Faculty Senate
Executive Committee
Wednesday, March 17, 2010
1:30 p.m. – 3:30 p.m. – Adelbert Hall, Adelbert 352

AGENDA

1:30pm	Approval of Minutes from the February 11, 2010 Executive Committee meeting, *attachment*	C. Musil
	President's Announcements	B. Snyder
1:35pm	Provost's Announcements	B. Baeslack
	Chair's Announcements	C. Musil
1:40pm	Collecting Electronic Files for Lawsuits	J. Arden-Ornt P. Poulos
1:50pm	Report from Committee on Undergraduate Education *attachment*	G. Chottiner
2:10pm	Update from Provost/ Faculty Senate *ad hoc* SAGES Review Committee *attachment*	C. Covault D. Feke
2:40pm	Next Steps: Course Evaluation Form *attachments*	C. Musil
2:45pm	School of Medicine By-laws *attachment*	C. Cano
3:10pm	Faculty Compensation Philosophy *attachment*	M. Smith
3:25pm	2010-2011 Faculty Senate Meeting Dates *attachment*	L. Woyczynski
	Approval of Draft Agenda for the March 25, 2010 Faculty Senate meeting, *attachment*	C. Musil
	New Business	

Faculty Senate Executive Committee
Minutes of the March 17, 2010 meeting
Adelbert Hall, Toepfer Room

Committee Members in Attendance

Cynthia Beall	Katy Mercer	Barbara Snyder
Bud Baeslack	Diana Morris	Glenn Starkman
Ken Ledford	Carol Musil	Liz Woyczynski
Ken Loparo	Roy Ritzmann	

Committee Members Absent

Alan Levine
Terry Wolpaw

Others Present

Jeanine Arden-Ornt	Don Feke	Tom Siu
Christine Cano	Lev Gonick	Mark Smith
Corbin Covault	Julia Grant	
Gary Chottiner	Peter Poulos	

Call to Order and approval of minutes
Professor Carol Musil, chair, Faculty Senate, called the meeting to order at 1:30 p.m. The minutes of the February 11, 2010 meeting of the Faculty Senate Executive Committee were approved as submitted.

President's Announcements
There were no announcements. But in response to a question from a member of the Executive Committee President Barbara Snyder provided more details about the incident, posted in *Case Daily*, whereby a loaded gun was found in the restroom of a building on the Case Quad. The gun belonged to an employee of a company that contracts with US Bank to service its ATM machines on campus. President Snyder said that that administrators were talking with US Bank about how to prevent the reoccurrence of such an incident. Although security guards are allowed to carry guns, President Snyder reiterated the university's prohibition of firearms on campus.

Collecting Electronic Files for Lawsuits
Ms. Jeanine Arden-Ornt, vice president and general counsel and secretary of the corporation, explained that the obligation to preserve and produce evidence in court proceedings is no longer limited to "hard-copy" documents, such as written memoranda and reports. Instead, both the federal and state court rules require that "electronically stored information" (ESI) be produced during court proceedings. This includes all types of ESI ranging from the more typical e-mails to the more unusual forms of ESI, such as electronically stored calendars. The obligations under federal and state law require the university not only to produce relevant documents, but also to take affirmative steps to preserve those documents whenever a court proceeding is initiated. Under those circumstances, the university must disengage any processes, both manual and automated, that would delete or destroy any relevant information, including ESI. If the university fails to meet that obligation, both the

university and the involved faculty or staff member may be subject to a penalty imposed by the court. For this reason, the Office of General Counsel takes a proactive approach in working with both ITS and the involved faculty or staff member in identifying all relevant documents and taking the necessary steps to preserve those documents for the court proceeding. In response to a question, Ms. Ornt said that faculty can purge documents from their computers, but never after being informed of a potential lawsuit. And she urged faculty not to purge documents that might be of use to the university in defending the proceedings of department or school affairs. Generally no measures are taken to collect documents until a lawsuit is filed or someone indicates that he or she will hire an attorney.   The Executive Committee agreed that Ms. Ornt should make a presentation to the Faculty Senate also.

Report from Committee on Undergraduate Education
Prof. Gary Chottiner, chair, Faculty Senate Committee on Undergraduate Education (FSCUE), reminded the Executive Committee that the chair of the FSCUE will provide a written report to the chair of the Faculty Senate of the committee's decisions. FSCUE actions should be considered final pending review at the next meeting of the Faculty Senate Executive Committee, although the FSCUE might itself recommend a vote of the Faculty Senate or Undergraduate Program Faculty. The FSCUE approved a process whereby the Secretary of the University Faculty will inform the relevant people when final approval has been given, whether at the level of the chair of the Faculty Senate, the Executive Committee or the full Senate. The Executive Committee agreed to this process.

Prof. Chottiner said that the FSCUE was informed that one of the strategic alliances may soon propose the creation of an undergraduate minor. There was some discussion about the approval process required; the Faculty Handbook requires the Faculty Senate to "make recommendations to the president for transmittal to the Board of Trustees…for standards for curricula and content of all degree programs...and awarding of degrees in course." The FSCUE, or the Undergraduate Program Faculty itself, could request the vote of the University Program Faculty. A member of the Executive Committee also recommended that the strategic alliance might offer the proposed minor through one of the schools or the college.

Prof. Chottiner also presented CWRU's dual degree agreements with Asian universities. CWRU has about a half-dozen such signed agreements. For these programs, students study for two years in Asia, and then come to CWRU for two years of study to complete their degree.   Their Asian university also grants a degree - hence the "dual degree" designation. The language in the earliest of these agreements, signed about 3-4 years ago, indicated that CWRU would treat students in these programs as transfer students. The program was described at a UUFXC meeting, but because it fit within an existing structure (e.g., we treat these students as regular transfer students) there was no need for any formal approval.

However, the expectation of the Asian universities and the students they send to us was different. Instead of being treated as transfer students and having their courses from Asia matched one-by-one against our degree requirements, the expectation was that these students would be treated more like binary students.   For the binary program - which involves three years of study at a liberal arts school, and then study at CWRU for two years, typically in engineering - we essentially allow block transfer credit. In essence we allow credits from the three years of study at the liberal arts school to count for our first two years.   Upon arrival at CWRU, binary students focus on major field courses. So, the expectations for the Asian dual degree program amounts to that of a 2+2 binary Program.   In fact, the language used in some of the more recent legal agreements setting up dual-degree programs has used the terminology "dual degree binary program."   However, the concept for a 2+2 binary Program has never been reviewed by the faculty.   There are significant questions associated with the concept of a 2+2 binary program with an Asian school. For instance, is two years of general education courses in

China enough for CWRU to allow these students to bypass two years of CWRU's general education requirements.

The university has been approached about entering into another agreement of this type, effectively a 2+2 Binary program, with a Thai university. Several members of the FSCUE expressed serious reservations about these programs and the process by which they were established. The committee voted 6-0 to approve the following statement. Several non-voting members voiced their agreement.

1. *A moratorium on further agreements of this sort should be put in place until the University can establish preferred structures and guidelines for such programs.*
2. *The University has in place well-established admissions and academic requirements for degree programs, including the treatment of transfer and transient students. Agreements made with other institutions must adhere to these policies and procedures. Any departures should follow an existing process of approval by the faculty.*
3. *The FSCUE is willing to study the creation of different structures to accommodate the interest in establishing 2+2 dual degree/binary and other novel degree programs.*
4. *There are significant, sometimes conflicting, concerns involved in these programs. The FS-ExComm and perhaps the full FS may wish to consider this issue.*

Provost Bud Baeslack made note of the university's aims to internationalize; he appreciates the entrepreneurial efforts of faculty and deans to establish new partnerships abroad. However the university needs be assured that new agreements complement CWRU's stature and provide clearly defined benefits to CWRU. The process for establishing the details of dual degree programs has perhaps become too cavalier. Previous agreements should not serve as precedents for new agreements. Vice Provost Don Feke noted that administration of the new dual degree programs with Asian universities has not adhered to the established university procedures for transfer and transient students. A few Asian students who met the guidelines of the 2+2 dual degree programs graduated from CWRU without meeting all the established graduation requirements; their graduation was approved by the previous provost. One signed agreement describes a "2+2" program, but most of the agreements refer to prospective students as "transfer" students. Someone asked if there are expiration dates when these agreements are subject to review before renewal. Some of the pending agreements describe the dual degree program as a "2+2" program. Associate Provost David Fleshler has a committee that will consider these issues. Prof. Jill Korbin, a member of the FSCUE, serves on this committee. The FSCUE will meet with the associate provost shortly, and this will be a topic for further discussion.

Update from Provost/Faculty Senate *ad hoc* SAGES Review Committee
Prof. Corbin Covault, chair, Provost/Faculty Senate ad hoc SAGES Review Committee, presented the almost complete, final report of the committee. The finished report will be presented at the Faculty Senate meeting at the end of March. The committee advocates that additional resources be allocated for the administration of SAGES, especially resources that will better fund the efforts of faculty, instructors and lecturers who teach SAGES classes. The committee supports the establishment of a permanent SAGES oversight committee. The committee supports having a uniform set of General Education Requirements (GER) for all undergraduates. The committee is opposed to any proposed alternative tracks to SAGES, but believes the proposed SAGES oversight committee would be the appropriate body to consider any such future proposals going forward. Some discussion followed. One senator proposed that SAGES lecturers be hired through the schools and the college, rather than the SAGES administration. In many departments, the SAGES teaching requirements have depleted the number of electives courses offered. Another senator asked that more data be added to the committee's report to substantiate the observations and proposals of the committee. Another senator spoke about the challenge posed by the previous administration's decision to increase the entering class from 800 to over 1,000

students. Don Feke, vice provost for undergraduate education, said that the approved written agreements confirm that the SAGES curriculum was not uniformly, officially approved by faculty at each of the four undergraduate schools as a university General Education Requirement. Discussion continued about how the Senate should act upon the final report of the *ad hoc* SAGES Review Committee. Provost Bud Baeslack suggested that the final report could be delivered at the Faculty Senate at the end of the month, and that the Executive Committee, at its next meeting, could agree on a voting process for the Faculty Senate at the end of April.

Next Steps: Course Evaluation Form
Prof. Carol Musil, chair, Faculty Senate indicated that there would be further discussion about the implementation of any updates to the online course evaluation form.

School of Medicine By-laws
Prof. Christine Cano, chair, Faculty Senate Committee on By-laws, presented the proposed edits, approved by the faculty at the School of Medicine to the School of Medicine By-laws. Some of the proposed changes address the promotion and tenure process for faculty in the Biomedical Engineering Department who are more affiliated with the School of Medicine than the School of Engineering. Faculty members in the Biomedical Engineering Department have been subject to promotion and tenure review according to the Case School of Engineering By-laws. The proposed changes in the School of Medicine would allow appropriately affiliated new faculty in the Biomedical Engineering Department to be subject to promotion and tenure review according to the School of Medicine By-laws.   The Faculty Senate Executive Committee needs written acknowledgement and comment from the Case School of Engineering Executive Committee before approval to the proposed changes to the School of Medicine By-laws can be voted on by the Faculty Senate.

Faculty Compensation Philosophy
Prof. Mark Smith, chair, Faculty Senate Committee on Faculty Compensation, presented a draft copy of the Faculty Compensation Philosophy. The Committee started work on this document under the leadership of the previous committee chair, Prof. Susan Case. The document has been reviewed by the deans and the provost. Prof. Smith said that he hoped the document would help faculty who had been affected by compression and inversion to get additional compensation. Provost Baeslack said that some of the deans may feel the document is still a little too prescriptive, but the document has been revised to address the needs of all faculty members, not just those who may have been underserviced or under compensated. Prof. Smith said that he hoped the document would help the schools to be more transparent about the guidelines for salaries increases. Upon motion, duly seconded, the Executive Committee voted to approve the Faculty Compensation Philosophy as submitted for final review by the Faculty Senate. The approved document will be posted to the Faculty Senate website.

2010-2011 Faculty Senate Meeting Dates
Upon motion, duly seconded, the Executive Committee voted, as required by the Faculty Senate By-laws to approve the 2010-2011 meeting dates for the Faculty Senate.

Approval of the Thursday, March 25, 2010 Faculty Senate meeting agenda
The agenda for the February 24 faculty senate meeting was approved as amended. The meeting was adjourned at 3:30 p.m.

5

Faculty Senate Meeting
Thursday, March 25, 2010
3:30-5:30 p.m. – Adelbert Hall, Toepfer Room

AGENDA

3:30pm	Approval of Minutes from the February 24, 2010 Faculty Senate meeting, *attachment*	C. Musil
	President's Announcements	B. Snyder
3:35pm	Provost's Announcements	B. Baeslack
	Chair's Announcements	C. Musil
3:40pm	Report from the Executive Committee	A. Levine
	Report from Secretary of the Corporation	J. Arden-Ornt
3:45pm	Collecting Electronic Files for Lawsuits	J. Arden-Ornt P. Poulos
3:55pm	SOM By-laws	C. Cano
4:05pm	Faculty Compensation Philosophy	M. Smith
4:20pm	Report from the Provost/ Faculty Senate ad hoc on SAGES Review	C. Covault D. Feke
4:55pm	2010-2011 Committee Memberships	K. Mercer
5:05pm	Report on Uptowne Development Plans	J. Wheeler R. Berusch M. Carney
	New Business	

BY-LAW VII. COMMITTEES, Item b. Executive Committee.
The membership and functions of the Executive Committee shall be as provided in the Constitution, Article VI, Section A, excepting that, in addition to the functions therein specified, the Executive Committee shall also assume the following responsibilities:

1) Each year the Executive Committee, in consultation with the Secretary, shall determine the dates of regular meetings of the Faculty Senate as specified in By-law III, Item **a.**

BY-LAW III. MEETINGS, Item a. Regular Meetings.
Pursuant to the Constitution, Article V, Section B, during each academic year the Faculty Senate shall hold at least three regular meetings within the period from September to December, inclusive, and at least three within the period from January to May, inclusive. The period between any two successive regular meetings shall not normally be less than approximately one month. The dates of regular meetings shall be determined by the Executive Committee in consultation with the Secretary.

<u>**PROPOSED FACULTY SENATE 2010-2011 MEETING DATES**</u>

Executive Committee—All meetings in Adelbert Hall, room M2 (except where noted)

Thursday, September 16, 2010	11:00 a.m. – 1:00 p.m.
Thursday, October 14, 2010 (to be held in 1914 Lounge in Thwing Center)	9:00 – 11:00 a.m.
Monday, November 15, 2010	11:00 a.m. – 1:00 p.m.
Friday, December 10, 2010	10:00 a.m. – 12:00 p.m.
Thursday, January 13, 2011 (to be held in Toepfer Room in Adelbert)	10:00 a.m. – 12:00 p.m.
Wednesday, February 9, 2011	10:00 a.m. – 12:00 p.m.
Tuesday, March 15, 2011	2:00 – 4:00 p.m.
Friday, April 15, 2011	10:00 a.m. – 12:00 p.m.

Faculty Senate – All 3:30 – 5:30 p.m., Toepfer Room, Adelbert Hall (except where noted)

Thursday, September 23, 2010
Wednesday, October 27, 2010
Thursday, November 18, 2010
Thursday, December 16, 2010 – to be held in Thwing Ballroom
Wednesday, January 19, 2011
Wednesday, February 16, 2011
Tuesday, March 22, 2011
Thursday, April 21, 2011

Revised February, 2010
COMPENSATION PHILOSOPHY, OBJECTIVES, PRINCIPLES and STRATEGIES

Whereas, it is Case Western Reserve University's belief that competitive pay is a key element in the recruitment, retention, motivation, development, and reward for the productivity and commitment of our highly qualified, diverse faculty who play a key role in fulfilling the University's mission and programs, it is hereby proposed that the following Compensation Philosophy be instituted and enacted to achieve equitable and fair compensation for our faculty at Case Western Reserve University.

Compensation Philosophy

Case Western Reserve University believes that competitive pay is a key element in the recruitment, retention, motivation, development, and reward for the productivity and commitment of our highly qualified, diverse faculty who play a key role in achieving the University's mission and programs. It is hereby proposed that the following Compensation Philosophy be instituted to achieve equitable and fair compensation for faculty at Case Western Reserve University.

Faculty salaries will be based on performance in relation to faculty obligations as described in the *Faculty Handbook*, and, as defined by the individual's School, external market comparisons by discipline at peer institutions, and internal equity within the capacity of the fiscal resources of the University, while maintaining compliance with all applicable rules and laws and taking into consideration the fiduciary accountability to the Case Western Reserve University Board of Trustees. The compensation evaluation process shall be equitable, fair, and transparent, recognizing a combination of scholarly and creative activities aligned with the Institutional vision, values, and goals, including scholarship, teaching, research, service and other contributions, including collaborative and interdisciplinary efforts.

Compensation Objectives

To fulfill its mission, Case Western Reserve University must attract and retain outstanding faculty. To achieve this goal, faculty compensation must be competitive, and the processes and practices used to adjust compensation must be transparent, clearly communicated, and fairly administered. The following compensation objectives will enable the implementation of the compensation philosophy:

1. Compensation should be commensurate with a faculty member's rank within their discipline, their time in rank, and past and present performance and accomplishments.
2. A level of compensation should be achieved that is competitive with our peer institutions, with the goal of achieving at least the mean of AAU averages over a four-year period in all disciplines and ranks.

3. A performance-based compensation process shall be instituted by each School that is equitable, fair, and transparent, recognizing a combination of scholarly and creative activities aligned with institutional goals, including: teaching, research, service contributions, collaborative, and interdisciplinary efforts.
4. Salary compression, inversion, and internal and external inequity of traditional salary structures, not reflecting levels of documented faculty performance, shall be systematically adjusted.
5. Barring unusual University-wide fiscal circumstances, faculty, who have satisfactorily achieved defined performance metrics, will receive an annual compensation increase. A zero compensation increase for any faculty member will be an exception.
6. The University and its Schools will provide raise pools for annual merit-based and equity-based compensation increases that accommodate the achievement of competitive faculty salaries and thereby support the Institution's success in fulfilling its mission.

Compensation Principles

1. Each school will have a compensation planning process that will incorporate faculty performance and impact, as well as internal and market equity information.
   - Performance metrics should be clearly defined, including criteria and the process used to measure performance, with input from the Dean, Department Chair, direct supervisors, and faculty. Faculty input on the metrics and process is expected with sufficient faculty consensus seen as a desirable outcome.
   - As required by the Faculty Handbook, performance evaluations and salary adjustments will be performed annually and inversion, compression, and equity issues addressed in a systematic manner.
   - Whenever possible, compensation increases will include above average increases for faculty with exceptional accomplishments over the year. The contributions of individuals who are strong and consistent performers will also be recognized through a compensation increase.
2. The compensation plan for each School should be driven by central principles and guidelines, the University Compensation Philosophy, unit governance, and focused on furthering academic excellence in scholarship, teaching and service, while creating an environment of opportunity and fairness.
3. The annual performance and compensation review must fairly assess performance and provide opportunity for performance improvement and faculty development. The factors determining rewards for performance must be clearly delineated.
4. Schools will communicate their written compensation guidelines and salary budget increases to faculty on an annual basis.

Compensation Strategies

The University's compensation strategies will maximize recruitment, development, performance, and retention of quality faculty across their careers, while adhering to the letter and spirit of applicable regulations.

1. The Office of the Provost will assist the Schools by providing competitive market salary data regarding rank and discipline that will be used to determine appropriate compensation levels for these positions, and this will be distributed on an annual basis to all faculty by the Compensation Committee. This data will be drawn from our peer institutions that we use in our University comparisons. Base salary considerations are determined by composite survey information collected from such organizations as College and University Professional Association (CUPA), American Association of University Professors (AAUP), American Medical Council (AMC), American Association of Colleges of Nurses (AACN), (UUA), American Association of Collegiate Schools of Business (AACSB), and the dental professional organization scale.

2. Schools will examine equity patterns across protected groups identified in Civil Rights legislation, taking leadership to transcend any of the historical market-based patterns of inequality.

3. As part of the compensation process, Schools will develop an equity adjustment process, in addition to the annual merit-based salary increase process, to both support the requirement for compensating exceptional performance and to systematically address salary inversion, compression, and/or inequity of the salary of the more experienced faculty whose performance has been satisfactory over their years of employment.

4. To correct for unjustified salary distortions that do not accurately reflect the relative level of performance by faculty members, the Office of the Provost will conduct an annual review to assess faculty compensation and equity using salary and performance metrics consistent with the compensation philosophy described herein, along with appropriate statistical analysis. This review will identify potential inequities in compensation. Any flagged inequities will be communicated to the appropriate Dean and Chairperson for further review and a course of corrective action developed, as necessary.

Faculty Compensation Committee

Members on the Faculty Senate Compensation Committees (2007-2010) involved in developing the University Compensation Philosophy, Principles and Strategies:

Susan Case, Chair, Organizational Behavior, (2007-2009, member 2009-2010)
James Dennis, Orthopedics UH, (2008-2010)
Donna Dowling, School of Nursing, (2007-2009)
Kathleen Farkas, MSASS, (2007-2009)
Stanley Hirsch, Dental Medicine, (2007-2008)
Alex Jamieson, Macromolecular Science and Engineering, (2009-2010)
Eva Kahana, Sociology, (2008-2009)
Patrick Kennedy, Physical Education and Athletics, (2007-2010)
Carol Liedtke, Pediatrics, (2009-2010)
Charles Malemud, Rheumatology UH, (2007-2010)
Sean McDonnell, Physical Education and Athletics, (2009-2010)
Karen Potter, Theater and Dance, (2007-2008)
Catherine Scallen, Art History (2007-2010)
Mark Smith, Chair, Pathology, (2009-2010)

Ex officio
Hossein Sadid, Chief Finance and Administration Officer (2007-2008)
Jerold Goldberg, Interim Provost and Univ. Vice Pres. (2007-2008)
John Sideras, Sr. VP for Finance and CFO, (2008-2010)
Bud Baeslack, Provost, (2008-2009)
Lynn Singer, Deputy Provost and VP for Academic Affairs, (2009-2010)

Course Evaluation History

1. UUF voted to abolish the current course evaluation system in 2003 after the report of Ad Hoc Committee on Teaching and Course Evaluations report in April 2003. This report outlined a series of steps that could be taken to revise the evaluation process.

2. A new Ad Hoc Committee (not a FS committee) on Course Evaluation (spring 2008) recommended new course evaluation questions that were circulated for feedback and comment. Input was provided from the FS Committee on Graduate Studies, FS Committee on Faculty Personnel and Faculty Senate Executive Committees and the Faculty Senate. The input is attached, and these are the summaries of the discussions from meeting minutes:

> **Nov 11 2008 FSEC minutes Discussion of Course Evaluation Form**
> Prof. Alan Levine, chair of the graduate studies committee, presented the committee's feedback about the proposed course evaluation form. Feedback concerned the order and format of the questions, how new and innovative teaching styles are measured, and the need to increase the number of surveys completed. Prof. Levine will present the feedback to Don Feke, vice-provost for undergraduate education, with the survey to be further discussed at the next faculty senate meeting.

> **Nov 24 2008 Faculty Senate Discussion of Course Evaluation Form**
> Prof. Alan Levine, chair of the graduate studies committee, presented the proposed new course evaluation form and the feedback from the graduate studies committee and the executive committee. Don Feke, vice-provost for undergraduate education, clarified that this form is intended, at this time, for the evaluation of just undergraduate classes. There was discussion about how the survey protects students' anonymity in small classes, if the survey should reflect or lead innovations in teaching, and if the survey should evaluate or develop faculty teaching skills. The participation level of the overall number of students has gone up since the survey went online 3 semesters ago. The percentage of students per classroom who complete the survey has gone down in a few cases. Faculty Senate feedback will be considered and incorporated as possible.

3. Resolution from USG:
On Tuesday, January 19th, 2010, The Undergraduate Student Government General Assembly passed Resolution 19-09 recommending that the written comments of students on course evaluations be disclosed to the student body.
The rationale behind the course evaluation legislation is that students are not provided with enough information when it comes to courses. This legislation requests that the written comments of students on course evaluations be made available for viewing by all students allowing them to make more informed decisions when selecting courses. In addition, comments would be filtered to protect the character of the evaluated faculty.

4. Feb 2010 College of Arts and Sciences Executive Committee endorsed this **MOTION:**
The Executive Committee of the College of Arts and Sciences endorses the creation of a university ad hoc committee to review and evaluate the current system of online student course evaluations.

Course Evaluation Benchmarking

From Emory University

Report of Course Evaluation Instruments and Procedures

From Peer Institutions

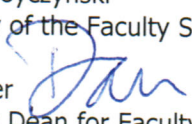**by Carolyn Denard, Associate Dean (March 5, 2009)**

1. Most schools (Duke, Vanderbilt, Wash U, NYU, U Chicago) have devised their own form.

2. The hybrid form with some questions borrowed from and templates developed by the IDEA Center can be useful and allow institutions to have "the best of both worlds".
3. By adding "learning outcome" questions to the faculty and student form, Duke has provided a helpful way of providing data for the SACS assessment right into the course evaluation process.
4. Most schools have made the transition to online, even realizing the potential for lower response rates, and they have suggested ways to intervene to counteract the initial low response numbers of online forms. The data management positives of the online form far outweigh the negative benefits of the lower response rate.
5. All schools, except Chicago, allow students access to the results without the narrative comments. Chicago allows narrative comments, but the dean edits out the offensive and extreme comments before posting.
6. Most schools have not done reliability tests of their questions, but they do make deliberate attempts to have the faculty and /or designated committee approve each question.
7. Most schools agree that the online evaluation is the least time consuming administratively and provides the most accessible data and is the most cost effective.
8. Many argued that the online data was just as reliable as the paper data.
9. While all of these schools make their data accessible to students online, some schools allow faculty to opt out of online access to the results. (See Duke and University of Chicago)

MEMORANDUM

To: Christine Cano
            Chair, Faculty Senate Committee on Bylaws

            c/o Liz Woyczynski
            Secretary of the Faculty Senate

From: Dan Anker
            Associate Dean for Faculty Affairs and Human Resources, SOM

Date: March 1, 2010

Thank you for your committee's review of the Faculty of Medicine's proposed amendments to its bylaws.   The committee's suggestions have been integrated into the enclosed bylaws text, dated March 1, 2010.

Two sets of revisions are proposed, one set concerning the status of the Department of Biomedical Engineering in the School of Medicine and the other having to do with the School of Medicine's faculty Committee on Appointments, Promotions, and Tenure.

In brief, the Biomedical Engineering Department amendments retain the department's unique status as a department in both the School of Medicine and the Case School of Engineering. The proposed changes permit BME faculty to be appointed under School of Medicine, rather than Case School of Engineering, pretenure period and promotion and tenure standards. For those with a principal base in the School of Medicine, the medical school's CAPT (and Dean) will perform promotion and tenure reviews (similarly, those with a principal base in the Case School of Engineering will be reviewed by that school's promotions committee and dean).

The Committee on Appointments, Promotions, and Tenure amendments alter the size, composition, quorum requirement, and other working procedures of the CAPT. The changes reduce the overall size of the committee while retaining a similar quorum requirement. We hope the resulting greater overlap of attendance from meeting to meeting will provide greater assurance of continuity in the committee's votes and recommendations. An increase in the proportion of non-tenure track faculty membership reflects the increasing proportion and variety of candidates that serve in the non-tenure track.

Please let me know if you have any questions. Thank you.

c: Dr. Joseph Carter, Chair, Faculty Council

enclosure

BYLAWS

THE FACULTY OF MEDICINE

CASE WESTERN RESERVE UNIVERSITY

ARTICLE 1 -PURPOSE

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

ARTICLE 2 - THE FACULTY OF MEDICINE

2:1 Membership of the Faculty of Medicine

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

2:2 Officers of the Faculty

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

2:3 Authorities and Powers of the Faculty of Medicine

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

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

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

2:4 Meetings of the Faculty

a. Regular Meetings. The faculty shall schedule meetings at least two times each academic year. The dean of the School of Medicine shall be asked to describe the state of the medical school generally at one of the meetings. Another meeting shall have as its main business a program relating to medical education. Meeting dates and times will be coordinated to accommodate appropriate schedules.   In the event that inclement weather or other unforeseen event forces the university to close, a faculty meeting scheduled for that day shall be rescheduled. The Faculty Council may cancel a scheduled meeting of the faculty in the event there is no business to be conducted.

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

2.5. Voting Privileges

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

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

c. Special faculty whose titles are modified by the adjectives adjunct or clinical may vote at meetings only on matters concerning the planning and approval of the curriculum, the execution of the instructional program, the formulation of policies with regard to student affairs,

the election of members of committees dealing with such issues, and the election of their representatives to the Faculty Council.

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

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

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

2:6 Functions and Duties of the Faculty

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

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

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

shall advise the dean concerning appointments of directors of hospital departments and major interdepartmental academic officers.

2:7 Committees of the Faculty

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

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

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

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

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

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

ARTICLE 3: THE FACULTY COUNCIL

3:1 Purpose and Functions of the Faculty Council

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

i) to act for the Faculty of Medicine regarding the planning and execution of educational programs and the formulation of policies concerning curricula, student admissions, and the conduct of research. It shall also have the responsibility to review the requirements for the M.D. degree and to approve student standings and student promotions.

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

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

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

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

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

3:2 Membership of the Faculty Council

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

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

3:3 Election of the Members of the Faculty Council

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

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

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

c. Upon notification by the dean, full-time faculty based at each affiliated institution shall choose, by a method of their own design, one of their members who has a primary base at that institution and who has not been elected a department representative to be a representative to the Faculty Council.

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

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

3:4 Terms of Office of Faculty Council Representatives

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

replaced by an alternate (see Article 3:3e) who shall serve during the remaining term or during the leave of the representative. A representative of an affiliated institution who is unable for any reason to complete a term shall be replaced by a full-time faculty member with a primary base at the same institution. That individual shall be chosen by the same mechanism as the original representative, and shall serve for the remaining term or during the leave of the original member, as outlined above for department representatives.

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

3:5 Officers of the Faculty Council

Each year the Faculty Council shall elect a chair-elect from the members who have at least two years of their terms remaining. The chair-elect shall serve as vice-chair of the Faculty Council during the first year following election and succeed to the chair the following year. The chair of the Faculty Council (or the vice-chair of the Faculty Council in the absence of the chair) shall preside over the Faculty Council and shall be vice-chair of the Faculty of Medicine. Following completion of this term of office, the immediate past chair of the Faculty Council shall serve one additional year as a member of the Faculty Council and as a member of its Steering Committee. For procedures to be followed in the election of the officers and committees of the Faculty Council, see article 3:6b. The dean shall be requested to provide administrative support to these officers.

3:6 Committees of the Faculty Council

a. Steering Committee. The Steering Committee shall consist of eight members: the chair of the Faculty Council, the vice-chair of the Faculty Council, the immediate past chair of the Faculty Council, and five other Faculty Council members who shall be elected by the Faculty Council for one-year terms. These members may be reelected successively to the Steering Committee for the duration of their terms as members of the Faculty Council. The chair of the Faculty Council (or the vice-chair of the Faculty Council in the absence of the chair) shall serve as chair of the Steering Committee. The Steering Committee shall set the agenda for meetings of the Faculty Council. The Steering Committee shall be empowered to act for the Faculty Council between meetings. The Steering Committee shall report all actions and recommendations to the Faculty Council. The Steering Committee shall act for the Faculty Council and faculty in reviewing actions of the Committee on Appointments, Promotions and Tenure in order to ensure equity,

adherence to published guidelines, and proper procedure. The Steering Committee shall consult with the dean on such matters as the dean brings before it. The Steering Committee shall advise the president concerning the appointment of an interim or acting dean of the School of Medicine.

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

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

Council. In the case of the Nominating Committee, the appointee should be a regular member of the Faculty of Medicine.

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

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

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

selected, the Search Advisory Committee is requested to solicit the views and advice of the Steering Committee of the Faculty Council on the ranking of the candidates.

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

3:7 Meetings of the Faculty Council

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

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

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

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

3:8 Annual Report of the Faculty Council

Each year the chair of the Faculty Council shall submit to the faculty a report on the activities of the Faculty Council.

ARTICLE 4 – DEPARTMENTS

4:1 Organization of the Faculty into Departments

The Faculty of Medicine may be organized into departments representing each academic discipline as specified in the Constitution of the University Faculty, Article VII, Sec. B. Divisions

with the status of a department may be established. Each member of the faculty shall normally have an appointment in a department or in a division having the status of a department.

4:2 Function of Departments

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

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

4:3 Academic Department Chairs

a. Each academic department shall have an academic chair appointed by the president of the university on recommendation of the dean. In order to select candidates, the dean will appoint a search committee, which shall normally be multi-departmental in composition, to provide a slate of candidates from which the selection will normally be made. The search committee shall include representation from the full-time faculty of the department in question. The department faculty representation shall consist of at least one full-time faculty member

elected by the full-time faculty of that department. The search committee shall identify its membership to the academic department and indicate its ready availability, particularly that of the elected full-time departmental representative member(s) of the search committee, to receive suggestions, views and advice from interested individual department members or from the entire academic department throughout the search process. Verbal and/or written suggestions, views, and advice directed to any member of the search committee should be transmitted promptly to the whole search committee, unless specified otherwise by the departmental member offering such suggestions, views and advice.

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

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

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

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

d. Any individual service of an established academic department in an affiliated teaching institution may petition the Faculty of Medicine for independent status as a separate academic department, autonomously representing the academic discipline. The chair of each such independently established academic department shall be selected in accordance with section 4:3a

and appointed by the president on recommendation of the dean. The dean is requested to seek the advice of the Steering Committee and elected departmental member(s), as outlined in article 4:3a, before making recommendations to the president.

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

4:4 Establishment and Discontinuance of Academic Departments

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

4:5 Review of Academic Departments

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

4:6 The Department of Biomedical Engineering

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

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

5.1: Classification of Appointments

 An appointment shall be classified as initial, renewal, or continuing (for appointments with tenure or for appointments past the first year of several year terms).

An appointment shall be classified as full-time or part time. Eligibility for appointment or reappointment to the full-time faculty is subject to approval by the dean and requires that (1) 50% or more time be devoted to approved academic activities and (2) the academic activities must be conducted at an approved site. If 50% or more of compensation is paid through the university, the full-time faculty member is eligible for fringe benefits.

An appointment shall be classified by academic title and whether the appointment is (a) with tenure, (b) without tenure but leading to tenure consideration (tenure-track), (c) without tenure and not leading to tenure consideration (non-tenure track, known within the School of Medicine as the combined achievement track); or (d) special, which will include the prefix adjunct, clinical, visiting, or emeritus. If the appointment leads to consideration for tenure, the appointment letter shall specify clearly the academic year in which this consideration will become mandatory. With regard to special faculty appointments, adjunct appointments usually refer to part-time faculty members devoting their time to research and/or teaching in the basic science departments. Clinical appointments usually refer to faculty members devoting their time to patient care and teaching. Visiting faculty appointments are issued for specified terms of one year or less than one year and can be full- or part-time. Special faculty are not eligible for tenure.

The dean of the School of Medicine and the provost of the university must approve available tenured or tenure track slots. The School of Medicine is exempt from the Faculty Handbook ruling that the majority of the members of each constituent faculty must be tenured or on the tenure track (Chapter 2, Article I, Sec. D, p. 15), as approved by the University Faculty Senate and the provost (January, 2004).

If the appointment applies to more than one constituent faculty, or department, or to an administrative office as well as an academic unit, the appointment may be identified either (1) as a primary-secondary appointment or (2) as a joint appointment. For a primary-secondary appointment arrangement, one constituent faculty or department shall be identified as the primary appointment and the other as secondary. Responsibility for the initiation of consideration of re-appointment, promotion, award of tenure, or termination shall rest with the primary unit. Faculty with joint appointments have full rights as a faculty member in both constituent faculties or departments. The notice of appointment shall be issued jointly by the two constituent faculties or departments. Consideration of appointment, reappointment, promotion, and/or tenure for joint appointment arrangements shall be as described in the Faculty Handbook sections pertaining to such appointments.

5.2: Terms of Appointment

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

5.3: Academic Freedom

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

5.4 Tenure

The basic purpose of tenure is to provide the assurance of academic freedom throughout the university. Another important purpose of tenure is to attract and retain outstanding faculty through continued commitment of the university to these faculty members. Tenured faculty members are protected explicitly against dismissal or disciplinary action because their views are unpopular or contrary to the views of others. Non-tenure-eligible "combined achievement track" colleagues shall derive protection by general extension of these principles of academic freedom.

When awarded, academic tenure rests at the constituent faculty level.

The award of academic tenure to a faculty member is a career commitment that grants that faculty member the right to retain his or her appointment without term until retirement. The appointment of a tenured faculty member may be terminated only for just cause. In the event that a tenured faculty member's school, department or other unit of the university in which the faculty member's appointment rests is closed or reduced in size, the university shall make all reasonable attempts to provide a tenured faculty member with an appointment of unlimited duration until retirement.

Examples of just cause for the termination of any faculty member (tenured, tenure track, non-tenure eligible "combined achievement track," or special) include (a) grave misconduct or serious neglect of academic or professional responsibilities as defined through a fair hearing; (b) educational considerations as determined by a majority vote of the entire constituent faculty of the affected individual which lead to the closing of the academic unit of the university or a part thereof in which the faculty member has a primary appointment; and (c) financial exigent

circumstances that force the university to reduce the size of a constituent faculty in which the faculty member has a primary appointment.

A tenured faculty member may be terminated for financial exigent circumstances only after all faculty members who are not tenured in that constituent faculty have been terminated in the order determined by the dean of the School of Medicine in consultation with the department chairs, the Faculty Council and other faculty members.

5.5: The Pretenure Period

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

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

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

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

5.6: Qualifications for Appointments, Promotions and Granting of Tenure

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

5.7: Tenure Guarantee

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

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

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

<u>5.9: Consideration of Recommendations for Appointments, Promotions and Granting of Tenure</u>

      a. Full-Time Faculty

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

      b. Special Faculty Appointments and Promotions

Special faculty appointments and promotions modified by the prefix adjunct~~or~~, clinical, or visiting shall be recommended by the department chair and may be granted by the dean. For these clinical and adjunct appointments and promotions at the ranks of assistant professor, associate professor, and professor, the dean shall, prior to reaching a decision, also consider the recommendation of the department's committee on appointments, promotions, and tenure. The dean shall also consider letters of reference concerning the appointment and promotion of faculty to the ranks of clinical and adjunct associate professor and clinical and adjunct professor. For all ranks of clinical and adjunct faculty appointments and promotions in the division of general medical sciences, the dean shall, prior to reaching a decision, also consider the recommendation of the division's committee on appointments, promotions, and tenure. ~~For~~This paragraph will govern special faculty appointments and promotions for faculty in the department of biomedical engineering~~, the dean of~~ with appointments principally based in the School of Medicine ~~is not the final authority but~~. The dean shall ~~make recommendations to~~inform the ~~chair~~Dean of Case School of ~~the department~~Engineering of any such appointments and ~~the dean of the school of engineering.~~ promotions.

c. Secondary Appointments and Promotions

Secondary appointments at all ranks shall be recommended by the chair of the secondary department, require the concurrence of the primary department chair, and may be made at the discretion of the dean. Secondary appointment promotions shall be recommended by the secondary department chair and may be made at the discretion of the dean. For secondary appointments and promotions in the division of general medical sciences, the dean shall, prior to reaching a decision, also consider the recommendation of the divisions committee on appointments, promotions, and tenure. ~~For~~This paragraph will govern secondary appointments ~~and promotions~~ in the department of biomedical engineering~~, the dean of~~ principally based in the School of Medicine ~~is not the final authority but~~ and promotions of faculty holding such secondary appointments. The dean shall ~~make recommendations to~~inform the ~~chair~~Dean of ~~the department and the dean~~Case School of ~~the school~~Engineering of ~~engineering.~~ any such appointments and promotions.

5.10: The Committee on Appointments Promotions and Tenure

a.~~-~~ The Committee on Appointments, Promotions and Tenure shall be a standing committee of the faculty and shall consist of ~~eighteen~~sixteen full-time faculty members. Ten members shall be elected by the full-time faculty and six ~~full-time faculty~~members shall be appointed by the dean. The associate dean for faculty affairs shall also be a member of this committee, ex officio and without vote. Department chairs are not eligible to serve on this committee. ~~Sixteen~~Eight of the ~~full-time faculty~~committee members shall have the rank of

tenured professor; ~~four~~ five shall be professors in the non-tenure track~~/combined achievement track~~; and ~~four~~three shall be tenured associate professors. The elected ~~full-time faculty~~committee members shall include ~~nine~~six faculty members with primary appointment in clinical ~~scientists~~science departments and ~~nine preclinical scientists;~~ four with primary appointment in basic science departments; the appointed members shall include four from clinical ~~scientists~~science departments and two ~~preclinical scientists.~~from basic science departments. In each election all reasonable effort will be taken to have the number of nominees be at least twice the number of positions to be filled. Members will be elected or appointed for three-year terms. These terms shall be staggered for the full-time faculty members. Committee members may serve only two consecutive three-year terms but subsequently may be reelected or reappointed after an absence of one year. The quorum for conducting the business of the Committee on Appointments, Promotion and Tenure shall be ten members present for discussion of which eight must have voting ~~members.~~privileges. On recommendations for appointment as or promotion to associate professor, all committee members are eligible to vote; on recommendations for appointment as or promotion to professor, faculty committee members who are tenured professors and non-tenure track/combined achievement track professors are eligible to vote; on recommendations to award tenure, tenured committee members are eligible to vote. Committee members may be present for discussion but are not eligible to vote regarding candidates for primary appointment, promotion, or award of tenure in the committee member's own department of primary appointment. The committee will be led by two co-chairs, each of whom shall serve a one-year term, appointed by the chair of Faculty Council in consultation with the dean of the School of Medicine. The co-chairs may be selected from either the elected or appointed members of the committee. The chair of Faculty Council, in consultation with the dean of the School of Medicine, each year shall also appoint two co-chairs elect, to serve the following year as the committee's co-chairs. At each committee meeting, at least one of the co-chairs ~~and one of the co-chairs elect~~must be in attendance.

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

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

5.11 Sabbatical and Special Sabbatical Leaves

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

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

ARTICLE 6 - AMENDMENT OF THE BYLAWS

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

Ad Hoc SAGES Review Committee

Final Report

DRAFT Version 0.34, March 14, 2010

Contents

1 Executive Summary

The Ad Hoc committee on SAGES has completed a review of the documentation of the planning, implementation, and oversight of the SAGES program. The Committee believes that SAGES as a whole is in alignment with the University's plans and aspirations as articulated in the University Strategic Plan (Forward Thinking). Specifically, SAGES represent an effective core of a central General Education Requirement (GER) for all CWRU students that addresses the Universitys values of Academic Excellence and Inclusiveness and Diversity through a distinctive experience of small, writing-intensive seminars designed to engage student learners. SAGES seminars represent students' first introduction to the University and to the practice of experiential education, where they are encouraged to develop their own questions, research strategies, and solutions to a wide range of problems.

The Committee does not endorse any specific plans for making significant modifications to the components of SAGES, although it does recognize that there are areas which can be improved. We are particularly concerned about improving both practical and cultural mechanisms to encourage the strongest and most effective teachers to serve as SAGES instructors. We also generally endorse the findings of the Committee on advising and urge those involved to work closely between faculty and SAGES program leaders to find an effective compromise to support both mentoring and academic advising needs of students.

In this report, we enumerate our key recommendations in Section 2. In Section 3 we enumerates the charges to the Ad Hoc SAGES Committee and summarizes the particular findings and recommendations related to each charge. Sections 4 through 9 describe specific topic areas that the Committee has addressed in more detail, including the goals of SAGES, consideration of alternative components to SAGES, the value-added of SAGES, student advising, staffing and resources. Section 10 describes several concerns related to SAGES that were raised in the discussions but which have not been addressed by the Committee. Also included are several appendices including data summary reports and a 'minority report' representing an alternative viewpoint on the primary recommendation for SAGES.

2   Key Recommendations:

1. The Committee believes that there should exist a single strong General Education Requirement (GER) program for all undergraduates. We believe that the SAGES program represents a particularly effective common core of such a GER at Case Western Reserve University, emphasizing the academic skills of written and oral communication, ethical decision making, and critical and logical thinking.

2. The Committee feels that SAGES represents an important advance over previous GER programs at CWRU, one that is distinctive and unique to CWRU and adds value to the overall education for every undergraduate student. We therefore feel that SAGES should be a high priority within the undergraduate curriculum and the overall strategic plan for the University

3. The Committee supports SAGES overall and would like to see it continued largely in its present form (i.e., a five-course sequence over all four years for every undergraduate's education that emphasizes the core-GER academic skills).

4. The Committee has distilled and clarified the student learning goals associated with SAGES. We find these goals to be in line and commensurate with overall University Strategic Plan. We recommend that these goals be clearly documented and endorsed by the appropriate bodies of the Faculty Senate and that they be widely promulgated as an integral part of any official description of SAGES at CWRU.

5. Available data suggest that SAGES is generally quite successful in meeting its student learning goals as measured by several important indicators. However, a number of logistical and pedagogical concerns remain, which are seen as a burden on certain segments of the faculty and student population of CWRU. Several committee members feel that SAGES ha not yet reached its full potential as a transformative learning experience for the majority of CWRU undergraduates. Therefore, the committee urges those actions which will strengthen the best aspects of SAGES for all students while providing mechanisms for addressing ongoing and future concerns.

6. The Committee recommends no specific changes to the primary components of SAGES. Neither does the Committee recommend any particular alternative tracks. In particular, the Committee feels that the proposal offered by the Case School of Engineering (CSE), to make the two University Seminars optional for its students, is incongruent with the overall goal of providing a single strong core-GER for all CWRU students.

7. Although the Committee supports SAGES overall, we recognize several underlying difficulties - some of which we understood to be motivating factors in the CSE proposal - and we recommend establishing a mechanism for considering and implementing potential improvements to SAGES that would respond to student and faculty concerns in several areas. The primary criteria for weighing potential changes to SAGES components should be the impact of these changes on the student learning goals for SAGES and the extent to which these changes might provide value added and flexibility in meeting students' personal academic goals.

8. Given that SAGES is implemented across boundaries of students in four different Colleges serving undergraduates, and given that concerns of SAGES are quire specific and unique in comparison with other components of the undergraduate degree program, the Committee recommends that a standing committee (or sub-committee) on SAGES be established to monitor, support, advise, and recommend appropriate changes to SAGES with respect to any individual constituency's academic, programmatic, and/or curricular concerns. In addition, the standing committee should provide a regular reporting mechanism to the Faculty Senate, the SAGES leadership, and the office of the Provost. This standing committee should provide an unambiguous pathway for bringing concerns and proposals about SAGES to the governance structure of the university.

9. The Committee is generally content with mechanisms put in place to provide instructional staffing for First Seminars and University Seminars. Under the current system, both regular (tenure-track) faculty and full- and part-time teachers (non-tenure track) make significant and valuable contributions as SAGES faculty. Evidence suggests that all categories (tenure-track and non-tenure-track) of SAGES faculty provide appropriate and valuable learning experiences for SAGES students. However, there is concern in the committee about the ability of SAGES to attract the most well-suited and committed tenure-track faculty to teach First and University Seminars. This concern reflect a general sense that non-tenure-track faculty may provide a disproportional number of these seminars, and on anecdotal evidence from students and faculty that some seminars are conducted within an atmosphere of dissatisfaction.

10. The Committee recommends that university administration work closely with the deans of the participating schools, the SAGES office, and relevant Senate committees to develop a comprehensive set of cultural, intellectual, financial, and practical incentives for both departments and individuals to attract the best instructors into the program. This will require a commitment of additional resources by the University to SAGES. These incentives should be designed to reward both departments and instructors for excellence in SAGES instruction as assessed in a systematic way, both in terms of student satisfaction and in terms of measurable outcomes in line with SAGES goals.

11. The Committee generally supports the recommendations contained in the Undergraduate Advising Review Committee report (dated May 2009). We agree that the advising burden is high on many faculty teaching First Seminars, but we are divided on whether available data supports claims that the advising was poorly delivered via SAGES First Seminars. In addition, we feel that the practical implementation issues (including hiring appropriate advisors, and clarifying the parameters for requiring SAGES faculty to provide"mentoring" instead of "advising") should be carefully considered before changes are made to the program.

12. The Committee is concerned about anecdotal evidence (from student evaluations and other sources) that suggests SAGES may be at risk of failing to deliver an effective and distinctive core-GER program. The Committee recommends that the university

administration and the participating schools work in conjunction with SAGES coordinators and instructors to nurture a vibrant "culture of SAGES" that highlights the general successes of the program and that recognizes and rewards the achievement of student learning goals within SAGES. The Committee notes that resistance to such a culture of SAGES on campus appears to be based on implementation concerns such as faculty size, instructional and advising burden, and the uneven pedagogical experiences for students. We feel that much of the criticism of SAGES expressed by some students and faculty is not supported by either the reported level of student satisfaction in SAGES courses, or by other indicators of student performance and learning. The Committee is concerned that the the negative perception of SAGES feeds on itself, damping enthusiasm and appreciation for the successes of SAGES and reducing the value that SAGES is given relative to other components of the University undergraduate experience. We feel that an important component to revitalizing SAGES will be to address these concerns by actively highlighting the goals and success of the SAGES program to all segments of the University community.

3   Charges to the Ad Hoc Committee on SAGES

The Ad Hoc Committee on SAGES was established by a motion of the Faculty Senate to completed a review of the documentation of the planning, implementation, and oversight of the SAGES program (see Appendix 11). Here we enumerate the specific charges to the Ad Hoc Committee and summarize our findings and conclusions with respect to each charge. We note that although these charges provided the basis for our work and discussions, several key recommendations of the Committee (as presented in Section 2) address concerns related to SAGES that go somewhat beyond the specific charges indicated here. We also note that several concerns about SAGES that were raised in discussions that remain unaddressed (see Section 10).

With respect to the specific charges to the Ad Hoc SAGES Committee has the following general recommendations:

1. Goals of SAGES: A sub-task group was formed to articulate and explicitly document the goals of the SAGES program as inferred from various historical reports and other program materials. These goals fall into two primary categories: (1) Education Goals that provide a direct benefit to students; and (2) Institutional Goals that further the strategic aims of the University. In our view, the educational goals should be recognized as the central criteria by which the SAGES program should be judged to be successful or not at all levels. These goals are articulated in Section 4.

2. Current Structure of SAGES: We do not recommending major changes to the primary components of SAGES at this time. We have considered the extent to which some alternatives might be established to provide greater flexibility without substantially compromising on the core educational values of the SAGES. In particular, we do not support the proposal by the Case School of Engineering to make participation in two University Seminars optional for undergraduates affiliated with CSE. However, we also feel that a structure and mechanism should be put into place to address concerns about SAGES and to consider possible alternatives. In particular we feel that some minor adjustments are worth considering to enhance perceived and actual student flexibility, especially with regards to options for minor degree programs. These issues are described in more detail in Section 5.

3. Pedagogy of SAGES: The Committee finds the pedagogy and delivery modes of SAGES to be generally sound and effective. The Committee finds that the seminar method does provide a unique and effective mechanism for active and engaged learning. SAGES represents a distinctive curricular program designed to build and strengthen student confidence in skill for conducting original research and/or developing a creative endeavor and then being able to convey this work effectively in written and/or oral presentations. Issues related to pedagogy are described in more detail in Section 6.

4. Value-Added by SAGES: The Committee has reviewed the report of the Writing Portfolio Committee and SAGES-specific results of the NSSE survey, both of which provide evidence that SAGES is helping students to improve their writing abilities

and their overall skills for evaluating and developing critical analysis and presenting a well-reasoned argument. These results are described in Section 7.

5. Advising: A sub-task group has prepared a report on the first-year advising component of SAGES and we have reviewed the recommendation of the Ad Hoc Committee on Advising. There is some mix of opinion within the SAGES Committee as to whether or not these recommendations also represent the best way to support the goals of SAGES. Our Committee generally endorses the process of finding a compromise solution to address these concerns, which are described in Section 8.

6. Resource and Staffing Issues: We have considered a number of issues related to resource allocation, not only in terms of financial support but also contributions of faculty time and talent. In particular we have considered various issues related to SAGES course staffing, teaching loads on departments, and the overall need to attract and retain the most talented instructors for SAGES courses. These topics represent particularly thorny issues. A central concern is the attraction of the most talented and committed instructors. We feel that a set of comprehensive incentives both both instructors and departments should be developed to promote excellence in teaching withing SAGES. These are discussed in Section 9.

4 Goals of SAGES

The first charge to the Ad Hoc Committee on SAGES was to "Review the goals for SAGES as defined in the Phase I and Phase II SAGES Task Force reports and discussions leading up to and following the adoption of both the SAGES pilot and full SAGES implementation. Clarify and suggest improvements to those goals if and as necessary."

In addressing this charge, the Committee found that the "goals of SAGES" had not been very clearly defined in a unified way in in any one document. The Ad Hoc Committee therefore set as a sub-task to prepare such a unified set of goals for SAGES and to include these in our report. In our view, having the goals of SAGES articulated in one place provides a valuable mechanism for assessing the impact and effectiveness of SAGES as designed and implemented and for consideration of modifications to any component or policy withing SAGES.

Goals for SAGES were mostly distilled from previous documentation. However, some goals, especially those related to the Departmental Seminars and the SAGES Capstone, were derived from supporting documentation for the implementation of these components within the SAGES program itself.

As a first step in articulating the goals of SAGES, the Ad Hoc Committee broadly divided the inferred goals into two broad categories:

1. **Educational Goals** are those that support the academic and intellectual goals of undergraduate students by effectively providing skills, including oral and written communication skills, critical thinking and analysis, that can be used to solve problems within a wide range of disciplines.

2. **Institutional Goals** are those that support the long-term academic health and stature of the University as a whole, strengthening our reputation for excellence, and providing a mechanism for attracting the best minds to CWRU.

Although both sets of goals are important in consideration of the effectiveness and impact of SAGES, the Committee concluded that one of the challenges for SAGES is the tension between educational and institutional goals and the tendency to conflate the two in discussions regarding the value of SAGES.

The following table (presented as part of our Interim Report) lists both the educational and institutional goals of SAGES representing consensus view of the Committee:

Educational goals	Institutional goals (overall) 1. Facilitate faculty/student interaction 2. Improved student mentoring 3. Provide a common educational experience 4. *Provide a distinctive educational experience* 5. *Marketing of a distinctive product*
First seminar goals 1. Enhance basic intellectual skills of academic inquiry: critical reading, quantitative and qualitative analysis, written and oral communication 2. Introduce basic information literacy skills 3. Provide a foundation for ethical decision making	First seminar goals 1. Encourage a global, multidisciplinary perspective on the learning process 2. Provide a supportive intellectually-based common freshman experience 3. Facilitate faculty/student interaction
University Seminars 1. Continued growth of academic inquiry skills introduced in the FS: critical reading, quantitative and qualitative analysis, written and oral communication with ample opportunity for revision 2. Provide experience in integration and synthesis of theories, information, and methods of inquiry across subsets of disciplines 3. Continued experiences addressing issues in the evaluation and use of information, in ethical decision making, and in appreciation of the importance of cultural diversity	University Seminars 1. Provide additional close faculty/student interaction through small class sizes in a seminar format

Departmental Seminar Goals
1. Refine skills related to communication <u>within the discipline</u> including:
   o Reading critically
   o Writing clearly
   o Citing appropriately
   o And speaking effectively.
2. Apply discipline-based ethics.
	Departmental Seminar Goals
	1. *Engage students with department faculty*

Capstone Goals 1. <u>Define a problem (or creative endeavor),</u> critically research background material and communicate an effective response to the problem or project for the endeavor. 2. Publically present the response or project in an archival format subject to a *rigorous* evaluation within the discipline **_and will typically include written and spoken components_**	Capstone Goals 1. *Promote an attitude of success in our students* 2. *Promote the value of writing and oral communications in professional success* 3. *Recognize and celebrate the accomplishments of our undergraduates*

Having articulated these goals as tabulated, the Committee made an effort to prioritize these goals, with the aim that such a prioritization could provide a mechanism for weighing potential modifications or alternative components to SAGES. However, our experience was that prioritizing the goals of SAGES at a detailed level is challenging because of the tightly-knit structure of SAGES where each component is built upon the skills developed in prior components, and the effort to develop a detailed prioritization of the SAGES goals was ultimately abandoned. However, there was strong consensus within the Committee that as a class, ***the educational goals of SAGES should be prioritized over the institutional goals***, and in particular this prioritization should be central to any consideration of potential changes or modification to SAGES in the future.

In terms of the educational goals of SAGES, we find that the SAGES program should strive to assure that all of our graduates demonstrate their mastery of essential educational outcomes, including becoming strong oral and written communicators, skilled critical/logical thinkers, and adaptable members of a diverse and global society. We note that each component in turn provides the building blocks for this development and so the educational goals for each component are tuned to the achievements needed to progress to the final desired outcomes. ***Here we articulate the Committee's consensus on what these goals are for each component, and we recommend these goals for endorsement and promulgation to the wider CWRU community:***

- By the end of the SAGES First Seminar, students will be able to:

    - Demonstrate the intellectual skills of academic inquiry, namely: critical reading, quantitative and qualitative analysis, and persuasive written and oral communication.
    - Identify problems within ongoing scholarship in a variety of academic disciplines.
    - Demonstrate basic information literacy skills.
    - Discuss ethical decision-making in the context of a complex, global society.

- By the end of two SAGES University Seminars, students will be able to:

    - Articulate persuasive claims in response to identified problems in a variety of disciplines.
    - Integrate various theories, information, perspectives, and methods of inquiry into their own written and oral responses.
    - Address issues in the evaluation and use of information from a variety of sources. Demonstrate an awareness of diverse audiences and perspectives.

- By the end of a SAGES Departmental Seminar, students will be able to:

    - Identify the primary genres and modes of communication used within their chosen academic discipline/profession.

- – Apply discipline-specific research skills, information literacy practices, and professional/ethical responsibilities to problems within the discipline.

  – Produce written and oral responses that participate in ongoing disciplinary inquiries.

- By the end of a SAGES Capstone Experience, students will be able to:

  – Identify a specific and relevant problem within their chosen field of study.

  – Plan and undertake a research, critical, and/or creative response to address the problem.

  – Persuade their audience of the value of their final response through a written and/or oral presentation/performance.

5 Structure and Components of SAGES – Alternative Tracks

The components of SAGES as implemented at CWRU consist of five courses, plus an advising component during the first year and a writing portfolio submission. The five-course sequence includes:

1. A First Seminar. This is usually take during the first semester of the first year.

2. A University Seminar, generally taken during the first year.

3. A second University Seminar, generally taken during the second year.

4. A Departmental Seminar, generally taken during the third year.

5. A Capstone Experience course, generally taken during the fourth year.

SAGES courses are each designed to support the central educational goals of the program. Each of the four Seminars is limited in size to 17 or fewer students, specifically to provide a environment wherein each student has an opportunity to directly contribute to the discussion in each class. Every SAGES course emphasizes the importance of student writing.

By design, the five-course SAGES sequence corresponds to the an increasing level of student writing and expression in the context of addressing real questions and finding real solutions. In the First Seminar, students are given the tools to construct a coherent and persuasive written argument, to examine and weigh evidence, and to draw effective conclusions as applied to a limited set of general intellectual topics. In The University Seminar these same skills are developed further while the students have the opportunity to explore a wider range of topics. In the Departmental Seminar, these same skills are now applied in a more discipline-specific context corresponding to the specialized approach within the student departmental concentration.

Finally in the Senior Capstone, the student is given an opportunity to integrate every aspect of their course-work experience at CWRU but developing a discipline-specific problem and then solving that problem. All of the SAGES courses emphasis experiential learning, direct student engagement with the materials, critical thinking, and a high level of student-faculty interaction.

- *To be written in this section: Discussion of overall framework for considering alternative tracks and/or curricular adjustments to SAGES: especially with regards to the academic goals of SAGES in accordance with the following outline*

- The Committee agrees with the UUF Curriculum Committees decision not to support the Case School of Engineering (CSE) motion to make University Seminars optional for its students.

  1. First and foremost, the Committee feels that the removal of two of the five SAGES components constitutes a major modification to the SAGES program, effectively removing CSE students from a significant component of the common core-GER that we feel serves for all CWRU undergraduates.

2. In particular, the two University Seminars support the range of academic goals listed in Section 4 and the motion does not provide for coursework that would consistently meet these goals in other ways. In particular, courses are not provided that could replace the instruction in oral and written communication skills provided in University Seminars.

3. The motion obligates the CAS (and especially the department of English) to create an evaluation method for CSE students' writing portfolios that would occur outside of the current SAGES portfolio review process. The motion also potentially obligates departments in the CAS to create new courses to satisfy writing course and other particular requirement of CSE undergraduates who opt out of the two University seminars.

4. The motion establishes separate "tracks" within SAGES, which would require additional administrative support, and which would make it difficult for students to transfer from CSE to another undergraduate program.

6 Pedagogy and range of Delivery Modes

The Seminar Approach to General Education and Scholarship (SAGES) organizes the undergraduate curriculum at CWRU to assure that all of our graduates demonstrate their mastery of essential educational outcomes, including becoming strong oral and written communicators, skilled critical/logical thinkers, and adaptable members of a diverse and global society. In a series of small seminars and experiential learning projects, SAGES develops students academic skills as it deepens their curiosity about the world around them and prepares them for the complexity of the issues and audiences that they will encounter. SAGES guarantees small, faculty-led class experiences during a students first semester and also in most subsequent semesters, providing multiple opportunities for faculty mentoring and advising. In each of its components, SAGES promotes the academic values of inquiry, investigation, and articulation, and it provides opportunities for self-sponsored learning at CWRU and in the University Circle community.

As it is currently structured, SAGES comprises five interrelated seminars in which students refine their academic/professional responses to new and increasingly complex situations and experiences.

- *To be written: Discussion and endorsement of seminar format as a concept goes here. Includes endorsement of aims of active and engaged learning and how the seminar format is uniquely well-suited to accomplish these things. Mention how these aspects are directly in line with components of University Strategic Plan.*

- *To be written: Discussion of central importance of writing, writing assessment, critical reasoning.*

- *to be written: Discussion of pedagogical method of "shared topics" and learning skills to demonstration that students can conduct and explain original research and/or creative endeavors.*

7 Value-Added of the SAGES experience

This section written in outline format, needs to be written as prose.

Need to talk about this in general. Impact on writing is most central. Also need to articulate other

Writing section outlined here by Kim, needs to be re-articulated:

1. April 2008 SAGES Impact Study Report (Writing Sub-Group, pp. 9-18)

    (a) National Survey of Student Engagement

        i. SAGES curriculum has "contributed to writing clearly and effectively" to a greater extent than the previous set of General Education Requirements. On a 4-point scale, students under the old GER responded with a mean score of 2.44; under the full implementation of SAGES GER, the score rose to 2.71 (in 2005-2006).

        item English Faculty reading SAGES Portfolios in Summer 2007, "reported an overall improvement in student writing from the set of portfolios submitted during the Pilot Phase of SAGES."

    (b) Survey of SAGES Writing Liaisons in Spring 2008 suggests:

        i. SAGES fosters knowledge about and practices of good writing at a slightly lower rate than the English 150 program (4.95 on 7-point scale, compared with 5.5 for English 150)

        ii. SAGES seminars cultivate oral speaking and presentation skills at a much hire rate (4.12 compared with 2.25 in English 150)

        iii. SAGES seminars foster intellectual conversation in and out of the classroom at a higher rate (4.29 compared with 3.75 in English 150)

        iv. SAGES seminars introduce students to Case as a research university to a greater extent (3.71 compared with 3.25 in English 150)

2. Summer 2009 Writing Portfolio Reading Committee Report

    (a) 95% of students attribute "significant writing gains" to SAGES coursework in their reflective essays.

    (b) 25-30% of Summer 2009 portfolios were deemed to "exceed expectation" on six measures of effective writing.

    (c) Over 50% of Summer 2009 portfolios were "at expectation"

3. November 2008 Benchmarking Study of National use of Writing Portfolios/Writing Competence Measurements (i.e., background that led to the Spring 2009 change in portfolio implementation)

(a) 7 of 8 of CWRUs aspirational peers (Johns Hopkins U, Brandeis U, Carnegie Mellon U, Emory U, New York U, U of Chicago, U of Rochester, Washington U) have an explicit writing requirement. (U of Chicago folds required individual writing tutorials into its humanities sequence requirement). None of the 8 has a writing competence requirement. (In other words: successful completion of courses designated as "writing intensive" satisfies the writing requirement. No other test, portfolio, or measurement is taken to determine students writing abilities.)

(b) As of May 2004, a compilation of post-secondary institutions using portfolios to assess student writing from a national database suggests that no other private Research I (Doctoral extensive) institution uses a portfolio system to assess student writing university-wide.

(c) Most institutions using portfolio-based assessments of writing (university-wide, as in a "writing competence" standard) are second- or third-tier state institutions with generous admissions policies and large writing programs.

(d) Therefore, the Writing Programs & SAGES adjusted the collection, certification, and use of the SAGES Writing Portfolios as of Spring semester 2009. Students must still submit a portfolio that is complete, clear and shows a "good faith effort" to complete all pieces of writing. But, the portfolio is no longer evaluated individually (with detailed feedback given to each student, and a high-stakes judgment about the competence of the writer made). Instead, the portfolios are collected and used for a larger program review, which can be folded into the orientation and writing instruction preparation/support for SAGES courses.

4. NSSE Consortium for the Study of Writing in College (Spring 2009) Survey

(a) Case participated in this Consortium in Spring 2009, and was provided data on how Case students experience their writing assignments. Tom Geaghans office collected the data and found that Case is fairly consistently lower than other Consortium schools in many of the measures (e.g., only 45% of Case first-year students said that in most or all of their writing they brainstormed, compared to 55% of Consortium schools first-year students). There are a variety of confounding factors here including the lack of representation in the Consortium of Cases aspirational peer institutions but there are also some intriguing areas where Case shows improvement over Consortium schools.

(b) 83% of Case first-year students said that in most or all of their writing assignment they "proofread your final draft for errors before turning it in," compared with 81% of Consortium first-year students. (Unfortunately, only 78% of Case seniors reported the same, compared to 84% of Consortium students.)

(c) 63% of Case first-year students said that in most or all of their writing assignment they "analyzed or evaluated something you read, researched, or observed" compared to only 58% of Consortium first-year students. (Unfortunately, only56% of Case seniors reported the same, compared to 61% of Consortium students.)

(d) 62% of Case first-year students reported that in most or all of their writing assignments, they "argued a position using evidence and reasoning" compared to 47% of Consortium students. 43% of Case seniors reported the same, compared to 40% of Consortium seniors.

(e) 19% of Case first-year students said that in most or all of their writing assignments, they "explained in writing the meaning of numerical or statistical data" compared to 17% of Consortium students. 28% of Case seniors reported the same, compared to 21% of Consortium seniors.

(f) 32% of Case first-year students said that in most or all of their writing assignments, they "wrote in the style and format of a specific field (engineering, history, psychology, etc." compared to 29% of Consortium students. 57% of Case seniors reported the same, compared to 46% of Consortium seniors.

(g) These data suggest that first-year courses (FSEM and, potentially the first USEM) have a strong positive effect on the skills Case most values argumentation, use of evidence, etc. The decline between first and senior year is something that the Writing Program should consider, but as the program is currently configured, these numbers should affect the implementation of Departmental Seminars and Capstones (i.e., at the department level) most especially.

5. Questions still to consider:

(a) How is writing supported in Departmental Seminars & Capstone Projects?

(b) What can SAGES & Institutional course evaluations tell us about writing in SAGES courses?

(c) What other "benchmark" and/or statistical information can we gather to demonstrate the "value added" by/through SAGES?

8 Student Advising

This is a draft version, conclusions subject to change.

A sub-task group has prepared a report on the first-year advising component of SAGES and we have reviewed the recommendation of the Ad Hoc Committee on Advising. Although many on our committee would like to endorse these recommendations, There is some mix of opinion within our committee as to whether or not these recommendations also represent the best way to support the goals of SAGES.

The committees concerns included: whether removing advising (and presumably the $1,500 compensation that goes with it) from First Seminar responsibilities but still requiring "mentoring" from these faculty would leave the workload burden high while removing the potential compensation; whether CWRU could find enough first-year advisers to meet the demand created by a student load of only 10-12 students per adviser (as recommended); whether the distance (i.e., advisers not seeing students in class every week) between first-year students and the proposed adviser would be detrimental; and whether the NSSE data fully supports UARCs conclusion that (especially over time) students are less satisfied with advising under SAGES than they were under the old system.

More goes here about more recent plans to develop a compromise advising plan, and what this will look like. Will the Committee support this?

9 Logistical Parameters: Staffing and Resources

This section written in "outline format" – need to convert to prose for final draft.

- *Concerns regarding the "Culture of SAGES" apply at this level as well.*

- *Resource model of obligatory contribution by member departments as coordinated within each school leads to SAGES teaching assignments seen as a burden.*

- *Assignment of less-than-enthusiastic instructors to SAGES courses poisons the experience for students.*

- *Recommend that resources be (re-)allocated to support incentives to attract the most well-suited instructors and to encourage the best outcomes. These would include incentives to both departments and individual instructors.*

  The basis for incentives would include evaluations of overall value-added impact on education withing a SAGES seminar class. Such value can be be inferred from a number of assessment tools. The Committee does not recommend any specific impact assessment tools, but possible tools for consideration include:

  - Standard course evaluation responses from students,

  - A new supplementary course surveys designed to assess both student satisfaction and course impact with regards to the specific goals of SAGES,

  - Evaluation of writing portfolio materials and/or written materials submitted by students in a given class,

  - Student nominations and direct reporting by students to SAGES office,

  - Assessments of performance or special efforts as reported by the Director of SAGES and/or other members of the SAGES team.

  Possible incentives to consider include:

  - Annual awards including cash prizes for excellence in teaching within the SAGES program (one prize for regular tenure-track faculty, one for non-tenure-track instructors),

  - Awards for matching preset expectation levels for student satisfaction and/or student goal achievements ("bonuses").

  - As above but with awards to regular CWRU faculty taken in the form of flexible research support funds as opposed to additional compensation.

  - Release from future and/or pending teaching obligations with a given department of school.

  - Annual awards to students based on excellence in writing or other performance criteria which also results in award given to instructor for those particular students.

- Annual awards to students and/or instructors which also results in benefits to the participating departments.

Does the Committee wish to say anything in particular about how the Director of SAGES is conducting the task and/or any concerns about how this work is supported?

Here is where we present "minority reports" for other ideas related to design and structure of SAGES, especially TM "Department of SAGES," etc.

10 Remaining Concerns

The charges to the Ad Hoc Committee to review the SAGES program which specific, are also quite open-ended. Discussions of of the Committee ranged over a large number of topics related to SAGES. Although the Committee has made specific recommendations with regards to these charges and with respect to several other topics of central importance, other concerns remain unaddressed by the Committee in this report, either because these concerns lie outside the scope of the charges to the Committee and/or because the Committee could not find a mechanism for arriving at specific solutions or recommendations to address these concerns. Here we provide a summary of several of these remaining concerns which we pass on for future consideration by those involved with the implementation of SAGES.

1. The emphasis on strong written and oral communication is the common pedagogical concern of all SAGES seminars. Are the current seminars specifically the First and University seminars appropriately configured to provide the best instruction possible in these areas? Should alternative structures be considered (e.g., focusing one University Seminar on oral communication, one on written; providing different writing support to seminar leaders; recommending that writing faculty rather than research faculty should lead one or more seminars; etc.)?

2. The decision to implement SAGES represents a preference for breadth (and/or inter-disciplinary experience) in the undergraduate curriculum (represented by University Seminar "worlds" as opposed to depth (represented by departmental/major courses in "sequences" in the old GER). Is this preference still appropriate and valued by the CWRU community? Are there ways to provide more opportunity for increased depth within the context of SAGES, particularly with regards to addressing the personal academic goals of students who wish to pursue minor degrees or otherwise increase their learning in specific disciplinary areas outside of their primary major?

3. The increased reliance on non-tenure-track faculty to lead and support SAGES seminars represents a significant modification to the original implementation plan. What balance should exist among regular CWRU tenure-track faculty and SAGES non-tenure-track teaching faculty in the program? What are appropriate incentives and rewards for each group of instructors? SAGES teaching faculty bring additional expertise to campus (most are Ph.Ds in various disciplines). How can that expertise be shared with the community? Is it possible to develop better mechanisms for the integration of non-tenure-track SAGES instructors into associated departments, including increased involvement with research and better career mentoring?

4. The "culture of SAGES" on campus has encountered significant resistance, based largely on implementation concerns (faculty size, instructional and advising burden, uneven pedagogical experiences for students, etc.). How should the university address this resistance? What resources are available for strengthening SAGES and perceptions of it?

5. What should be the structure and governance of SAGES in terms of management and faculty oversight? What exactly shall be the prescribed duties and responsibilities of a "standing committee" on SAGES and how would with committee work with the Director of SAGES, the Provost, and then other Faculty Senate committees?

6. What are the role and responsibilities of the four constituent schools (and their departments) in supporting and contributing to SAGES. How shall resources for SAGES and the burden for administering and staffing SAGES be borne withing each of these constituencies? Under the assumption that a new standing committee on SAGES is established to act as the starting point for any constituency for bringing concerns and alternative proposals for SAGES, what shall the mechanism be for having the membership of the standing committee address these concerns what power will this Committee have to implement any recommendations or conclusions it arrives at?

11   Appendix: Charges to the Committee

Exhibit A

The 2008-09 academic year marks the fourth year of full implementation of SAGES, and is the first year in which all seniors are required to complete SAGES capstones. Our current version of SAGES stems from the description contained in the report of the SAGES Phase II Task Force, which was issued on March 15, 2004. That report set out the structure for the SAGES program; analyzed staffing needed to deliver SAGES, assigned the administration of SAGES to the College of Arts and Sciences, and required the oversight of the impact of SAGES on the University by the UUF. In addition, that report also provided expectations for the evaluation of the writing portfolio, the content of the capstone experience, and the academic advising of first-year students.

In order to ensure that SAGES is meeting its envisioned goals, a University-level review of the SAGES program will be conducted starting in the Spring 2009 semester. Possible improvements or modifications to the program are to be identified through this process. In addition, an important component of this review will be an analysis of concerns (e.g., about resources and sustainability) that have been raised about SAGES. The Faculty Senate Executive Committee, on a motion by the Provost, has directed the creation of the Faculty Senate *ad hoc* SAGES Review Committee consisting of faculty and administrators to lead this review. External consultants selected by the committee in collaboration with the Provost may be appointed to assist in this review. The committee's charge and composition have been developed and agreed jointly by the Provost and the Faculty Senate Executive Committee, and the committee will be expected to present a first report to both the Provost and the Faculty Senate by the end of the Spring 2009 semester with a final report due in September 2009.

Specific charges to the Faculty Senate *ad hoc* Sages Review Committee include the following:

1. Review the goals for SAGES as defined in the Phase I and Phase II SAGES Task Force reports and discussions leading up to and following the adoption of both the SAGES pilot and full SAGES implementation. Clarify and suggest improvements to those goals if and as necessary.
2. Assess the effectiveness of the current structure for SAGES (i.e., a First Seminar, two University seminars, a Department Seminar, and a SAGES Capstone) in meeting those goals. Determine if and how this effectiveness can be improved. Examine the relative merits – pedagogical, logistical, financial and reputational -- of establishing alternative tracks within or outside SAGES for meeting the goals.
3. Review the pedagogy and range of delivery modes used with the various SAGES components to ensure that students are being well-served.
4. Evaluate to the extent possible the "value-added" by the SAGES program to the student experience in comparison to traditional modes of meeting general education requirements. Determine if and how to increase this added value and students' perception of it.
5. Determine whether the student advising expected of First Seminar instructors is effective, and how it could be improved.
6. Assess whether the logistical parameters, staffing and other resources (e.g., number of students per seminar, availability of writing instructors, utilization of tenured or tenure-track faculty) associated with SAGES are appropriate for sustaining the program and its pedagogy. Determine how they should be adjusted to optimize the program and its attractiveness to prospective students within realistic current and future resource constraints.

12 Appendix: NSSE Report results on SAGES

Using the National Survey of Student Engagement to Examine the Impact of the SAGES Program

The present report utilizes a number of individual items from the National Survey of Student Engagement to assess the impact of SAGES participation. Rather than examine every item of the survey individually, we have chosen to group the survey items based on their similarity to SAGES' stated goals (http://www.case.edu/sages/rationale.htm).

First-Year Sample
A total of 2503 first-year students responded to the NSSE survey between 2001 and 2009. Of these, 1164 matriculated between 2000 and 2004 and were not in the SAGES pilot. These students are henceforth referred to as non-SAGES students. A total of 1339 matriculated at Case between 2005 and 2008, after the full implementation of SAGES. These students are henceforth referred to as SAGES students.

Non-SAGES students and SAGES students did not differ significantly from each other in terms of board scores (ACT composite, SAT math, SAT verbal), high school class rank, or high school class size. SAGES students were significantly more likely to be women, were significantly less likely to identify as Caucasian, and were significantly more likely to have an unidentified or unknown ethnicity. These differences, however, mirror changes that have taken place on campus (increased recruitment of women, more Caucasian students choosing not to disclose their ethnicity) and are not likely due to systematic sampling error.

Senior Year Sample
A total of 2085 seniors responded to the NSSE survey between 2001 and 2009. Of these, 1705 matriculated prior to 2004 and were not in the SAGES pilot. These students are henceforth referred to as non-SAGES students. A total of 380 matriculated at Case after 2005, after the full implementation of SAGES. These students are henceforth referred to as SAGES students.

Non-SAGES students and SAGES students did not differ significantly from each other in terms of board scores (ACT composite, SAT math, SAT verbal), high school class rank, or high school class size. SAGES students were no more likely to be women; however, SAGES students were significantly more likely to have an unidentified or unknown ethnicity.

Method
In order to determine if SAGES students differed from non-SAGES students, we conducted a series of t-tests comparing group means on each NSSE item. We indicate below where mean values for SAGES students significantly differ from mean values for non-SAGES students ($p<.05$).

Disclaimer
The only way we can examine the effects of SAGES implementation is to use time

as a proxy (i.e., responses prior to 2005 are "pre-SAGES" results and responses post-2005 are "SAGES" results). As such, reported group differences may very well be the result of changes to the undergraduate curriculum, but they may also be due to other changes on campus that occurred during the same time period.

SAGES stated goal #1:

SAGES students develop essential communications skills over several semesters by participating in seminar discussions, giving presentations, and writing intensively. In the SAGES program, writing is not an isolated activity. Instead, it partakes of the intellectual vitality of the seminar (and, ultimately, the capstone) experience.

Related results – First-Years:
Positive:
- As first-years, those in SAGES were significantly more likely than non-SAGES students to report that they asked questions in class; first-years in SAGES were also more likely to give a class presentation and were more likely to have prepared two or more drafts of a paper or assignment before turning it in.
- First-years in SAGES were significantly more likely than their non-SAGES counterparts to say that Case contributed to their ability to speak clearly and effectively or to their ability to write clearly and effectively.
- First-years in SAGES report writing more short papers (< 5 pages) than their non-SAGES peers. There were no group differences on the number of medium-length (5-19 pages) or long (>20 page) papers assigned.

No Difference:
- First-years in SAGES report having no more assigned readings than non-SAGES classmates.
- SAGES and non-SAGES students reported equal gains in their ability to work effectively with others.

Negative:
- First-year SAGES students were significantly less likely than their non-SAGES peers to say that Case had contributed to their ability to learn on their own.
- First-year SAGES students were significantly less likely than their non-SAGES peers to say that Case had contributed to their ability to think critically and analytically
- SAGES students were less likely to than non-SAGES students to say that Case had contributed to their understanding of themselves.

Related results – Seniors:
Positive:
- As seniors, those in SAGES were significantly more likely than non-SAGES students to report that they asked questions in class; seniors in SAGES were also more likely to give a class presentation and were more likely to have prepared two or more drafts of a paper or assignment before turning it in.

- Seniors in SAGES were significantly more likely than their non-SAGES counterparts to say that Case contributed to their ability to write clearly and effectively.

No difference:
- Senior SAGES students were no more likely than their non-SAGES peers to say that Case had contributed to their ability to think critically and analytically or to their understanding of themselves.
- SAGES and non-SAGES students reported equal gains in their ability to work effectively with others.
- Seniors in SAGES report having no more assigned readings than non-SAGES classmates.
- Seniors in SAGES wrote the same number of short papers (< 5 pages) as did their non-SAGES peers. Similarly, there were no group differences on the number of medium-length (5-19 pages) or long (>20 page) papers assigned.
- Senior SAGES students were no more likely than their non-SAGES peers to say that Case had contributed to their ability to learn on their own.

SAGES stated goal #2:

Under SAGES, *every* undergraduate has a faculty mentor from the moment he or she arrives on campus. The First Seminar leaders double as advisors to the students they teach, introducing them to the culture and resources of the research university and establishing close relationships with them from the very first semester.

Related results – First-Years:

No Difference:
- Among first-years, there were no differences between SAGES and non-SAGES students on ratings of the quality of academic advising at Case.

Negative:
- Compared to non-SAGES students, first-year students in the SAGES program were significantly less satisfied with the quality of their relationships with faculty members.

Related results – Seniors:

No Difference:
- Among seniors, there were no differences between SAGES and non-SAGES students on ratings of the quality of relationships with faculty members or the quality of academic advising at Case.

SAGES stated goal #3:

SAGES students explore the vast cultural and scientific resources of University Circle. They attend special lectures and presentations, and pursue research opportunities, arranged through SAGES' partnerships with major institutions such as

the Cleveland Museum of Art, the Cleveland Botanical Garden, the Cleveland Institute of Music, and the Cleveland Museum of Natural History.

Related results – First-years:

Positive:
- As first-years, those in SAGES were significantly more likely than their non-SAGES peers to attend an art exhibit, gallery, play, dance or other theater performance. Similarly, SAGES students are more likely to say that Case emphasizes the importance of attending campus events and activities.

Related results – Seniors:

Positive:
- As seniors, SAGES students are more likely to say that Case emphasizes the importance of attending campus events and activities than are their non-SAGES counterparts.

No Difference:
- As seniors, those in SAGES were no more likely than their non-SAGES peers to attend an art exhibit, gallery, play, dance or other theater performance.

SAGES stated goal #4:

Case faculty members teach all First Seminars and most subsequent seminars. In addition, students have opportunities to learn from guest scholars, and from professionals in diverse fields, who have been drawn to Case by the Presidential Fellows and Dean's Seminar Leaders programs.

Related results – First-years:

Positive:
- As first-years, SAGES students were significantly more likely than their non-SAGES peers to work with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) and were more likely to communicate with an instructor via email.

No Difference:
- Compared to their non-SAGES peers, first-year students in SAGES were no more likely to discuss ideas with faculty outside of the classroom. Similarly, first-years in SAGES were no more likely to discuss grades with faculty members.
- There were no group differences on the frequency with which students discussed career plans with a faculty member.
- First-years in SAGES were no more likely than their non-SAGES peers to say that they had examined the strengths and weaknesses of their own views on a topic or issue, tried to better understand someone else's views by

imagining how an issue looks from his or her perspective, or learned something that changed the way they understand an issue or concept.

- First-years in SAGES were no more likely than their non-SAGES peers to say that Case had contributed to their acquisition of a broad general education.

Negative:

- First-years in SAGES were significantly less satisfied in their relationships with faculty than were their non-SAGES peers.

Related results – Seniors:

No Difference:

- As seniors, SAGES students were no more likely than their non-SAGES peers to work with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) and were no more likely to communicate with an instructor via email.
- Seniors in SAGES were no more satisfied in their relationships with faculty than were their non-SAGES peers.
- Compared to their non-SAGES peers, seniors students in SAGES were no more likely to discuss ideas with faculty outside of the classroom. Similarly, seniors in SAGES were no more likely to discuss grades with faculty members.
- There were no group differences on the frequency with which students discussed career plans with a faculty member.
- Seniors in SAGES were no more likely than their non-SAGES peers to say that they had examined the strengths and weaknesses of their own views on a topic or issue, tried to better understand someone else's views by imagining how an issue looks from his or her perspective, or learned something that changed the way they understand an issue or concept.
- Seniors in SAGES were no more likely than their non-SAGES peers to say that Case had contributed to their acquisition of a broad general education.

SAGES stated goal #5:

The ultimate goal is for all Case students to gain experience in defining a problem and then developing a response to that problem, whether this involves research or artistic creation. SAGES accomplishes this goal by having *all* undergraduate students complete a capstone project- individually or in small groups- under the guidance of faculty mentors.

Related results – First-years:

Positive:

- First-years in SAGES are significantly more likely to say that they had coursework that required them to make judgments about the value of information, arguments or methods.

- Students in SAGES say that their coursework is less likely to emphasize the memorization of facts, ideas, or methods.
- First-years in SAGES were more likely to say they have written a paper integrating ideas from various sources.

Negative:
- SAGES students were less likely to say that their coursework focuses on applying theories or concepts to practical problems in new situations.

Related results – Seniors:

Positive:
- Seniors in SAGES are significantly more likely to say that they had coursework that requires them to make judgments about the value of information, arguments or methods and analyze the basic elements of an idea, experience, or theory.
- Seniors in SAGES were more likely to say they have written a paper integrating ideas from various sources.

No Difference:
- Students in SAGES were no more likely to say that their coursework emphasizes the memorization of facts, ideas, or methods.
- SAGES students are no more likely to say that their coursework focuses on applying theories or concepts to practical problems in new situations than are non-SAGES students.

<div align="center">

Student satisfaction
</div>

Though not a specifically stated goal of the SAGES program, we felt it was worth examining whether the SAGES program affected students' reported satisfaction with their experiences at Case.

Student Satisfaction – First-years:

No Difference:
- As first-years, students in the SAGES program were no more likely than were non-SAGES students to be satisfied with the quality of their relationships with peers, administrative personnel and offices, the quality of academic advising, or the entire educational experience at Case.
- SAGES students were no more likely, as first-years, to say that they would still choose to attend Case if they could start over again.

Negative:
- As first-years, students in the SAGES program were significantly less likely than their non-SAGES peers to say they were satisfied with their relationships with faculty members at Case.

Student satisfaction – Seniors:

Positive:

- As seniors, students in the SAGES program were significantly more likely than their non-SAGES peers to say they were satisfied with the entire educational experience at Case.

No Difference:

- SAGES students were no more likely than were non-SAGES students to be satisfied with the quality of their relationships with peers, faculty members, administrative personnel and offices, or the quality of academic advising.
- SAGES students were no more likely, as seniors, to say that they would still choose to attend Case if they could start over again.

Conclusion:

First-year students:

Results indicate that the SAGES program has achieved some gains among first-year students in areas specifically related to its stated goals. First-year students report greater classroom engagement (asking questions in class, giving class presentations), are more likely to feel that they have learned to write clearly and effectively, and are more likely to say they have written papers integrating ideas from various sources.

Though many items related to SAGES goals showed positive gains among SAGES first-year students, that is not the case for all items. Specifically, first-year students in the SAGES program were less likely than non-SAGES students to say that Case had contributed to their understanding of themselves, their ability to learn on their own, and their ability to think critically and analytically. First year students in SAGES were also significantly less satisfied in their relationships with faculty members than were their non-SAGES peers.

In general, there was no difference between first-years in SAGES and those not in SAGES on most items related to SAGES goals. For example, first-year students in SAGES were no more satisfied than their non-SAGES peers with academic advising or with their educational experience at Case. Similarly, compared to non-SAGES first-year students, those in SAGES were no more likely to say that they would still choose to attend Case if they could start over again.

Senior students:

Compared to non-SAGES seniors, those in the SAGES program were significantly more engaged in the classroom. Specifically, SAGES students said they more frequently asked questions in class, gave class presentations, and prepared two or more drafts of a paper or assignment before turning it in. Seniors in the SAGES program were also more likely than non-SAGES students to say that Case had contributed to their ability to write clearly and effectively. Finally, SAGES students were significantly more satisfied with their entire educational experience at the university than were non-SAGES students.

Though there were no negative findings in our examination of the SAGES program among seniors, there were many items for which no difference was found. Seniors in SAGES were no more likely than their non-SAGES peers to say that Case

contributed to their acquisition of a broad general education. As with first-year students, seniors in the SAGES program were no more satisfied than their non-SAGES peers with academic advising and were no more likely to say that they would still choose to attend Case if they could start over again.

13 Appendix: Writing Portfolio Evaluation 2009 Summary Report

Report

Portfolio Reading Schedule

Portfolio Reading Schedule

<u>Monday, June 15 – Workshop Day 1</u>
10-10:30   Introductions
10:30-11: 00   Introduction to the reading process and portfolio components.
11 to noon   (and potentially through some of lunch) - Discussion of (disciplinary & SAGES)
                          writing standards - led by Ashley & Megan.
1 - 2:30   Rubric Building
2:30 - 4:30   Rubric Testing and Reading.

<u>Tuesday, June 16 – Workshop Day 2</u>
10 - 12:00   Debriefing from Day 1, evaluate how the rubric works

<u>Wednesday, June 17 through Monday, June 22</u>
Reading at home – each committee member will read 80-85 portfolios during these six days

<u>Tuesday, June 23 – Workshop Day 3</u>
9 – 3   Group (i.e., second) reading of singled-out portfolios (those in top & bottom 10%)
3 – 4   Preliminary discussion about singled-out portfolios

<u>Wednesday, June 24 – Workshop Day 4</u>
10 –1   Continue discussion/decisions about singled-out portfolios –
1—4   Begin group discussion/generation of report for campus community (assign
                 certain sections to individual readers)

<u>Thursday, June 25 – Workshop Day 5</u>
10 – 4 Continue to work on the report as a group

<u>Friday, June 26</u>
Co-coordinators meet to finalize report

Report

Portfolio Evaluation Form

Name _____

Standard Portfolio ___   Contains Substitutions/Variations ___

Reflective Essay

Gains & Intertextuality

1. Gains in writing skills   Y (indicates gains)   N (no gain was made)   0 (does not address gains)

2. Contains substantial reflection (vs. summary) Y   N

3. References other essays   Y (strong discussion)   N (weak discussion)   0 (absent)

4. Other (please explain):

Process of Assembly

1. Indicates thoughtful choice was made:

Y (thoughtful choice made)   N (chose given external circumstances)   0 (no mention of assembly)

2. Additional comments regarding assembly:

Research Essay

Argument present?   Y   N

Is there a strong thesis?   Y   N   (present, but weak)   0 (no thesis present)

Is the Works Cited formatted correctly? Y   N

Is the in-text citation appropriate?   Y   N

Holistic Evaluation

Element	Exceeds Expectation	At Expectation	Below Expectation
Consistent, Clear, Grammatical			
Persuasive Abilities			
Style, Grace, Fluidity			
Appropriate Evidence			
Tone/Awareness of Audience			
Organization/Connections/Transitions			
Overall Ranking			

Is this portfolio in the top or bottom 10%?   Top ____   Bottom ____

Report

Ranking System and Writing Skills Criteria Definitions

Ranking

Above Expectation -- equivalent to an "A," but not necessarily in the top 10%; excellent overall; very few higher order or lower order flaws.

At Expectation -- a broad "B"; may be in need of significant work in one area, not others; Average to slightly above-average presentation.

Below Expectation -- in need of significant further work in more than two or three areas; not necessarily bottom 10%

Descriptions for Writing Elements

Style, Grace, Fluidity -- Includes facility with the sentence structures and rhetorical moves most common to academic writing; displays sophisticated prose.

Persuasive Abilities -- Includes ability to convince readers of a position by use of rhetorical appeals, structure, presentation, and, to some extent, use of appropriate evidence.

Grammar -- encompasses mechanics, spelling, and typos; consistency and clarity, included.

Organization -- Includes the "connectedness" or "trajectory" of a paper as conveyed through paragraphs and transitions.

Tone/Audience Awareness -- Includes ability to use tone appropriate to audience and assignment type and/or discipline, if applicable.

Use of Appropriate Evidence -- Includes ability to situate a debate in context and to follow up claims with appropriate evidence.

Portfolio Statistics

Portfolio Statistics

Total Portfolios: 423
Standard Portfolios: 338 (80%)
Non-standard Portfolios: 86 (20%)

Reflective Essay
Noted Gains: 402 (95%)
Noted No Gains: 9 (2%)
Didn't Address Gains: 14 (3%)
Substantial Reflection: 334 (79%)
No Substantial Reflection: 88 (21%)
References Essays - Strong: 262 (62%)
References Essays - Weak: 131 (31%)
References Essays - Absent: 29 (7%)

Process of Assembly
Thoughtful Choices: 242 (57%)
Chose Under Circumstances: 24 (6%)
Didn't Mention: 161 (38%)

Research Paper
Argument Present: 276 (65%)
Argument Absent: 143 (34%)
Strong Thesis: 163 (39%)
Weak Thesis: 191 (45%)
No Thesis: 69 (16%)
Works Cited – Correct: 338 (80%)
Works Cited – Incorrect: 80 (19%)
In-text Citations - Correct: 313 (74%)
In-text Citations - Incorrect: 104 (25%)

Overall
Clarity, Consistency, Grammar
    Exceeds Expectation: 138 (33%)
    At Expectation: 212 (50%)
    Below Expectation: 73 (17%)
Persuasive Abilities
    Exceeds Expectation: 102 (24%)
    At Expectation: 220 (52%)
    Below Expectation: 99 (24%)
Style, Grace, Fluidity
    Exceeds Expectation:118 (28%)
    At Expectation: 209 (49%)
    Below Expectation: 96 (23%)

Appropriate Evidence
    Exceeds Expectation: 110 (26%)
    At Expectation: 239 (56%)
    Below Expectation: 77 (18%)
Tone/Awareness of Audience
    Exceeds Expectation: 109 (26%)
    At Expectation: 265 (63%)
    Below Expectation: 49 (12%)
Organization, Connections, Transitions
    Exceeds Expectation: 130 (31%)
    At Expectation: 229 (54%)
    Below Expectation: 64 (15%)

Overall - Portfolio
    Exceeds Expectation: 109 (26%)
    At Expectation: 243 (57%)
    Below Expectation: 71 (17%)

Report

Assessment averages with reader variations (in parenthesis)

	Yes	No	Not present
Standard portfolio?	80 (76-86)	20	
Noted gains	95 (90-100)	2 (0-4)	3 (0-7)
Substantial reflection	79 (43-96)	21	
References essays	62 (31-83)	31 (11-58)	7 (1-11)
Process of assembly	57 (16-86)	6 (1-9)	38 (6-78)
Argument present	65 (39-89)	34	
Strong thesis present	39 (24-68)	45 (28-65)	16 (5-30)
Work cited correctly	81 (46-95)	19	
In text citations correct	75 (37-94)	25	

Overall Portfolio : comparison to expectations

	Above	At	Below
Clarity, consistency, grammar	33 (21-46)	50 (41-59)	17 (15-22)
Persuasive abilities	24 (21-30)	52 (29-67)	24 (2-50)
Style, grace, fluidity	28 (18-38)	49 (34-65)	23 (15-26)
Appropriate evidence	26 (21-33)	56 (34-70)	18 (1-39)
Tone/Awareness of audience	26 (11-37)	63 (51-81)	12 (6-24)
Organization, connections, transitions	31 (25-40)	54 (46-62)	15 (9-29)
Overall Portfolio	26 (19-33)	57 (48-67)	17 (9-29)

 Individual Reader's Assessments

Note: numbers to the right of readers' names indicate portfolios singled out in the top or bottom percentiles

Results for Dan Lacks (8)

Total Portfolios: 85
Standard Portfolios: 63 (76%)
Non-standard Portfolios: 22 (27%)

Reflective Essay
Noted Gains: 79 (93%)
Noted No Gains: 3 (4%)
Didn't Address Gains: 2 (0.2%)
Substantial Reflection: 79 (93%)
No Substantial Reflection: 4 (5%)
References Essays - Strong: 66 (78%)
References Essays - Weak: 12 (14%)
References Essays - Absent: 5 (1%)

Process of Assembly
Thoughtful Choices: 57 (68%)
Chose Under Circumstances: 4 (5%)
Didn't Mention: 23 (27%)

Research Paper
Argument Present: 76 (89%)
Argument Absent: 8 (9%)
Strong Thesis: 58 (68%)
Weak Thesis: 24 (28%)
No Thesis: 4 (5%)
Works Cited – Correct: 39 (46%)
Works Cited – Incorrect: 44 (52%)
In-text Citations - Correct: 57 (68%)
In-text Citations - Incorrect: 27 (32%)

Overall
Clarity, Consistency, Grammar
        Exceeds Expectation: 24 (28%)
        At Expectation: 42 (49%)
        Below Expectation: 19 (22%)
Persuasive Abilities
        Exceeds Expectation: 25 (%)
        At Expectation: 56 (%)
        Below Expectation: 2 (%)
Style, Grace, Fluidity
        Exceeds Expectation: 32 (38%)
        At Expectation: 29 (34%)
        Below Expectation: 13 (15%)
Appropriate Evidence
        Exceeds Expectation: 25 (29%)
        At Expectation: 59 (70%)
        Below Expectation: 1 (1%)
Tone/Awareness of Audience
        Exceeds Expectation: 24 (28%)
        At Expectation: 54 (64%)
        Below Expectation: 7 (8%)
Organization, Connections, Transitions
        Exceeds Expectation: 29 (34%)
        At Expectation: 47 (55%)
        Below Expectation: 8 (9%)

Overall - Portfolio
        Exceeds Expectation: 27 (%)
        At Expectation: 48 (%)
        Below Expectation: 9 (%)

Results for Ashley Seitz Kramer (7)

Total Portfolios: 79
Standard Portfolios: 68 (86%)
Non-standard Portfolios: 11 (13%)

Reflective Essay
Noted Gains: 79 (100%)
Noted No Gains: 0 (0%)
Didn't Address Gains: 0 (0%)
Substantial Reflection: 76 (96%)
No Substantial Reflection: 3 (4%)
References Essays - Strong: 65 (83%)
References Essays - Weak: 9 (11%)
References Essays - Absent: 4 (5%)

Process of Assembly
Thoughtful Choices: 66 (84%)
Chose Under Circumstances: 1 (1%)
Didn't Mention: 13 (16%)

Research Paper
Argument Present: 56 (71%)
Argument Absent: 22 (28%)
Strong Thesis: 29 (37%)
Weak Thesis: 35 (44%)
No Thesis: 15 (19%)
Works Cited – Correct: 75 (95%)
Works Cited – Incorrect: 4 (5%)
In-text Citations - Correct: 74 (94%)
In-text Citations - Incorrect: 4 (5%)

Overall
Clarity, Consistency, Grammar
    Exceeds Expectation: 36 (46%)
    At Expectation: 32 (41%)
    Below Expectation: 14 (22%)
Persuasive Abilities
    Exceeds Expectation: 20 (25%)
    At Expectation: 47 (59%)
    Below Expectation: 12 (15%)
Style, Grace, Fluidity
    Exceeds Expectation: 29 (37%)
    At Expectation: 38 (48%)
    Below Expectation: 13 (17%)
Appropriate Evidence
    Exceeds Expectation: 19 (24%)
    At Expectation: 58 (73%)
    Below Expectation: 2 (3%)
Tone/Awareness of Audience
    Exceeds Expectation: 9 (11%)
    At Expectation: 65 (81%)
    Below Expectation: 5 (6%)
Organization, Connections, Transitions
    Exceeds Expectation: 22 (28%)
    At Expectation: 49 (62%)
    Below Expectation: 8 (10%)

Overall - Portfolio
    Exceeds Expectation: 19 (24%)
    At Expectation: 53 (67%)
    Below Expectation: 8 (10%)

Results for Megan Jewell (7)

Total Portfolios: 89
Standard Portfolios: 70 (79%)
Non-standard Portfolios: 19 (21%)

Reflective Essay
Noted Gains: 88 (99%)
Noted No Gains: 1 (1%)
Didn't Address Gains: 0 (0%)
Substantial Reflection: 74 (83%)
No Substantial Reflection: 15 (17%)
References Essays - Strong: 42 (47%)
References Essays - Weak: 38 (43%)
References Essays - Absent: 9 (10%)

Process of Assembly
Thoughtful Choices: 27 (30%)
Chose Under Circumstances: 7 (8%)
Didn't Mention: 57 (64%)

Research Paper
Argument Present: 50 (56%)
Argument Absent: 37 (46%)
Strong Thesis: 23 (26%)
Weak Thesis: 39 (44%)
No Thesis: 27 (30%)
Works Cited – Correct: 82 (92%)
Works Cited – Incorrect: 6 (7%)
In-text Citations - Correct: 73 (82%)
In-text Citations - Incorrect: 15 (17%)

Overall
Clarity, Consistency, Grammar
    Exceeds Expectation: 32 (36%)
    At Expectation: 44 (50%)
    Below Expectation: 13 (15%)
Persuasive Abilities
    Exceeds Expectation: 19 (21%)
    At Expectation: 53 (60%)
    Below Expectation: 17 (19%)
Style, Grace, Fluidity
    Exceeds Expectation: 16 (18%)
    At Expectation: 52 (58%)
    Below Expectation: 21 (24%)
Appropriate Evidence
    Exceeds Expectation: 29 (33%)
    At Expectation: 48 (54%)
    Below Expectation: 12 (13%)
Tone/Awareness of Audience
    Exceeds Expectation: 33 (37%)
    At Expectation: 45 (51%)
    Below Expectation: 11 (12%)
Organization, Connections, Transitions
    Exceeds Expectation: 36 (40%)
    At Expectation: 41 (46%)
    Below Expectation: 12 (13%)

Overall - Portfolio
    Exceeds Expectation: 29 (33%)
    At Expectation: 47 (53%)
    Below Expectation: 13 (15%)

Results for Alan Rocke (10)

Total Portfolios: 90
Standard Portfolios: 71 (79%)
Non-standard Portfolios: 19 (21%)

Reflective Essay
Noted Gains: 81 (90%)
Noted No Gains: 3 (3%)
Didn't Address Gains: 6 (7%)
Substantial Reflection: 70 (78%)
No Substantial Reflection: 20 (22%)
References Essays - Strong: 64 (71%)
References Essays - Weak: 26 (29%)
References Essays - Absent: 2 (2%)

Process of Assembly
Thoughtful Choices: 77 (86%)
Chose Under Circumstances: 8 (9%)
Didn't Mention: 5 (6%)

Research Paper
Argument Present: 63 (70%)
Argument Absent: 27 (30%)
Strong Thesis: 34 (38%)
Weak Thesis: 41 (46%)
No Thesis: 14 (16%)
Works Cited – Correct: 80 (89%)
Works Cited – Incorrect: 10 (11%)
In-text Citations - Correct: 33 (37%)
In-text Citations - Incorrect: 27 (30%)

Overall
Clarity, Consistency, Grammar
　　　Exceeds Expectation: 29 (32%)
　　　At Expectation: 47 (52%)
　　　Below Expectation: 14 (16%)
Persuasive Abilities
　　　Exceeds Expectation: 21 (23%)
　　　At Expectation: 41 (46%)
　　　Below Expectation: 28 (31%)
Style, Grace, Fluidity
　　　Exceeds Expectation: 27 (30%)
　　　At Expectation: 43 (48%)
　　　Below Expectation: 20 (22%)
Appropriate Evidence
　　　Exceeds Expectation: 20 (22%)
　　　At Expectation: 40 (34%)
　　　Below Expectation: 31 (34%)
Tone/Awareness of Audience
　　　Exceeds Expectation: 24 (27%)
　　　At Expectation: 59 (66%)
　　　Below Expectation: 7 (8%)
Organization, Connections, Transitions
　　　Exceeds Expectation: 23 (26%)
　　　At Expectation: 55 (61%)
　　　Below Expectation: 13 (14%)

Overall - Portfolio
　　　Exceeds Expectation: 19 (21%)
　　　At Expectation: 53 (59%)
　　　Below Expectation: 18 (20%)

Results for Tim Fogarty (15)

Total Portfolios: 80
Standard Portfolios: 68 (85%)
Non-standard Portfolios: 12 (15%)

Reflective Essay
Noted Gains: 75 (94%)
Noted No Gains: 2 (3%)
Didn't Address Gains: 3 (4%)
Substantial Reflection: 34 (43%)
No Substantial Reflection: 46 (58%)
References Essays - Strong: 25 (31%)
References Essays - Weak: 46 (58%)
References Essays - Absent: 9 (11%)

Process of Assembly
Thoughtful Choices: 13 (16%)
Chose Under Circumstances: 4 (1%)
Didn't Mention: 63 (78%)

Research Paper
Argument Present: 31 (39%)
Argument Absent: 49 (61%)
Strong Thesis: 19 (24%)
Weak Thesis: 52 (65%)
No Thesis: 9 (11%)
Works Cited – Correct: 62 (78%)
Works Cited – Incorrect: 18 (23%)
In-text Citations - Correct: 46 (58%)
In-text Citations - Incorrect: 32 (40%)

Overall
Clarity, Consistency, Grammar
        Exceeds Expectation: 17 (21%)
        At Expectation: 47 (59%)
        Below Expectation: 16 (20%)
Persuasive Abilities
        Exceeds Expectation: 17 (21%)
        At Expectation: 23 (29%)
        Below Expectation: 40 (50%)
Style, Grace, Fluidity
        Exceeds Expectation: 14 (18%)
        At Expectation: 52 (65%)
        Below Expectation: 21 (26%)
Appropriate Evidence
        Exceeds Expectation: 17 (21%)
        At Expectation: 34 (43%)
        Below Expectation: 31 (39%)
Tone/Awareness of Audience
        Exceeds Expectation: 19 (24%)
        At Expectation: 42 (53%)
        Below Expectation: 19 (24%)
Organization, Connections, Transitions
        Exceeds Expectation: 20 (25%)
        At Expectation: 37 (46%)
        Below Expectation: 23 (29%)

Overall - Portfolio
        Exceeds Expectation: 15 (19%)
        At Expectation: 42 (53%)
        Below Expectation: 23 (2%)

14 Appendix: Minority Report

Ad Hoc SAGES Review Committee
Final Report (Minority Position)
DRAFT (March 12, 2010)

SAGES is the GRANDEST adventure this university has embarked on since Federation. As with all grand adventures, discoveries are made and speed-bumps encountered. What we do with our discoveries and how we respond when we encounter disappointment becomes the tests of our metal. Both the majority and minority contingents of the *ad hoc* Review Committee agree that the trip should be continued.

Where the majority and minority positions diverge is on what pathway to take NOW. The **majority** holds that the current unrest/disappointment with SAGES may not be as sever as many perceive it to be, problems can be managed by tinkering with the existing structure. The **minority** position is that SAGES is in a crisis situation (opening and an opportunity not to be wasted); SAGES <u>could become</u> a very powerful learning experience for CWRU students. The **minority** position also holds that major changes need to be made to the SAGES program OR phase out strategies need to be developed before the University becomes damaged by negative perceptions of SAGES.

Speed-Bumps:
- Too many faculty from the tenured/tenure-track ranks feel that teaching a SAGES course is an impediment to their professional practice of teaching and research and some feel that they have lost the lottery when they are required to take on a SAGES course: and they don't seem to mind telling their students just that. If we are going to call ourselves <u>A Research Engine of the Nation</u>, we must seriously think about the consequences of forcing activities on our current tenured/tenured-track faculty that would take them away from furthering their professional development.
- SAGES courses are very different from lecture courses. Most tenured/tenure-track faculty have extensive experience with lecturing, but SAGES requires listening and steering skills rather than entertainment skills and a seminar environment challenges the control tolerance of the instructor. It is not to say that folks accustomed to lectures cannot learn to be sound seminar leaders, but it may not be the best use of their time when it takes them they away from activities they were hired to perform, also forcing them into SAGES is not considered wise in this time of intense research competition; it is too easy to lose a competitive position.
- Too many students view their SAGES experience in a negative light. In other words, it would be dangerous for the University to allow a journalist, or parent of a prospective student, to ask a random student their impression of SAGES.

Discoveries:
- The SAGES workers, instructors drawn from outside the tenured/tenured-track

1

ranks, project an air of enthusiasm about their role in SAGES and, from most accounts; their students view them in a positive light.

- In many ways the SAGES workers are like intenerate workers, they are on time limited contract, draw a salary for teaching six courses per academic year for which they are paid roughly half of the salary of the entry level tenure-track faculty, they are looking for another job and have their résumés in circulation.
- SAGES workers hardly know one another.
- There is little or no effort, put forth by the University, into the professional development of the SAGES workers.
- There is no organized forum for SAGES instructors to communicate student progress, from one course to another, nor course experiences at the end of or during the semester.
- There is no forum for SAGES workers to shape the destiny of the SAGES program or their own professional development within the University.
- There is no effort to develop a thread of continuity between successive SAGES courses.
- The staffing side of SAGES is basically a czar and the workers, which was necessary to get SAGES off the ground and running. However, is that the administrative structure that will propel SAGES into a world-class experience for our students?
- Oversight of the SAGES program, if you follow the money, does not follow the usual academic pathway, through a Dean or School. The money comes from Central Administration. This organization presents problems for conflict management.

Recommendations:
- Constitute the administration of the SAGES program into one that is consistent with other educational entities where oversight responsibilities clearly fall under an academic school and dean.
- Involve the SAGES workers in the design, implementation, and administration of the SAGES curriculum. These people are a tremendous resource, they are only partially utilized, to *pick grapes*. Also, they now have acquired a lot of knowledge about picking grapes that can be passed on to others.
- Create an atmosphere where the SAGES workers feel they have a future through this experience rather than an experience that is merely a holding station in their professional journey. Down the line, they may chose to go elsewhere but they should leave with a positive feeling for their experience at CWRU.
- Create a professional ladder for the SAGES workers to aspire to and work to climb.
- Create an atmosphere where the SAGES workers can feel they belong and are an important part of the Case Western Reserve University community.
- Develop a staffing plan for the course offerings that depends on the SAGES workers and relieves the current tenure/tenured-track faculty of forced inscription.

The plan should be developed by the SAGES workers to maximize the likelihood of their buy-in.

- Develop a clearly defined set of goals for the entire SAGES program. The SAGES workers should carry this out and their proposed set of goals must be approved by an authorized academic body or bodies, e.g. school, .. Faculty Senate.
- Develop SAGES with the intent of making the five-course sequence an **unprecedented educational experience**: an experience that the entire university community can be proud of.
- Find a new word for the SAGES worker, one that bestows respect and an accurate portrayal of the importance of their role in the CWRU community. After all, these people see ALL our undergraduates in five courses over four years, a claim that few of our current departments can come close to making.

SAGES Goals:

SAGES, Seminar Approach to General Education and Scholarship, is a five-course sequence required of all CWRU undergraduates. This proposal was designed to address the following internal considerations:

- The weak buy-in by tenured/tenure-track faculty and students and nurture a culture of SAGES among constituents of the University.
- Allow SAGES courses to count as major/minor courses. This can promote the penetration of the SAGES concept into traditional departmental listings.
- Provide an unprecedented opportunity to improve the students' *process* skills, which are not acquired in a single exposure but require practice, practice, practice. These skills are:
  > 1) Critical thinking (using writing to explore their thinking),
  > 2) Persuasive communication (written and oral), and
  > 3) Improve the cultural integration skills of the student (how do I live and work with someone whose beliefs are different from mine). Peer review is an active component in each of these elements.

The following external considerations were influential in the proposed formulation:

- Students with **WELL DEVELOPED** critical thinking, persuasive communication and cultural integration skills, along with teamwork skills, will have a competitive edge in the market place upon graduation.
- A classroom experience that leaves the student with the sense they had a unique and valuable experience will be a defining feature of the educational institution that thrives in the next decades.

All SAGES courses are presented in a seminar format and have a *process* component and a *content* component. Generally speaking, the *content* component will focus on the acquisition of new knowledge and is the responsibility of qualified parties outside of SAGES. The primary focus of the *process* component is on skill development in communication and logical thinking and is the responsibility of the SAGES instructor.

Course ONE:
- Assimilation of skills required for active participation in a seminar (SAGES Instructor).
- *Process* skills applied to the *content* (SAGES Instructor).
- *Content:* New knowledge with emphasis on THINKING ("you don't know what you think until you write it"), includes exploration of CWRU environment (SAGES Instructor).

Courses TWO and THREE: Note, if the *content* meets the departmental requirements these SAGES format courses may be counted toward the student's major/minor sequence.
- *Process* skills used and extended while being applied to the *content* (SAGES Instructor).
- *Content:* New knowledge (Instructor outside of SAGES).

Course FOUR:
- *Process* skills used and extended while being applied to the *content* (SAGES Instructor).
- *Content:* Ethical decision-making in the profession (Instructors drawn from the faculty in the student's major.)

Course FIVE: Capstone Experience. Note, the previous four courses are expected to have prepared the student to undertake this fifth course.
- *Process* skills used and extended while being applied to the *content* (Working as a team, the students demonstrate their assimilation of SAGES *process* skills by creating their Capstone experience, with oversight by SAGES Instructor).
- *Content* (Working as a team, the students demonstrate their mastery of knowledge in their major by realizing a Capstone experience that is consistent with the expectations of the faculty in the student's major, with oversight by faculty from the student's major.)

Considerations:
- Implementation of the recommendations and goals should be done in a way to insure that the SAGES program is self-supporting, e.g. the program brings in the amount of money that is required to run it.
- Staffing SAGES must have flexibility to accommodate changing enrollments.
- Implementation of the recommendations and goals will have financial implications on existing departments; most likely the hardest hit will be English. Changes must be buffered by direct involvement of the Administration. This should be seen as the only place new monies are needed and they are temporary.
- SAGES, an **unprecedented educational experience**, should be sellable by the Administration to a donor who wants to be involved in the GRANDEST adventure this university has embarked on since Federation.