

Faculty Senate Meeting
Thursday, November 18, 2010
3:30 p.m. - 5:30pm – Adelbert Hall, Toepfer Room

AGENDA

- | | | |
|-----------|---|--|
| 3:30 p.m. | Approval of Minutes from the October 27, 2010 Faculty Senate meeting, <i>attachment</i> | A. Levine |
| | President's Announcements | B. Snyder |
| 3:35 p.m. | Provost's Announcements | B. Baeslack |
| | Chair's Announcements | A. Levine |
| 3:40 p.m. | Report from the Executive Committee | G. Chottiner |
| 4:05 p.m. | Report from Interim Secretary of the Corporation | C. Trembl |
| 4:10 p.m. | Approval of the Academic Calendar <i>attachment</i> | A. Hammett |
| 4:15 p.m. | Certificate on Dental Public Health <i>attachments</i> | G. Wnek
S. Narendran |
| 4:30 p.m. | Climate Action Process | J. Ruhl
G. Matthews |
| 4:50 p.m. | Capital Campaign | B. Loessin
K. Ridolfi
K. Johnson |



Faculty Senate Meeting

Thursday, November 18, 2010

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

Members Present

Kathryn Adams
Bruce Averbook
Bud Baeslack
Jessica Berg
Ben Brouhard
Richard Buchanan
Martha Cathcart
Gary Chottiner
Elizabeth Click
David Crampton
Lisa Damato
Faye Gary

Julia Grant
Jared Hamilton
David Hutter
Quentin Jamieson
Elizabeth Kaufman
Alan Levine
Ken Loparo
Joseph Mansour
Jim McGuffin-Cawley
Laura McNally
Frank Merat
Heather Morrison

Mary Quinn Griffin
Alan Rocke
JB Silvers
Barbara Snyder
Lee Thompson
Michele Walsh
David Wilson
Gary Wnek
Elizabeth Woyczynski
Xin Yu
Nicholas Ziats

Members Absent

Keith Armitage
Hussein Assaf
Timothy Beal
Ronald Blanton
Lee Blazey
Mark Chance
Mary Davis
Sillas Duarte
Sue Hinze
Peterson Huang
Christine Hudak

Jim Kazura
Kenneth Ledford
Kalle Lyytinen
Diana Morris
Carol Musil
G. Regina Nixon
John Orlock
Daniel Ornt
Leena Palomo
Faisal Quereshy

Roy Ritzmann
Cassandra Robertson

Jonathan Sadowsky
Beverly Saylor
Mark Smith
Sorin Teich
Susan Tullai-McGuinness
Georgia Wiesner

Others Present

Daniel Anker
Christine Ash
John Clochesy
Donald Feke
Amy Hammett
Arnold Hirshon
Ken Johnson

James Lalumandier
Ginny Leitch
Bruce Loessin
Gene Matthews
Sena Narendran
Kaye Ridolfi

Chuck Rozek
John Ruhl
David Singer
Lynn Singer
Colleen Trembl
Jeff Wolcowitz

Call to Order

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

Approval of minutes

Upon motion, duly seconded, the minutes of the Faculty Senate meeting of October 27, 2010 were approved as submitted.

President's announcements

President Barbara Snyder said that Ms. Sandy Pianalto, President and CEO, Federal Reserve Bank of Cleveland spoke earlier in the day at the Weatherhead School of Management. Prof. Peter Ritchken, WSOM, collaborates with the Federal Reserve Bank of Cleveland to develop its inflation expectations model. The CWRU story on Prof. Scott Frank's research on the dangers of excessive texting among teens received an unprecedented amount of interest on the web. President Snyder encouraged senators to attend the event sponsored by the Social Justice Institute, "Social Justice, Race, and Profiling: An Intergenerational Think Tank" starting that evening. The CWRU football team did not make it to the playoffs this year; but the CWRU women's volleyball team competed in its first NCAA tournament in November capping off the most successful season in team history.

Provost's announcements

Provost Bud Baeslack announced that proposals for the Interdisciplinary Alliance Investment Grants for 2011 (Year 2) are due December 17. More information can be found at:

<https://www.case.edu/president/opir/secure/FY11CompetitionSmallGrantsFinal.pdf>

Chair's announcements

Prof. Alan Levine represented the Faculty Senate at the Provost's annual strategic planning retreat in early November. Prof. Ron Fry, chair, Organizational Behavior, gave a presentation about Appreciative Inquiry. There was a report about the university's sustainability efforts and reports by some of the strategic alliances. Prof. Levine summarized the discussions regarding the Joint Provost/Faculty Senate *ad hoc* Committee on a University Common Undergraduate Core Curriculum. In 2004, the schools and the college each voted to adopt SAGES as the common basis for their general education requirements. The Faculty Senate approved SAGES as the common basis for general education requirements for the university as a whole. A governance structure for SAGES was described in the Phase II report, but one of the governing bodies, the UUF, has been eliminated in favor of a Faculty Senate Committee on Undergraduate Education, and it remains unclear how a single school or college can modify their engagement with SAGES. A senator inquired about the University Undergraduate Faculty's role in governing SAGES; it was clarified that the UUF was assigned the responsibility for the SAGES Impact Report, not governance of SAGES. Prof. Levine said that the Faculty Senate Committee on Undergraduate Education needs to serve a role in the upcoming discussions.

Report from the Executive Committee

Prof. Gary Chottiner, chair-elect, Faculty Senate summarized the Executive Committee's discussion regarding the Case School of Engineering's proposal to provide engineering students the choice of two ways to complete their SAGES requirements. The Case School of Engineering will consider the report written by Prof. Kim Emmons, Director of Composition, detailing reservations about the CSE proposal. The Executive Committees of the College of Arts and Sciences and the Case School of Engineering will meet in the near future and contact the Department of English to see if the CSE proposal can be improved. The Faculty Senate Executive Committee will update the charge to the Joint Provost/Faculty Senate *ad hoc* Committee on a University Common Undergraduate Core Curriculum. The *ad hoc* committee will no longer be a joint committee; it will be solely a Faculty Senate committee. The timeline in the charge will be updated and the issues of faculty governance of SAGES will be addressed.

The composition of the committee is still to be decided; the committee membership will be defined and/or the Faculty Senate Committee on Undergraduate Education will assume a role. Prof. Jim McGuffin-Cawley, chair, Faculty Senate Committee on Undergraduate Education said that the FSCUE Curriculum Subcommittee is willing to address the charge. It was reiterated that this *ad hoc* committee will not propose a new core.

Report from Interim Secretary of the Corporation

Ms. Colleen Treml, interim general counsel and secretary of the corporation, summarized the November 16 meeting of the Board of Trustees. She said the trustees approved resolutions for new endowments and new appointments for faculty. The trustees approved the recent faculty senate resolutions concerning new degree programs at the School of Medicine, changes in departments at the College of Arts and Sciences, and changes to committee memberships in the Constitution of the University Faculty. Mr. John Sideras, senior vice president for finance and chief financial officer, presented the fall forecast and there was an update report about Uptowne development and the new home of the Museum of Contemporary Art.

Approval of the Academic Calendar

Ms. Amy Hammett, registrar, presented the proposed updated 5-year academic calendar. The Constitution of the University Faculty stipulates that the Faculty Senate shall approve the university academic calendar. Any updates to the 5-year academic calendar are based on the calendar construction rules approved by the Faculty Senate in 2004. Upon motion, duly seconded, the Faculty Senate approved the 2011-2015 academic calendar.

Certificate on Dental Public Health

Prof. Gary Wnek, chair, Faculty Senate Committee on Graduate Education, introduced the proposed Certificate in Dental Public Health. Prof. Sena Narendran, School of Dental Medicine, said that the certificate would be for students who have a DDS degree and Master in Public Health degree. The Dental School's strategic plan aims to increase the number of graduate programs in that school. Prof. Narendran said that the Dental School expected four or five students to start certificate studies each year and funding is available for developing classes in dental public health. The Faculty Senate voted to approve the proposed certificate on Dental Public Health.

Climate Action Process

Prof. John Ruhl, director, Institute for Sustainability and Mr. Gene Matthews, director of facility services, gave an update on the university's Climate Action Plan. Case Western Reserve pledged to make the campus carbon-neutral in 2008 when President Barbara R. Snyder signed the American College & University Presidents' Climate Commitment. The plan targets carbon neutrality by 2050. The university expects to have finalized its Climate Action Plan in 2011. The first focus is to reduce demand for energy, then turn to the supply side of the issue. Behavior modification, such as choosing a more energy-efficient way of commuting to the university or adjusting the heating and cooling systems and settings, is one approach. President Snyder said she consulted the Senate before she signed the agreement in 2008 and she urged senators to provide feedback. A senator said that issues such as energy consumption in research laboratories, which impact evening hours when graduate students are often working in the buildings, will require input from faculty members.

Capital Campaign

Mr. Bruce Loessin, senior vice president for university relations and development, Ms. Kaye Ridolfi, vice president for institutional development, and Mr. Ken Johnson, senior director of national development,

gave a presentation about the university's plans for a capital campaign. Donations to higher education have fallen nationwide by three to four percent in from recent years, but fund raising at Case Western Reserve has risen for each of the last three years since President Barbara R. Snyder started at Case Western Reserve. The university has received 17 endowed professorships in the last three years, which is more than double what was received in the previous three years. The university has received 51 million dollars in endowed student scholarships in the last three years, which is also a large increase over what was received in the previous three years. Fund-raising for planned capital investments will go toward the building the new Veale University Center, renovations to the new Maltz Performing Arts Center, and expanded facilities at the Alumni House.

Upon motion, duly seconded, the meeting was adjourned at 5:30 p.m.

APPROVED
by the
FACULTY SENATE



ELIZABETH H. WOYCZYNSKI
SECRETARY OF UNIVERSITY FACULTY

Five Year Academic Calendar (2011 – 2016)

FALL	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Registration (and Drop/Add) Begin (UG)	Apr 4	Apr 9	Apr 8	Apr 7	Apr 6
Classes Begin	Aug 29	Aug 27	Aug 26	Aug 25	Aug 24
Late Registration Fee (\$25) Begins	Aug 30	Aug 28	Aug 27	Aug 26	Aug 25
Labor Day Holiday	Sep 5	Sep 3	Sep 2	Sep 1	Sep 7
Late Registration and Drop/Add End	Sep 9	Sep 7	Sep 6	Sep 5	Sep 4
Deadline Credit/Audit (UG)	Sep 9	Sep 7	Sep 6	Sep 5	Sep 4
Fall Break	Oct 24/25	Oct 22/23	Oct 21/22	Oct 20/21	Oct 19/20
Mid-Term Grades Due (UG)	Oct 24	Oct 22	Oct 21	Oct 20	Oct 19
Deadline for removal of prev. term "I" grades (UG)	Nov 11	Nov 9	Nov 8	Nov 7	Nov 6
Deadline Credit/Audit (G)	Nov 11	Nov 9	Nov 8	Nov 7	Nov 6
Deadline For Class Withdrawal (UG)	Nov 11	Nov 9	Nov 8	Nov 7	Nov 6
Registration for Spring Begins (UG)	Nov 14	Nov 12	Nov 11	Nov 10	Nov 9
Thanksgiving Holidays	Nov 24/25	Nov 22/23	Nov 28/29	Nov 27/28	Nov 26/27
Deadline for removal of prev. term "I" grades (G)	Dec 9	Dec 7	Dec 6	Dec 5	Dec 4
Last Day of Class	Dec 9	Dec 7	Dec 6	Dec 5	Dec 4
Reading Days	Dec 12, 16	Dec 10, 14	Dec 9, 13	Dec 8, 12	Dec 7, 11
Final Exams Begin	Dec 13	Dec 11	Dec 10	Dec 9	Dec 8
Final Exams End	Dec 21	Dec 19	Dec 18	Dec 17	Dec 16
Final Grades Due by 11:00 am	Dec 23	Dec 21	Dec 20	Dec 19	Dec 18
Fall Awarding of Degrees	Jan 20 (2012)	Jan 18 (2013)	Jan 17 (2014)	Jan 16 (2015)	Jan 15 (2016)
SPRING	2012	2013	2014	2015	2016
Registration (and Drop/Add) Begin (UG)	Nov 14 (2011)	Nov 12 (2012)	Nov 11 (2013)	Nov 10 (2014)	Nov 9 (2015)
Martin Luther King Jr. Holiday	Jan 16	Jan 21	Jan 20	Jan 19	Jan 18
Classes Begin	Jan 17	Jan 14	Jan 13	Jan 12	Jan 11
Late Registration Fee (\$25) Begins	Jan 18	Jan 15	Jan 14	Jan 13	Jan 12
Late Registration and Drop/Add End	Jan 27	Jan 25	Jan 24	Jan 23	Jan 22
Deadline Credit/Audit (UG)	Jan 27	Jan 25	Jan 24	Jan 23	Jan 22
Mid-Term Grades Due (UG)	Mar 12	Mar 11	Mar 10	Mar 9	Mar 7
Spring Break	Mar 12-16	Mar 11-15	Mar 10-14	Mar 9-13	Mar 7-11
Deadline for removal of prev. term "I" grades(UG)	Mar 30	Mar 29	Mar 28	Mar 27	Mar 25
Deadline Credit/Audit (G)	Mar 30	Mar 29	Mar 28	Mar 27	Mar 25
Deadline for Class Withdrawal (UG)	Mar 30	Mar 29	Mar 28	Mar 27	Mar 25
Open registration for Summer Begins (UG)	Apr 2	Apr 1	Mar 31	Mar 30	Mar 28
Open registration for Fall Begins (UG)	Apr 9	Apr 8	Apr 7	Apr 6	Apr 4
Deadline for removal of prev. term "I" grades(G)	Apr 30	Apr 29	Apr 28	Apr 27	Apr 25
Last Day of Class	Apr 30	Apr 29	Apr 28	Apr 27	Apr 25
Reading Days	May 1/2	Apr 30/May 1	Apr 29/30	Apr 28/29	Apr 26/27
Final Exams Begin	May 3	May 2	May 1	Apr 30	Apr 28
Final Exams End	May 10	May 9	May 8	May 7	May 5
Final Grades Due by 11:00 am	May 12	May 11	May 10	May 9	May 7
University Commencement	May 20	May 19	May 18	May 17	May 15
SUMMER	2012	2013	2014	2015	2016
Classes Begin	Jun 4	Jun 3	Jun 2	Jun 1	Jun 6
Independence Day Holiday	Jul 4	Jul 4	Jul 4	Jul 3	Jul 4
Classes End	Jul 30	Jul 29	Jul 28	Jul 27	Aug 1
Final Grades Due 12:00 noon	Aug 1	Jul 31	Jul 30	Jul 29	Aug 3
Summer Awarding of Degrees	Aug 17	Aug 16	Aug 15	Aug 14	Aug 19



School of Dental Medicine
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Cleveland, Ohio 44106-4905

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www.case.edu

November 9, 2010

Graduate Studies Committee
Case Western Reserve University
10900 Euclid Avenue
Cleveland, OH 44106

Dear Members:

I wholeheartedly support the proposal for the certificate program in dental public health at Case Western Reserve University. There is an urgent need for such training programs, both nationally and locally; as mentioned in the proposal there are only 10 such training programs in the country. At the local level, particularly in East Cleveland, where a major proportion of the population is below the poverty level. The population would tremendously benefit from appropriate oral health promotion programs as well as improved access to dental care. The proposed program will complement the existing five residency programs at the CWRU School of Dental Medicine.

Postdoctoral training program in dental public health will enhance the mission of CWRU School of Dental Medicine, "contributing new knowledge through research and scholarly pursuits". I also endorse the program's efforts to collaborate with public health agencies such as the local community health centers and rural clinics where dental students from CWRU gain experience in community-oriented primary care. The local community health centers need assistance in providing care for the underserved populations such as the elderly, indigent, and homeless. The proposed postdoctoral training program will have an excellent opportunity to address some of the oral health problems among these vulnerable groups through both patient care and oral health promotion activities. The training programs will complement the existing Healthy Smiles program in which first-year dental students place pit-and-fissure sealants on the teeth of needy children in all the schools in Cleveland Metropolitan School District, thereby improving access to care.

I commend the efforts to develop and implement postdoctoral training program in dental public health at the CWRU School of Dental Medicine, and I would like to reiterate my support and commitment to the dental public health certificate program. If you have any questions, please feel free to contact me.

Sincerely,

Jerold S. Goldberg, DDS
Dean

**Proposal for a New Graduate Certificate Program:
Residency Program in Dental Public Health
School of Dental Medicine
Case Western Reserve University**

**Sena Narendran & James Lalumandier
Department of Community Dentistry
School of Dental Medicine**

October 14, 2010

Background:

The Case Western Reserve University School of Dental Medicine offers advanced specialty education programs in orthodontics, endodontics, periodontics, pediatric dentistry, and oral surgery. In addition to these specialties, dental public health is one of the nine recognized specialties of the American Dental Association. The Graduate Education Committee at the School of Dental Medicine has identified a need to increase the number of advanced specialty education programs at the school, and in June 2010 approved the proposal for a dental public health residency program. Thus, this will be a new certificate program at the School of Dental Medicine that would complement the already existing five specialty programs.

Need and Demand:

According to the most recent American Dental Association survey of advanced dental education programs, currently there are only 10 residency programs in dental public health in the United States. Of the ten programs, only six are administered by the dental schools and the other four by Federal agencies (NIH and CDC) or state health departments. The current demand for dental public health residency programs is also reiterated by the increasing number of international applicants who come from countries where there is an enormous need for dental public health professionals. The proposed new residency program in dental public health will also augment the already existing excellent reputation of Case Western Reserve University, both nationally and internationally.

Educational Objectives:

The educational objectives of the proposed residency program will be to provide:

- Graduate level instruction in public health administration, preventive dentistry, epidemiology, communication methods, cultural competency and health literacy, and oral health care systems
- Supervised practical experience in dental public health including community-oriented primary dental care
- Field experiences at state and local public health agencies, community health centers, and academic institutions
- Opportunities to augment students' research skills
- Skills in developing and administering community-wide oral health programs
- Opportunities for teaching experience at the School of Dental Medicine

Curriculum:

The proposed certificate program will entail 15-18 hours of graduate level credits, public health practicum/field experiences and completion of a research project. A draft time distribution for the dental public health residency activities is:

- | | |
|-----------------------------------|-----|
| • Community-oriented primary care | 20% |
| • Research | 25% |
| • Didactic courses | 35% |
| • Teaching by the residents | 10% |
| • Health promotion | 10% |

Didactic Schedule:

Fall: Principles of Oral Epidemiology and Research Methods (2)

	Communication Methods in Dental Public Health (2)
	Elective (2)
<u>Spring:</u>	Graduate Preventive Dentistry (2)
	Oral Health Care Systems (2)
	Elective (2)
<u>Summer:</u>	Data Analysis and Report Writing (2)
	Dental Public Health Administration (2)
	Elective (2)

All but the electives of the aforementioned curriculum will be new and the aims of each course are listed below:

Principles of Oral Epidemiology and Research Methods: The aims of the course are for the student/resident to i) become competent in planning and conducting oral epidemiological studies to collect reliable and valid data; ii) gain knowledge in survey methodology including designing survey questionnaires, iii) understand the principles and rationale for different types of study designs in dental public health research, iv) be knowledgeable of the distribution of different oral diseases and conditions at local, state, national and international level, v) be familiar with different dental and oral indices and rationale for their use in public health.

Communication Methods in Dental Public Health: The aim of the course will be for the student to acquire skills in scientific writing and public speaking.

Graduate Preventive Dentistry: The aims of the course are for students to become knowledgeable of existing preventive procedures and the scientific evidence for their use; and understand the implementation of preventive programs at the community level, and also be competent in choosing appropriate programs for different target groups.

Oral Health Care Systems, Instructors: The aim of this course is for the students to gain an understanding of the three important components of the oral health care systems in the United States (personnel, structure and financing) and the interaction of the three concepts.

Data Analysis and Report Writing: The aims of the course are for the students to be familiar with application of statistical principles in analyzing research data and be able to write a scientific report related to dental public health research.

Dental Public Health Administration: The aims of the course are for the students to be able to identify the structure of the profession of dental public health and become familiar with issues in dental public health; and be knowledgeable in the application of basic principles of public health administration at local and state levels.

Justification for Credit Hours:

The didactic instruction for dental public health residents will encompass the competency objectives developed by the American Board for Dental Public Health (ABDPH), which are necessary for a dentist to become a competent dental public health practitioner. We believe 12-18 hours of didactic instruction is necessary for a resident to achieve the competencies of

ABDPH. The program director (Dr. Sena Narendran) has served as program director previously over a continuous period of 12 years at two other dental schools, and the justification is also based on his experience.

Standards: Following are the entrance requirements for the residency program at CWRU: 1) Dental degree, 2) Master's in Public Health (MPH) or an equivalent degree, 3) A 1000-1500 word statement of each candidate's career attainments and goals, 4) Review of literature on a self-selected topic in dental public health, 5) Three letters of references, and 6) Satisfactory score in the Test of English as a Foreign Language (TOEFL), where applicable.

Performance standards for the residency program include satisfactory grades in the didactic courses and adequate performance at the field experience sites. Exit standards include achievement of all competencies of ABDPH as measured by didactic grades, field experiences, and defense of the research report.

Faculty Expertise:

- | | |
|---------------------|--|
| • Sena Narendran | Diplomate, American Board for Dental Public Health |
| • James Lalumandier | Diplomate, American Board for Dental Public Health |
| • Scott Frank | CWRU MPH Program Director |
| • Nabil Bissada | Chair, Department of Periodontics |
| • Gerald Ferretti | Diplomate, American Board for Pediatric Dentistry |
| • Catherine Demko | Epidemiology |
| • Stephen Wotman | Health Policy |
| • Suchitra Nelson | Epidemiology |
| • Kristin Victoroff | Behavioral Sciences |
| • Kristen Williams | Public Health |
| • James Houston | Public Health |

New Resources:

The anticipated need for new resources is very minimal. As mentioned previously, the program director has prior experience and he has already developed the didactic curriculum for the proposed residency in dental public health. We envisage that the dental public health residents will enroll for any electives primarily either in the dental school or the MPH program at CWRU.

Climate Action Plan Process

11/18/2010

Gene Matthews (Facilities)

John Ruhl (Physics)

(Representing the CAP and Sustainability Alliance)

The President's Climate Commitment Text

<http://www.presidentsclimatecommitment.org/about/commitment>

(Signed by President Snyder in 2008)

[---- intro omitted ----]

We believe colleges and universities must exercise leadership in their communities and throughout society by modeling ways to minimize global warming emissions, and by providing the knowledge and the educated graduates to achieve climate neutrality. Campuses that address the climate challenge by reducing global warming emissions and by integrating sustainability into their curriculum will better serve their students and meet their social mandate to help create a thriving, ethical and civil society. These colleges and universities will be providing students with the knowledge and skills needed to address the critical, systemic challenges faced by the world in this new century and enable them to benefit from the economic opportunities that will arise as a result of solutions they develop.

We further believe that colleges and universities that exert leadership in addressing climate change will stabilize and reduce their long-term energy costs, attract excellent students and faculty, attract new sources of funding, and increase the support of alumni and local communities. Accordingly, we commit our institutions to taking the following steps in pursuit of climate neutrality.

[---- followed by details of actions required -----]

Relevant Commitments

1. Develop a comprehensive climate action plan to achieve climate neutrality as soon as possible.
 - a) “net zero carbon emissions” by 2050.
 - b) Missed nominal due date; extended due date is 1/15/2011.

2. Within that plan, also discuss:
 - a) “Actions to make climate neutrality and sustainability a part of the curriculum and other educational experience for all students.”
 - b) “Actions to expand research or other efforts necessary to achieve climate neutrality.”

3. Make the plan, updates, and greenhouse gas inventories publically available through AASHE.

Climate Action Plan Process

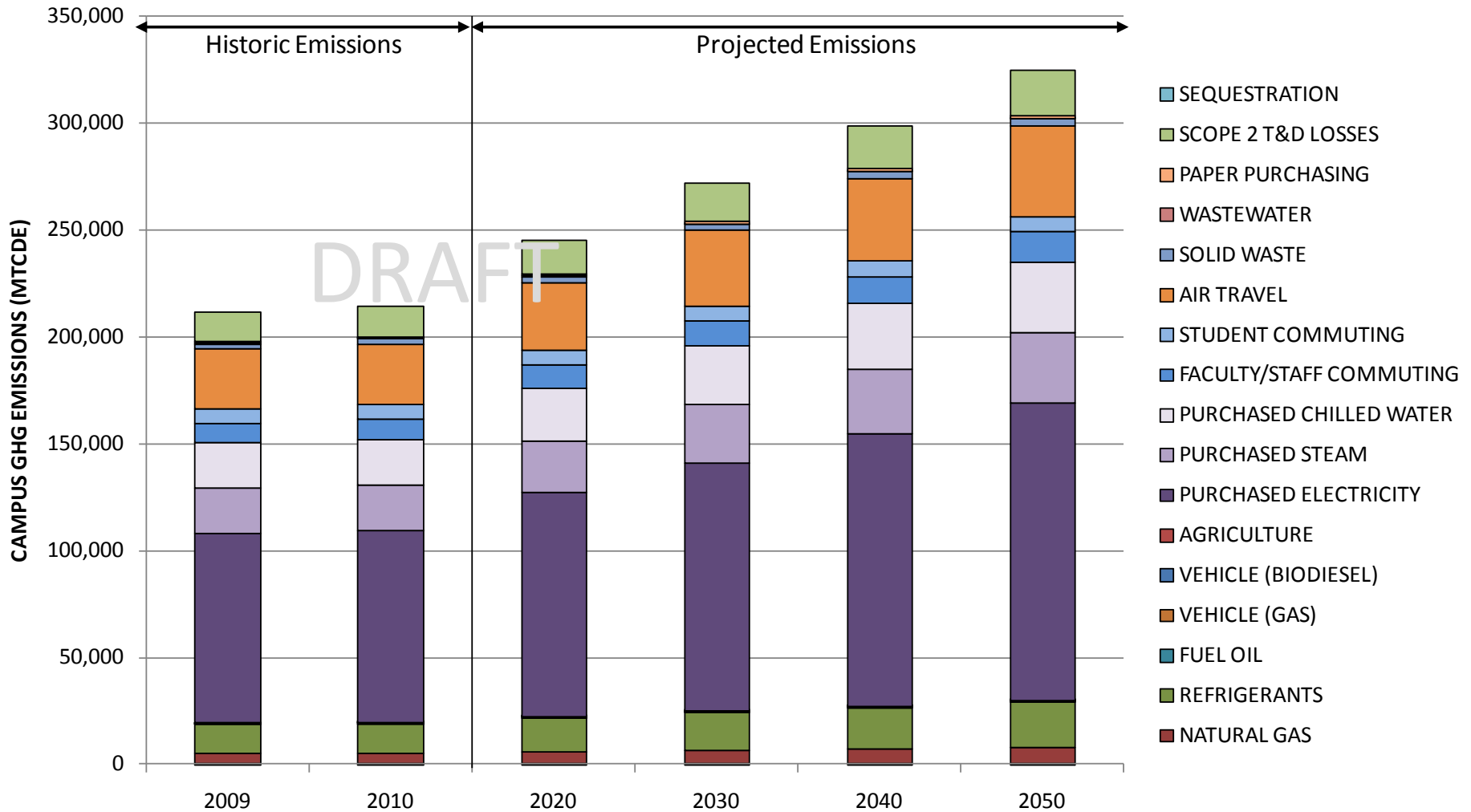
Fast Process – consultants hired and started real work this fall, 5 months from start to January delivery.

So far:

- 10 working groups, around 80 people, have met and brainstormed ideas and submitted recommendations.
- A team of 12 consultants is now working to quantify costs and carbon savings of those recommendations.
- Soon, a portfolio will be “agreed on” and the plan will be written around it.
- The plan will (hopefully) be approved by the CAP executive committee (Chaired by President Snyder) and submitted to AASHE by 1/15/2011.

Some of the recommendations will be of interest to faculty... it would be good for the Senate to pay attention to the plan, and be engaged with (or at least aware of) its implementation in the years ahead.

Inventory & GHG Emissions by Source



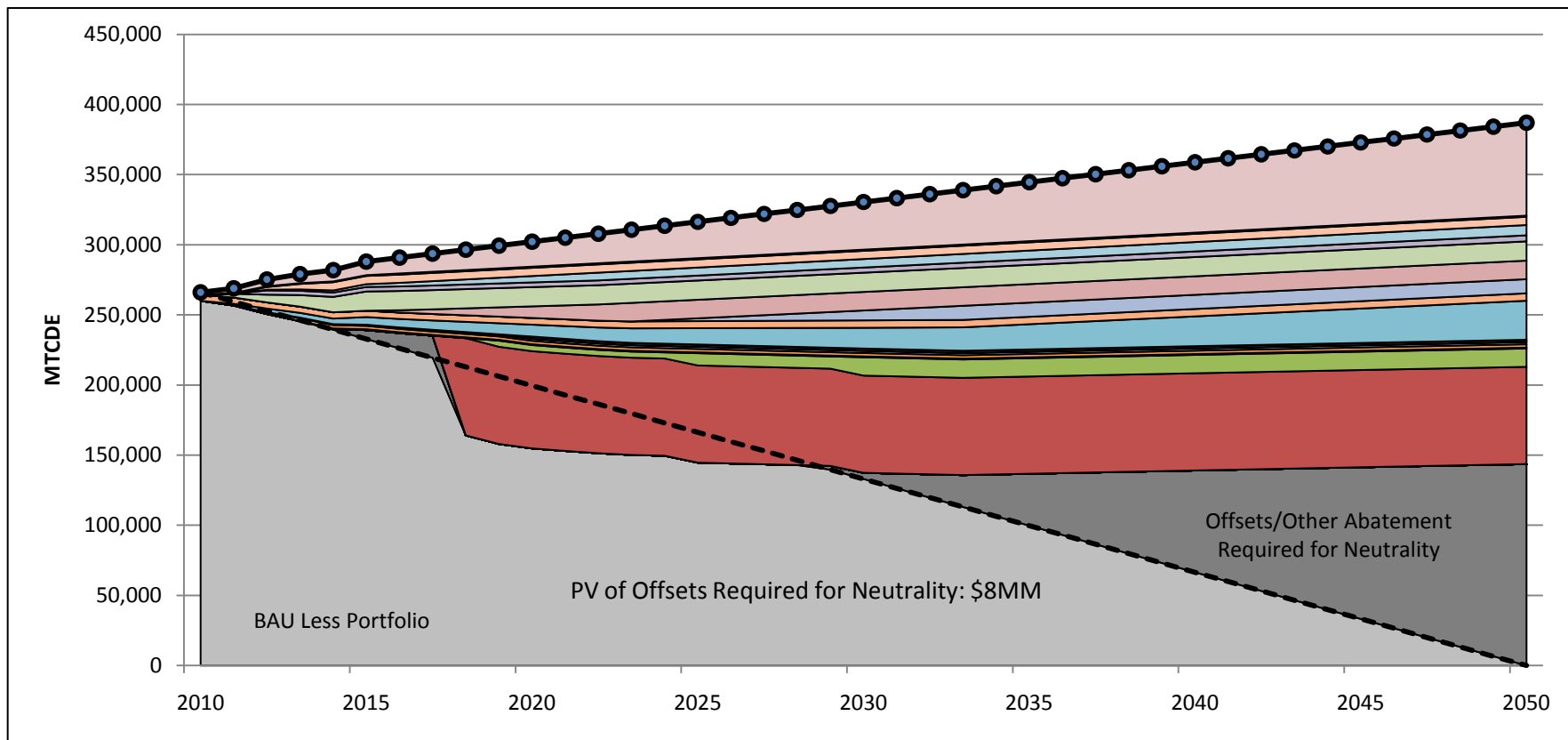
Dominated by things we purchase from MCCo:

electricity (dark purple); steam (light purple), chilled water (lilac), and losses (light green at top).

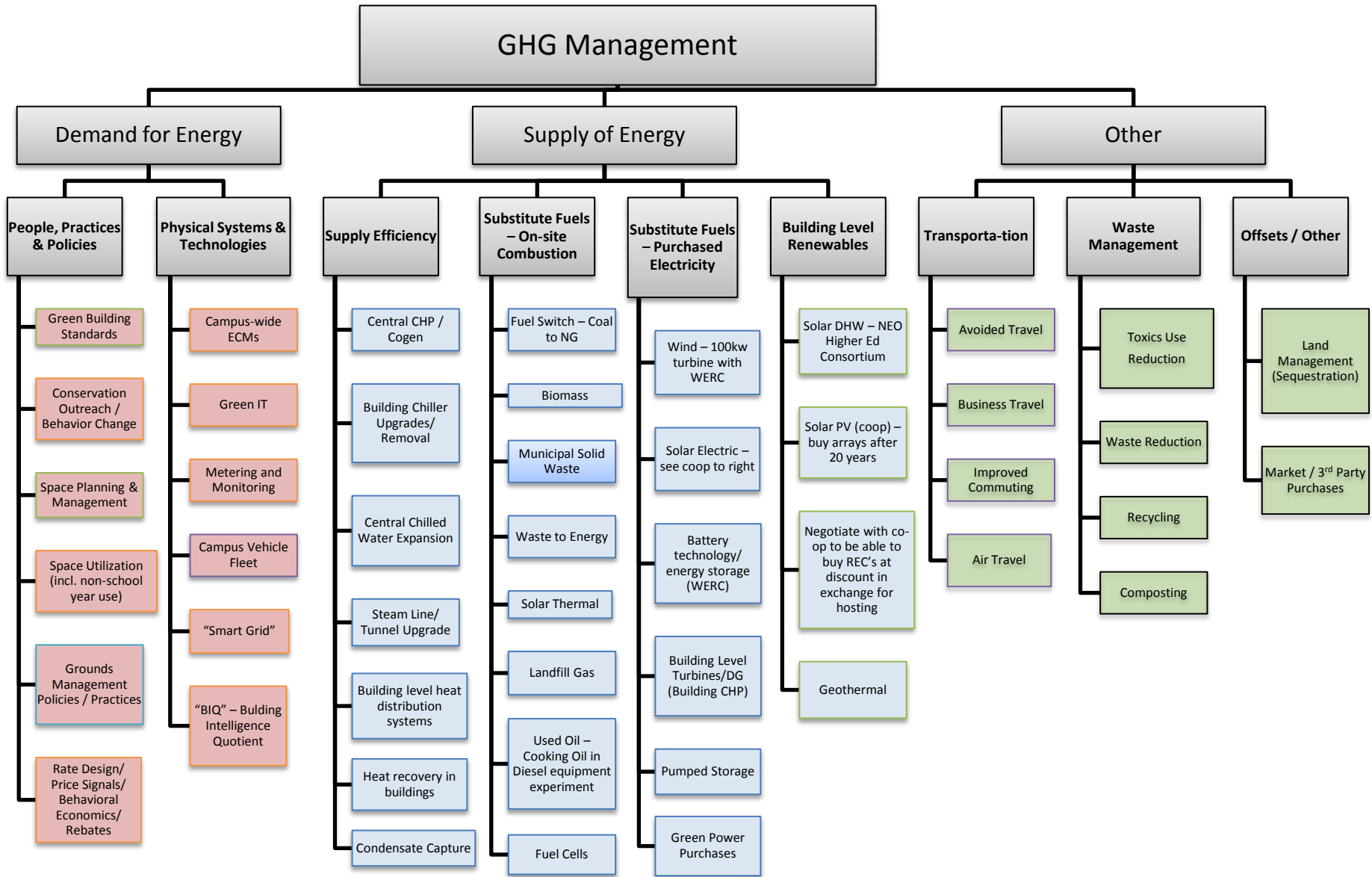
(Note: Orange is air travel; green at bottom is “refrigerants”)

Carbon Wedges

(One CWRU possibility... of many)



Real diagram will look different, but this is the idea; “business as usual” rises over time; the CAP details reductions taking us to zero in 2050. Given that we will have some emissions (eg air travel) no matter what, this will require some form of “offsets”, though not necessarily purchased ones.



The working groups have looked a **lot** of ideas for GHG reductions.

Some Recommended “Actions” to reduce GHG emissions

Infrastructure (these will happen)

- Install MCCo chilled water system to Case Quad
- Continue to implement energy conservation measures

Policies / Procedures

- Shift to daytime cleaning (being evaluated now)
- Implement temperature standards (will happen)
 - Winter 70 degrees
 - Summer 78 degrees

Some Recommended “Actions” to reduce GHG emissions

Building growth:

- Revised master plan: lower overall growth in square footage, more emphasis on renovation and increased density.

Green IT:

- Require centralized power management software on all computers
- Use “server virtualization” to centralize servers (eg from labs to central)

Air travel:

- Encourage replacement with telepresence/etc when possible.

Etc etc etc.

Note: these are WG recommendations, and may or may not be in the final CAP.

Some (not all) of the WG Recommendations for “Curriculum and Research”

1. Do a focused review and produce a plan to revise environmental/sustainability education at CWRU.
2. Create fellows program to increase rate of development of sustainability-related courses and content.
3. Expand the SURES undergraduate research program, esp to broaden it from energy to more related areas.
4. Create an “idea bank” internally funded competition for research using the campus as a laboratory to create energy-saving innovations.

Note: these are WG recommendations, and may or may not be in the final CAP.

Summary

The Climate Action Plan is due 1/15/2011.

There is limited time input, but input and discussion is welcome.

The CAP will be a “living plan”, and can/will change over the years.

The real challenge (and opportunity) is in the long-term implementation.

Should the Faculty Senate be involved?

If so, how?

UNIVERSITY CAMPAIGN PLANNING UPDATE



Fund Raising

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June 9, 2010

Donations to Education Organizations Fell 3.2% Last Year

By Holly Hall

Donations to colleges and many other charitable organizations continued to decline last year as Americans grappled with an uncertain economy. Individuals donated more than \$40-billion to education at all levels in 2009, a decline of 3.2 percent after adjusting for inflation, according to estimates released on Wednesday by *Giving USA*, the annual tally of charitable donations.

Over all, Americans gave more than \$303-billion to charity in 2009, or 3.2 percent less than the previous year. That came after giving dropped 2.4 percent in 2008, during the first full year of the recession, according to the report, which was produced by Indiana University's Center on Philanthropy.

Gifts to education at all levels declined for the second consecutive year. Since 2007, donations have dropped an estimated 8.8 percent. (That figure is not adjusted for inflation.)

Gifts from individuals, who account for three-fourths of overall contributions to charities, stayed steady last year, at \$227.4-billion. That came after a sharp drop in 2008, when the bad economy caused contributions by individuals to fall by 5.8 percent. However, some scholars and fund raisers say they believe that donations from individuals fell again in 2009.



Embargoed until 12:01 a.m. Wednesday, June 9, 2010

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FOR the CENTER:
Adriene Davis, 317/278-8972
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U.S. charitable giving falls 3.6 percent in 2009 to \$303.75 billion

Despite overall drop, some types of charities attract more gifts during time of great need; for third year, giving exceeds \$300 billion, says Giving USA Foundation

GLENVIEW, IL (June 9, 2010) -- Giving USA Foundation™ and its research partner, the Center on Philanthropy at Indiana University, today announced that estimated total charitable contributions from American individuals, corporations and foundations fell to \$303.75 billion in 2009, down from a revised total of \$315.08 billion for 2008. The 2009 drop represents a fall of 3.6 percent in current dollars. In 2009 the overall economy saw slight price deflation, which makes the adjusted change in giving year-over-year a decline of 3.2 percent.

The New York Times

November 10, 2010

As Donors Retrench, Challenges for Universities

By **GERALDINE FABRIKANT**

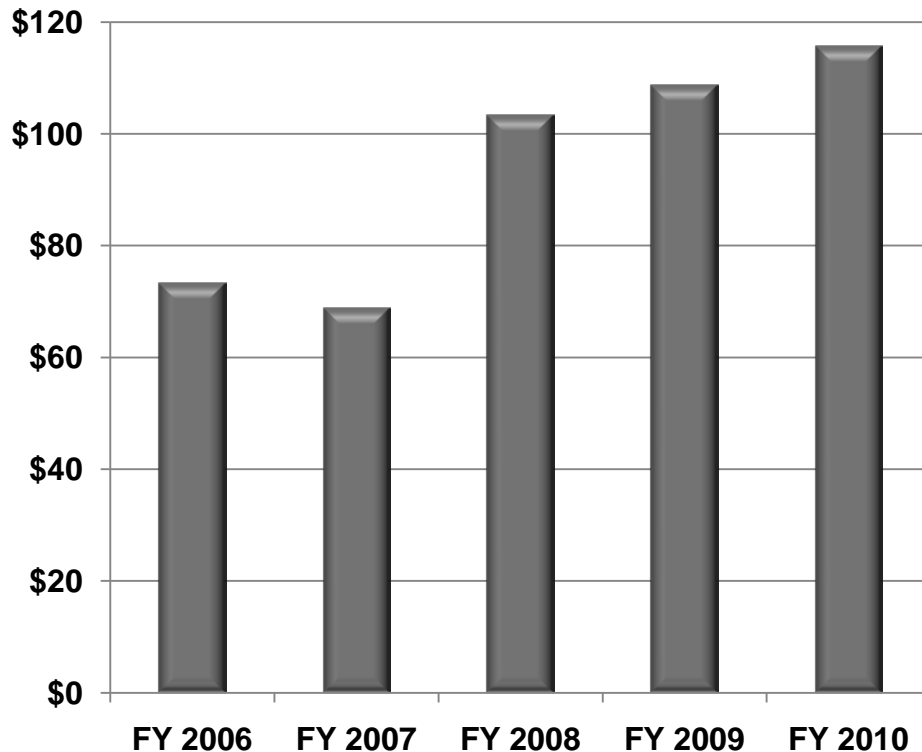
AS the stock market soared for two decades, college and university endowments swelled with gifts. Over the last 10 years, contributions to higher education have risen an average of 4.1 percent a year, despite the downturn.

These endowments allowed many public universities to help offset declines in government contributions and let many private universities increase financial aid to a widening number of families that could not afford the high costs of education.

But in 2009, giving to 1,027 universities and colleges plummeted 11.9 percent, to \$27.85 billion, according to data compiled by the Council for Aid to Education, the greatest single annual decline since the Depression. Fund-raising advisers and experts anticipate a slow recovery.

Attainment Comparison Report – October 2009 to October 2010

Five Year Fiscal Year Totals

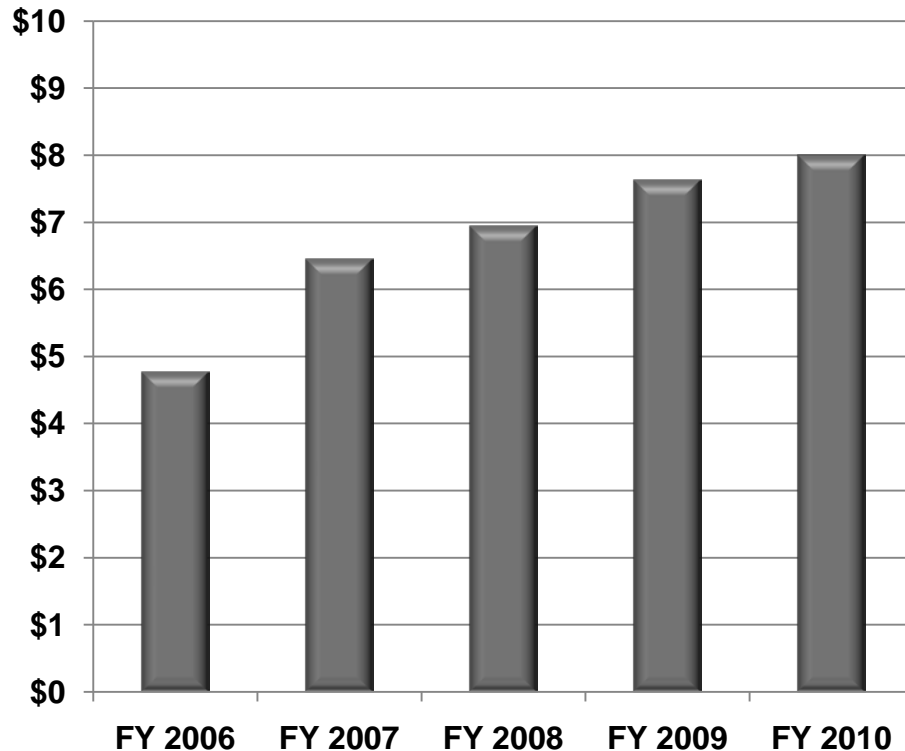


October



Annual Fund Comparison Report – October 2009 to October 2010

Five Year Fiscal Year Totals



October



Recent Campaign Planning Activities

- Selected New Campaign Counsel
- Campaign Executive Committee Meetings on June 3, 2010 and October 7, 2010
 - Focus on schools' campaign planning
 - Next Meeting is February 24, 2011
- Working with Schools on Campaign Readiness
 - Meetings with Schools' and College Volunteer Leadership, Deans and Development Staff
 - Collaborating on Leadership Giving

Gift Table

Gifts in the Range of:	# of Gifts Required	# of Prospects Required	# of Prospects Identified	Total \$ Needed:	Percentage of Goal
\$50,000,000	2	8	3	\$100,000,000	10%
\$25,000,000	1	4	4	\$25,000,000	3%
\$10,000,000	10	40	43	\$100,000,000	10%
\$5,000,000	17	68	51	\$85,000,000	9%
\$2,500,000	41	164	120	\$102,500,000	10%
\$1,000,000	78	312	468	\$78,000,000	8%
\$500,000	151	604	428	\$75,500,000	8%
\$250,000	342	1,368	594	\$85,500,000	9%
\$100,000	1,003	4,012	3,167	\$100,300,000	10%
Under \$100,000	many	many	many	\$248,200,000	25%
CAA					
Total	1,645	6,580	4,878	\$1,000,000,000	100%

Campaign Update

- Endowed Professorships
 - FY2005-2007 – 6
 - Since FY2007 – 17
- Student Scholarships
 - FY2005-2007 - \$27 Million
 - Since FY2007 - \$51 Million

University Center

- A gathering place for all the members of the University community
- Vital center for student activities and organizations
- Venue for campus events
- Recreation and social events
- Dining



Public Launch

- LEVERAGE
 - Coordinate the CWRU public launch event with built in programming, investment and participation.
- SHOWCASE
 - Showcase CWRU impact thru our alumni, students and faculty.
- CELEBRATE
 - Provide opportunity to recognize our strongest volunteers, donors and CWRU community to announce this important milestone and energize our campaign.

Go Beyond Bricks and Mortar

Enhance campus life by supporting
the Veale University Center
