

**Faculty Senate  
Executive Committee**  
Tuesday, March 6, 2012  
9:00 a.m. – 11:00 a.m. – Adelbert Hall, Toepfer Room

AGENDA

9:00 a.m.	Approval of Minutes from the February 10, 2012 Executive Committee meeting, <i>attachment</i>	G. Chottiner
	President's Announcements	B. Snyder
	Provost's Announcements and Honorary Degree Nomination <i>attachment</i>	B. Baeslack
9:10 a.m.	Chair's Announcements <i>attachments</i>	G. Chottiner
9:30 a.m.	Academic Calendar <i>attachment</i>	G. Chottiner
9:40 a.m.	Update from the <i>ad hoc</i> Committee on Electronic Attendance Option	R. Dubin
9:50 a.m.	School of Applied Social Science Report	D. Crampton
10:00 a.m.	School of Law Report	J. Berg
10:10 a.m.	College of Arts and Sciences Report	A. Rocke
10:20 a.m.	School of Dental Medicine Report	S. Teich
10:30 a.m.	Executive Committee and Senate Procedures <i>attachment</i>	G. Chottiner
10:50 a.m.	Agenda for Senate meeting	G. Chottiner



Faculty Senate Executive Committee  
Minutes of the March 6, 2012 meeting  
Adelbert Hall, Toepfer Room

**Committee Members in Attendance**

Bud Baeslack	Robin Dubin	Barbara Snyder
Jessica Berg	Christine Hudak	Sorin Teich
Richard Buchanan	Alan Levine	Liz Woyczynski
Gary Chottiner	Joseph Mansour	
David Crampton	Alan Rocke	

**Committee Members Absent**

Georgia Wiesner

**Others in Attendance**

Ray Muzic

**Call to Order and approval of minutes**

Professor Gary Chottiner, chair, Faculty Senate, called the meeting to order at 9:00 a.m. The minutes of the February 10, 2012 meeting of the Faculty Senate Executive Committee were approved as submitted.

**President's Announcements**

President Barbara Snyder said that Paul Buchheit (CWR '98; GRS '98, computer engineering) will be the Commencement speaker on May 20. Mr. Buccheit was Google's 23rd employee in 1999 and his email service Gmail launched in 2004.

**Provost's Announcements**

The Executive Committee voted to approve an honorary degree for a CWRU graduate. Provost Bud Baeslack said, upon approval by the Board of Trustees, he will receive an honorary degree at Commencement in 2012.

**Chair's Announcements**

Prof. Gary Chottiner, chair, Faculty Senate, reminded senators on the Executive Committee to contact the senators from their constituent faculties who were unable to attend Senate meetings regularly so far this year to ask them if they needed to step down from the Senate for the remainder of their terms. He said that the next faculty senate newsletter would be distributed shortly.

The Committee on Graduate Studies is set to consider proposals for mentoring graduate students. When the Senate amended the Faculty Handbook in 2010 to give increased importance to faculty-centric advising and mentoring for students, the schools and the college were asked to provide updated plans for advising and mentoring and very few of these plans have been received.

The Committee on Women Faculty is finalizing the proposal for temporary reduced workload for family care. The Committee on By-laws will need to review it; perhaps next fall the proposal will be ready for a vote by the Faculty Senate to be included in the Faculty Handbook. The FSCUE is considering course evaluations.

### **Academic Calendar**

Prof. Chottiner said the academic calendar, discussed in the Faculty Senate in January, was forwarded to the Board of Trustees for final approval. There was some continuing discussion about how the academic calendar could more accurately reflect the various calendars of the graduate and professional schools. This could be an issue for the Committee on Graduate Studies to consider further.

### **Update from the *ad hoc* Committee on Electronic Attendance Option for the Faculty Senate**

Prof. Robin Dubin, chair, *ad hoc* Committee on Electronic Attendance Option for the Faculty Senate, summarized the trial use of Adobe Connect at the February faculty senate meeting. A survey of senators who attended the meeting showed that nine thought Adobe Connect should be used for all Senate meetings so that senators out of town could attend remotely, eight thought that Adobe Connect should be used for only special meetings, and one thought it should never be used. Several senators on the Executive Committee expressed reservations about the benefit of using Adobe Connect; others expressed support. The Executive Committee asked the *ad hoc* committee to continue the discussion about the pros and cons at the March faculty senate meeting.

### **Report from the Mandel School of Applied Social Sciences**

Prof. David Crampton, senate representative from the Mandel School of Applied Social Sciences (MSASS), summarized the history of the school, how its foundations in applied social sciences and the principles of its founding patrons, the Mandel family, make MSASS unique. MSASS is one of the top U.S. schools of social work. It ranks number three in the country for the research support per capita. Many state schools have recently started degree programs in social work, and it's a challenge for MSASS to compete with their lower tuition rates. The school is hopeful that its new online master's degree will increase enrollment and revenues. With the recent closing of the Mandel Center, MSASS is exploring the role it could play in non-profit education. The school is considering the viability of a new master's degree in social policy and a doctorate in social work. MSASS is also interested in expanding its undergraduate offerings, including contributions to a new interdisciplinary minor in social justice.

### **Report from the School of Law**

Prof. Jessica Berg, senate representative from the School of Law, said that the school is undertaking a two-year strategic planning process under the leadership of the school's new dean. Law firms have fewer resources to mentor new hires and law firms have higher expectations of recent graduates and the training provided by the School of Law. There are some efforts to build team training into the curriculum. There is great demand from international students for the LLM programs; faculty are concerned about how to strike the best balance between educating US students vs. international students. The School of Law has no faculty executive committee, so Prof. Berg polled all faculty about the issues of most concern to them, which were: 1) collaborative educational initiatives with other schools and the college, 2) the university's poor reputation for support of free speech and 3) the lack of political diversity among the university's faculty. Provost Bud Baeslack said that the University Budget Committee is working on ways to make it easier for the schools and the college to share tuition and research revenues in a way that would promote more collaborative efforts across schools.

### **Report from the College of Arts and Sciences**

Prof. Alan Rocke, senate representative from the College of Arts and Sciences, said that the college teaches two thirds of the university's undergraduate credit hours. He said the college is concerned about the expediency of the university budget process and the increase in indirect costs that are charged to the college and the other constituent faculties. Another concern is the size of the entering freshman class, as the college is heavily dependent on undergraduate tuition revenue. There are concerns about support for the university's special faculty, including SAGES instructors, who are non-voting members of the University Faculty; faculty want to ensure that the university establishes fair practices for their hire, contracts and job performance evaluations. The channels of communication between the College Executive Committee, the Faculty Senate Committee on Undergraduate Education (FSCUE) and the Faculty Senate Executive Committee need to improve. The College Executive Committee will review the proposal regarding ROTC instructors and the proposed response to the USG SAGES resolution so that senators from the College of Arts and Science can make informed votes at the March Faculty Senate meeting. The college is also very interested in reviewing the upcoming proposals about SAGES governance and course evaluations.

#### **Report from the School of Dental Medicine**

Prof. Sorin Teich, senate representative from the School of Dental Medicine, said that the School of Dental Medicine recently formed two separate faculty committees concerning graduate studies and research. The school is very interested in partnering with other schools for joint community service initiatives and interdisciplinary programs of study, such as the new DMD/MPH program that will be evaluated by the Faculty Senate in April. The school is also interested in new facilities and will hopefully break ground on new construction within the next 12 months.

#### **Practices of the Faculty Senate Executive Committee**

Prof. Chottiner, chair, encouraged the Executive Committee to consider the wide range of proposals presented in his written summary and to select which ones could most effectively improve the Executive Committee's function and communication with the constituent faculties. The Executive Committee agreed that when senators' schedules don't allow them to attend executive committee meetings, they should be allowed to have an alternate faculty member attend. Senators should contact the chair and the secretary of the faculty senate for permission to have an alternate attend, and the alternate member should ideally be another senator from the same constituent faculty. The alternate faculty member could participate in the discussion, but, in accordance with *Robert's Rules of Order*, he or she would not be allowed to vote.

Also, The Executive Committee agreed that it would be helpful for the secretary of the faculty senate to notify the faculty executive committees at the schools and college when it's time to recruit at least one senator from each constituent faculty to stand for election in April by the Faculty Senate to the Faculty Senate Executive Committee for the next academic year. The faculty elected to the Faculty Senate Executive Committee serve as *ex-officio* members of their school or college faculty executive committees. It's important to recruit senators who will provide good cross communications between their school or college executive committee and the Faculty Senate Executive Committee.

#### **Approval of the Thursday, March 22, 2012 Faculty Senate meeting agenda**

The agenda for the March 22 faculty senate meeting was approved. The meeting was adjourned at 11:00 a.m.

APPROVED  
by the  
FACULTY SENATE EXECUTIVE COMMITTEE



ELIZABETH H. WOYCZYNSKI  
SECRETARY OF UNIVERSITY FACULTY



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CONFIDENTIAL

To: Gary Chottiner  
Chair, Faculty Senate  
Executive Committee

From: W.A. "Bud" Baeslack III  
Provost and Chair, Honorary Degree Committee

Date: March 1, 2012

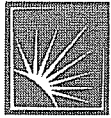
The honorary degree committee met on February 29 to review a recommendation to award an honorary degree to Paul Buchheit. His innovative contributions to computing are well described in the attached letter of nomination from Michael Branicky, professor and chair of the Department of Electrical and Computer Science. As you know, he has been selected as this year's commencement speaker. After careful consideration, the committee recommends that he receive an honorary degree.

I hereby submit this recommendation for review by the Faculty Senate executive committee. If your committee approves the recommendation on behalf of the University Faculty, it will be conveyed to the president for submission to the Board of Trustees.

C: Elizabeth Woyczynski, Secretary, Faculty Senate  
Honorary Degree Committee

Gerald Matisoff  
John Lewandowski  
Leena Palomo  
Michael Scharf  
David Clingingsmith  
Nathan Berger

Diana Morris  
Sharon Milligan  
Patrick Kennedy  
Robin Dubin – ex-officio  
Richard Zdanis – ex officio  
Lynn Singer – ex officio



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February 6, 2011

W.A. "Bud" Baeslack III  
Provost and Executive Vice President  
Chair, Honorary Degree Committee  
Case Western Reserve University  
LC 7001

Dear Bud:

I write to nominate technology pioneer Paul Buchheit for an honorary degree from Case Western Reserve University. A 1998 graduate of our institution, Paul went on to develop two of the most significant and ubiquitous web-based programs of our time: Gmail and AdSense. He cofounded a feed aggregator site later sold to Facebook, and now serves as a partner at Y Combinator, an organization that provides funding and mentoring to dozens of startups every year. Each May at Commencement, we say that an honorary degree recognizes "excellence in any aspect of human endeavor." Paul's ingenuity and insight in computing, coupled with his commitment to advising future inventors, make him an exemplary candidate to receive this honor from his alma mater.

A native of Webster, New York, Paul came to Case Western Reserve in 1994. Over the next four years he earned both a bachelor's and master's degree in computer science and went on to accept a position at Intel after graduation. After experiencing a large, well-established corporation for a year, he decided to explore opportunities in start-up ventures. In 1999 he joined Google as its 23<sup>rd</sup> employee; in addition to his other contributions, he is credited with suggesting the company's motto, "Don't Be Evil."

As an undergraduate at Case Western Reserve, Paul found it frustrating that he could not access his email whenever or wherever he wanted. At the time, retrieving online mail required returning to his dormitory room, a problem he believed could be corrected through a web program. He actually tinkered with a model while on campus, but lacked the broad skill set to bring it to fruition. His name for it at the time? Gmail.

After working on a Google Groups project, Paul's bosses encouraged him to explore the possibilities of a Google email initiative. Harking back to his college experiences, Paul saw the invitation as an overdue opportunity to address this longtime source of personal irritation. He completed the first version in a day, and then began to iterate improvements based on his colleagues' feedback. Finally, in April, 2004, the company launched Gmail on an invitation-only basis. Today the service is open to anyone, and its users total 350 million. This figure makes it the number two email service in the world, within close striking distance of number one-ranked Hotmail from Microsoft.

During the development of Gmail, Paul took a break to pursue another concept that he and his coworkers had discussed at length: content-targeted advertisements. He considered the challenge "an interesting

problem,” and so chose to spend a bit of time exploring the possibilities of a prototype. This effort also took less than a day, and proved to doubters that the idea could work. From there, he returned to Gmail and allowed other programmers to take his example toward a usable product. Launched in 2003, AdSense today is responsible for 27 percent of the company’s revenue—\$2.88 billion in the final quarter of 2012.

Paul’s third prominent contribution to Google came during a 2000 company meeting regarding values. As a recent arrival from Intel, he had little patience for staid platitudes common in larger organizations. He decided to suggest the most unusual and wry line he could imagine, and what came out was “Don’t be evil.” While the concept gained only modest traction during the meeting, coworker Amit Patel mounted a one-man campaign for the line, posting it on whiteboards across the company. Ultimately, it took hold, and remains a well-known and admired element of Google’s culture to this day.

After seven years at Google, Paul decided he wanted a change. After several months of respite, he joined with other former Google employees in 2007 to found FriendFeed. The company’s concept was to combine the features of feed aggregators moderated by the tastes of people users chose as their friends. Two years later, Facebook bought the company for \$50 million; after 16 months there, Paul became a partner at Y Combinator, a position he still holds. He explained the decision on his FriendFeed site: “It has less to do with Facebook and more to do with me,” Buchheit wrote. “I’m just more excited about helping new entrepreneurs create the next Facebook or Google.”

Earlier this week, one of the entrepreneurs that Y Combinator has taken on blogged about the quality of advice he receives from the partners. “When I want to feel dumb, I talk to Paul Buchheit,” Kulveer Taggart wrote. “There is no better a reality check on what you’re doing than office hours with PB.”

During his time at Case Western Reserve, Paul also rowed for the university’s club crew team. In the years since he has made several donations to the organization for equipment purchases; in 2010 he contributed \$100,000 to the program to support community efforts for a new boathouse. Thanks to his support, as well as donations from philanthropists like Peter B. Lewis, Rivergate Park opened last spring.


This fall *The Economist* magazine selected Paul as its “2011 Computer and Telecommunications Innovation Award” recipient. Other award winners include Bob Langer of MIT, for his work in tissue engineering, Devi Shetty of Bangalore for his achievements in providing affordable health care, and Jeff Bezos and Greg Zehr of Amazon for their creation of the Kindle e- reader.

Tom Standage, chairman of the 29-judge panel, explained Buchheit’s selection this way: “Paul Buchheit’s vision and creativity enabled him to create services that are now important components in the internet ecosystem . . . . His innovative contributions to computing have become part of everyday life for millions of people.”

It would be difficult to summarize Paul’s stature and influence more effectively than Mr. Standage did. He is an brilliant innovator, a wise adviser, and a generous supporter of a program from his own undergraduate days. For these reasons and more, I strongly recommend that Case Western Reserve University award him an honorary degree.

Thank you for your consideration.

Sincerely,



Michael S. Branicky, Sc.D., P.E.  
Professor and Chair  
Department of Electrical Engineering and Computer Science



## **PROPOSALS TO IMPROVE MENTORING OF GRADUATE STUDENTS**

### **EXECUTIVE SUMMARY**

UCITE conducts a semester-long seminar on graduate student mentoring that meets once a week with faculty from across the university who supervise doctoral or master's degrees. The program has two objectives: (1) to assist participants become better mentors by reflecting on their own practice; and (2) develop ideas to improve mentoring in participant's departments, schools, and the university. The program has run for three semesters so far with a total of 37 faculty. What follows are the recommendations that the groups have come up with so far for the second objective, with more details of each fleshed out in the subsequent sections.

#### **#1 ANNUAL REVIEW OF GRADUATE STUDENTS**

In order to achieve excellence and uniformity in graduate program mentoring across the university, we recommend that an annual review be required for every student. The review should assess the student's current status toward successful degree completion, evaluate the previous year's progress, detail the student's strengths and areas that need improvement, and make recommendations for future action.

#### **#2 GRADUATE CENTER FOR PROFESSIONAL DEVELOPMENT**

The creation of a Graduate Center for Professional Development is recommended. The center would serve as a repository of information and a provider of support services that are currently unavailable or so dispersed across the university as to be ineffective.

#### **#3 TRAVEL AWARDS**

We propose an increase in the number and size of travel awards currently administered by the School of Graduate Studies to cover the costs associated with a student presenting work related to their thesis at a national or international conference.

#### **#4 DISSERTATION COMPLETION FELLOWSHIPS**

This is a proposal to establish a funding mechanism to support students (primarily in the humanities and social sciences) to finish their dissertations in a timely manner.

#### **#5 MENTOR-MENTEE SOCIALIZATION FUND**

In order to provide more opportunities for the mentor and mentee to develop better relationships, it was recommended that the Provost establish a fund for "mentoring events." Faculty that mentor graduate students may submit receipts for small expenditures, such as coffee or lunch with the mentee, up to \$50/student/year, for a total expenditure of \$25,000 per year.

#### **#6 RECOGNIZING AND REWARDING GOOD MENTORING**

Professors should be recognized for high quality graduate mentorship through the continued support of a university-wide award as well as for the establishment of college-specific mentoring awards. Since professors take significant amounts of time from their own research and writing to mentor, a proposal for measuring and rewarding that time commitment using a quantitative scheme is suggested.

## #1 ANNUAL REVIEW OF GRADUATE STUDENTS

Effective mentoring requires communication, shared expectations, and accountability. In particular it requires regular monitoring of student progress and the providing of feedback. There is significant variability across the university in the frequency and depth of such evaluations. It was felt that establishing minimum requirements across the university that were flexible and not onerous in implementation would go a long way in preventing some of the problems that can occur and which, if not addressed early, can lead to time-consuming and distressing situations.

In order to achieve excellence and uniformity in graduate program mentoring across the university, we recommend that an annual review be required of every student. The review should assess the student's current status toward successful degree completion, evaluate the previous year's progress, detail the student's strengths and areas that need improvement, and make recommendations for future action. Such reviews are beneficial for three reasons:

1. It provides a means by which to acknowledge and celebrate student accomplishments;
2. It creates a written record which can be valuable in situations where a student may be displaying a pattern of struggles, poor performance, or interpersonal problems; and
3. For some disciplines, external agencies require this level of documentation to ensure adequate progress is being made by all students and that they are being adequately monitored by the faculty.

While it is recommended that each department and school be free to develop its own specific form of review, it is recommended that *at a minimum* the review will consist of the following:

- The student is required to submit an annual progress report;
- The entire departmental faculty (or perhaps just a subset such as the dissertation committee) uses the self-report as a basis to evaluate student progress; and
- Based on this evaluation, the department's Director of Graduate Studies (or dissertation committee chair) prepares a *written* report that includes:
  - a *formative* feedback in narrative form on the student's progress, with concrete suggestions for future actions
  - a *summative* verdict on current state of progress in the form of excellent/satisfactory/needs improvement

The result of the review will be communicated to the student in the form of a letter that will be included in the student's evaluation portfolio.

## #2 GRADUATE CENTER FOR PROFESSIONAL DEVELOPMENT

There is a great need for an entity that could serve the myriad needs of graduate students and advise both mentors and mentees of the issues that can arise in the mentoring relationship. Currently at CWRU there is no college or university-wide mechanism that allows for professional development for graduate students.

To improve the quality of graduate student development, we recommend the creation of a Graduate Center for Professional Development. The center would serve as a repository of

information and a provider of support services that are currently unavailable or so dispersed across the university as to be ineffective. The goal is to enhance the quality of graduate student career readiness and to support the work of faculty mentors in their relationship with their protégés.

The center would organize and deliver a variety of skill-based programs useful to students across campus. By keeping these focused on generic skills, it would supplement and enhance the discipline-specific work of faculty mentors. These would include sessions such as:

- How to give effective presentations
- Improving writing technique
- How to avoid writing block
- Managing your committee
- Research ethics

The programming function of the Center would be to provide opportunities to bring graduate students up to speed on the many areas of growth that would benefit them as professionals in their fields, help them avoid losing direction and focus, and serve as a backstop for advisors who are not able to or have the desire to address some of the non-research needs of their mentees.

The governance of this center could be modeled on existing centers at CWRU, such as UCITE. A faculty director, perhaps with a half-time appointment, would be needed. At least one staff person would be necessary with further growth contingent upon the level of activity and interest.

Examples of universities that have addressed professional development for graduate students are Michigan State University (<http://grad.msu.edu/prep/>) and Northwestern University (<http://www.tgs.northwestern.edu/research/nudirections/planning>)

### **#3 TRAVEL AWARDS**

We propose an increase in the number and size of travel awards currently administered by the School of Graduate Studies to cover the costs associated with a student presenting work related to their thesis at a national or international conference.

The rationale for this proposal is that the universal objective of PhD training programs is to provide a sophisticated and engaging curriculum, which affords trainees the opportunity to achieve excellence while preparing his/herself for a productive career. Success in one's chosen field of study requires the ability to effectively communicate one's ideas to diverse audiences, including one's peers. While students are encouraged to work on their communication skills through poster and oral presentations at various venues on campus, financial constraints limit the number of students able to attend national and international meetings. Nevertheless, presumably no one will disagree that attendance and presenting one's research at national/international meetings is one of the most critical components of graduate training. Attendance at meetings not only allows trainees to present their data to a wide audience, it provides them with an opportunity to broaden their horizons by exchanging ideas with academics from other institutions, to network, and to make themselves and their work more widely known. The establishment of a university-financed award system would enable the best students to attend and present their work at national and international meetings. A significant student presence at

national and international meetings will showcase CWRU as a research university committed to graduate education.

While open to all graduate students, the award would be based on an individual student's readiness to present his or her work at a national or international meeting. The application and review process could be handled by the School of Graduate Studies, subject to the endorsement of faculty advisors. This policy would encourage more students to apply to national and international meetings, irrespective of whether funds are available to cover their costs.

#### **#4 DISSERTATION COMPLETION FELLOWSHIPS**

This is a proposal to establish a funding mechanism to support students (primarily in the humanities and social sciences) to finish their dissertations in a timely manner.

The rationale for this proposal is that good mentoring doesn't happen in a vacuum. To flourish, it requires institutional support. A crucial concern, especially for doctoral students in the humanities and social sciences, occurs in the last year to eighteen months of their programs, when they are finishing their dissertations. In many departments at CWRU the original funding for students ends well before their dissertation phase concludes. This has meant that many students take jobs (often full time), a practice that slows their progress. Students often move far from Cleveland for employment reasons, or move in with family members, and their absence detracts from the opportunities for extended and frequent contact between mentors and students. It also interferes with their ability to interact with the larger university community during this final phase when support and assistance are so vital.

The recommendation is to follow the practice of Harvard, Princeton, and Michigan State University that are among the many universities that award Dissertation Completion Fellowships to their most promising students. These awards generally include a tuition waiver and a "living wage" stipend.

We recommend that funding should be both time limited and contingent on progress. Funding could be granted for the period of a summer, or one semester, or an academic year, with renewal of support contingent on progress. The mentor/advisor and the student should draw up a timetable for progress at the start of the funding period. At the end of the period the advisor should assess whether the student is making adequate progress to justify continuing the funding if needed.

#### **#5 MENTOR-MENTEE SOCIALIZATION FUND**

In order to provide more opportunities for the mentor and mentee to develop more cordial relationships, it was recommend that the Provost establish a fund for "mentoring events." Faculty that mentor graduate students may submit receipts for small expenditures, such as coffee or lunch with the mentee, up to \$50/student/year, for a total expenditure of \$25,000 per year. The student does not have to be one's main mentee in order to participate. Funds would be disbursed on a reimbursement basis. When the fund is running low, faculty will be alerted so

they do not end up with unreimbursable expenses. The program will be promoted through Case Daily, UCITE, department chairs, and the Graduate Student Senate.

Programs along these lines exist at Harvard and Yale.

At Harvard, mentors receive \$50/mentee/semester to use for regular meetings over coffee, lunch, etc.

<http://isites.harvard.edu/icb/icb.do?keyword=k67344&pageid=icb.page320535>

At Yale, tickets are given for graduate students and faculty to share a free meal at selected campus locations. We could encourage graduate students here to initiate a “Take your mentor to lunch” program.

<http://www.yale.edu/graduateschool/funding/meals.html>

## #6 RECOGNIZING AND REWARDING GOOD MENTORING

This involves two recommendations. First, professors should be recognized for high quality graduate mentorship through the continued support of a university-wide award as well as for the establishment of college-specific mentoring awards. Second, since professors take significant amounts of time from their own research and writing to mentor, we propose rewarding that time commitment using a quantitative scheme. If mentoring is being elevated to the level of teaching, we need to keep track of it much like the university tracks teaching performance and recognize meritorious mentoring accordingly

The goal is to put in place systemic recognition and rewards that foster dynamic change in departments, transforming good mentoring into a fundamental, rather than altruistic, activity.

The rationale for this proposal is that faculty recognition generally stems from more universally acknowledged and uncontested performance measures such as grant funding, research, and publications. Faculty who take time and energy away from those endeavors to focus on mentoring deserve public recognition and reward.

Uneven distribution of mentoring harms department dynamics, and poor quality mentoring can have a long-lasting negative impact on the University. In many departments, a disproportionate share of mentoring falls on a subset of the faculty, potentially hindering those faculty members' ability to meet other performance measures. Top down support from leaders in the University, College and Department is critically important for promoting a structure and culture that values and rewards mentoring. Hence, institutionalized recognition and rewards are a must.

**Suggestions for Recognition:** The University-wide Diekhoff Award for Excellence in Graduate Mentoring, and the Jackson Award for Excellence in Undergraduate Mentoring are great examples of public recognition for good mentoring. Nominees and winners are well-publicized, and honored at a reception and again during graduation ceremonies. The winners receive a generous cash award. We suggest similar awards be initiated at the College level. While smaller in scope, the local recognition for good mentoring by Deans and Department Chairs could help establish a local shift toward better mentoring practices. In addition, faculty who serve as

primary advisors could be recognized upon graduation of their student with a letter from the administration, and printed acknowledgement in the graduation program.

There are other possibilities for providing rewards for mentoring that should be explored further. Standardized evaluations for mentoring should be conducted on a regular basis, much the same as teaching evaluations. Mentoring performance and outcomes should be included in faculty evaluations, and may be considered for promotion and/or salary increases. However, because good mentoring takes time, it is desirable that it be rewarded with (release) time. This could take several forms, most notably teaching release or extension of sabbatical time, but also team-teaching. Most importantly, the rewards would need buy-in from administrators and would need to be built into the infrastructure so that leaves are anticipated in a manner similar to sabbaticals.



SCHOOL OF  
GRADUATE STUDIES

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CASE WESTERN RESERVE  
UNIVERSITY

# Graduate Student Center for Professional Development

September 2011

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## **INTRODUCTION:**

The School of Graduate Studies (SGS) is the administrative unit at Case Western Reserve University that oversees university wide standards of quality in admissions and academic performance in graduate education. Since the initial development of the Professional Development Center program proposal in 2005, there has been an ongoing expressed need from students and faculty for programming/services that support the professional development needs of graduate students. The School of Graduate Studies seeks to expand services to include the offering of a Professional Development Center that would house a number of programs to support the professional development of our graduate students. Such programming would include, but would not be limited to a Responsible Conduct in Research (RCR) program, Preparing Future Faculty and Professionals program (PFF/PFP), national scholarship/fellowship application support and career development resources.

## **JUSTIFICATION:**

In the fall 2010 semester, the UCITE Mentoring Fellows identified professional development outside of the curriculum as an area of need for graduate students. A spring 2008 survey of graduate students conducted by the Graduate/Professional Student Experience Committee (GPSEC) focused on the professional development needs of graduate students. The survey had a total of 529 respondents; 56% female, 43% male; highest respondent rates from the following schools/colleges: CAS (33%), CSE (29%), SOM (22%). The survey results indicated that the following areas of professional development are important to the graduate school experience:

### **Topics in which 30% or more of the graduate student respondents expressed an interest:**

- Getting published
- Grant writing
- CV development
- Salary negotiations
- Interviewing Skills
- Dissertation completion
- Writing skills
- Networking Skills

### **Topics in which 20% or more of the graduate student respondents expressed an interest:**

- Becoming a professor
- Teaching Strategies using technology
- Strategies for discipline specific teaching
- Strategies for developing a syllabus

This survey clearly shows a split between students expecting to pursue opportunities in industry and/or government/non-profit sectors and students interested in academic positions.

A 2004 report issued by the Accreditation Subcommittee on Graduate and Professional Student Development centered on the idea of educating the whole person while transforming the learner. Some data that the committee reviewed from surveys and focus groups of students revealed high ratings for the impact of faculty mentoring on professional development while “help with future employment” received much lower ratings. One of the subcommittee’s recommendations was to “encourage schools and departments to expand their notions of student development to include professional and personal development, improve career services provided to students and improve practice-based learning experiences” (Graduate and Professional Education, V-16). This recommendation and others were based on one of the main conclusions of the subcommittee which was that students “believe their experiences at Case do more to strengthen their intellectual development than their personal and professional development.” (Graduate and Professional Education, V-16).

The creation of a Graduate Student Center for Professional Development would begin to address some of the recommendations that were proposed by the 2010 UCITE Mentoring Fellows group, the 2008 Professional Development Survey and the 2004 accreditation subcommittee report at a central level. It is clear that providing professional development services at the college/school and or departmental level is important and does occur, however this does not ensure adequate access to the larger graduate student population.

## **BENCHMARKING:**

A review of Graduate Schools both in our peer group and others revealed a variety of programs and services that assist graduate students in the area of professional development. These professional development programs and services such as dedicated resource rooms, dedicated staff to assist students, career centers for graduate students, seminars, and support groups are detailed in **Appendix A.**

## **PROGRAM DESIGN:**

The School of Graduate Studies (SGS) is proposing a mixture of the above services for our graduate students. The core program, Preparing Future Faculty/Professionals is defined by two tracks based on the student’s desired career path. The ability to utilize resources in either track is assumed as many graduate students may have undefined career goals at different points during their studies.

## PREPARING FUTURE FACULTY AND PROFESSIONALS PROGRAM:

### Program Design (Two Tracks):

#### TRACK A

##### Preparing Future Faculty (PFF)

###### Seminars:

Academic & Professional Consulting  
Entrepreneurship (taking a vision and putting it into action)  
Grant Writing /Finding Funding Opportunities  
Dissertation/Thesis Writing and Publishing  
The Academic Job Search  
Exploring Multicultural Communication  
Balancing Family and an Academic Career  
CV Preparation & Development  
Teaching & Multimedia  
Mentoring

#### TRACK B

##### Preparing Future Professionals (PFP)

###### Seminars:

Academic & Professional Consulting  
Entrepreneurship (taking a vision and putting it into action)  
Business Communication  
Multicultural Communication  
Emotional Intelligence Inventory (ECI) seminar, testing & coaching  
The Non-academic Job Search  
Resume Writing  
Career Panels  
Networking  
Mentoring  
Interview Preparation/Mock Interviews

### Additional Services Offered through campus partners:

- Individual Career Counseling
- Walk-in career counseling (quick questions answered)
- Testing and Coaching on the Emotional and Social Intelligence Competency Model
- Resource Center (physical space available once GSS office is available in the new University Center.
  - Books on the academic job search- Graduate Studies donated several books to the Career Center
  - Computer stations for grant/fellowship research & preparation
  - Access to grant registries
  - Fellowship and Scholarship advising services (help students to prepare competitive applications for fellowships and grants)

## **HUMAN CAPITAL NEEDS:**

The Senior Associate Dean, will have oversight of the Professional Development Center. A new FTE a, Director of Graduate Student Professional Development will be hired to run the day-to-day operations of the Center. A half-time graduate student position to support the Director is also requested. The graduate student worker would be primarily responsible for research and administrative support for the Director.

## **SPACE NEEDS:**

Currently, the physical space identify as the future Professional Development Center is occupied by the Graduate Student Senate. When the new University Center opens, the Graduate Student Senate will have office space in that building. With minimal investments, this space can be re-configured to accommodate the needs of a Professional Development Center.

## **PARTNERSHIPS:**

Graduate Studies has already established a number of partnerships that have been instrumental in providing services and professional development seminars to graduate students. The ability to partner with staff, faculty, and outside vendors is crucial to the development of the Professional Development Center and avoids the potential of duplicated programs/services.

### **Career Center**

The Career Center hired a staff professional in 2007 who specifically focuses on the needs of graduate students. To date, she has established a relationship with the Graduate Student Senate and has delivered workshops on interviewing skills as well as many other topics for both domestic and international graduate students. She has also created workshops for departments by request.

The Career Center has been providing a number of services to our graduate students both on an individual and group basis such as access to on and off-campus recruiting programs, alumni network and walk-in services. Additional future services could include specific marketing efforts to employers seeking to hire graduate students, a career fair targeted towards graduate students and networking opportunities with SGS alumni.

### **Center for Women:**

The ability to address concerns of women graduate students is an area that we would like to participate in. A partnership with the Center for Women that would seek ways to assist women through seminars and/or small group sessions would be beneficial in addressing very important issues particularly those related to balancing career and family, navigating the academic environment, promotion and tenure, etc.

### **Disability Services Office:**

We would regularly seek the advice of this office to ensure that our programs and services meet the needs of graduate students with special needs.

**ESS (Educational Services for Students):**

Currently, graduate student TA training is offered through ESS for both domestic and international students who have been appointed as a TA.

**Office of Student Activities and Leadership:**

The current Director of this office, Colleen Barker-Williamson, provides programming support and advising for the Graduate Student Senate. Her office has recently incorporated a graduate student track in their annual Leadership conference.

**Graduate Student Senate:**

Graduate Studies provides advice and support to the Graduate Student Senate's Professional Development Committee to offer professional development seminars to graduate students. This relationship would continue but the Professional Development Center would provide additional workshops on a more consistent basis through the PFF/PFP programs.

**ITS:**

For graduate students and postdocs that want to learn how to use multimedia for both teaching and presentations. Seminars provided by ITS could provide resources and instruction on how best to use the latest technologies.

**International Student Services:**

Our graduate student population is 35% international. It is not clear what percentage of these students remains in the U.S. after graduation, but our partnership with International Student Services (ISS) will be helpful in identifying the specific needs of this student population. In 2011 this Office will merge with the Center for International Affairs which will further enhance opportunities for all graduate students.

**Office of Multicultural Affairs:**

Creating a welcoming environment for underrepresented graduate students is necessary for creating an environment in which everyone can have opportunities to learn and collaborate with diverse people.

Our ability to further extend opportunities to underrepresented graduate students necessitates a partnership with the Office of Multicultural Affairs (OMA). Through a partnership opportunities can be provided to underrepresented graduate students through networking and seminars designed to address issues such as isolation, ethnicity representation, and communication skills.

Seminars designed to teach all graduate students about multicultural, intercultural and intracultural communication could be another result of a partnership with OMA.

**Research Administration:**

Through seminars, Research Administration could provide additional information on the logistics of applying for grants/fellowships. Identifying potential sources may also be information that they could provide.

**Technology Transfer:**

As part of seminars focused on entrepreneurship, the Office of Technology Transfer would be an excellent resource for graduate students on the types of ideas, research, etc. that have commercial potential.

**UCITE:**

Although UCITE services are primarily targeted towards faculty, they have presented seminars that graduate students have been invited to in the past. The expertise of UCITE could be used to further enhance the understanding of effective teaching for students that will be pursuing an academic career.

**APPENDIX A:**  
**Benchmarking Information**

**CARNEGIE MELLON UNIVERSITY** <http://education.andrew.cmu.edu/graduateprograms>

The Graduate Support Programs offers academically focused seminars and workshops that advise, empower and help retain all graduate students, particularly graduate students of color and women in the science and technical fields. The fundamental goals of the Graduate Support Programs have been constant for more than 15 years: first, to support, advise and guide individual graduate students as they work to complete their degrees; second, to contribute to the greatest degree possible to the diversification of the academy. This has best been accomplished by guiding graduate students through crisis points in their graduate careers, teaching them best strategies for success now and when they leave, and providing opportunities for interdisciplinary connections, peer and faculty mentoring, and community.

Programs include: The Professional Development Seminar Series, the Doctoral Career Paths Seminars, Graduate Women's Gatherings, Inter-University Student of Color Dinner/Speaker Series, Summer Professional Development Workshops for Doctoral Students, GradUate Small project Help (GuSH), FORD Motor Company Graduate Research Grant, G.S.A. Graduate Student Conference Funding, and the Graduate Student Peer Mentor Program.

Funding for graduate student programs is provided by the Provost, the Vice Provost for Education, the Graduate Student Assembly, and CMU alumni and staff members.

The increasing number of sponsors of the GradUate Small project Help (GuSH) Funding Program are integral to providing to graduate students not only intellectual and interpersonal skills to navigate through their degree programs, but also resources to ensure that they evolve into the intellectual leaders they will (and do) become. To learn more about GuSH donors, graduate student recipients, and the amazing projects that are enabled through their collaboration, [click here](#).

For additional program information, please contact.



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**DARTMOUTH COLLEGE** (<http://www.dartmouth.edu/>)

**Graduate Career Office**

<http://graduate.dartmouth.edu/careers/>

The Dartmouth College Graduate Career Office (GCO) provides Dartmouth Arts and Sciences Graduate Students and Alumni with important resources for conducting a successful academic job search as well as exploring non-academic career opportunities.

**DUKE UNIVERSITY**

**Office of Graduate Student Affairs**

<http://gradschool.duke.edu/gsa/index.php>

**About GSA Programs**

Graduate Student Affairs (GSA) provides institutional leadership in helping to improve the lives and experiences of graduate students through four central program components:

- Signature Events
- Academic & Professional Development Opportunities
- Social Activities
- Initiatives for Underrepresented Students

Major events include New Student Orientation, the Graduate Student Information Session, Professional Development Workshop Series, a reception for recipients of the Dean's Award for Excellence in Mentoring, Graduate Student Appreciation Week, periodic Family Fun Fairs, and the Ph.D. Hooding Ceremony.

*Signature Events*

GSA hosts programs that mark students' progress throughout their graduate career. New Student Orientation aids students in their transition to Duke by providing crucial information about the academic community, policies, and resources. The Graduate Student Information Session takes place during New Student Orientation and features representatives from various University offices and Durham businesses. A Milestone Recognition Reception honors those who pass preliminary examinations each year, and during Commencement Weekend, GSA hosts the Ph.D. Hooding Ceremony and Reception, which celebrates the culmination of doctoral study. The Graduate School's commitment to its students carries on past graduation through GSA's program collaborations with Alumni Affairs and the Career Center.

*Academic & Professional Development Opportunities*

Graduate Student Affairs cooperates with other campus groups and offices to co-sponsor many events that contribute to the professional development of graduate students, such as career exploration workshops co-sponsored by the Career Center and the Office for Postdoctoral

Services, presentation skills workshops, and research presentation opportunities. The Graduate School cultivates a culture of good mentoring practices essential to students' professional development by highlighting the recipients of the Dean's Award for Excellence in Mentoring and their accomplishments at a reception held during the fall semester. Professional development events are also included as part of Graduate Student Appreciation Week. All these opportunities are posted on co-sponsors' Web sites and announced in e-mails from GSA staff.

### *Social Activities*

GSA coordinates activities designed specifically to encourage social interaction among graduate students. Several events during New Student Orientation help new students become acquainted with fellow students and Duke faculty. Graduate Student Appreciation Week recognizes graduate students' contributions to Duke's academic climate with a roster of enjoyable social events and practical workshops on student life issues such as funding, housing, and dissertation support. The office also co-hosts several annual events of the Graduate and Professional Student Council. To provide regular networking opportunities for graduate students with children, GSA also hosts three Family Fun Fairs each year (during New Student Orientation, as a part of Graduate Student Appreciation Week, and one during the summer months).

### *Initiatives for Underrepresented Students*

The Graduate School has a long-standing commitment to increasing the diversity and quality of its graduate student body. Our primary goals are to increase the enrollment of students from underrepresented groups, to provide students with sufficient funding to complete their graduate studies in a timely manner, and to promote an academic and social environment where all scholars can flourish.

A key mission of the Office of Graduate Student Affairs is to coordinate, supplement, and expand the recruiting efforts of graduate departments and programs. Aggressive, targeted recruiting strategies are vital to these efforts, and the involvement of Duke's graduate faculty is central to these strategies. Each year GSA participates in recruitment fairs across the country that enable us to meet potential graduate students and to answer any questions they might have about Duke's graduate programs. GSA assembles a recruiting team of students, faculty, and staff to attend these fairs. Duke also collaborates with UNC-Chapel Hill and NC State University to arrange regional visits (such as the Atlanta Area Schools Visit) for groups of schools that bring their most promising undergraduate student researchers from underrepresented groups. Other recruitment mechanisms the Graduate School employs include participation in national consortia designed to promote diversity in graduate education and targeted faculty recruitment visits to colleges and universities. GSA also helps to initiate and develop the external and institutional funding to support various summer research opportunities that identify potential graduate students early in their college careers.

Graduate School Staff:

<http://gradschool.duke.edu/about/staff/index.php>

## **JOHNS HOPKINS UNIVERSITY**

Graduate Studies in Arts and Sciences and Engineering  
<http://www.grad.jhu.edu/academics/professional-devt/>

The Graduate Affairs and Admissions Office provide academic and professional development programs for all graduate students and postdocs on the Homewood campus.

## **MASSACHUSETTS INSTITUTE OF TECHNOLOGY**

**Graduate Women's Group** (<http://web.mit.edu/gso/community/womensgroup.html>)

A collaboration between the MIT Graduate Students Office and Counseling and Support Services, this support group for graduate women meets bimonthly for lunchtime discussions facilitated jointly by the Associate Dean for Graduate Students and the Program Administrator in Counseling and Support Services. Participants select a theme to focus their discussions, based on their current needs, issues, and concerns. Occasionally, professional development presentations are scheduled, for example, in public speaking or financial planning.

**Power Lunch** (<http://web.mit.edu/gso/community/powerlunch.html>)

This monthly series of luncheon seminars is designed to promote the academic, professional, and personal development of students of color. It also provides an opportunity for students from diverse academic departments to develop supportive peer relationships and share experiences, insights, and strategies for managing the challenges of graduate work. Speaker topics include financial planning, business start-ups, preparing for doctoral qualifying examinations, building professional support networks, managing stress, and negotiating conflict.

**Graduate Student Life Grants** (<http://web.mit.edu/gso/community/grants.html>)

The Graduate Student Life Grants program is a request-for-proposal process inviting graduate students, spouses, faculty, or staff to submit creative, community building ideas for possible funding. The Grants provide a unique opportunity to enhance graduate student life at the Institute with experiences outside the classroom and lab.

### **MIT Careers Office**

This site compiles career and professional resources specific to graduate students, but not necessarily specific to MIT: <http://web.mit.edu/career/www/graduate/> This site includes information on and links to specific workshops offered through MIT: <http://web.mit.edu/career/www/services/workshops.html#planning>. Workshops exclusive to graduate students include: "Self Assessment: Step One in the Career Planning Process," "Effective Resumes and Cover Letters," and "Creating an Effective CV."

## **NORTHWESTERN UNIVERSITY**

<http://www.tgs.northwestern.edu/prof-dev/nu-directions/index.html>

### **Nu Directions Program:**

NU Directions is a collaborative effort with faculty and staff across campus to offer a comprehensive series of events that contributes to the professional development of graduate students and postdoctoral fellows. Programming is designed to increase proficiency in the following areas:

- Presentation Skills
- Writing and Editing
- Career Exploration
- Job Searching
- Leadership/Management
- Teaching
- Graduate Student Success

Three levels of programming are offered in each of the above areas in order to meet the needs of students at all phases of their graduate school careers:

- Level 1: Addresses large audiences on broad and introductory professional development topics
- Level 2: Builds upon Level 1 programming and offers comprehensive coverage of specific topics for smaller groups of students
- Level 3: Offers individual coaching and consultation to students, when available

Many professional development events will be organized by The Graduate School. Other events will be organized by individual graduate programs and other units at the University. Please visit the [calendar of events](#) to see all upcoming events.

## **VANDERBILT UNIVERSITY**

### **Center for Teaching:**

<http://cft.vanderbilt.edu/docs/graduate-student-programs/>

The Center for Teaching (CFT) offers a variety of programs and services to meet the needs of graduate students and postdoctoral fellows entering the teaching ranks, as well as for those looking ahead to future faculty teaching roles. We serve as a venue for exploration and discovery in a confidential, collegial setting.

Last Name	First Name		Term	Senate Role	Absent Sep	Absent Oc
Assaf	Hussein	SODM	2010-2013	Elected	yes	yes
Averbook	Bruce		2010-2013	Elected		
Beal	Timothy		2009-2012	Elected		yes
Berg	Jessica		2009-2012	Elected		
Blanton	Ronald		2010-2013	Elected		
Blazey	Lee	WSOM	2010-2013	Elected	yes	
Buchanan	Richard		2011-2014	Elected		yes
Buck	Matthias		2011-2014	Elected		yes
Click	Elizabeth	SON	2010-2013	Elected		yes
Crampton	David	MSASS	2010-2013	Elected		yes
Cullis	Chris		2011-2014	Elected		
Damato	Lisa		2010-2013	Elected	yes	
Davis	Mary		2009-2012	Elected		
Deal	William		2010-2013	Elected		yes
Egelhoff	Thomas		2011-2014	Elected		
Farrell	Karen		2009-2012	Chair, Elected		
Fox	Steven		2011-2014	Elected		
Fredieu	John		2011-2014	Elected		
Hernandez	Alfredo	SODM	2010-2013	Elected	yes	yes
Higgins	Patricia		2011-2014	Chair, Elected		
Hudak	Christine		2010-2013	Elected		
Joseph	Mark	MSASS	2011-2014	Elected		
Kelley	Thomas		2011-2014	Elected		
Koenigsberger	Kurt		2010-2013	Elected		
Lindell	Deborah		2011-2014	Elected		
Lu	Zheng-Rong	CSE	2011-2014	Elected		yes
Mansour	Joseph		2010-2013	Elected		
McNally	Laura	LAW	2010-2013	Elected		
Nance	Dale		2011-2014	Elected		
Nixon	G. Regina	MSASS	2009-2012	Elected	yes	yes
Orlock	John		2009-2012	Elected	yes	yes
Palomo	Leena		2010-2013	Elected		yes
Rocke	Alan		2010-2013	Elected		
Savinell	Robert		2011-2014	Elected		yes
Singer	David		2011-2014	Chair, Elected		
Snider	Martin		2009-2012	Chair, Elected		
Teich	Sorin	SODM	2009-2012	Elected	yes	yes
Thompson	Lee		2010-2013	Elected		
Vairaktarakis	George	WSOM	2009-2012	Elected	yes	
Wiesner	Georgia		2009-2012	Elected		
Wilson	David	CSE	2009-2012	Elected		
Yu	Xin	CSE	2010-2013	Elected		yes
Ziats	Nicholas		2009-2012	Chair, Elected		

Absent No	Absent De	Absent Jar	Absent Fel	Absent Ma	Absent April
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	yes		yes		
		yes			

Below you will find listed some of the actions taken by the Faculty Senate and its committees this fall plus brief descriptions of select issues that are currently under review or planned for review later this academic year. If you wish to learn more about any of these issues, or contribute your thoughts, refer to the contact information for senate representatives and committee members available on the [Faculty Senate website](#).

## Since our last newsletter in November:

- The university's draft [Diversity Strategic Action Plan](#) was endorsed by the Faculty Senate.
- The senate's February meeting incorporated a trial run of electronic participation using Adobe Connect. This trial was organized by an *ad hoc* committee chaired by Robin Dubin.

### Academic Policies

- [Two proposals about study abroad for undergraduate students](#), were presented by the Faculty Senate Committee on Undergraduate Education ([FSCUE](#)) and approved by the Senate. Instead of requiring two years of language study before a student may study abroad, CWRU students are now required to take a course that "advances their skills in a language of the host country" while abroad. In addition, students may now study abroad in different locations in different semesters.
- A new [course repeat policy for graduate students](#), was presented by the Committee on Graduate Studies was approved.

### Faculty Benefits

- Amendments to the Faculty Handbook, drafted by the [Committee on Information and Communication Technology](#), guarantee emeriti faculty use of their CWRU email address and full access to CWRU's Software Center and support services. Faculty who leave the university can arrange to have their CWRU email forwarded. (The amendments will be published in the [Faculty Handbook](#) after they are approved by the Board of Trustees.)
- The Committee on Faculty Compensation endorsed an amendment to the [Human Resources Policy Manual](#) that extends tuition waiver benefits for dependent children to ten years (instead of eight) after the death of a faculty member (paid through CWRU for 50% or more of their full time salary) or the appointment of a faculty member to emeriti status.

### New Degree Programs, New Department Name, etc.

- Several new degree programs were approved by the Faculty Senate.
  - [Online Master in Applied Social Sciences](#)
  - [Master of Positive Organizational Development-India](#)
  - [Doctor of Juridical Science](#)
- A [proposal](#) to change the name of the Department of Human Genetics to the Department of Genetics and Genome Sciences was approved

- Several honorary degree candidates, as presented by the Honorary Degree Committee, were approved by the Executive Committee.

These items will be presented shortly to the Board of Trustees for final approval.

### School By-laws

- Amendments to the SOM By-laws, which clarify the committee process for evaluating faculty candidates for promotion and tenure, and amendments to the FPBSON By-laws, regarding the appointments for research faculty, were reviewed by the Committee on By-laws and approved by the Faculty Senate.

## In progress or planned:

The Faculty Senate has 12 standing committees, several of which are actively considering issues of interest to a broad spectrum of the University Faculty.

- A proposal for Temporary Reduced Workload for Family Care is being drafted by the Committee on Women Faculty. This committee has also recommended the formation of a new presidential committee to consider options for an on-campus child care facility.
- The implementation of the university libraries' strategic plan is being monitored by the Committee on University Libraries.
- Issues regarding special faculty are being discussed by the Committee on Faculty Personnel. The Faculty Senate will shortly vote on a proposal for the temporary appointments of ROTC instructors as special faculty.
- A revised Graduate Student Leave Policy, approved by the Committee on Research, is being reviewed by the Committee on Graduate Studies.
- The Committee on Minority Affairs has endorsed a proposal on mentoring and professional development for faculty members.
- Course evaluations and SAGES governance are being considered by the Faculty Senate Committee on Undergraduate Education. The Faculty Senate will vote shortly on a proposal, developed in response to a USG request, to modify the requirements for SAGES University Seminars.
- Faculty are being recruited to serve on the twelve standing committees of the Faculty Senate, starting in May 2012, by the Nominating Committee.
- Edits to the Faculty Handbook are being finalized to accommodate changes in grievance procedures.



- The Senate will hear a report in April describing the effects of changes in health care benefits plans implemented this year, plus potential changes in the near future.
- Having almost completed its first year with a single representative from each of the constituent faculties, the Executive Committee is considering changes to improve the senate's business processes and the effectiveness of communication within the senate and between the senate and school and college leadership.

Learn more about the [Faculty Senate](#).

### Five Year Academic Calendar (2012 – 2017)

<b>FALL</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
Registration (and Drop/Add) Begin (UG)	Apr 9	Apr 8	Apr 7	Apr 6	Apr 4
Classes Begin	Aug 27	Aug 26	Aug 25	Aug 24	Aug 29
Late Registration Fee (\$25) Begins	Aug 28	Aug 27	Aug 26	Aug 25	Aug 30
Labor Day Holiday	Sep 3	Sep 2	Sep 1	Sep 7	Sep 5
Late Registration and Drop/Add End	Sep 7	Sep 6	Sep 5	Sep 4	Sep 9
Deadline Credit/Audit (UG)	Sep 7	Sep 6	Sep 5	Sep 4	Sep 9
Fall Break	Oct 22/23	Oct 21/22	Oct 20/21	Oct 19/20	Oct 24/25
Mid-Term Grades Due (UG)	Oct 22	Oct 21	Oct 20	Oct 19	Oct 24
Deadline for removal of prev. term "I" grades (UG)	Nov 9	Nov 8	Nov 7	Nov 6	Nov 11
Deadline Credit/Audit (G)	Nov 9	Nov 8	Nov 7	Nov 6	Nov 11
Deadline for Class Withdrawal and P/NP (upperclass UG)	Nov 9	Nov 8	Nov 7	Nov 6	Nov 11
Registration for Spring Begins (UG)	Nov 12	Nov 11	Nov 10	Nov 9	Nov 14
Thanksgiving Holidays	Nov 22/23	Nov 28/29	Nov 27/28	Nov 26/27	Nov 24/25
Deadline for Class Withdrawal and P/NP (first year UG)	Dec 7	Dec 6	Dec 5	Dec 4	Dec 9
Deadline for removal of prev. term "I" grades (G)	Dec 7	Dec 6	Dec 5	Dec 4	Dec 9
Last Day of Class	Dec 7	Dec 6	Dec 5	Dec 4	Dec 9
Reading Days	Dec 10, 14	Dec 9, 13	Dec 8, 12	Dec 7, 11	Dec 12, 16
Final Exams Begin	Dec 11	Dec 10	Dec 9	Dec 8	Dec 13
Final Exams End	Dec 19	Dec 18	Dec 17	Dec 16	Dec 21
Final Grades Due by 11:00 am	Dec 21	Dec 20	Dec 19	Dec 18	Dec 23
Fall Awarding of Degrees	Jan 18 (2013)	Jan 17 (2014)	Jan 16 (2015)	Jan 15 (2016)	Jan 20 (2017)
<b>SPRING</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Registration (and Drop/Add) Begin (UG)	Nov 12 (2012)	Nov 11 (2013)	Nov 10 (2014)	Nov 9 (2015)	Nov 14 (2016)
Martin Luther King Jr. Holiday	Jan 21	Jan 20	Jan 19	Jan 18	Jan 16
Classes Begin	Jan 14	Jan 13	Jan 12	Jan 11	Jan 17
Late Registration Fee (\$25) Begins	Jan 15	Jan 14	Jan 13	Jan 12	Jan 18
Late Registration and Drop/Add End	Jan 25	Jan 24	Jan 23	Jan 22	Jan 27
Deadline Credit/Audit (UG)	Jan 25	Jan 24	Jan 23	Jan 22	Jan 27
Mid-Term Grades Due (UG)	Mar 11	Mar 10	Mar 9	Mar 7	Mar 13
Spring Break	Mar 11-15	Mar 10-14	Mar 9-13	Mar 7-11	Mar 13-17
Deadline for removal of prev. term "I" grades(UG)	Mar 29	Mar 28	Mar 27	Mar 25	Mar 31
Deadline Credit/Audit (G)	Mar 29	Mar 28	Mar 27	Mar 25	Mar 31
Deadline for Class Withdrawal and P/NP (upperclass UG)	Mar 29	Mar 28	Mar 27	Mar 25	Mar 31
Open registration for Summer Begins (UG)	Apr 1	Mar 31	Mar 30	Mar 28	Apr 3
Open registration for Fall Begins (UG)	Apr 8	Apr 7	Apr 6	Apr 4	Apr 10
Deadline for Class Withdrawal and P/NP (first year UG)	Apr 29	Apr 28	Apr 27	Apr 25	May 1
Deadline for removal of prev. term "I" grades(G)	Apr 29	Apr 28	Apr 27	Apr 25	May 1
Last Day of Class	Apr 29	Apr 28	Apr 27	Apr 25	May 1
Reading Days	Apr 30/May 1	Apr 29/30	Apr 28/29	Apr 26/27	May 2/3
Final Exams Begin	May 2	May 1	Apr 30	Apr 28	May 4
Final Exams End	May 9	May 8	May 7	May 5	May 11
Final Grades Due by 11:00 am	May 11	May 10	May 9	May 7	May 13
University Commencement	May 19	May 18	May 17	May 15	May 21
<b>SUMMER</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Classes Begin	Jun 3	Jun 2	Jun 1	Jun 6	Jun 5
Independence Day Holiday	Jul 4	Jul 4	Jul 3	Jul 4	Jul 4
Classes End	Jul 29	Jul 28	Jul 27	Aug 1	Jul 31
Final Grades Due 12:00 noon	Jul 31	Jul 30	Jul 29	Aug 3	Aug 2
Summer Awarding of Degrees	Aug 16	Aug 15	Aug 14	Aug 19	Aug 18

C = follows calendar  
B = follows breaks

### **SOCIAL WELFARE PHD**

For Social Welfare PhD, we seem to deviate from the calendar in the following respects:

- Deadline credit/audit -- I was under the impression that grad students could not audit classes
- Fall break
- Mid-term grades
- Removal previous term "I"
- Registration dates for the next term sometimes shift
- Reading days & exams, though our grades are due at the same time

Also, at our last meeting someone mentioned that there was a new policy for re-taking classes. This has been an issue in my program. Do you know where I could locate the new policy?

### **ANTHROPOLOGY**

C nearly if not entirely 100% of anthropology courses follow the undergraduate academic calendar. Every course I have ever been enrolled in has observed University breaks. There may be exceptions, but this is my experience.

We work closely with the public health department (joint MA/MPH) and I have heard that some of those courses met during Fall Break because Fall Break is an undergraduate, not graduate, break.

### **MOLECULAR MEDICINE (ATTACHED)**

In short, the calendar is not followed.

### **ORGANIZATIONAL BEHAVIOR**

Organizational Behavior PhD program does not follow the undergraduate schedule nor do we observe undergraduate breaks (ie MLK day or Spring Break).

### **PHARMACOLOGY**

C I'm in the Department of Pharmacology and the department seems to follow the undergraduate calendar (classes begin and end at the same time). However, the department does not observe the same vacation days. They normally don't have fall or spring break.

### **MSASS (Master's) – (ATTACHED)**

No fall break. No final exam week.

### **ELECTRICAL ENGINEERING & COMPUTER SCIENCE**

While professors typically state "as a graduate course, we don't have to follow the posted calendar" they still tend to follow the designated vacations posted on the undergraduate academic calendar. The only exception is for exam scheduling, there tends to be more flexibility and occasionally there will be an exam on a reading day (with the class's prior consent).

### **COGNITIVE SCIENCE**

C B Follows calendar to a "T" ~~Q100~~

### **SOCIOLOGY**

C Classes start and end when undergrad classes do, and we get Labor Day and MLK Day free of classes, but we don't get breaks, except a week at Christmas. However, since most of our faculty also teach undergrad classes, we usually do not have classes during fall break or spring break.

### **BIOMEDICAL ENGINEERING**

C The schedule is followed for classes only – not research.

### **PHYSIOLOGY & BIOPHYSICS (via Dr. Nosek)**

We follow the Graduate School Calendar. We do not have a spring break for our students.

**ENGLISH**

C The English department generally follows this calendar. The primary reason, I imagine, is that many of our courses are split level (300/400) offered to both grad students and advanced undergrads. With some of our 500-level seminars, there has been a bit of flexibility (depending on the faculty member) about paper due dates that one would not find in a schedule conforming strictly to the undergrad calendar, but for the most part, this is the calendar we follow

**CHEMISTRY**

C Our department follows this calendar. You won't see grads taking the holidays though.

**ANESTHESIA (M.S.)**

The department of Masters of Science in Anesthesia does not follow the academic calendar in any sense other than adhering to specific graduation dates. We do not have adhere to the majority of vacations dates whether they are national holidays or school mandated breaks.

**MUSIC**

C B The music department adheres to the academic calendar with its graduate students. Every now and then, we may have a colloquium or some other meeting at times like the Friday before spring break, but that's it. The graduate classes begin and end with the academic calendar.

**MATERIALS SCIENCE & ENGINEERING**

C All courses follow the undergraduate calendar. Some courses observe breaks but others do not observe Fall or Spring Break. University holidays are observed.

**NURSING (PhD)**

Many graduate courses at the school of nursing are taught in "intensive" format, from 9am to 5pm during winter break, summer break, or weekends. However, most courses follow the undergraduate calendar. Undergraduate vacation/Breaks are not observed.

MMED Academic Calendar  
2011-2012

Molecular Medicine

Dates	Courses	Lab Rotations	Dates
7/18/11-7/22/11	Orientation Week (Tues-Thurs)		7/18/11-7/22/11
7/25/11-7/29/11	<b>MMED410 Human Physiology and Disease</b> (Dr. Murray) 4 credits / 10 weeks  CWRU Orientation (8/24/11)  Labor Day (09/05/11)  LRI Retreat (9/19/11)	<b>Critical Tools for Research Course - Part 1 (1-3pm)</b>  (No Lab Rotations)	7/25/11-7/29/11
8/1/11-8/5/11			8/1/11-8/5/11
8/8/11-8/12/11		<b>Research Rotation 1</b>	8/8/11-8/12/11
8/15/11-8/19/11			8/15/11-8/19/11
8/22/11-8/26/11			8/22/11-8/26/11
8/29/11-9/2/11			8/29/11-9/2/11
9/5/11-9/9/11			9/5/11-9/9/11
9/12/11-9/16/11			9/12/11-9/16/11
9/19/11-9/23/11			9/19/11-9/23/11
9/26/11-9/30/11			9/26/11-9/30/11
10/3/11-10/7/11	<b>MMED415 Cell Biology (Dr. Perez)</b> 2 credits / 6 weeks	10/3/11-10/7/11	
10/10/11-10/14/11		10/10/11-10/14/11	
10/17/11-10/21/11		10/17/11-10/21/11	
10/24/11-10/28/11		10/24/11-10/28/11	
10/31/11-11/4/11		10/31/11-11/4/11	
11/7/11-11/11/11		11/7/11-11/11/11	
11/14/11-11/18/11	<b>MMED 412 MetaPharm (Dr. Kirwan)</b> 2 CLASS DAYS / Thanksgiving (11/24/11)	<b>Critical Tools for Research Course - Part 2 (1-3pm)</b>  (No Lab Rotations)	11/14/11-11/18/11
11/21/11-11/25/11			11/21/11-11/25/11
11/28/11-12/2/11	2 credits / 6 weeks  Winter Break	<b>Research Rotation 2</b>	11/28/11-12/2/11
12/5/11-12/9/11			12/5/11-12/9/11
12/12/11-12/16/11			12/12/11-12/16/11
12/19/11-12/23/11			12/19/11-12/23/11
12/26/11-12/30/11			12/26/11-12/30/11
1/2/12-1/6/12			1/2/12-1/6/12
1/9/12-1/13/12	<b>MMED413 Nucleic Acids, Gene Expression, and Gene Regulation (Dr. Luse)</b> 3 credits / 6 weeks	1/9/12-1/13/12	
1/16/12-1/20/12		1/16/12-1/20/12	
1/23/12-1/27/12		1/23/12-1/27/12	
1/30/12-2/3/12		1/30/12-2/3/12	
2/3/12-2/10/12		2/3/12-2/10/12	
2/13/12-2/17/12		2/13/12-2/17/12	
2/20/12-2/24/12		2/20/12-2/24/12	
2/27/12-3/2/12		2/27/12-3/2/12	
3/5/12-3/9/12	<b>MMED414 Mammalian Genetics, Genomics, &amp; Bioinformatics (Dr. Smith)</b> 2 credits / 5 weeks	<b>Research Rotation 3</b>	3/5/12-3/9/12
3/12/12-3/16/12			3/12/12-3/16/12
3/19/12-3/23/12			3/19/12-3/23/12
3/26/12-3/30/12			3/26/12-3/30/12
4/2/12-4/6/12	<b>MMED416 Host Defense: Infection and Immunity (Dr. Fairchild)</b> 3 credits / 6 weeks	4/2/12-4/6/12	
4/9/12-4/13/12		4/9/12-4/13/12	
4/16/12-4/20/12		4/16/12-4/20/12	
4/23/12-4/27/12		4/23/12-4/27/12	

MMED Academic Calendar  
2011-2012

Dates	Courses	Lab Rotations	Dates
4/30/12-5/4/12	<b>MMED501 Principles of Clinical and Translational Research (Dr. Aronica)</b> 4 credits / 10 weeks Memorial Day (05/28/12)	Research in Thesis Lab	4/30/12-5/4/12
5/7/12-5/11/12			5/7/12-5/11/12
5/14/12-5/18/12			5/14/12-5/18/12
5/21/12-5/25/12			5/21/12-5/25/12
5/28/12-6/1/12			5/28/12-6/1/12
6/4/12-6/8/12			6/4/12-6/8/12
6/11/12-6/15/12			6/11/12-6/15/12
6/18/12-6/22/12			6/18/12-6/22/12
6/25/12-6/29/12			6/25/12-6/29/12
7/2/12-7/6/12			7/2/12-7/6/12
7/9/12-7/13/12	<b>MMED612 Clinical Experience (2 credits) and other advanced electives</b>	7/9/12-7/13/12	
7/16/12-7/20/12		7/16/12-7/20/12	
7/23/12-7/27/12		7/23/12-7/27/12	
7/30/12-8/3/12		7/30/12-8/3/12	
8/6/12-8/10/12		8/6/12-8/10/12	
8/13/12-8/17/12	Labor Day (09/03/12)	8/13/12-8/17/12	
8/20/12-8/24/12		8/20/12-8/24/12	
8/27/12-8/31/12		8/27/12-8/31/12	
9/3/12-9/7/12		9/3/12-9/7/12	
9/10/12-9/14/12		9/10/12-9/14/12	
9/17/12-9/21/12		9/17/12-9/21/12	
9/24/12-9/28/12		9/24/12-9/28/12	
10/1/12-10/5/12		10/1/12-10/5/12	
10/8/12-10/12/12		10/8/12-10/12/12	
10/15/12-10/19/12		10/15/12-10/19/12	
10/22/12-10/26/12	Thanksgiving (11/22/12)	10/22/12-10/26/12	
10/29/12-11/2/12		10/29/12-11/2/12	
11/5/12-11/9/12		11/5/12-11/9/12	
11/12/12-11/16/12		11/12/12-11/16/12	
11/19/12-11/23/12		11/19/12-11/23/12	
11/26/12-11/30/12		11/26/12-11/30/12	
12/3/12-12/7/12		12/3/12-12/7/12	
12/10/12-12/14/12		12/10/12-12/14/12	
12/17/12-12/21/12		12/17/12-12/21/12	
12/24/12-12/28/12		Winter Break	12/24/12-12/28/12
12/31/12-1/1/13	12/31/12-1/1/13		

\* PLEASE NOTE: Holidays and breaks do not apply to lab rotations. All absences from the lab must be approved by the rotation advisor. Rotations can vary in length with a minimum of 10 weeks. All changes must be approved by the rotation advisor.



From  
MSASS  
Master's Student

Academic Calendar  
2011-2012

**FALL 2011**

New Student Orientation (Advanced Standing)		July 27
New Student Orientation (Full-time)		July 28
New Student Orientation (Intensive Weekend)	Fri-Sat	July 29,30
Proficiency Exams		July 28,29,30
Proficiency Exams		Aug 18
Open Registration -Non Degree		Aug 29
Late Registration Fee (\$25) Begins		Aug 30
MSASS Classes Begin		Aug 30
Labor Day Holiday ( <b>offices closed - no classes</b> )		Sept 5
Drop/Add & Late Registration Ends		Sept 9
<b>Deadline to submit Health Insurance Waiver</b>		<b>Sept 9</b>
<b>Online Graduation Application due</b>		<b>Sept 30</b>
Mid-Term Grades Due (Undergraduate ONLY)		Oct 24
Pre-Registration for Spring 2012 Begins (tentative date)		TBA
Thanksgiving Holiday ( <b>offices closed - no classes</b> )		Nov 24 & 25
Last Day of Class in the Full-Time/Extended Degree Programs		Dec 8
Final Grades Due by 11:00		Dec 23

January Degrees Conferred on January 20, 2012

**SPRING 2012**

Proficiency Exams		TBA
Martin Luther King Jr. Holiday ( <b>offices closed - no classes</b> )		Jan 16
Open Registration-Non Degree		Jan 17
MSASS Classes Begin		Jan 17
Late Registration Fee (\$25) Begins		Jan 18
Late Registration Ends		Jan 27
<b>Deadline to submit Health Insurance Waiver</b>		<b>Jan 27</b>
<b>Online Graduation Application due</b>		<b>Jan 31</b>
Spring Break (no full-time classes)		Mar 12-16
Mid-Term Grades Due (Undergraduate ONLY)		Mar 12
Pre-Registration for Summer 2012 Begins (tentative date)		TBA
Pre-Registration for Fall 2012 Begins (tentative date)		TBA
Last Day of Class in the Full-Time/Extended Degree Programs		Apr 27
Final Grades Due by 11:00		May 12
University Commencement		<b>May 20</b>

**SUMMER 2012**

Independence Day Holiday ( <b>offices closed - no classes</b> )		Jul 4
Final Grades Due by 12:00 noon		Aug 1

August Degrees Conferred on August 17, 2012

## Recommendation to Faculty Senate from Ad Hoc Committee on Electronic Attendance

There are three parts to our recommendation:

1. Commence a six month trial of an electronic attendance option for Faculty Senate meetings, beginning on May 21.

Discussion:

- a. This would allow Senators to participate in the discussion remotely.
- b. 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.
- c. The Executive Committee can vote to stop the trial early, should lack of attendance in Toepfer become a problem.

2. Voting

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. Electronic voting may slow down the meeting.

3. Recording the meeting. Adobe Connect has the ability to record the meeting. We propose that the electronic recording be saved and made available to Senators, however, the recordings would not be a substitute for the regular minutes.

Discussion:

- a. If private information is presented to the Senate, the recording can be stopped for 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.
- d. Perhaps the recording should be made available to the entire university community.



TO: Faculty Senate Executive Committee  
FROM: Gary Chottiner  
DATE: DRAFT – ~~March 4~~February 29, 2012

We're nearing the end of our first year with a new structure for the senate executive committee (excomm). Several concerns have been raised about this new structure and ~~about~~ ~~other~~ ~~about other~~ elements of faculty senate processes. This document is meant to lay out the issues that have been brought to my attention over the course of this academic year, as well as some actions that could be taken to address various concerns. My intention is to start a discussion in our March excomm meeting, realizing that some actions might require input from our committees, the senate, and school/college leadership. Please do not assume that I am personally in favor of every suggestion you will see in this document; rather, I am trying to include every reasonable idea that has been brought to my attention.

[The senate executive committee consists primarily of a single representative from each school/college, elected by the entire senate from those senators willing to accept this responsibility on behalf of their constituents. These excomm members become ex officio members of their school/college excomm's (*or the equivalent faculty governance group*). The membership and charge to the excomm are posted at <http://case.edu/president/facsen/committees/exec/exccom.html> .]

## 1. Replacements

If a school/college representative is unable to attend part or all of an excomm meeting, an entire school/college will be left without a voice when important issues are being discussed and decided. We operate according to Roberts Rules of Order, RRO, and these rules do not allow for representatives to identify replacements on their own authority, unless the senate by-laws specifically allow for this. It is, however, allowed for a committee to invite guests to a meeting. These guests may participate in discussions but do not have the right to cast a vote. Prior to our February meeting, Jessica Berg contacted me and asked if Dale Nance could attend in her place to represent the School of Law. I endorsed inviting him as a guest and he contributed important details to one of our discussions.

Ideas the excomm might consider:

- a. Should we allow and perhaps even encourage replacements when a school/college representative must miss an *entire* meeting? The chair effectively has this authority and this chair thinks we should encourage replacements, but prefers this be a decision of the committee as a whole.
- b. Should we allow replacements when a school/college representative must miss a *significant fraction* of a meeting?
- c. Should we allow replacements for *other members* of the excomm besides school/college representatives? (*chair, chair-elect, past-chair, provost, secretary of the university faculty*). The answer is most likely *no*, except for the secretary of the university faculty (*Liz*), who takes minutes and sometimes brings materials to our meetings. Her replacement will generally be Hollie. The constitution already provides that the president may designate a replacement.

- d. Do we want to change the senate by-laws or handbook to allow for replacements or handle this less formally? The latter is clearly easier and allows for changes in policies as each new excomm and chair see fit. There are, however, limits to what we can do informally; for example, replacements cannot cast the vote associated with committee members. One would hope, however, that if ~~at the~~ member who must miss a meeting or his or her replacement expresses serious reservations about some issue, on behalf of his or her constituent faculty about some issue, that the excomm would take this into account appropriately.
- e. Are there any negative aspects to allowing replacements; for example, do we think participation will suffer?
- f. Should we establish ground rules for replacements? For example, should a replacement be a fellow senator or a member of the school/college excomm, if possible or perhaps by rule?
- g. Should we try to establish 'standing' replacements, identified at the beginning of the academic year? If we do, should they have access to the materials the excomm receives each month, or only when they will attend a meeting. Should the excomm members supply these materials to their replacement or should Liz arrange this?
- h. Does an option of electronic participation by computer or phone make sense for excomm meetings?

## **2. Identifying and replacing excomm members**

The process for identifying excomm members currently is to invite senators from each school and the college to discuss among themselves who is interested in standing for election (*by the senate as a whole*) to the senate excomm to represent their school/college. There is no limit on the number who can stand for election to represent each school/college, but it's generally a challenge to identify even one volunteer for some schools, particularly those which have relatively few senators.

- a. Should school excomm's be more carefully consulted and asked to help identify senators who stand for election to the senate excomm? We could accomplish this relatively simply, with assistance from Liz and Hollie and instructions to the senate nominating committee.
- b. Should we establish an attendance policy that mirrors that of the senate as a whole; if a member of the excomm misses two or more meetings in the fall, that member will be asked if he or she would like to resign? Note that it's up to the school's/college's senators to identify candidates for these positions and a vote of the senate is required to appoint a replacement, unless we change our by-laws. So identifying permanent replacements under the current system could be a challenge and take a month or two. Should we change our by-laws to create a simplified process for replacements, perhaps allowing the school/college excomm to nominate a senator for this purpose?
- c. Rather than elect each excomm member with a vote of the entire senate, should senators from each constituent faculty vote independently to elect a member to the excomm?

### 3. Composition of the excomm

- a. Two types of concerns have been raised about the current composition of the senate excomm, with one member representing each constituent faculty. Faculty from some of the smaller schools, which typically also have less business before the senate at any given time, sometimes object to the workload that comes with excomm plus senate membership. Meanwhile, some faculty members from the larger schools and the college take exception to the limited voice in university affairs for larger constituent faculties.

In response to this latter concern, it's worth noting that the excomm is seldom the final arbiter on issues in which there is any substantial disagreement between the schools/college. Such issues are generally forwarded to the entire senate for review, and the senate does have proportional representation. We could establish this as a formal or informal practice; that if any school/college representative raises objections to an action, either in the excomm or via other channels, it should be brought to the full senate for review. This might relieve concerns about the one school/one vote organization of the excomm.

Par. 1. APPORTIONMENT. Pursuant to Article V, Section C, each constituent faculty of fewer than seventy voting members of the University Faculty shall elect three voting members of the Faculty Senate, each constituent faculty of at least 70 but fewer than 150 shall elect five and each constituent faculty of 150 or greater shall elect ten. The Department of Physical Education and Athletics shall have one voting member of the Faculty Senate. For purposes of apportionment, the membership of any constituent faculty shall be deemed to consist of only those members who are voting members of the University Faculty as defined in Article I.

- b. It's also worth remembering that senate leadership has been trying for several years to streamline senate operations, reducing the number of people involved in ~~senate committees~~ ~~senate committees~~. Increasing the size of the excomm to provide for proportional representation would complicate staffing of the excomm, mean more work for several people, and weaken the clear lines of responsibility that were a major reason for the change in the excomm this year.
- c. One could address both of the concerns described above by retaining the current size of the excomm but allocating more of the positions to the larger schools/college or simply opening the election to anyone on the senate who wants to serve, which would likely have the same effect; this is how the excomm was staffed in previous years. This would, however, eliminate the lines of communication that have been set up to the eight constituent faculties and make it much more difficult for the excomm to understand the concerns of schools which do not have representation.
- d. We could expand the pool of ExComm candidates to include past senators or school excomm members - that might help with the workload issue. It would, however, potentially put in place an extra senator from those schools.

In any case, it's arguably premature to consider making changes of this magnitude during our first year of operation under current excomm staffing arrangements, but the excomm should be aware that there are people who would favor such changes.

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#### **4. Communication to school/college deans and excomms, and within the senate**

The CAS excomm and dean have expressed concerns that issues that are very important to the college are brought to a senate vote before the college leadership has an opportunity to give them proper consideration. The specific issues that were cited were the SAGES proposal to (*largely*) eliminate FSCC courses, a ‘modified workload proposal’ (*I’m not sure what this is*), and proposals regarding student course evaluations (*which is still in FSCUE as of this writing*). (*The proposal to establish a temporary structure for ROTC appointments was added later.*) In response, it was pointed out that there is a college representative on FSCUE, another college faculty member is vice chair of FSCUE and that the college’s Committee on Educational Programs (*curriculum committee*) was presumably informed of the SAGES proposal via its two members on the FSCUE curriculum subcommittee, one of whom chairs the college’s curriculum committee while the other is the associate dean of curriculum for the college. This response was deemed inadequate by the college leadership, which feels that the college excomm and dean must be kept informed more directly by the senate and be given sufficient time to consider issues of concern to the college before the senate reviews them. “In sum, the College Exec Comm requests that the Senate Exec Comm inform the College Exec Comm of any proposals that significantly affect the College, and that this should happen before such proposals be presented to the Senate, in order to provide appropriate notification and input.”

A flurry of communications has since clarified that the CAS representatives on FSCUE and its subcommittees will strive to keep the CAS excomm and dean better informed and that the CAS excomm will make its needs clearer to its senate and senate committee representatives. In addition, the CAS excomm has decided to include in its monthly meetings an opportunity for its senate representative to report on senate activities. This is a step in the right direction.

However, it’s clear that the senate leadership should also make adjustments and consider changes in senate processes to improve our own internal and external communication channels and forestall recurring problems of this nature. Our current system of communication between the senate and the schools/college has several elements. Many of the items described below focus on FSCUE but apply to other senate activities as well.

- a. The school/college excomm representatives are charged with communicating to their faculty leadership and deans. However, this doesn’t address the concerns of the college if the excomm learns of proposals only a few days before each excomm meeting and the excomm approves items for senate review at the following senate meeting, a week or two later. (*This year’s meeting schedule is posted at <http://case.edu/president/facsen/meetings/index.html>.*)
- b. Senate committees are generally, but not always, staffed with representatives from appropriate constituent faculties. This means that we cannot always rely on communications between senate committee members and their school/college leadership. Our by-laws carefully describe the composition of the senate budget, grad studies, nominating, FSCUE, and libraries committees and insures that each has the proper distribution of representatives, but we rely on the wisdom and success of our nominating

committee to identify appropriate candidates for by-laws, compensation, personnel, information and communication technology, minority affairs, research, and women faculty. Furthermore, the success of this process depends upon volunteers who complete the annual faculty interest survey to indicate their willingness to participate in senate committees. There is no guarantee, and in some cases, no possibility that every school/college will have representatives on these latter committees. By-laws and minority affairs do not have enough members to represent every school and the college. It's therefore critical that the excomm and the senate be kept well-informed about the activities of these senate committees in particular.

- c. The assumption has been that members of the first group of committees would alert their school/college leaders when their committee is discussing an issue that might be of concern to their school/college. Independent of the problem described above in item 4b, it appears that this message is not clear, either to members of the senate committees (*who do not automatically assume this to be one of their responsibilities*) or to the school leaders, who have not always sought to establish strong ties to their senate or senate committee members. This might be addressed simply by a message from the senate excomm and/or senate committee chairs at the beginning of each academic year explaining these expectations, but this will only be effective if the school/college leaders follow through from their end and invite these interactions.
- d. The deans of each of the eight constituent faculties and the chairs of their excomm's (*or equivalent*) were sent the list, distributed last August for the senate leadership retreat, of issues that each senate committee was expected to consider this academic year. While that list should have alerted the school/college leaders to most of the discussions that have been taking place, it did not include fine details or final proposals on these topics, or any information about issues that have come up since August, it should have alerted the school/college leaders to the various discussions that have been taking place. That document's list was based largely on the final reports of the senate committees, as posted and these reports are available via on the senate web site archives, [http://case.edu/president/facsen/meetings/10\\_11/](http://case.edu/president/facsen/meetings/10_11/).
- e. Many, but not all, of the college's concerns center on FSCUE actions. The deans of each of the eight constituent faculties are sent the emailed draft meeting minutes from each FSCUE meeting, every two weeks. The CAS requested specifically that each associate dean (*Peter Whiting, Jill Korbin, Molly Berger, Steve Haynesworth*) get copies, in addition to Cyrus Taylor, and this is the only school where the associate deans directly receive this information. This should generally provide significant advance notice and additional time before any FSCUE action would be considered by the senate excomm and the senate, but it might still leave only ~ 3 weeks for a final FSCUE recommendation to make its way to the senate.

The chair of FSCUE, Larry Parker, and Liz are reviewing expanded access to FSCUE information, to include the chair of the executive committee (*or equivalent*) and the chair of the undergraduate program committee (*or equivalent*) of each UPF school/college. FSCUE does, however, want some time to think this through.

The question of how information *should* flow between and within the senate and the schools/college, and what checks and balances we should institute, is an interesting (*complex*)

one. We need to insure that each senate committee communicates to its counterparts in the schools/college. Whether those counterparts communicate to their school/college excomm's and deans is beyond our direct control, although we should actively encourage such communication and perhaps provide a backstop. This might seem like a non-issue in some smaller constituent faculties, where informal mechanisms are sufficient, but in a faculty of more than 200 people like the CAS (*and perhaps also in the CSE and more so in the SOM*) more formal communication mechanisms are needed.

In addition, the senate excomm needs to make certain that the senate committees communicate appropriately with each other, with us and with the senate itself. There are processes in place, mandated reports to the excomm and senate, that are meant to make this happen, but we might be able to improve the timing and other aspects of our mechanisms. This has to be accomplished, however, while respecting our committees' need to think through the issues on their agenda before discussing them in public prematurely.

Below are some actions the senate excomm could consider.

- a. Agenda for senate meetings are supposed to be distributed at least one week before the meeting. We've failed to meet that deadline on many occasions, generally due to a desire to finalize the agenda and assemble all the supporting documentation before distributing this material via email. The senate leadership has considered moving towards a different method of distributing this material, but has been reluctant because many senators prefer an email package sent directly to them. We don't, however, want to send. However, people are frustrated if they receive multiple emails with additional information and updates.

While some faculty members object to having to access a web site for meeting information, this reluctance has diminished in recent years and several senate committees, including FSCUE and its predecessor, the UUF, successfully used Blackboard to distribute and archive materials. Liz and Hollie have set up Blackboard sites for all of the senate committees, but only a few have chosen to avail themselves of this option (*By-Laws, FSCUE, Grad Studies; FSCICT has its own Google site*). We propose to do this now for the senate, as announced at the February senate meeting. The tentative agenda approved by the excomm will be distributed to the senate shortly after each excomm meeting. This will usually happen 1 – 2 weeks, and definitely no fewer than 7 days, before the following senate meeting. The timing of agenda items might change as Liz contacts presenters and works out a final schedule, but the agenda items themselves should not change after the excomm approves them. Documents will be added as they are made available, but most are ready by the time of the excomm meetings. Senators will need to check the senate web site for updates a few days before each senate meeting.

- b. We will move to a similar system for excomm meetings as well. A tentative agenda for excomm meetings is established after the agenda planning meeting, commonly a week but sometimes just a few days in advance. Given the constraints of scheduling, it is impractical to make ideal arrangements for all three meetings each month. In setting up the schedule for 2012-2013, it was decided that it is more important to leave time between excomm and senate meetings than between agenda planning and excomm meetings. ~~Given the constraints of scheduling, it is impractical to make ideal arrangements for all three meetings each month.~~
- c. Deans already have access to senate agenda, as they have a *privilege to attend* senate meetings. Should we provide similar access to school excomm chairs? Should either group

have access to senate excomm agenda and Blackboard postings or should we instead let senate excomm members decide what information should be shared? (*How many are already doing this?*)

- d. A week or two between ~~an~~ excomm ~~and senate meetings~~ meeting and posting of an agenda does not provide much time for ~~senators school excomm's~~ to consider proposals and consult their ~~constituents or school/college leadership~~ senators, particularly since many faculty committees meet only monthly. Do we want to purposely insert additional steps or delays in moving things from the excomm to the senate? This may lead to complaints, people are at least as likely to complain about things moving too slowly in the senate as they are about things moving too quickly, but this might prevent major problems. These delays would not be described as delays, but as deadlines, scheduling policies, etc.

How much time is needed to insure that consultation is possible; is 6 weeks about right? We could accomplish this by, for example, having the excomm schedule senate meetings a month in advance for anything that might be controversial, rather than focus entirely on the agenda for the senate meeting in the same month as the excomm meeting. This could be done at the request of any excomm member.

Approval of items that have any significant potential effect beyond a single school/college and which hasn't already been reviewed by the appropriate dean and school/college excomm could be scheduled for the senate meeting in the following rather than the same month. A school's/college's internal proposals, already approved by the dean and faculty of that school/college, would be placed on the agenda for the same month. This might include changes in by-laws, department names, degree programs, etc. although some of these might also require consideration by other schools or the college. It would be up to the members of the senate excomm to make this determination.

One might instead argue that it's better to put such issues on the agenda for the senate ASAP and let senators move to postpone consideration. This is what happened at the February senate meeting for the SAGES and ROTC appointments proposals. Some would say the process worked. Others might have preferred a different process.

- e. Should we require letters of approval (or disapproval) ~~signoff~~ by deans and school/college excomm's for a broader range of senate issues? We already require formal approvals from both sources for changes in degree programs. Such pProposals will not be taken to the senate until these are in hand, although the excomm sometimes considers ~~such proposals~~ and adds them to the senate agenda *pending* formal letters of support. The dean's signature in particular insures that the school/college has thought through any budget~~ary~~ implications and is willing to accept financial responsibility for the changes.

If we move in this direction, we will need to decide (in consultation with school/college leadership) what types of issues merit this treatment and whether all eight schools and the college need to be consulted on the full range of topics. For example, for FSCUE issues, perhaps only the 4 UPF schools (+SOM + PHED?) need to be involved. We'll also have to establish a deadline to either respond ~~supply the approval~~ or request additional time. Note that this step does not convey veto power; just an opportunity to ~~support the proposal~~, request changes or voice opposition. What it does do is guarantee that the proposal has been reviewed at the highest levels of each school and the college.

- f. Is this concern about additional consultation peculiar to the College? Do other schools think they also want more a more careful, structured review process? This might in fact be interpreted as a nuisance for some smaller schools which don't have the challenges of the college and the breadth of concerns. Would it be reasonable to put in place special procedures for the CAS, plus other schools that request the same options?
- g. Do we want to establish deadlines for proposals to the excomm, perhaps requiring that they arrive 10 days before the excomm meeting to allow time for review? Note that there will always be pressures to ignore these deadlines. We already have a deadline of sorts; an agenda planning meeting that precedes each excomm meeting by about 1 week. Proposals that require careful consideration by the provost and president should be received a few days before the monthly agenda planning meeting. Most of the materials for each excomm meeting, plus the agenda for that meeting, should be available shortly after the agenda planning meeting.
- h. Should we *require* that each senate committee establish a web presence where those with a need to know can keep an eye on the progress of issues through each committee and have access to the supporting documentation for those issues? *(People certainly do NOT agree on how open a committee's deliberations should be.)*

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Although some individuals and committees, such as FSCICT, might prefer to make their own arrangements, should we adopt a uniform system managed by the Secretary of the University Faculty? Is Blackboard the best choice, or Google sites or something else?

- i. Can we establish a system that keeps everyone with a need to know better informed about issues that are being discussed in senate committees, including at an early stage when it's easier to modify a proposal and at a later stage when a proposal is begin finalized? *(Who has a need to know: senators, senate excomm and other senate committee members, deans, school/college committee members)* Even the senate chair often learns about such things only a few days before the excomm does.

For example, we could establish a web site where each committee posts the issues they are considering. This would include an estimate of when the committee will discuss those issues and when they might ask the excomm to place it on the agenda for the senate.

At the August retreat we distributed to the excomm and to the school/college excomm's/dean's a list of all issues that we thought the senate and its committees might consider this year. Should we maintain such a list or flowchart more carefully, adding new items as they are brought to our attention, providing estimates of when each issue will be reviewed and taken to the excomm and senate for action, providing clearer descriptions of these issues *(instead of names or abbreviated phrases)*, and archiving supporting documentation associated with each issue? Who should have access to this information; all senators, all faculty, etc.?

Would it be sufficient to keep the senate excomm better informed about progress of issues through senate committees, so that you can inform your school/college leadership far in advance of any action? How should we do this; are occasional committee reports sufficient? Would you prefer a synopsis of each senate committee meeting?

The chair's announcements to the excomm and the senate each month ~~cs~~ should and perhaps should include a list and brief description of new business items that each senate committee



is beginning to consider. The senate should be encouraged in August to review the year-end committee reports from the previous spring, to learn more about items that will be considered during the current year

- j. We could instruct school/college representatives on senate committees to confirm with their counterparts in their schools/college and with their executive committee and dean that it is okay to forward a proposal to the executive committee for consideration by the senate, before they take this step. We might think this is already happening but the evidence says otherwise. A letter each August from the excomm to each senate committee might help.

Again, this does not confer veto power. If a dean or school/college committee raises objections, the senate committee could try to alleviate those objections internally or refer the matter to the senate excomm along with the objections. The executive committee would have the option to place the item on the agenda for the senate to consider (*along with the objections*), negotiate or arrange negotiations between the parties, send the proposal back to the committee, or simply decline to proceed to the senate.

k. It's been suggested that senate committee representatives would feel a clearer responsibility to keep their school/college faculty and leadership informed if the school/college excomms or faculty played a larger role in making these appointments to senate committees. These positions are currently filled by the senate nominating committee, using information from the annual faculty interest survey.

- ~~k.l.~~ Should everything the senate, and perhaps the excomm, considers that might lead to a vote in the senate be phrased as a formal motion, resolution or recommendation? Doing this in advance of the excomm meetings would eliminate a potential source of delay later in the process.

- ~~k.m.~~ Does the senate excomm need communication channels to the schools and college other than those we've already put in place or considered?