully accessible on campus as CWRU is particularly vulnerable to the likely reduced ability of OhioLINK to provide CWRU with the level of research collections required for excellence;	•
• developing, in consultation with faculty, comprehensive principles to govern the preferred formats for the acquisition, retention and storage of library materials, with particular attention paid to publication periodicity and the diverse needs of different academic disciplines;	• in consultation with the Acquisition and Retention of Library Materials Task Force: ▪ Developed a set of guidelines and principles; ▪ Data is being gathered to explore options that would result in a significant increase in the number of monographs being housed in the KSL open stacks. Implementation will take place over multiple years, beginning as early as summer 2012. • Preliminary investigation underway to explore local storage options to replace remote Iron Mountain storage.
• creating a new library materials allocation formula for KSL library materials that is fair and transparent, and that recognizes changes in scholarly publishing and the use of these materials at CWRU;	• A new allocation formula was developed in consultation with the Acquisition and Retention of Library Materials Task Force. • The new formula is being piloted during the spring semester 2012. • A final proposal will be submitted by the Task Force for consideration by FSCUL in March/April 2012.
• examining and recommending actions to further the adoption of Open Access by the CWRU community;	• Investigation and proposals will be undertaken Spring 2012, and a proposal will be submitted for FSCUL consideration before the end of the 2012 academic year.

Goal and Objective	Progress to Date
• expanding the scope of special collections with a focus upon University areas of strength that support the curriculum and research of CWRU faculty and students; and,	• Recruitment underway for a new Team Leader for Scholarly Content and Special Collections [including University Archives]. • Secured the transfer of the Cleveland Play House archives to KSL. Grant applications underway in collaboration with the College of Arts and Sciences to process the collections. • Initial work begun to develop a distinctive and focused policy to develop collections that align closely with the educational, research and public service missions of the University.
• exploring opportunities to grow the use of the archival materials by faculty, students and staff through increased marketing of available collections, and by expanding access and preservation through digitization of both born-digital and printed materials (e.g., in science, technology, and medicine, as well as industrial, urban, ethnic, cultural and immigration history).	•
I.3 - *Define and Deploy a Digital Learning and Research Strategy*. Engage in campus and external partnerships to define and deploy a strategy that integrates KSL services for digital learning and scholarship that: (a) is built upon a strong technological infrastructure and embedded personal support for faculty and students; (b) provides a data management plan – including a data repository and curation services – that will fully accommodate the data management requirements for federally-funded research; and (c) provides a unified information chain for faculty and students beginning with topic identification, and advancing through digital investigation methodology, content creation, and communication.	• Charged and received the report of an external visiting team on digital scholarship and new media. • Prepared a concept paper on to redesign the mission and functions of the Freedman Center to support digital scholarship and incorporate new media. Fundraising efforts are already underway to implement the new plans, and campus partnerships for delivery of services through the Freedman Center currently being explored. • Expanded Freedman Center with the integration of the Statistics and Geospatial Data Center. • Held a highly successful *Colloquium on Building a Culture for Digital Scholarship,* with presentations by nationally-recognized speakers. • In collaboration with University ITS: (a) installed a 16 foot "Visualization Wall" to enable researchers to see and discern meaningful relationships across large and small sets of data, and (b) opened the Active Collaboration Classroom, a multifunctional space that enables mid-sized groups to engage in global teleconferencing while sharing work on a smart board a computer projection system. • Exploring implementation of user-tagging and linked data in metadata records for *Digital Case.*
I.4 - *Increase Student Fluency in Knowledge Discovery and Processing.* Engage in a strong partnership with faculty to develop an innovative new information literacy program that: (a) provides students with instruction at the point of need; (b) effectively employs a combination of pedagogic techniques (e.g., live presentation, self-paced learning units, recorded instruction); (c) enhances the ability of undergraduate and graduate students to comprehend and integrate diverse information resources, and thereby contribute to their ability to create new knowledge and engage in lifelong habits of the mind; and, (d) demonstrates value through a strong outcomes-assessment component.	• Conducted graduate student focus groups on information literacy needs and approaches. • Began exploratory discussions with other universities to develop a collaborative effort to provide point-of-need self-paced information literacy instruction.

Goal and Objective	Progress to Date
I.5 - *Become the Campus Destination for Intellectual Pursuits.* Advance student, faculty and staff recruitment and retention by:	
▪ creating a comprehensive and flexible strategic program to meet the specialized needs of each key client constituency;	● Implemented a flexible new organizational design to implement a comprehensive vision to re-imagine the services we provide to advance research, teaching, and learning. ● Consultation room created on first floor to enable better one-on-one and small group consultation for research support.
▪ engaging with faculty to create programs and platforms to foster scholarly exchange among diverse members of the university community, and with colleagues nationally and internationally;	● Faculty Study relocated to a larger and more congenial space on the third floor. ● Research Services Librarians assigned to engage with faculty to identify faculty research and instructional needs.
▪ reinvigorating KSL as a physical and virtual destination for faculty, students and staff through the creation of inviting collaborative and individual learning and research spaces; and, creating new service delivery models.	● The new library café, Cramelot, opened in March 2011. ● Student competition awards recognized creative ideas to improve the main service floor. ● Temporary signs designed to improve the visibility of service locations, with permanent signage due to be installed Spring 2012. ● Improved zoning of operations and better service sight lines within the building. ● Installed contemporary computer tables and ergonomic seating throughout the first and second floors. ● Hosted three InfoFairs to introduce first year students and parents to the full range of University services. ● Transformed ten group study rooms into student "Collaboration Stations" with the installation of 42 inch computer monitors for group collaborative work and new chairs and collaboration tables. ● Dampeer Room upgraded with the installation of a new projection system. ● Exploration underway to redesign the main service desk and contiguous service areas.
KSL Objectives: Diversity The following KSL objectives advance the CWRU Goal 2 of Diversity: "Through the promotion of cultural understanding, recognition of excellence and attraction of an outstanding student, faculty and staff base, CWRU will develop a strong, vibrant, diverse university community [by] recruiting, retaining, and developing outstanding students, promoting diversity, recognizing and rewarding excellence among faculty and staff, and making the campus more vibrant.	
D.1. – *Define Services and Information Resources to Support Global Diversity.* Advance the international initiatives of the University by providing robust information resources and support for globalization activities, both for CWRU faculty, students and staff who are working abroad, and for international students who are studying at CWRU.	● Launched multilingual translation of the KSL web site by implementing Google Languages.
D.2. - *Promote Collaborative International Content Development.* Position CWRU to influence the economic models affecting trade publications and scholarly content by participating in collaborative global information developments that cultivate contributions from global partners (from both developed and developing countries) to expand the global availability of information.	● Initiated discussions with the Center for Research Libraries to develop a prospectus for a potential program to create digital repositories that increase access to indigenous information from developing countries.

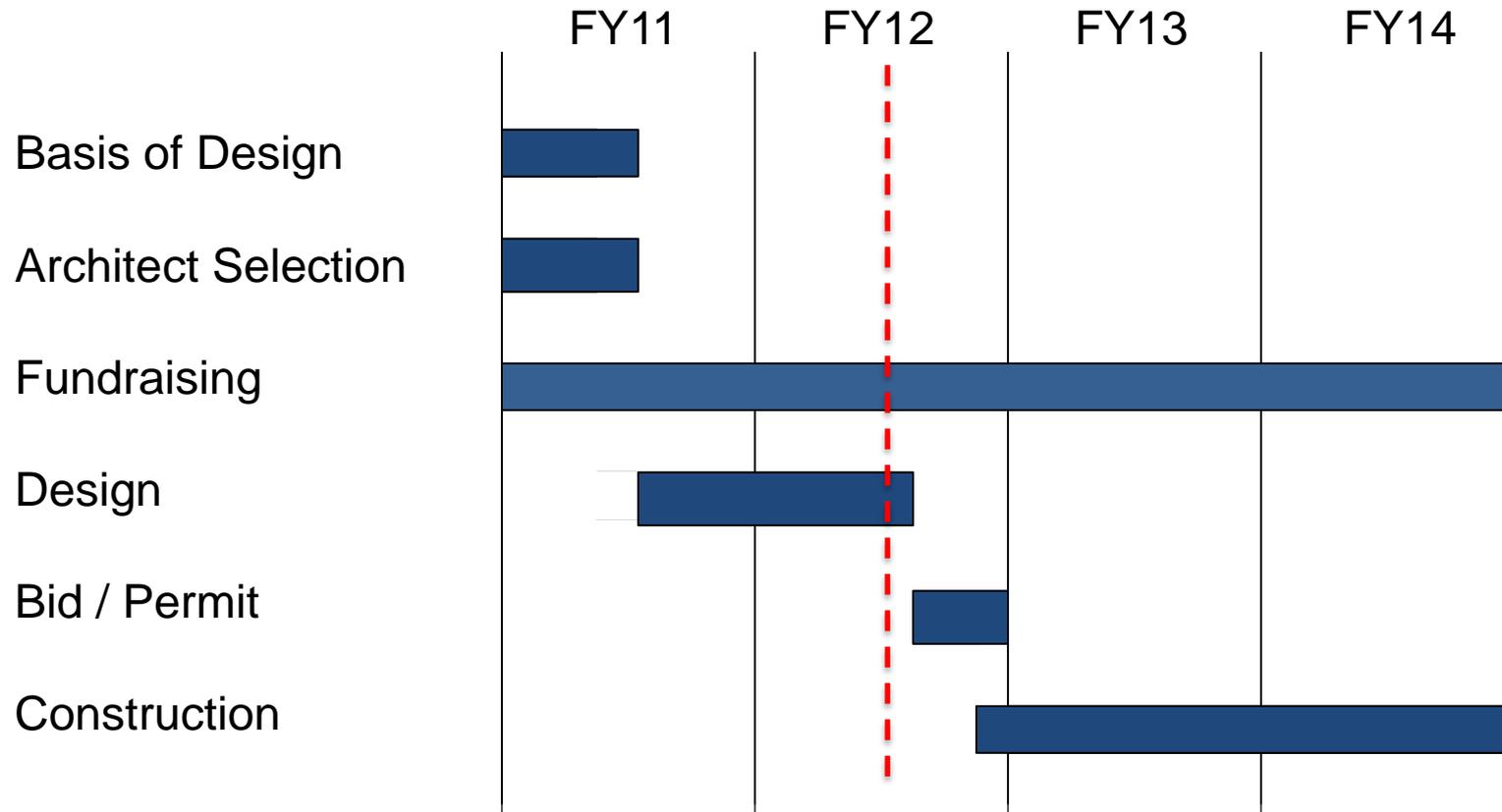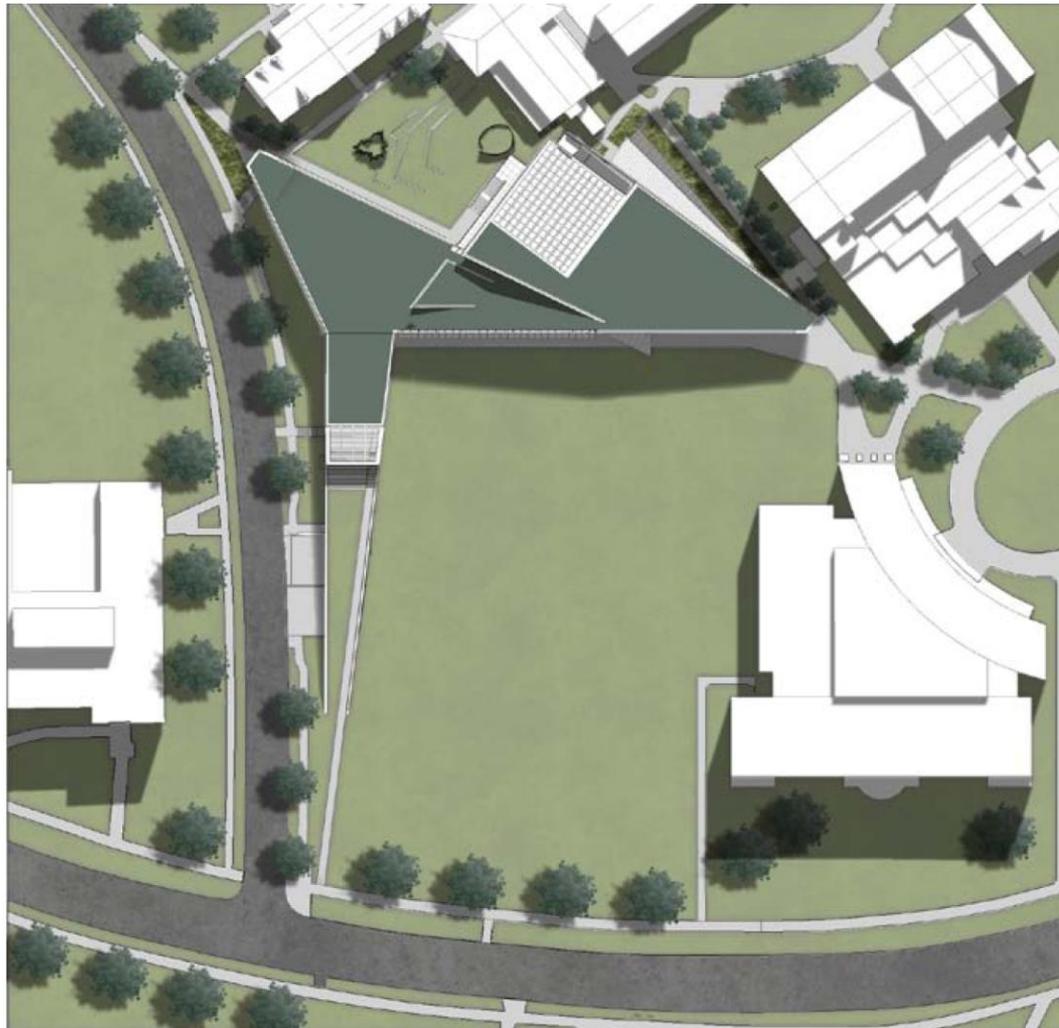| Goal and Objective	Progress to Date
KSL Objectives: Community. The following KSL objectives advance the CWRU Goal 3: Community: "Expand and deepen relationships with the larger community [through] better engagement of alumni, partnerships with and for the University Circle, Cleveland, and Northeast Ohio, and strengthening relationships with state and federal stakeholders.	
C.1 – *Strengthen Content Partnerships.* Strengthen OhioLINK, UCI and other library partners to ensure the continued availability of digital and print information resources of value to the CWRU community.	
C.2 – *Alumni and Community Engagement.* Undertake a comprehensive strategic review and articulate a plan as to how KSL will support alumni, and the extent to which KSL can and should support the larger Cleveland community.	- KSL named the 2011 Senior Class Gift recipient. - The KSL Art Gallery opened on the first floor, with three exhibits mounted within the year. - Student curators are being engaged to curate new Art Gallery exhibits. - Mounted a semi-permanent exhibit of art work on loan from the Western Reserve Historical Society. - Held many events as part of the city-wide Octavofest, including a competition for artists inspired by books in the KSL special collections. - Library lectures scheduled during spring 2012. - Collaborated with Ethnic Studies faculty on a program for area high school French language classes with Cameroonian author, Edna Merey-Apinda. - Under an IMLS grant, Ppartnered in University Circle Inc.'s Future Connections internship program for local rising high school seniors with library staff providing four weeks of intensive mentoring focusing on library related professions.
KSL Objectives: Integrity and Transparency. The following KSL objectives advance the CWRU Goal 4: Integrity and Transparency: "Realizing our goals requires significant improvements in our ability to assess our academic programs, track our finances and provide high-quality service to students, staff, faculty and alumni. [We will]: define performance indicators, and strengthen systems for monitoring and evaluating learning outcomes; improve internal customer satisfaction with administrative services; improve resource allocation and ensure accountability; identify innovative sources of revenue; implement best operational practices; and, initiate a major capital campaign	
T.1 – *Service Assessment and Accountability to the CWRU community.* Continually assess and report upon KSL's progress to implement best management practices, including identifying and reporting measures of success that are important to the university community.	- As part of a national initiative, began to develop a "balanced scorecard" of organizational success metrics. - Initiated recruitment for a new Planning, Budget and Assessment Officer
T.2. – *Build a KSL Development Program.* Ensure the financial sustainability of KSL by establishing a development program, including articulation of major gift priorities and goals, the development of persuasive case statements worthy of prominent participation within the University Capital Campaign, and the initiation of a systematic program to cultivate potential donors.	- Hired the first full-time Director of Library Development - Prepared case statement for library development and initial publicity materials - University agreed to a stated separate goal for library development of $15 million - Began identifying potential donors - In affiliation with Alumni Affairs, converted alumni services from fee-based to free, including the ability to check out books and to access many important electronic databases from alumni homes and offices.

Tinkham Veale
University Center

March 22, 2012

Faculty Senate

CASE WESTERN RESERVE
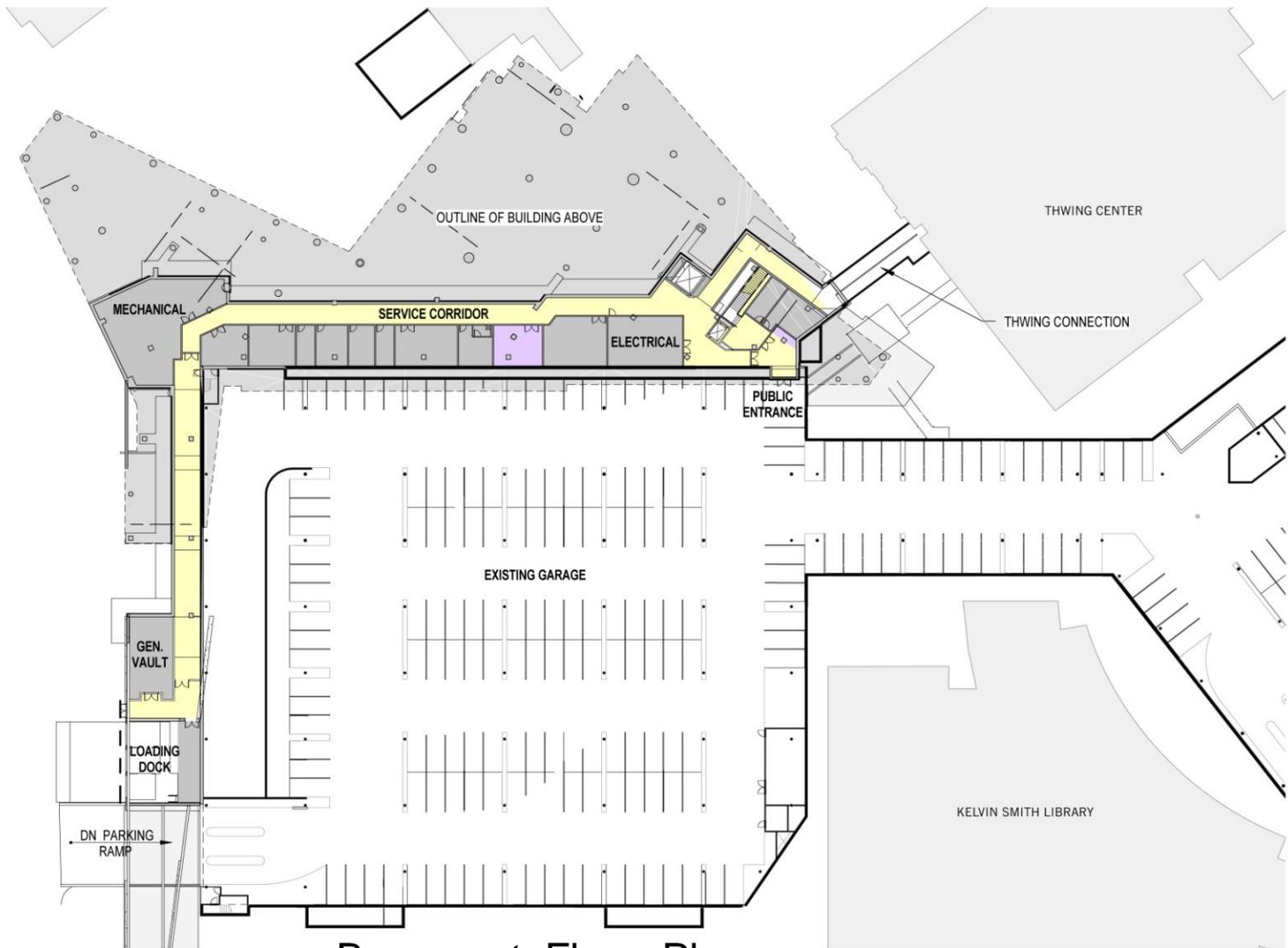UNIVERSITY — EST. 1826
think beyond the possible℠

Project Goals

- Provide a dynamic and vital space to enhance the student experience

- Create a literal and symbolic central hub whose amenities will draw together students, faculty, staff and members of the community

- Design an iconic and significant landmark that complements the existing architectural context

- Deliver a high performance building that is sustainable and cost-effective to operate

- Provide exceptionally flexible space that can adapt to changing functional needs
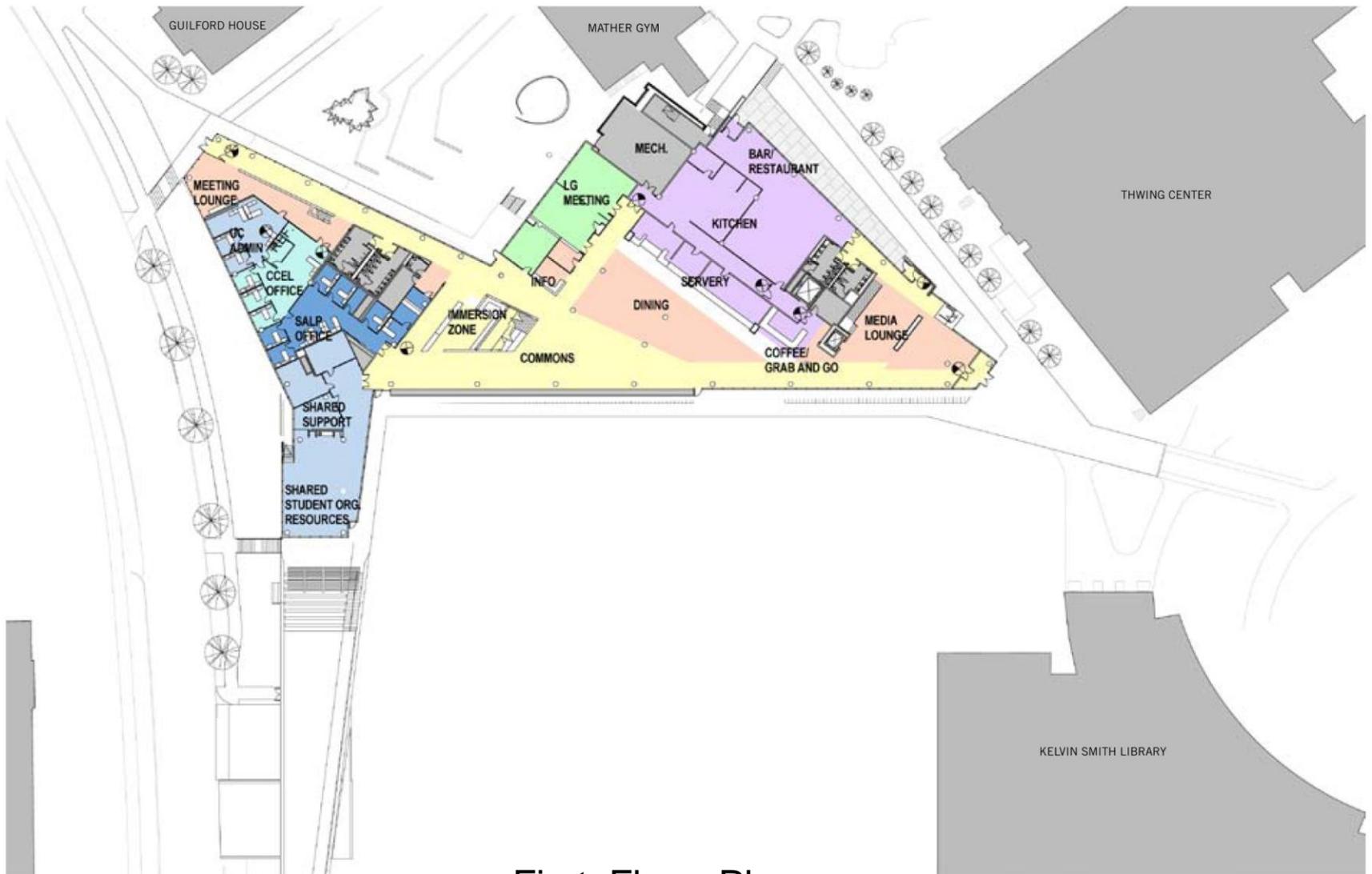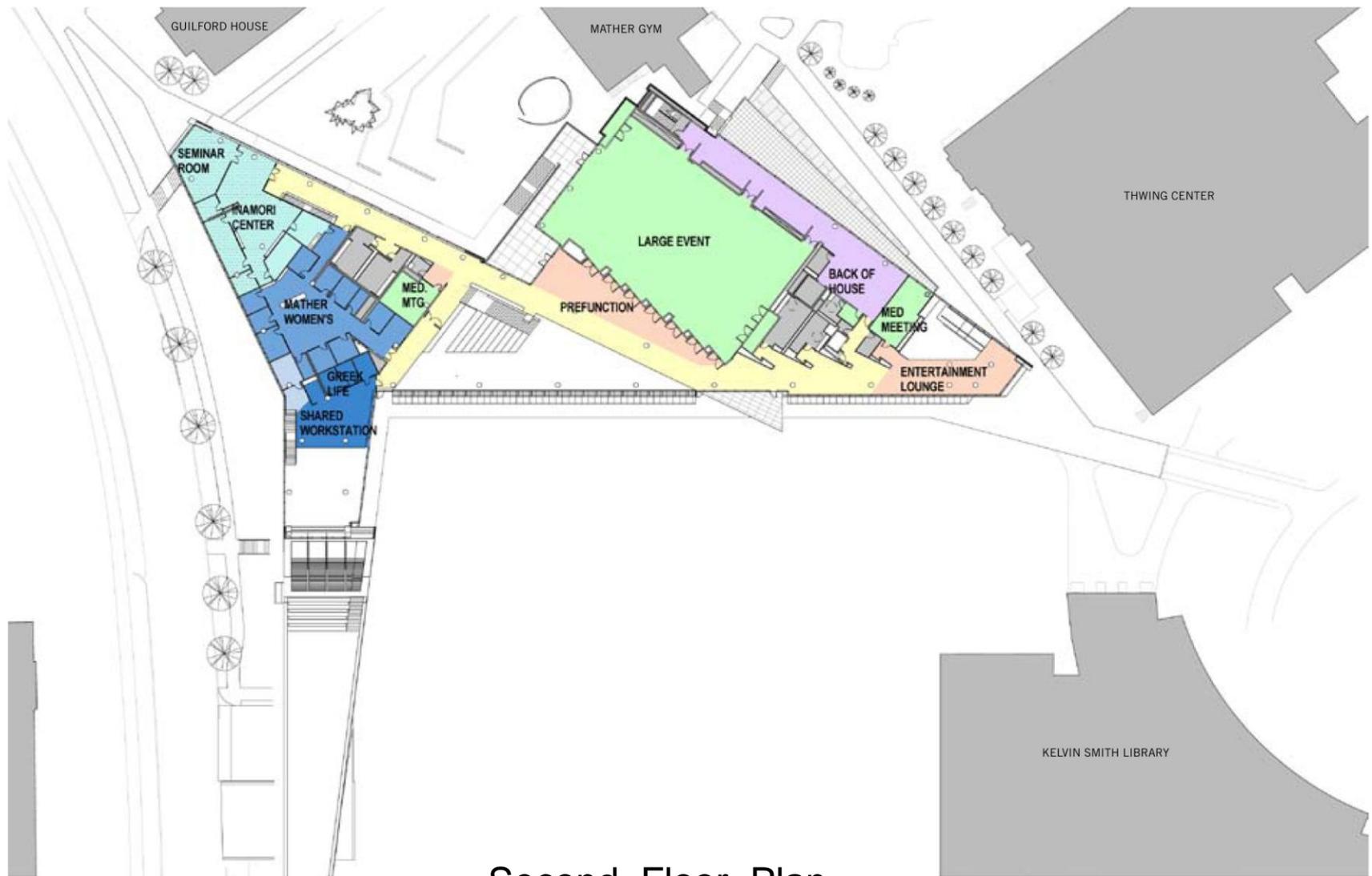
Project Timeline

Site Plan

THWING CENTER

OUTLINE OF BUILDING ABOVE

MECHANICAL

SERVICE CORRIDOR

THWING CONNECTION

ELECTRICAL

PUBLIC
ENTRANCE

EXISTING GARAGE

GEN.
VAULT

KELVIN SMITH LIBRARY

LOADING
DOCK

DN PARKING
RAMP

Basement Floor Plan

CASE WESTERN RESERVE
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First Floor Plan

Second Floor Plan

Aerial View from Bellflower Road

Aerial View From East Blvd.

South Facade

South Entry

West Wing

Central Commons

North Entry

Case Western Reserve University
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