

**Faculty Senate Meeting**  
Monday, February 25, 2019  
3:30p.m. – 5:30p.m. – Toepfer Room, Adelbert Hall,

3:30 p.m.	Approval of Minutes from the January 29, 2019, Faculty Senate Meeting, <i>attachment</i>	Cynthia Beall
3:30 p.m.	President's Announcements	Barbara Snyder
3:35 p.m.	Provost's Announcements	Ben Vinson
3:40 p.m.	Chair's Announcements	Cynthia Beall
3:45 p.m.	Report from the Executive Committee	David Miller
3:50 p.m.	Policy on the Management of Administrative Policies, <i>attachment</i>	Lisa Palazzo
4:00 p.m.	Approval of 2019-2024 CWRU Academic Calendar, <i>attachment</i>	Carlier Myers
4:05 p.m.	Update on Move to HEC and Timeline for Moving Labs of Faculty in the SODM and the SON, <i>attachment</i>	Steve Campbell
4:15 p.m.	Impact of Navigator Program on Student Success	Tom Matthews Michael Mason
4:35 p.m.	Longitudinal Data on Faculty Composition, <i>attachment</i>	Don Feke
4:45 p.m.	Faculty Senate Involvement in Strategic Planning Process	Cynthia Beall
4:50 p.m.	Report on Successfully Concluded Capital Campaign, <i>attachment</i>	Bruce Loessin
5:05 p.m.	Minor in Environmental Nutrition, Food Systems Sustainability and Health, <i>attachment</i>	James Swain
5:10 p.m.	Continuation of Discussion on University Revenue and Expense Allocation Practices	Victoria Wright Jonathan Carlson
5:25 p.m.	New Business	Cynthia Beall
	Executive Session, if necessary	



## Faculty Senate

**Faculty Senate Meeting**  
**Monday, February 25, 2019**  
**3:30 pm to 5:30 pm**  
**Adelbert Hall, Toepfer Room**

### **Members Present**

Cynthia Beall  
Karen Beckwith  
Jeremy Bendik-Keymer  
Valerie Boebel Toly  
Jaime Bouvier  
Francesca Brittan  
Matthias Buck  
Luke Bury  
Christine Cano  
Phil Cola  
Juscelino Colares  
David Crampton  
Christopher Cullis  
Evelyn Duffy  
Radhika Duggal  
Steven Eppell

Karen Farrell  
Mark Hans  
Steven Hauck  
Theresa (Roma) Jasinevicius  
Kathleen Kash  
Thomas J. Kelley  
Ruth A. Keri  
Ahmad M. Khalil  
Kenneth Ledford  
Anne Matthews  
Maureen McEnery  
Janet McGrath  
David Miller  
Ronda Mourad  
Andre Paes  
Susan Painter

Simon Peck  
Renato Roperto  
R. Mohan Sankaran  
Beverly Saylor  
William P. Schilling  
Roman Sheremeta  
Peter Shulman  
James Simmelink  
Barbara Snyder  
Ali Syed  
Dustin Tyler  
Ben Vinson III  
Joachim Voss  
Allison Webel  
Rebecca Weiss  
Chris Winkelman

### **Members Absent**

Rohan Akolkar  
Brendan Barton  
Harihara Baskaran  
Susan Case  
Steve Feldman  
Susan Hinze  
Lee Hoffer

Paul Iversen  
Sudha Iyengar  
Danny Manor  
David Matthiesen  
Kathryn Mercer  
Leena Palomo  
Aaron Perzanowski

Andrew Pollis  
Dana Prince  
Roger Quinn  
Glenn Starkman  
Stan Szarek

### **Others Present**

Rick Bischoff  
Katie Brancato  
Jonathan Carlson  
Stephanie Endy  
Don Feke

David Fleshler  
Arnold Hirshon  
Marilyn Sanders Mobley  
Dean Patterson  
John Sideras

Jeff Wolcowitz  
Sue Workman  
Victoria Wright



## Faculty Senate

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

### **Approval of Minutes**

The Senate approved the minutes from the January 29, 2019 Faculty Senate meeting.  
*Attachment*

### **President's Announcements**

The President reported that the Board of Trustees met on February 22-23<sup>rd</sup> and Prof. Beall presented a Faculty Senate update. She discussed the composition of faculty teaching undergraduate, graduate and professional students and the increase in the number and proportion of non-tenure track faculty.

The President also reported on the successful conclusion of the capital campaign in which \$1.82 billion was raised. Fundraising efforts will continue and the newly-created President's Commission on Philanthropy will discuss new and innovative fundraising ideas.

CWRU has recently joined the American Talent Initiative (ATI). ATI brings colleges and universities together with the philanthropy and research communities to expand access and opportunity for talented, low- and moderate- income students at colleges and universities with the highest graduation rates. By 2025, ATI aims to attract, enroll, and graduate an additional 50,000 lower-income students at the 296 colleges and universities that consistently graduate at least 70 percent of their students in six years.

The President reported that CWRU has joined the Coalition for Next Generation Life Science whose members consist of several peer institutions and a cancer center. The goal of the Coalition is to collect and make easily available information on training outcomes for graduate life science students and postdoctoral researchers. This is an important endeavor, and eventually she hopes to make similar information available for all disciplines.

The search for the new Vice President for Inclusion, Diversity and Equal Opportunity is going well and interviews are being scheduled during the next several weeks. There are plans for a reception to honor Dr. Marilyn Mobley's contributions to the university later in the semester.

### **Provost's Announcements**

The Provost reported that a tuition forum was held last week to inform undergraduate students about the tuition increase for academic year 2019-2020. The increase will be 3.8% and tuition will be \$50,450. The Provost said that a number of other matters were discussed at the Forum such as the importance of technology in learning, health and safety on campus, dormitory renovations and enhancement of dining services.



## Faculty Senate

The Provost reported that his office received 139 applications for seed sprints and that 17 were funded for a total of \$149,643. A description of the successful seed sprints is on the Think Big website. Even some projects that weren't funded will still be implemented. The Thinkers were chosen (9 faculty and 5 staff) and introduced to the campus community on February 7<sup>th</sup>. The next phase of Think Big will be to engage the entire campus community in the strategic planning process.

There will be a panel discussion on February 25<sup>th</sup> entitled Increasing Campus Engagement in the Liberal Arts: National Trends & Opportunities. The discussion will include four leaders from the academic world with experience integrating the arts and humanities with science, technology, engineering and math. A follow-up discussion with internal constituents will be held on March 1<sup>st</sup> and facilitated by Professor Jeremy Bendik-Keymer.

### **Chair's Announcements**

Prof. Beall reminded faculty senators that in 2016 the Senate passed a resolution recommending that all faculty complete Diversity 360 training by the end of the 2019-2020 academic year. Prof. Beall asked senators to remind their colleagues.

### **Report from the Executive Committee**

Professor David Miller, vice chair, reported on items from the February 19<sup>th</sup> Executive Committee meeting:

1. **Conflict of Commitment Policy-** the Executive Committee voted to send the revised Conflict of Commitment Policy to the Faculty Senate. It will be considered at the March 28<sup>th</sup> Senate meeting. The revised policy was reviewed and approved by both the Committee on Faculty Personnel and the Research Committee, as well as by the Senate By-Laws Committee.
2. **Honorary Degree Nomination-** the Executive Committee considered and approved another honorary degree nomination. The name of the recipient is kept confidential until such time as he/she is notified.
3. **Space Committee-** the Executive Committee discussed whether faculty would be interested in forming a committee to discuss issues such as space utilization on campus. Steve Campbell, Vice President for Campus Planning and Facilities Management provided Prof. Beall with a list of possible items for discussion. Executive Committee members suggested focusing on one issue to start such as classroom space for undergraduates. The President said that she and the Provost would talk with Steve Campbell and the deans about undergraduate space priorities and communicate with Profs. Beall and Miller. The President, Provost and Profs. Beall and Miller will draft the committee's charge. The committee would operate as a pilot project for the 2019-20 academic year. It is likely that the committee will begin its work next fall.





## Faculty Senate

4. **Executive Committee School Representative Report (MSASS)** - Executive Committee school representatives are asked to provide updates on important issues within their schools, and at this meeting, Professor David Crampton from MSASS reported as follows: 1. The School received its reaccreditation for the next 7 yrs in Fall 2018. The Mandel School faculty are currently working on revising the curriculum with an emphasis on social work specializations; 2. The Mandel School will also be changing the online vendor. The online program involves 50% of their students; and 3. The School is working on faculty/staff relations and has developed a model that can be shared with other schools and departments.

5. **CWRU Fair Labor Standards Act (FLSA) Practices** – Professor Mohan Sankaran, representative to the Executive Committee from the School of Engineering, reported that the School is requesting that the Faculty Senate work with the administration to revisit the policies adopted in anticipation of FLSA regulations that were never implemented. The increase in minimum pay required for exempt employees and the requirement that they work full-time for one year, has made it very difficult to use grant funding to hire research associates. Hiring associates as non-exempt employees requires approval for overtime, and the work must be closely supervised. This is having a deleterious effect on the school as well as research associates. The President said that she would discuss this with HR, and that while she was willing to reconsider the one-year requirement for exempt employees, she is not inclined to reduce salaries. A number of other AAU institutions have also retained these policies.

### **Policy on the Management of Administrative Policies**

Lisa Palazzo, University Chief Compliance and Privacy Officer, presented the Policy on the Management of University Policies. In 2017, the Compliance Office convened a committee to consider whether the university should have a centralized policy development process, as recommended by internal auditors. The Committee included several faculty members, and after extensive discussion, a policy/process was developed. Ms. Palazzo said that policies affecting faculty that are typically managed through the Senate process will not be covered under this new policy/process. The process is also not meant to reach into the schools, affect intra-school policies or increase the number of policies. For new or revised policies that may affect faculty members, the responsible university office (RUO) will notify the Faculty Senate to provide the option of participating in a policy vetting process in a consultative role. *Attachment*

### **Approval of 2019-2024 CWRU Academic Calendar**

Carlier Myers, Associate Registrar, presented the CWRU 2019-2024 academic calendar. A motion was made and seconded, and the Senate voted to approve the calendar. *Attachment*

### **Update on Move to HEC and Timeline for Moving Labs of Faculty in the SODM and the SON**

Steve Campbell, Vice President for Campus Planning and Facilities Management, presented an update on the Health Education Campus (HEC). He said that it had been almost 6 years since the HEC was announced. The Samson Pavilion will house the educational activities of the SOM, SON, SODM and the CCLCM. The move-in dates will be April 24<sup>th</sup> for the CCLCM, April 30<sup>th</sup> for the SOM, May 1<sup>st</sup> for the SON, and May 6<sup>th</sup> for the SODM. The new Dental Clinic will open at the same time as the Pavilion even though construction started later.



## Faculty Senate

With respect to the move of faculty research laboratories to new locations on campus, the deans are regularly updated. University Hospitals exercised its option to purchase its undivided one-half interest in the Wolstein Building, and the ongoing negotiations are delaying decisions about relocation. Until this is complete, a schedule for moving lab space won't be created. A senator asked about shuttle routes to the HEC. Vice President Campbell said that the routes have been communicated to the deans of the schools and that this information can be shared with the Senate. He will send it to the Faculty Senate office for posting on the website. A senator expressed concern about the safety of students walking across Euclid Ave from the HEC to the Dental Clinic. Vice President Campbell said that all security personnel are aware of this issue and that security protections were built into the plans. They have also met with the appropriate individuals from the City of Cleveland about modifying traffic light intervals. Also, new shuttle buses will accommodate more people than those currently in use on campus.

A senator expressed appreciation for all of the work on the new building, and provided information on the number of faculty within the School of Medicine who contribute to student education during the first two years of medical school. The total is 249 which includes 140 with appointments at University Hospitals, 27 at MetroHealth, 11 at the VA, and 7 at the Cleveland Clinic. *Attachment*

### **Impact of Navigator Program on Student Success**

Tom Matthews, Interim Associate Provost, Student Success, and Michael Mason, Director of Student Advancement, were asked to provide information on the following about the Student Success Initiative:

**Challenges and obstacles the navigators have encountered:** Michael Mason said that students struggle with time management, making social connections, decision-making, adapting to a totally new environment, and with mental health and relationship issues. Navigators connect students with resources inside as well as outside the Student Advancement office such as with Educational Student Services (ESS), health and wellness, residential life, and post-graduate planning and experiential learning.

Students also have difficulty differentiating between the roles of faculty advisors and navigators. Role clarification is crucial and this will be a topic of discussion for the Advising and Mentoring Subcommittee. Navigators are working to improve communication with upper-class students also so that they interact more with Navigators. Just as many students leave after their second year as do after their first year.

**The level of communication between the navigators and faculty-** Navigators partner with faculty and assist by reaching out to students who may be struggling. Faculty can now see the name of a student's Navigator through SIS. The Navigators also plan to communicate with



## Faculty Senate

faculty about student information learned over the summer. They are making good progress in this area but there is room for improvement.

**Additional resources and focus on data** – Interim Associate Provost Matthews said that they are working on collecting and analyzing data to determine which factors influence successful and unsuccessful students. Between the fall of 2018 and spring of 2019, 17 first-year students left the university. Of those students, 8 will return and one is uncertain as this time. Many students make decisions to leave not because of academics, but because they struggle being away from home. Efforts are being made to retain **all** students. They are also working on increasing the number of paid internships for students, particularly those in the Humanities.

**Potential changes for next academic year** – Interim Associate Provost Matthews said that this year Navigators were assigned to students on a random basis. Next year, they plan to consider more strategic pairing that will benefit students and faculty. They would also like to connect students with faculty earlier in the process. Department academic representatives may be helpful in bridging the gap for students between the summer and the start of the academic year.

They are emphasizing that Orientation is a process, not a task, and should extend from May to mid-terms in the fall semester. Also, the Undergraduate Student Government is working on creating a New to CWRU Peers pilot program that will involve approximately 10% of the first-year class. The program will match first-year students with student peers who will assist them from May to October of their first year. Also, ten university software systems will be integrated into a single Salesforce platform from which information can be pulled by and shared with staff who work closely with students.

The Committee discussed the need for faculty to remain open to student exploration within schools and majors. Interim Associate Provost Matthews said that the goal is for students who are undecided to feel comfortable and faculty can assist with this goal.

### **Longitudinal Data on Faculty Composition**

Don Feke, Vice Provost for Undergraduate Education and Faculty Affairs, presented longitudinal data on faculty composition for SAGES First and University Seminars, and for all University Faculty. There was a gap in available SAGES data between academic years 2011-2012 and 2017-2018. The number of tenured faculty teaching in the SAGES program has decreased considerably and the number of Presidential Fellows teaching in SAGES did not increase as expected. The data on University Faculty appointments was shown with and without medical school faculty. Overall, the numbers of full-time non-tenure track faculty have increased. Prof. Beall thanked Vice Provost Feke for the data. *Attachment*



## Faculty Senate

### **Faculty Senate Involvement in Strategic Planning Process**

Prof. Beall proposed a strategic planning discussion as part of the Think Big strategic planning process on the topic of Faculty Powers and Responsibilities. She asked faculty senators for feedback on whether they thought it was a good idea. The Senate voted to endorse creation of the discussion group. A faculty senator asked what the metrics would be for evaluation of the current faculty governance process. The senator said that the ideas generated in the discussion group would be forwarded to the Thinkers and that the Thinkers group includes staff. Another senator said that it is important to involve non-voting members of the University Faculty in the discussion. *Attachment*

### **Report on Successfully Concluded Capital Campaign**

Bruce Loessin, Senior Vice President for University Relations and Development, presented the results of the university's very successful capital campaign which came to an official close on December 31, 2018. The last 18 months of the campaign set a record for the highest attainment in the history of CWRU, and in the final 6 months of the campaign, they raised a record \$131 million. Giving increased at the end of the campaign, which is usually a time when it slows down. Vice President Loessin said that even though the official campaign has concluded they will continue to raise money. Some highlights of the campaign include the following:

1. The Annual Fund increased each year since 2007. These dollars contribute to operating revenue.
2. Moody's Investor Services recognized the success of the campaign in its April 2018 credit opinion of the university. This is very unusual.
3. The College and Schools all had good campaigns and some raised funds in excess of their goals.
4. The campaign was successful in raising money for student, faculty and programmatic support.
5. 98 professorships were either started or funded during the campaign. 55 of these have been awarded. 43 are still to be received from pledges and planned gifts.
6. 11 capital projects were completed during the campaign.
7. The campaign included 63,000 donors. 34,000 were new donors which is significant.
8. Endowment giving hit 33% of total attainment which was the goal.
9. Cash attainment reached 71.9% of attainment. This was higher than expected.
10. 18,000 new major gifts prospects were identified.

Vice President Loessin said that despite all of these successes, more funds are needed and they plan to continue their efforts. The Faculty Senate applauded Vice President Loessin and his office's efforts on behalf of the university. *Attachment*



## Faculty Senate

### **Minor in Environmental Nutrition, Food Systems Sustainability and Health**

Professor James Swain, SOM, presented a new minor in Environmental Nutrition, Food Systems Sustainability and Health. The minor was approved by FSCUE. The minor addresses student interest in nutrition and food systems, accessibility, distribution and environmental issues. It does not require any new resources. Prof. Swain will teach a new course in the minor, Nutr 340, Global Food Systems: Environmental Issues, Sustainability, and Health. Letters of support are included with the proposal. The Faculty Senate voted to approve the minor. *Attachment*

### **Continuation of Discussion on University Revenue and Expense Allocation Practices**

At the January 29<sup>th</sup> Faculty Senate meeting, Jonathan Carlson, Vice President for Financial Planning, and Victoria Wright, Senior Associate Vice President for Planning and Administration, presented information on the university's revenue and expense allocation practices. There was insufficient time at that meeting for all questions, and Vice President Carlson and Senior Associate Vice President Wright agreed to return to this meeting. A senator asked for information on how auxiliary services functions. Vice President Carlson explained that auxiliary services is a stand-alone operation. They raise their own revenue and pay off their own debt. The senator asked whether revenue remaining after debt payments are made could be used to reduce housing costs for students. The President explained that facilities require renovation and funds must to be saved for future needs. Some of the remaining dollars go towards reducing school deficits also.

The meeting was adjourned at 5:35pm.

# Policy for the Management of Administrative Policies ("Policy MAP")



Lisa Palazzo  
Univ. Chief Compliance & Privacy Officer

# Purpose: Better policy management

- Initiative based on 2017 Internal Audit recommendations
- Task Force made up of faculty & staff, including reps from Faculty Senate and Staff Advisory Council
- Task Force considered whether CWRU would benefit from a centralized policy development process (& identify the process)
- After extensive discussion, Task Force decided to proceed
- Task Force drafted proposed policy (many versions and edits)
- Now communicating to broader audience for additional feedback

# Clarify purpose

- With regard to faculty appointments and tenure, faculty leaves of absence, faculty grievance procedures, and other policies relating only to faculty that typically are managed by the process set forth in the Faculty Handbook (see Faculty Handbook Chapter 3, PART ONE), such policies would *not* be covered by this new process/policy.
- Process is not meant to reach into schools and affect intra-school policies.
- Process is not meant to increase the number of policies.



# Summary of proposed plan

1. “Responsible University Office” (RUO) identifies the need for new policy.
2. RUO drafts & vets new policy. Reviewers include VP of area, Compliance, OGC, appropriate stakeholders.
3. For new or revised policies that may affect faculty members, the RUO notifies Faculty Senate to provide it with option of participating in policy vetting process in a consultative role.
4. Final draft to President. After approval by President/BOT, RUO disseminates policy. Linked to University Policies web page of Compliance website.
5. RUO periodically reviews policies in its area (at least every 5 years).
6. Similar process to revise/terminate existing policies.

# Questions



**DRAFT**

**Title:** Policy for the Management of Administrative Policies (“Policy MAP”)

**Approved by:** \_\_\_\_\_

**Date approved by President or Board of Trustees:** \_\_\_\_\_

**Effective date:** \_\_\_\_\_

**Responsible Official:** Office of the President

**Responsible University Office:** Compliance

**Revision History:** \_\_\_\_\_

**Related legislation and University policies:** \_\_\_\_\_

**Review Period:** 5 Years

**Date of Last Review:** \_\_\_\_\_

**Relates to:** Faculty, Staff, Students

**I. Summary of this Policy**

Case Western Reserve University administrative policies are subject to a formal review and approval process. This document outlines the requirements for developing new policies and revising or terminating existing policies. This policy outlines a workflow that is intended to simplify, clarify, and streamline policy creation, management, and access.

**II. Purpose(s) of this Policy**

The University recognizes that well-written and properly vetted policies support transparency, accountability, and efficiency within an organization. The University works to establish and maintain effective policies by utilizing

a thorough review and approval process, supporting a consistent format for policies, and ensuring that the campus community has easy access to policies. Accordingly, this policy promotes:

- A. A consistent vetting process and format for University policies.
- B. An appropriate level, scope, and frequency of review and revision to University policies.
- C. Clarity, transparency, and a shared understanding of University policy protocols.

University policies support the University's Mission by establishing clear standards for individual conduct, clarifying institutional expectations, promoting legal compliance, supporting operational efficiency, and mitigating risk.

### **III. Definitions**

*University policies:* University policies are high-level statements that support the University's Mission and Core Values by establishing its position across an array of specific topics. For example, University policies include policies relating to information technology use, sexual misconduct, and proper use of University funds. They apply generally across the University and its members, promoting integrity and consistency.

With regard to faculty appointments and tenure, faculty leaves of absence, faculty grievance procedures, and other policies relating only to faculty that typically are managed by the process set forth in the Faculty Handbook (see Faculty Handbook Chapter 3, PART ONE), such policies are not included in the definition of "University policies" described in this document. Because there is a separate process for those policies, this Policy on the Development of University-wide Administrative Policies is not intended to replace, modify, or override that process.

There are many other policies, standards, and guidelines created within departments, offices, and schools, but they are not subject to the procedure for policy creation, review, and revision described in this document because they do not have University-wide applicability. Such sub-unit standards and guidelines shall not override, or conflict with, University-wide policies.

*Procedures:* specific actions to implement established policies.

*Responsible Official:* the University Vice President or other person who manages or directs the Responsible University Office.

*Responsible University Office:* the University office, department, division, or unit with oversight of the subject-matter area affected by the policy. The Responsible University Office is in charge of sponsoring, implementing, enforcing and answering inquiries about a University policy. It may also be responsible for monitoring the effectiveness of, and ensuring compliance with, a University policy. In cases where it is unclear which office, department, division, or unit should have the role of the “Responsible University Office” for a specific policy, Compliance will work with the stakeholders, and the Office of General Counsel, to make the determination.

#### **IV. Responsibility for Management of University Policies**

All members of the University community shall follow University policies as applicable, including—but not limited to-- faculty, staff, students, postdoctoral scholars and fellows, and visitors. University community members may view current policies by going to the list on the website of the CWRU Compliance Office, <https://case.edu/compliance/university-policies>. In addition to the policies listed, the list also indicates the applicability of the specific policies to University community members.

Key faculty and administrators, including but not limited to department chairs, University officers, and others with supervisory and managerial authority, shall support adherence to established policies and procedures in the conduct of their area’s affairs, identifying areas of operation that are in need of new or

revised policies or procedures, and recommending appropriate changes to existing policies and procedures.

The University may amend, modify, delete, or add any policy at any time in order to meet the needs of the University community, in order to comply with law, or for any other reason the University may determine appropriate. Nothing in this Policy on the Development of University-wide Administrative Policies diminishes or interferes with the right of the University's Board of Trustees to create, amend, replace, or terminate any University policy.

#### **V. Formatting of Policies**

It is essential that University community members understand CWRU's policies. Therefore, policies should be clear and concise. They should contain information on the subject without being excessive in length or complexity.

When drafting policies, Responsible University Offices may use this policy as a model when formatting new policies. The heading should be included, as should the sections on Summary, Purpose(s), Definitions (if needed), and the content of the policy.

#### **VI. Procedure to create or a revise a University policy:**

The President or a Responsible University Office shall identify the need for a new or revised policy. Additionally, any member of the University community may communicate the need for a new policy, or for a policy change, by contacting the Responsible University Office. In such case, the Responsible University Office shall investigate and evaluate the basis for the need and determine whether the University needs a new or revised policy. In doing so, the Responsible University Office should work thoroughly but with an appropriate sensitivity to the University's need for urgency. The Responsible University Office shall keep the requestor informed of the progress made on the request. If the Responsible University Office declines to create or revise the policy per the request, it shall inform the requestor, the Compliance Office, and the Office of General Counsel regarding the reason(s).

When a Responsible University Office determines that a new or revised policy is needed, it shall submit a proposed new or revised policy draft to the University Compliance Office, the Office of General Counsel, and to those individuals who, in the judgment of the Responsible University Office, should be involved in reviewing and finalizing the draft policy, including the Responsible Official or their designee. For new or revised policies that may affect faculty members, the Responsible University Office shall notify the Faculty Senate and provide it with the option of participating in the policy vetting process in a consultative role. If the Faculty Senate opts not to participate, it may elect to receive updates on the Responsible University Office's progress.

The Responsible University Office shall present the content of the proposed new or revised policy to Faculty Senate and Staff Advisory Council, and other appropriate University groups, to obtain their input regarding the policy.

Reasons for the review of a proposed new or revised policy shall include, but are not limited to operational need, potential conflicts between the proposed policy/revisions and other University policies, consistency with laws and other external regulations germane to the policy, and organization and clarity of policy text. The reviewers will share proposed revisions with the Responsible University Office for consideration.

The Responsible University Office shall then finalize the proposed policy draft and submit it to the Compliance Office and the Office of General Counsel. The Compliance Office shall submit it to the President for consideration and approval and/or transmittal to the Board of Trustees. Once the new or revised policy is approved, the Responsible University Office should appropriately publish the policy; the Compliance Office shall send a copy to Archives for permanent retention. The Compliance Office also shall include a link to the policy on its web page of University Policies, <https://case.edu/compliance/university-policies> .

## **VII. Periodic Review and Amendment of Policies**

Each Responsible University Office shall periodically review all policies for which it is responsible to determine whether a policy requires revision, replacement, or termination because of a change in applicable law, University need, or business process. This review should occur as frequently as needed and at least once every five years.

#### **VIII. Procedure to terminate an existing policy:**

The President or a Responsible University Office may identify a need to terminate an existing policy. For example, the subject matter of the policy may no longer be applicable to the University activities or operations. Any member of the University community may communicate the need for a policy termination by contacting the Responsible University Office. The Responsible University Office shall then investigate, evaluate the issue, and decide whether to identify the need to terminate the policy. The Responsible University Office shall keep the person requesting termination informed of the progress made on the request. If the Responsible University Office declines to terminate the policy per the request, it shall inform the requestor, the Compliance Office, and the Office of General Counsel regarding the reason(s).

If a Responsible University Office identifies the need to terminate an existing policy, it shall prepare a statement explaining why the policy is no longer of benefit to the University.

The Responsible University Office shall submit the statement, along with a copy of the subject policy, to the University Compliance Office, the Office of General Counsel, and to those individuals who, in the judgment of the Responsible University Office, should be involved in considering the termination of the existing policy, including the Responsible Official or their designee. For policies that may affect faculty members, the Responsible University Office shall notify the Faculty Senate and provide it with the option of participating in the process in a consultative role. If the Faculty Senate opts not to participate, it may elect to receive updates on the Responsible University Office's progress.



The Responsible University Office shall present the content of the statement to Faculty Senate and Staff Advisory Council, and other appropriate University groups, to obtain their input regarding it.

The Responsible University Office shall consider the responses and revise the statement accordingly. Assuming the Responsible University Office continues to recommend that the policy should be terminated, the statement will be sent to the Compliance Office and the Office of General Counsel. The Compliance Office shall submit the termination statement to the President for consideration and approval and/or transmittal to the Board of Trustees.

The Compliance office shall work with University Archives so that Archives will retain the terminated policy for reference purposes. The Responsible University Office shall remove the terminated policy from its website, and the Compliance Office shall remove the policy reference and link from its web page of University Policies.

### Five Year Academic Calendar (2019 – 2024)

<b>FALL</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
Registration (and Drop/Add) Begin (UG)	Apr 8	Apr 6	Apr 5	Apr 4	Apr 10
Classes Begin	Aug 26	Aug 24	Aug 23	Aug 29	Aug 28
Late Registration Fee (\$25) Begins	Aug 27	Aug 25	Aug 24	Aug 30	Aug 29
Labor Day Holiday	Sep 2	Sep 7	Sep 6	Sep 5	Sep 4
Late Registration and Drop/Add End	Sep 6	Sep 4	Sep 3	Sep 9	Sep 8
Deadline Credit/Audit (UG)	Sep 6	Sep 4	Sep 3	Sep 9	Sep 8
Fall Break	Oct 21/22	Oct 19/20	Oct 18/19	Oct 24/25	Oct 23/24
Mid-Semester Grades Due (UG)	Oct 21	Oct 19	Oct 18	Oct 24	Oct 23
Deadline for removal of prev. term "I" grades (UG)	Nov 8	Nov 6	Nov 5	Nov 11	Nov 10
Deadline Credit/Audit (G)	Nov 8	Nov 6	Nov 5	Nov 11	Nov 10
Deadline for Class Withdrawal and P/NP (upperclass UG)	Nov 8	Nov 6	Nov 5	Nov 11	Nov 10
Registration for Spring Begins (UG)	Nov 11	Nov 9	Nov 8	Nov 14	Nov 13
Thanksgiving Holidays	Nov 28/29	Nov 26/27	Nov 25/26	Nov 24/25	Nov 23/24
Deadline for Class Withdrawal and P/NP (first year UG)	Dec 6	Dec 4	Dec 3	Dec 9	Dec 8
Deadline for removal of prev. term "I" grades (G)	Dec 6	Dec 4	Dec 3	Dec 9	Dec 8
Last Day of Class	Dec 6	Dec 4	Dec 3	Dec 9	Dec 8
Reading Days	Dec 9, 13	Dec 7, 11	Dec 6, 10	Dec 12, 16	Dec 11, 15
Final Exams Begin	Dec 10	Dec 8	Dec 7	Dec 13	Dec 12
Final Exams End	Dec 18	Dec 16	Dec 15	Dec 21	Dec 20
Final Grades Due by 11:00 am	Dec 20	Dec 18	Dec 17	Dec 23	Dec 22
Fall Awarding of Degrees	Jan 17 (2020)	Jan 15 (2021)	Jan 14 (2022)	Jan 20 (2023)	Jan 19 (2024)
<b>SPRING</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Registration (and Drop/Add) Begin (UG)	Nov 11 (2019)	Nov 9 (2020)	Nov 8 (2021)	Nov 14 (2022)	Nov 13 (2023)
Martin Luther King Jr. Holiday	Jan 20	Jan 18	Jan 17	Jan 16	Jan 15
Classes Begin	Jan 13	Jan 11	Jan 10	Jan 17	Jan 16
Late Registration Fee (\$25) Begins	Jan 14	Jan 12	Jan 11	Jan 18	Jan 17
Late Registration and Drop/Add End	Jan 24	Jan 22	Jan 21	Jan 27	Jan 26
Deadline Credit/Audit (UG)	Jan 24	Jan 22	Jan 21	Jan 27	Jan 26
Mid-Semester Grades Due (UG)	Mar 9	Mar 8	Mar 7	Mar 13	Mar 11
Spring Break	Mar 9-13	Mar 8-12	Mar 7-11	Mar 13-17	Mar 11-15
Deadline for removal of prev. term "I" grades(UG)	Mar 27	Mar 26	Mar 25	Mar 31	Mar 29
Deadline Credit/Audit (G)	Mar 27	Mar 26	Mar 25	Mar 31	Mar 29
Deadline for Class Withdrawal and P/NP (upperclass UG)	Mar 27	Mar 26	Mar 25	Mar 31	Mar 29
Open registration for Summer Begins (UG)	Mar 30	Mar 29	Mar 28	Apr 3	Apr 1
Open registration for Fall Begins (UG)	Apr 6	Apr 5	Apr 4	Apr 10	Apr 8
Deadline for Class Withdrawal and P/NP (first year UG)	Apr 27	Apr 26	Apr 25	May 1	Apr 29
Deadline for removal of prev. term "I" grades(G)	Apr 27	Apr 26	Apr 25	May 1	Apr 29
Last Day of Class	Apr 27	Apr 26	Apr 25	May 1	Apr 29
Reading Days	Apr 28/29	Apr 27/28	Apr 26/27	May 2/3	Apr 30/May 1
Final Exams Begin	Apr 30	Apr 29	Apr 28	May 4	May 2
Final Exams End	May 7	May 6	May 5	May 11	May 9
Final Grades Due by 11:00 am	May 9	May 8	May 7	May 13	May 11
University Commencement	May 17	May 16	May 15	May 21	May 19
<b>SUMMER</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Classes Begin	Jun 1	Jun 1	Jun 6	Jun 5	Jun 3
Independence Day Holiday	Jul 3	Jul 5	Jul 4	Jul 4	Jul 4
Classes End	Jul 27	Jul 27	Aug 1	Jul 31	Jul 29
Final Grades Due 12:00 noon	Jul 29	Jul 29	Aug 3	Aug 2	Jul 31
Summer Awarding of Degrees	Aug 14	Aug 13	Aug 19	Aug 18	Aug 16

# Health Education Campus Update

February 25, 2019

Steve Campbell, Vice President

Campus Planning and Facilities Management











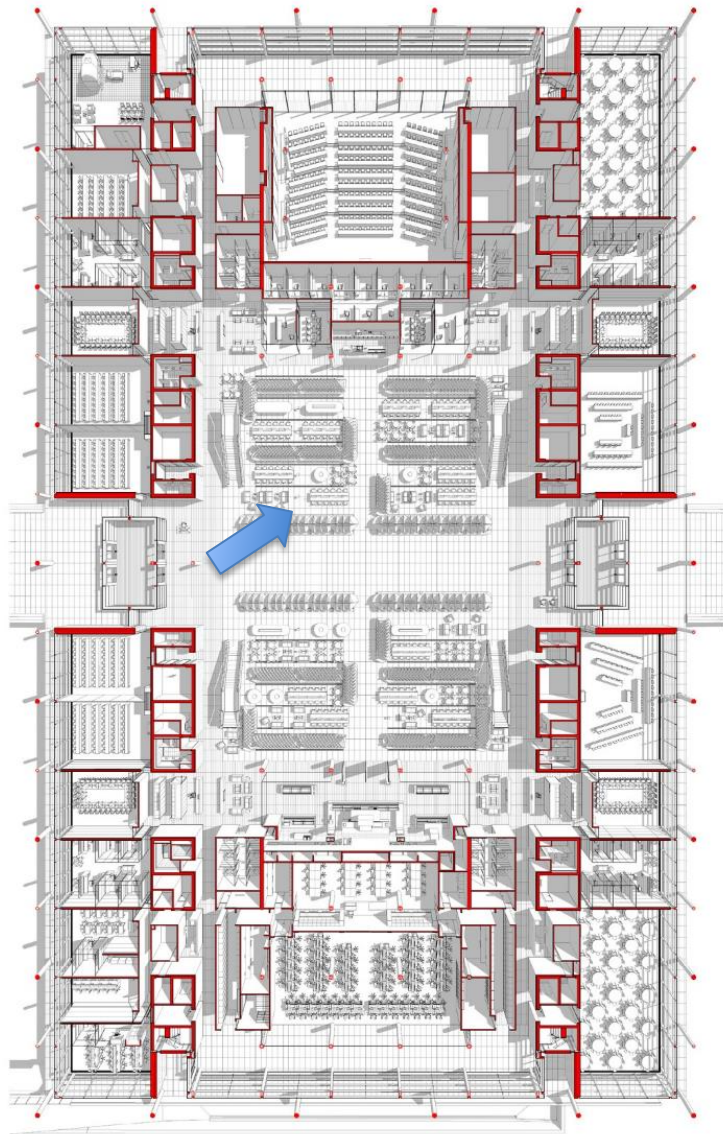








# Atrium





# Reception



# Office





# Lecture Hall











Chester

United Rentals

Building the Future of Dental Health  
Bringing Care to the Community



# Patient Waiting Areas





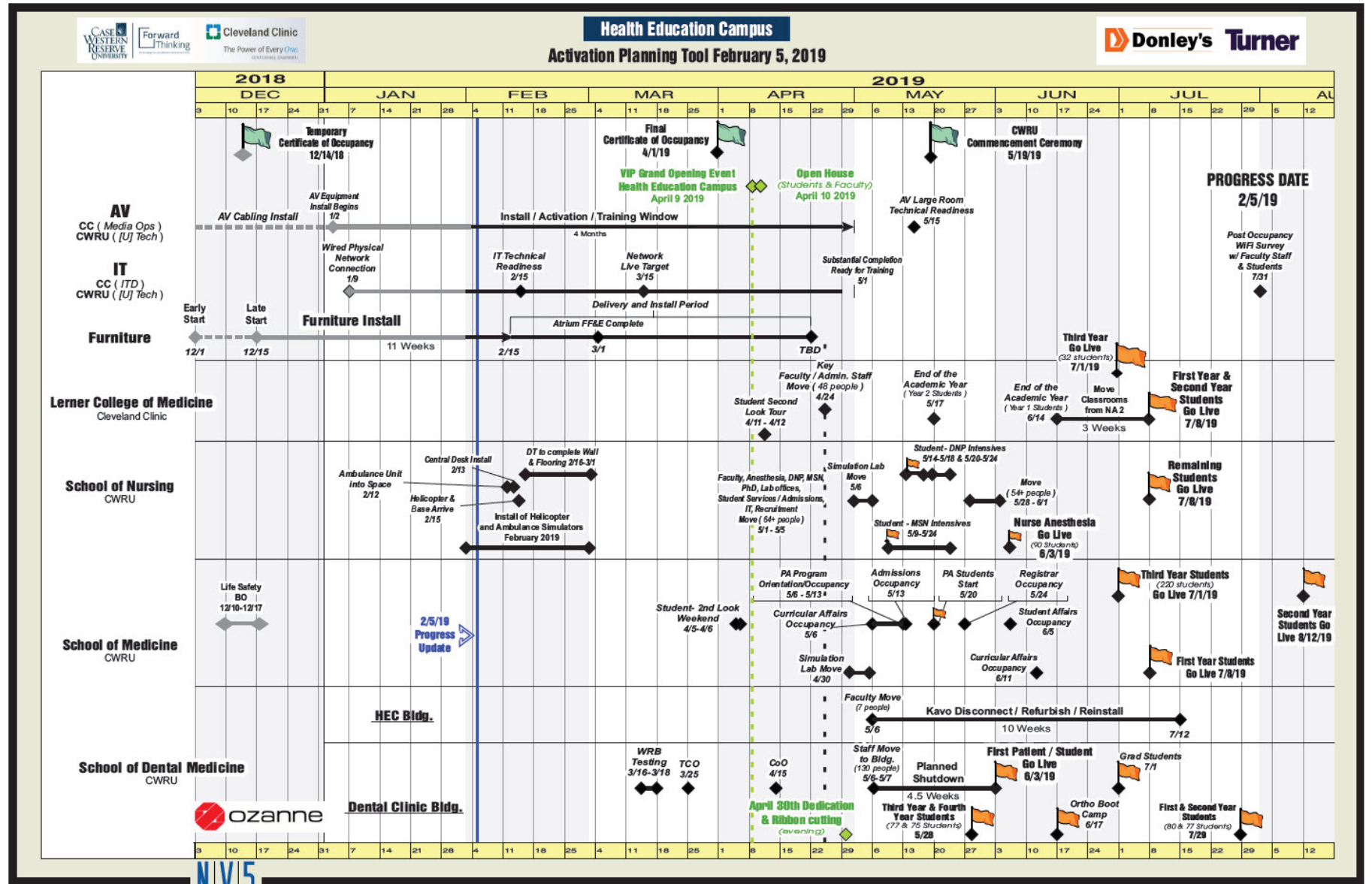
# Clinical Areas



# Activation Schedule

## First Move-in Date:

CCLCM	24 Apr
MED	30 Apr
NURS	1 May
DENT	6 May





## Teaching in the SAGES First and University Seminars

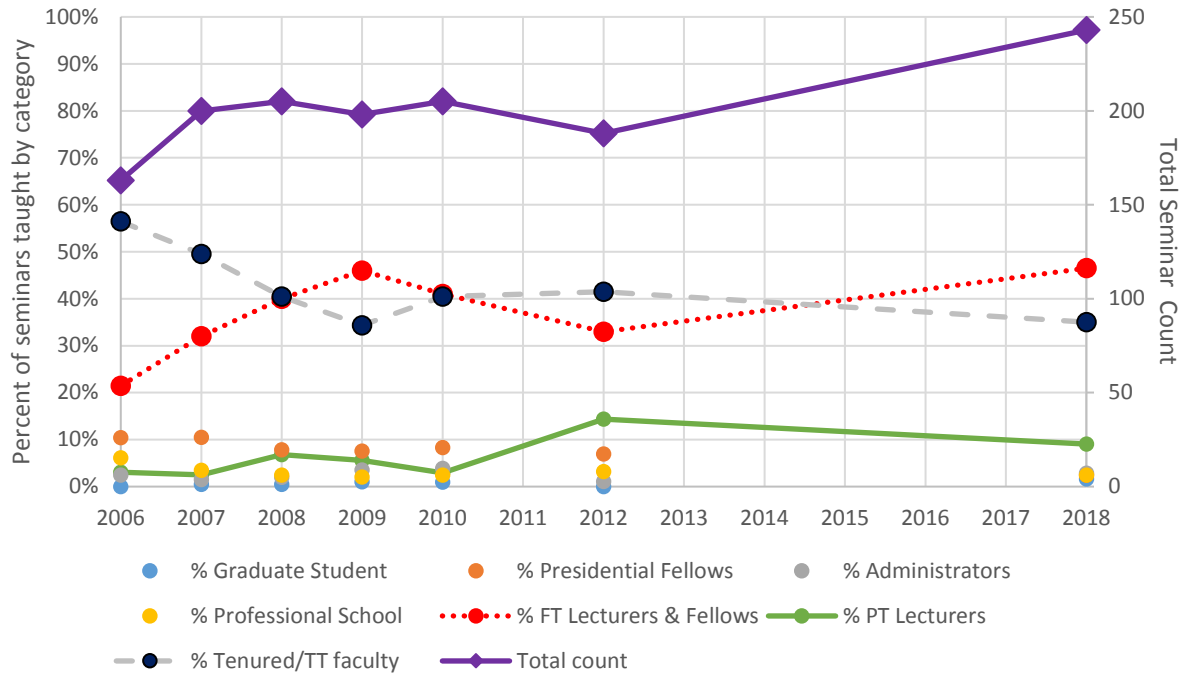
Instruction within the SAGES program is provided by individuals who fall into seven categories:

1. Tenured/tenure-track faculty members from the UPF (Undergraduate Program Faculty)
2. Full-time lecturers (including SAGES Fellows) selected by SAGES or a department/school
3. Part-time lecturers
4. Faculty from the professional schools
5. Presidential Fellows (part-time positions for distinguished and accomplished individuals who may not have an academic background)
6. Individuals who hold administrative positions at CWRU
7. Graduate students (primarily from the Department of English)

### Historical Data

Academic Year	2005 - 2006	2006 - 2007	2007 - 2008	2008- 2009	2009 - 2010	2011 - 2012	2017- 2018
Total Seminars	163	200	205	198	205	188	243
Percentage of seminars taught by instructor category							
Tenured/Tenure Track Faculty	56.4%	49.5%	40.5%	34.3%	40.5%	41.5%	35.0%
Full-time Lecturers ( & SAGES Fellows)	21.5%	32.0%	40.0%	46.0%	41.0%	33.0%	46.5%
Part-time lecturers	3.1%	2.5%	6.8%	5.6%	2.9%	14.4%	9.1%
Professional School Faculty	6.1%	3.5%	2.4%	2.0%	2.4%	3.2%	2.5%
Presidential Fellows	10.4%	10.5%	7.8%	7.6%	8.3%	6.9%	2.5%
Administrators	2.5%	1.5%	2.0%	3.5%	3.9%	1.1%	2.9%
Graduate Student	0.0%	0.5%	0.5%	1.0%	1.0%	0.0%	1.6%

### SAGES Seminar Teaching



## Faculty by Category Summary

**Notes:**

Senior administrators with faculty status are excluded from these counts

Part-time faculty counts exclude staff with adjunct appointments; they are reported on IPEDS as staff

Medical faculty counts include only those faculty on CWRU's payroll (for any amount)

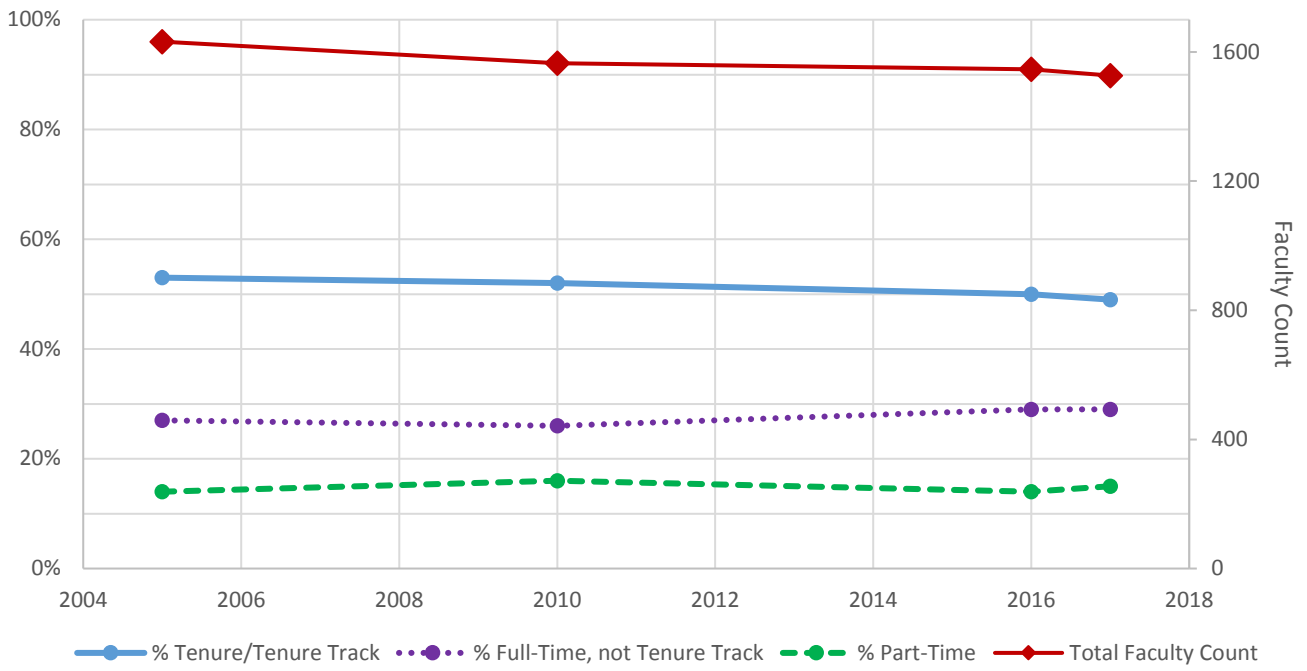
	Excluding Medicine			
	2005	2010	2016	2017
Tenured / Tenure Track Faculty	495	488	484	481
Non-Tenure Track / Trustee-Appointed	90	149	185	192
Other Full-Time Instructional	84	90	93	101
Part-Time / Adjunct Faculty	206	224	188	204
<b>Grand Total</b>	<b>875</b>	<b>951</b>	<b>950</b>	<b>978</b>

% Tenured / Tenure Track	57%	51%	51%	49%
% Trustee-Appointed (TT+NTT)	67%	67%	70%	69%
% Part-Time	24%	24%	20%	21%

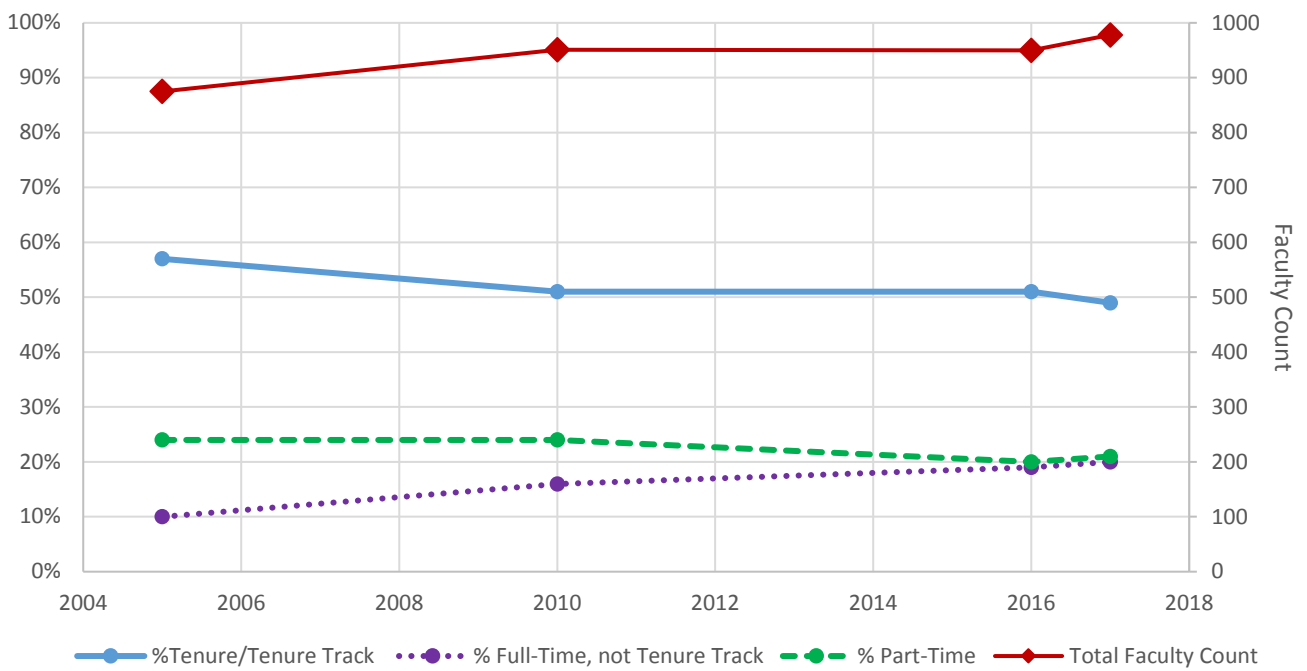
	All Schools			
	2005	2010	2016	2017
Tenured / Tenure Track Faculty	870	813	767	751
Non-Tenure Track / Trustee-Appointed	443	402	456	439
Other Full-Time Instructional	91	94	101	106
Part-Time / Adjunct Faculty	228	256	222	231
<b>Grand Total</b>	<b>1,632</b>	<b>1,565</b>	<b>1,546</b>	<b>1,527</b>

% Tenured / Tenure Track	53%	52%	50%	49%
% Trustee-Appointed (TT+NTT)	80%	78%	79%	78%
% Part-Time	14%	16%	14%	15%

### Faculty Appointment Category (All Schools)



### Faculty Appointment Category (Excluding Medicine)



**Faculty by Category and School 2005**

Data as of approximately July 1, 2005

**Notes:**

Senior administrators with faculty status are excluded from these counts

Part-time faculty counts exclude staff with adjunct appointments; they are reported on IPEDS as staff

Medical faculty counts include only those faculty on CWRU's payroll (for any amount)

	CAS	CSE	DENT	LAW	MSASS	NURS	WSOM	SAGES	Subtotal excl MED	Percent of total	MED	Grand Total	Percent of total
<b>Tenured / Tenure Track Faculty</b>													
Professor	101	57	4	27	9	8	27		233		162	395	
Associate Professor	56	28	10	5	7	12	23		141		80	221	
Assistant Professor	43	24	16	3	2	12	21		121		133	254	
Tenured / tenure-track Total	200	109	30	35	18	32	71		495	57%	375	870	53%
<b>Non-Tenure Track / Trustee-Appointed</b>													
Professor				4			1		5		41	46	
Associate Professor			7	2					9		90	99	
Assistant Professor			16			8			24		156	180	
Instructor / Sr Instructor	13		10	5	6	18			52		66	118	
Non-Tenure-Track Total	13		33	11	6	26	1		90	10%	353	443	27%
<b>Other Full-Time Instructional</b>													
Visiting Faculty	20		3	1	5		3		32		7	39	
Professor for Practice							5		5			5	
Full Time Lecturer	27		1			15	4		47			47	
Other Full-Time Total	47		4	1	5	15	12		84	10%	7	91	6%
<b>Part-Time / Adjunct Faculty</b>													
Adjunct/Clinical Professor	2	2		44			1		49		3	52	
Adj/Clin Assoc Professor	2	1	3	13					19		4	23	
Adj/Clin Assistant Professor	11		1	20					32		4	36	
Adj/Clin Instructor	2	1	1	4	33	1			42		6	48	
Part Time Lecturer	23	2				17	22	5	69			69	
Part-Time / Adjunct Total	40	6	5	81	33	18	23	5	206	24%	17	228	14%
Grand Total	300	115	72	128	62	91	107	5	875		752	1,632	

**Faculty by Category and School, Fall 2010**

As reported on the federal IPEDS Human Resources Survey 2010-11

**Notes:**

Senior administrators with faculty status are excluded from these counts

Part-time faculty counts exclude staff with adjunct appointments; they are reported on IPEDS as staff

Medical faculty counts include only those faculty on CWRU's payroll (for any amount)

	CAS	CSE	DENT	LAW	MSASS	NURS	WSOM	SAGES	Subtotal excl MED	Percent of total	MED	Grand Total	Percent of total
<b>Tenured / Tenure Track Faculty</b>													
Professor	100	62	9	25	8	12	29		245		133	378	
Associate Professor	69	29	11	2	6	7	8		132		73	205	
Assistant Professor	57	13	11	1	5	10	14		111		119	230	
Tenured / tenure-track Total	226	104	31	28	19	29	51		488	51%	325	813	52%
<b>Non-Tenure Track / Trustee-Appointed</b>													
Professor				7		1	4		12		55	67	
Associate Professor		2	8	6		8	7		31		67	98	
Assistant Professor		1	15	1	2	14	2		35		85	120	
Instructor / Sr Instructor	25	1	11		4	30			71		46	117	
Non-Tenure-Track Total	25	4	34	14	6	53	13		149	16%	253	402	26%
<b>Other Full-Time Instructional</b>													
Visiting Faculty	5	1	6	10	1	2	2		27		4	31	
Full Time Lecturer	53		1			9			63			63	
Other Full-Time Total	58	1	7	10	1	11	2		90	9%	4	94	6%
<b>Part-Time / Adjunct Faculty</b>													
Adjunct/Clinical Professor	4	2		36			27		69			69	
Adj/Clin Assoc Professor	3	1	1	3	3		1		12		3	15	
Adj/Clin Assistant Professor	10		1	5	3	1			20		3	23	
Adj/Clin Instructor	5	5	2	3	34		6		55		6	61	
Part Time Lecturer	41	7				18	2	20	88			88	
Part-Time / Adjunct Total	63	15	4	47	40	19	36	20	224	24%	12	256	16%
Grand Total	372	124	76	99	66	112	102	20	951		594	1,565	

**Faculty by Category and School, Fall 2016**

As reported on the federal IPEDS Human Resources Survey 2016-17

**Notes:**

Senior administrators with faculty status are excluded from these counts

Part-time faculty counts exclude staff with adjunct appointments; they are reported on IPEDS as staff

Medical faculty counts include only those faculty on CWRU's payroll (for any amount)

	CAS	CSE	DENT	LAW	MSASS	NURS	WSOM	SAGES	Subtotal excl MED	Percent of total	MED	Grand Total	Percent of total
<b>Tenured / Tenure Track Faculty</b>													
Professor	106	64	10	21	9	9	26		245		144	389	
Associate Professor	80	25	13	2	7	8	14		149		70	219	
Assistant Professor	40	20	7	2	3	8	10		90		69	159	
Tenured / tenure-track Total	226	109	30	25	19	25	50		484	51%	283	767	50%
<b>Non-Tenure Track / Trustee-Appointed</b>													
Professor		3	3	7		4	7		24		60	84	
Associate Professor		2	13	1		9	4		29		67	96	
Assistant Professor		6	15	4	5	12	5		47		111	158	
Instructor / Sr Instructor	31	1	10	3	4	36			85		33	118	
Non-Tenure-Track Total	31	12	41	15	9	61	16		185	19%	271	456	29%
<b>Other Full-Time Instructional</b>													
Visiting Faculty	5	2	10	3		1	2		23		8	31	
Full Time Lecturer	67				3				70			70	
Other Full-Time Total	72	2	10	3	3	1	2		93	10%	8	101	7%
<b>Part-Time / Adjunct Faculty</b>													
Adjunct/Clinical Professor	3	5		25			34		67		2	69	
Adj/Clin Assoc Professor	2	1	1		1				5		3	8	
Adj/Clin Assistant Professor	8	2	3						13		7	20	
Adj/Clin Instructor	3	3	1		33		3		43		13	56	
Part Time Lecturer	36	7				17		9	69			69	
Part-Time / Adjunct Total	52	18	5	25	34	17	37	9	188	20%	25	222	14%
Grand Total	381	141	86	68	65	104	105	9	950		587	1,546	

**Faculty by Category and School, Fall 2017**

As reported on the federal IPEDS Human Resources Survey 2017-18

**Notes:**

Senior administrators with faculty status are excluded from these counts

Part-time faculty counts exclude staff with adjunct appointments; they are reported on IPEDS as staff

Medical faculty counts include only those faculty on CWRU's payroll (for any amount)

	CAS	CSE	DENT	LAW	MSASS	NURS	WSOM	SAGES	Subtotal excl MED	Percent of total	MED	Grand Total	Percent of total
<b>Tenured / Tenure Track Faculty</b>													
Professor	111	59	11	21	8	8	28		246		144	390	
Associate Professor	79	26	12	1	8	8	12		146		74	220	
Assistant Professor	34	22	8	1	4	9	11		89		52	141	
Tenured / tenure-track Total	224	107	31	23	20	25	51		481	49%	270	751	49%
<b>Non-Tenure Track / Trustee-Appointed</b>													
Professor		3	3	7		4	7		24		64	88	
Associate Professor		2	14	1		11	5		33		61	94	
Assistant Professor		6	15	4	8	12	9		54		90	144	
Instructor / Sr Instructor	29	1	11	3	4	33			81		32	113	
Non-Tenure-Track Total	29	12	43	15	12	60	21		192	20%	247	439	29%
<b>Other Full-Time Instructional</b>													
Visiting Faculty	12		8	1		2	3		26		5	31	
Full Time Lecturer	68			5	2				75			75	
Other Full-Time Total	80	0	8	6	2	2	3		101	10%	5	106	7%
<b>Part-Time / Adjunct Faculty</b>													
Adjunct/Clinical Professor	4	6	1	24			30		65		2	67	
Adj/Clin Assoc Professor	1		1		1				3		1	4	
Adj/Clin Assistant Professor	8	4	3			1			16		6	22	
Adj/Clin Instructor	3	3	1		40		2		49		18	67	
Part Time Lecturer	38	4				20		9	71			71	
Part-Time / Adjunct Total	54	17	6	24	41	21	32	9	204	21%	27	231	15%
Grand Total	387	136	88	68	75	108	107	9	978		549	1,527	



Your Name: Cynthia Beall on behalf of the ??Faculty Senate Executive Committee

Your Email: cmb2@case.edu

Your phone # 216 368 2277

The focus of your discussion (book, podcast, topic, etc.): **Making Faculty Senate More Effective**

Reading materials:

- <https://www.chronicle.com/article/Exactly-What-Is-Shared/47065>
- [https://en.wikipedia.org/wiki/Governance\\_in\\_higher\\_education](https://en.wikipedia.org/wiki/Governance_in_higher_education)
- <https://case.edu/facultysenate/>
- *The Fall of the Faculty*, B. Ginsberg, 2011, Oxford U Press, Oxford.

Why do you think this topic would be of interest to the campus community?

The Faculty Senate is the sole university-wide means for faculty to participate in the shared governance of Case Western Reserve University. “Shared governance is .... complex; it is a delicate balance between faculty and staff participation in planning and decision-making processes, on the one hand, and administrative accountability on the other.” (<https://www.chronicle.com/article/Exactly-What-Is-Shared/47065> last accessed [2/24/2019](https://www.chronicle.com/article/Exactly-What-Is-Shared/47065)). It follows that the effectiveness of the Faculty Senate contributes to the value of the entire University, its rankings, and its reputation.

In the context of Provost Vinson’s THINK BIG strategic planning initiative to prepare Case Western Reserve University to thrive in the future, the 2018-19 Faculty Senate invites all university members to attend and contribute to a discussion on making Faculty Senate a real contributor to our future.

Event Name: **Making Faculty Senate more effective**

Time: Friday 11:30 – 1:30 so that people can come and go

Date: March 22, 2019

Location: The Mandel Center room 108

## BACKGROUND

The Preamble of the Faculty Handbook states “The Board of Trustees of the University has delegated to the University Faculty certain powers and responsibilities within the scope of faculty competence and consisting of the conduct of the institution's educational, research and scholarly activities.” The Faculty Senate exercises those powers and responsibilities.

Examples of points for discussion include:

- How effective are the Faculty Senate meetings (and standing committee meetings) at planning and decision-making processes?
- Are there alternatives to the current structure?
- Does the current Faculty Senate adequately represent all faculty?
- Does the Faculty Senate effectively use the knowledge and skills of the faculty?
- Does the Faculty Senate promote high effort by faculty?
- Is Faculty Senate a forum where difficult choices can be made while remaining a cohesive body?

Deliverable:

- Three or four major points to forward to the Thinkers. “Thinkers are the centerpiece of the university’s new approach to strategic planning and will participate in intimate conversations with the provost, initiate dialogue with the campus community and make the final recommendations about areas where the university can expand or explore.” (<http://observer.case.edu/announcement-of-thinkers-kickstarts-strategic-planning/> last accessed 2/24/2019).
- Ideas for Faculty Senate to use for planning and perhaps change

Turnout will probably be modest. There are 47 senators and 148 members of committees. If 10% of those people attend this discussion, we would have an audience of about 20. If some non-voting faculty, staff, and administration attend, we might have another 20 in the audience.

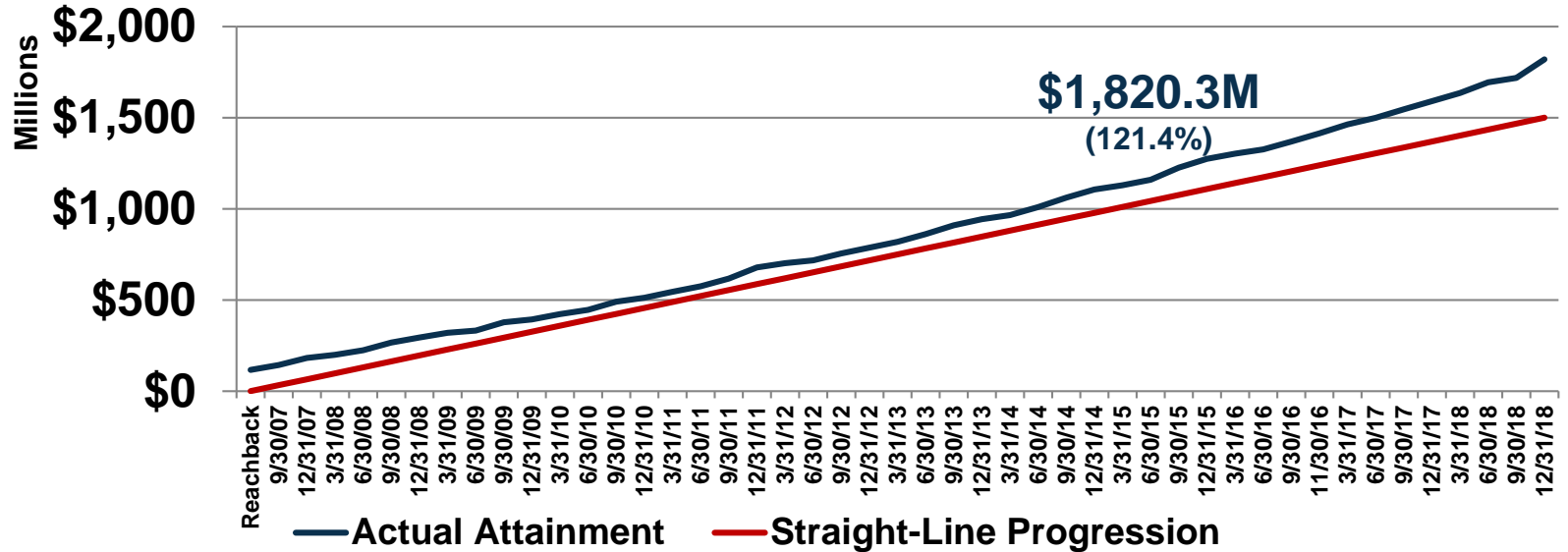
# January 31, 2019 Fiscal Year Update and Campaign Results

Monday, February 25, 2019

Bruce A. Loessin, Senior Vice President for University  
Relations and Development

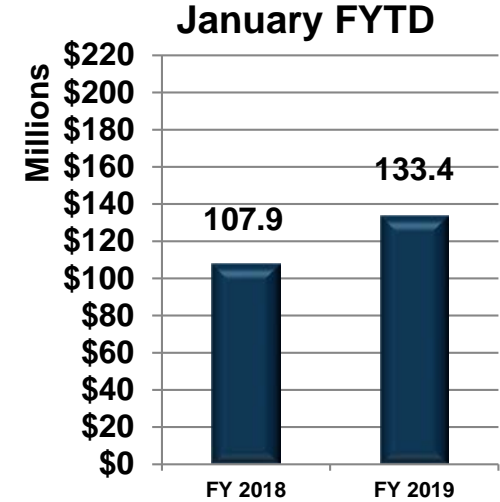
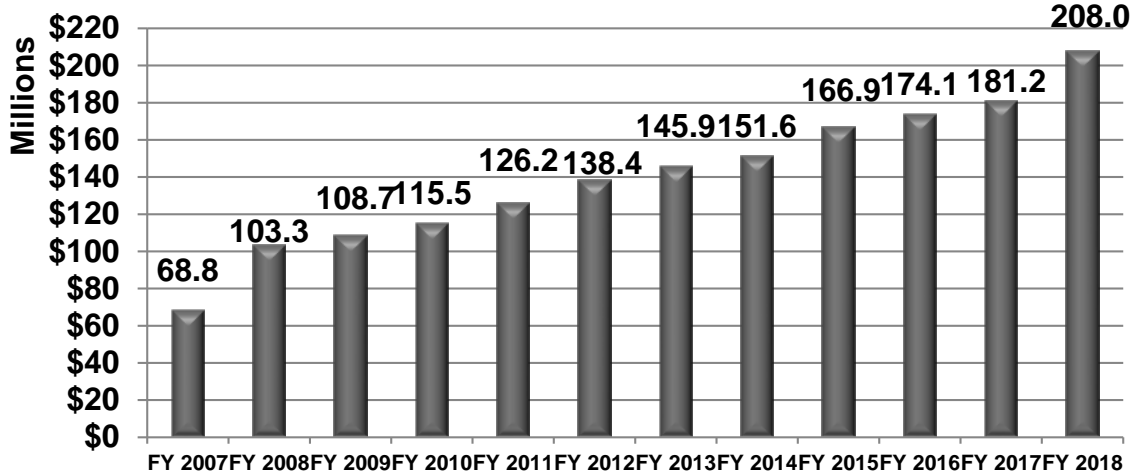
# Campaign Attainment Toward Goal

## December 31, 2018



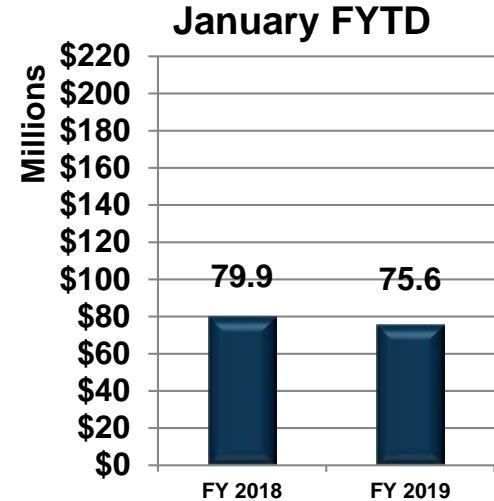
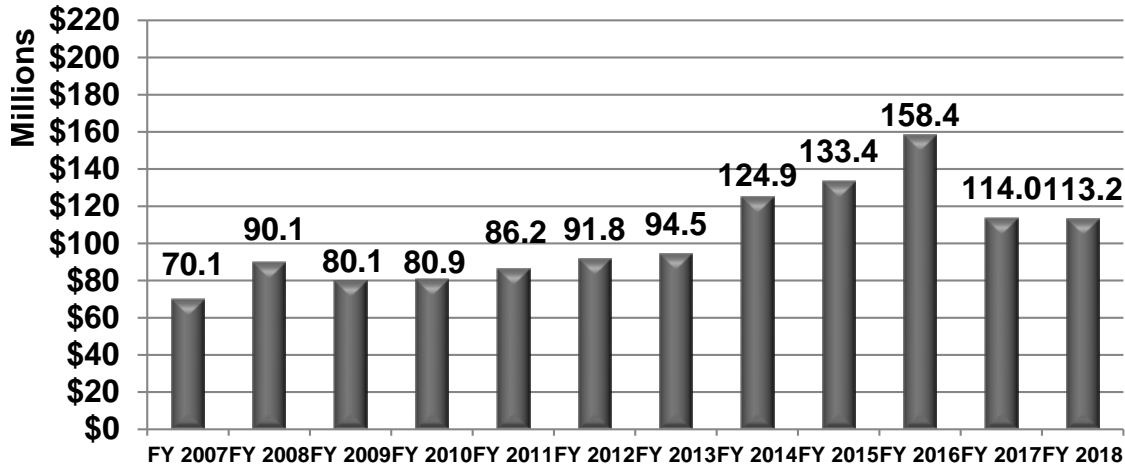
# Attainment Comparison Report

## Fiscal Year 2007 to Fiscal Year 2018 and January FYTD



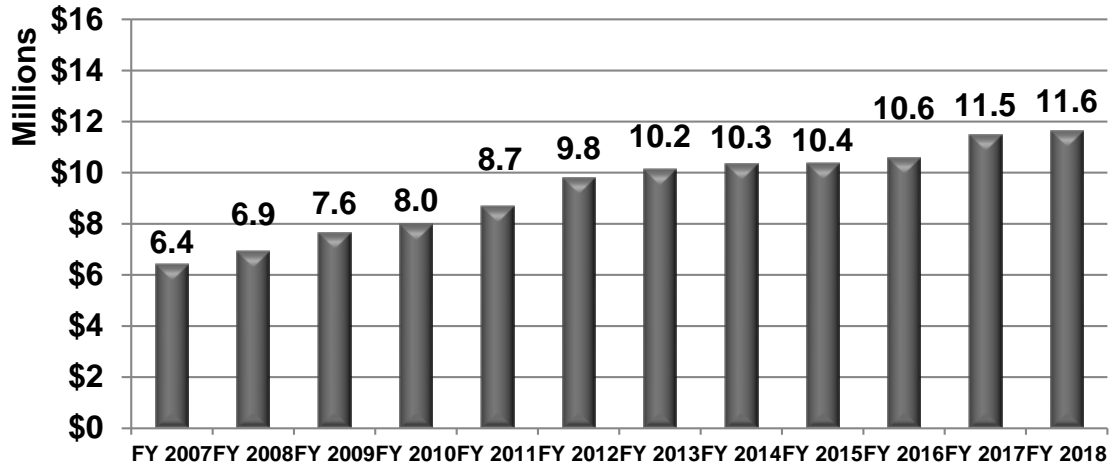
# Cash Comparison Report

## Fiscal Year 2007 to Fiscal Year 2018 and January FYTD



# Annual Fund Comparison Report

## Fiscal Year 2007 to Fiscal Year 2018 and January FYTD



**CREDIT OPINION**

20 April 2018

Rate this Research


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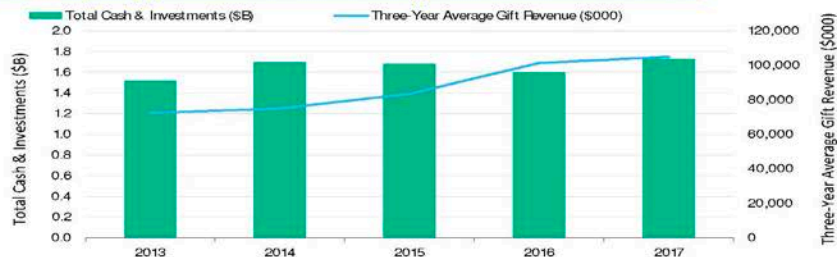
## Case Western Reserve University, OH

### Update to credit analysis

**Summary**

Case Western Reserve University's (CWRU; A1, stable) very good credit quality is supported by its significant wealth and continued strong philanthropy, as well as modest debt for an institution of its size. Furthermore, the university's strengthening national reputation as a large, comprehensive research university is driving higher enrollment and solid net tuition growth, increasing an already sizeable revenue base. Offsetting challenges include limited financial flexibility, as a significant portion of CWRU's wealth is permanently restricted and available liquid reserves provide only moderate protection against unforeseen expenses. Other credit considerations include the university's consistent, albeit slightly lower than peers, operating performance, and competitive operating environment for students and federal research awards.

Exhibit 1

**Strong philanthropic support will continue boosting total cash and investments**


Source: Moody's Investors Service



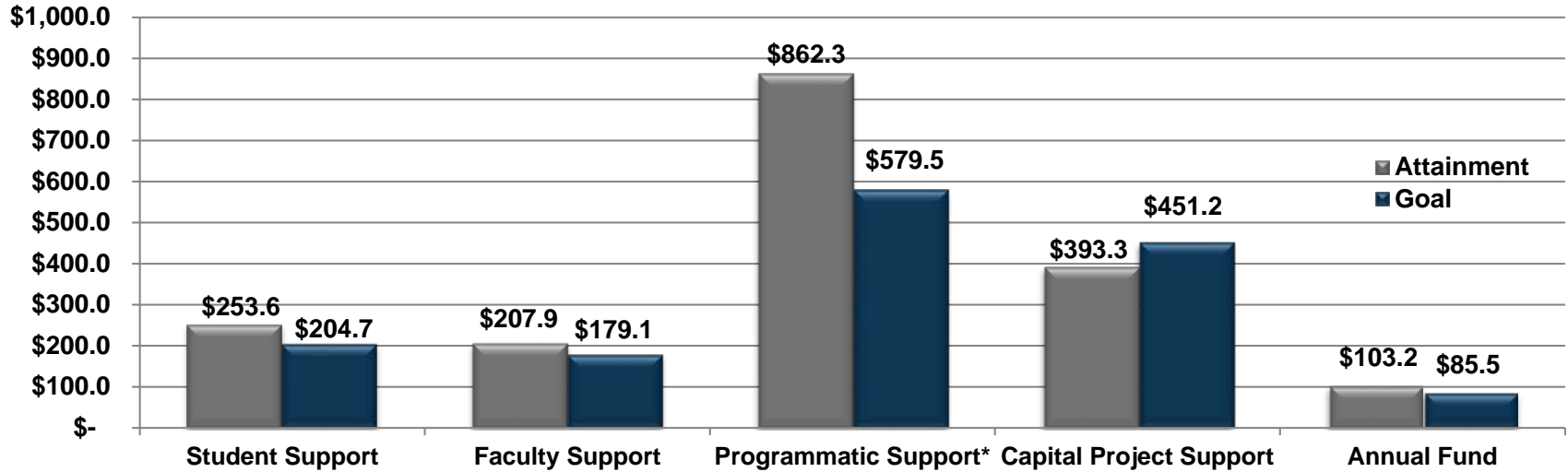
## Campaign Attainment by School and College

(MILLIONS)	CURRENT ATTAINMENT	ORIGINAL GOAL	CURRENT GOAL (%)	ATTAINMENT/GOAL
CAS	\$262.4	\$170	\$300 (20.0%)	87.5%
CSE	\$336.6	\$170	\$300 (20.0%)	112.2%
DEN	\$81.8	\$32	\$53 (3.5%)	154.4%
LAW	\$58.1	\$32	\$42 (2.8%)	138.2%
MED	\$666.1	\$350	\$500 (33.3%)	133.2%
WSOM	\$69.0	\$60	\$65 (4.3)%	106.2%
NURS	\$49.3	\$35	\$45 (3.0%)	109.6%
MSASS	\$45.4	\$35	\$41 (2.7%)	110.8%
UGEN	\$251.5	\$116	\$154 (10.3%)	163.3%
<b>TOTAL</b>	<b>\$1820.3</b>	<b>\$1000</b>	<b>\$1500</b>	<b>121.4%</b>

# Campaign by Purpose

## December 31, 2018

Attainment (\$1.820.3B) vs. Goal (\$1.5B)



\*Includes Research gifts and grants (\$337.8M) from non-government sources

# Campaign Highlights

## Donors

*60,000 donors to the campaign*

- *34,000 first-time donors*
- *Donors from all 50 states + Washington D.C., American Samoa, Puerto Rico, Guam, U.S. Virgin Islands, and 75 foreign countries*

# Campaign Highlights

## Alumni

*Over 46,000 alumni (40%) contributed to campaign*

# Campaign Highlights

## Scholarships

*\$253.6 million raised for scholarships*

- *5,800 donors to nearly 1,500 scholarship funds*
- *\$46.7 million in new scholarships raised since the start of THINK SCHOLARSHIP campaign*



# Campaign Highlights

## Professorships

*98 professorships started or completed since the start of the campaign*

# Campaign Highlights

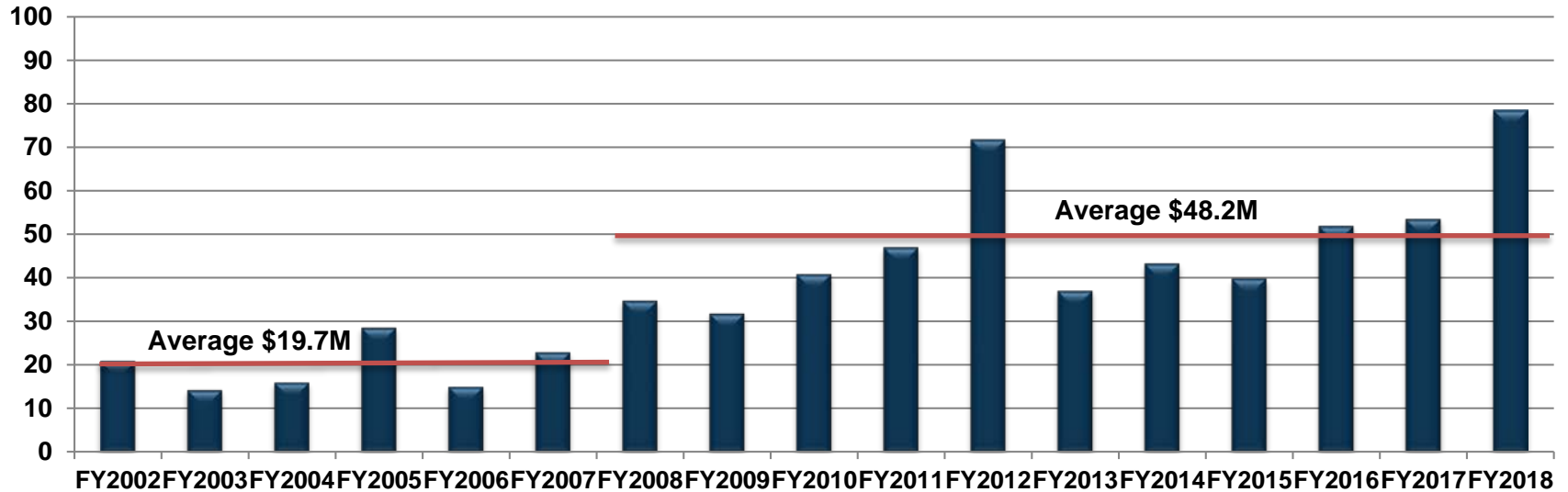
## Endowment Attainment

*\$580.6 million total endowment attainment*

- *32% of total campaign attainment compared to 22.0% prior to the campaign*
- *Annual cash contributions to the endowment averaged \$24 million during the campaign, up from \$15 million prior to the campaign – a 60% increase*

# Campaign Highlights

## Endowment Attainment



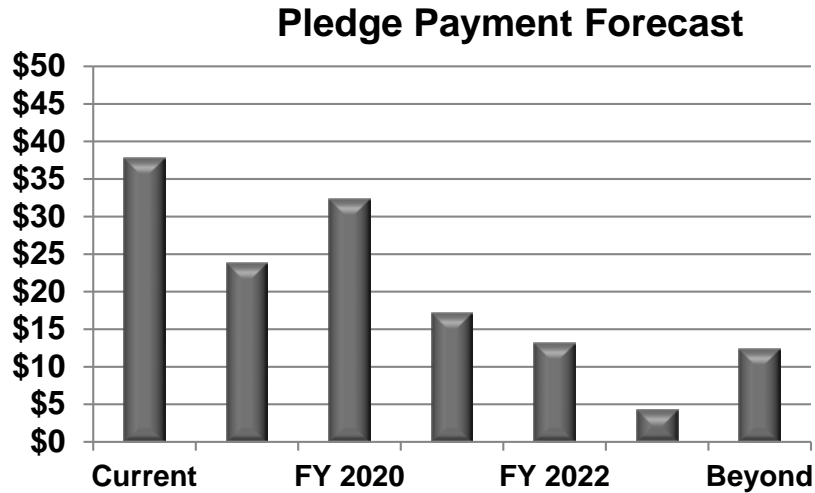
# Campaign Highlights

## Overall Cash

*\$1.31 billion in cash in received during the campaign*

- *71.9% of attainment*
- *Only 1% from gifts in kind*

# Outstanding Pledge Balances by Fiscal Year



## Outstanding Pledge Balances (\$206M)

- Over 90% forecasted to come in over the next five fiscal years
- Includes approximately \$65M in signed agreements with open pledge schedules

## Signed Estate Agreements (\$279M)

- Only counted in attainment if donor is over 70 years of age
- Average estate donor is 80 years of age



# Campaign Highlights

## Prospects

*18,000 new major gift prospects identified during the campaign*

**Environmental NTRN, food systems sustainability, & health**

**Rationale:**

**INTERCONNECTION –FOOD/FOOD SYSTEMS/HEALTH/ENVIRONMENT**

**DGA: foundational to Public health- added in sustainability, 2015**

**Alignment CWRU STRATEGIC PLAN:**

**“ADVANCING INTERDISCIPLINARY INITIATIVES THAT ALIGN OUR EXPERTISE TO WORLD’S MOST PRESSING NEEDS”**

**“SCHOLARSHIP THAT DEEPENS OUR UNDERSTANDING”**

**VISION: “SUPPORT ADVANCEMENT OF THRIVING DISCIPLINES & NEW AREAS OF INTERDISCIPLINARY EXCELLENCE”**

**Support:**

**-Dr. Orman (chair “capacity is fine’ for intro environmental thinking)**

**- Dr. McCall-course instructor**

**-Dean SOM/ Dept. Chair**

**Resources: Existing**

**Intro Environ.Thinking (101);**

**340 (global food systems); 342; 201; 200; + elective**

**Electives: 328; 343; 341; 337; 300; 351**

**DESCRIPTION – New Minor Program – Nutrition Department: FINAL VERSION (Nov. 13, 2018)**

**College/School:** School of Medicine  
**Department:** Nutrition

**PROPOSED:**        major  
  X   minor  
       program  
       sequence  
       degree

**TITLE:** Environmental Nutrition, Food Systems Sustainability, and Health

Faculty Coordinator:

James H. Swain, PhD, RDN, LD, FAND

Associate Professor and Director DPD

(Environmental Nutrition, Food Systems Sustainability, and Health Minor Coordinator)

Office Tel: (216) 368-8554

Email: [james.swain@case.edu](mailto:james.swain@case.edu)

Description and rationale for this new minor:

- 1) Environmental change impacts humans worldwide, with an influence lasting many generations into the future. An in depth understanding of the interplay between food systems – global food production, distribution, and selection – and environment and sustainability issues, as related to human nutrition, health, and well-being has never been more important. This new minor draws upon the specific expertise of faculty in the Nutrition Department and Environmental Studies. By completing this minor program, students will be better prepared to initiate, participate, and lead efforts aimed at resolving issues related to the environment, human health, and food systems sustainability.
- 2) This Environmental Nutrition, Food Systems Sustainability, and Health Minor will allow students to develop, examine, and apply knowledge in the related areas of food quality, feasible long-term global food systems, food science and chemistry, human nutrient requirements, and ethnic/cultural aspects of food production, selection, and preparation. A key concept will involve how environmental and sustainability issues directly affect the nutritive qualities of foods, thereby directly effecting human nutrition, health, and well-being.
- 3) Student will take courses covering aspects of human nutrition, food science/food chemistry, and environmental issues effecting food systems, with hands-on related culinary experience putting their knowledge into action.
- 4) There are no other minor programs like this at CWRU.

- 5) There are no other parallel minor programs available for undergraduate students within the regional Cleveland area.
- 6) Faculty Expertise: This new minor program is uniquely and strongly suited to provide students with the opportunity to receive instruction by experts in the fields of food science and nutrition, food systems sustainability, environmental studies, and health.
  - a. The coordinator for this new minor is Dr. James Swain – he is Associate Professor in Nutrition and has been Director of the Dietetics Program in the Department of Nutrition at Case Western Reserve University since 2003. Prior to joining the faculty at Case, Dr. Swain was a research scientist/post-doctoral fellow for the United States Department of Agriculture (USDA). He is a Registered Dietitian Nutritionist (RDN), licensed nationally and also by the State Medical Board of Ohio. Dr. Swain has also served a five-year term on the U.S. Food and Drug Administration’s (FDA) Food Advisory Committee.
  - b. Dr. Swain recently relinquished teaching on of his other courses which he has taught for many years – NTRN 365 – and thus, a new course (NTRN 340) represents one of his new “core, anchor” courses.
- 7) This Environmental Nutrition, Food Systems Sustainability, and Health Minor will meet the needs of undergraduate students interested in preparing for careers related to nutrition, food policy, sustainability, agriculture, wellness, public health – on local, national, and international levels. Graduates will also be better prepared for and more competitive in pursuing careers in community and government agencies, academia, and current and evolving industries involved in food production and consumer products.
- 8) This minor program will enhance the activities of both the College of Arts and Sciences, as well as the Nutrition Department, School of Medicine, because many students who consider coming to Case are interested in multiple majors and minors.

Resources and admission:

- 1) The Department of Nutrition and the Environmental Studies Program have sufficient resources, faculty, and staff in place to fully coordinate and conduct this new minor program. Further, all of the courses within this minor will be taught by faculty who are experts in these respective areas of focus.
- 2) To be admitted to the minor, students are asked to submit a Declaration of Minor form to the Department of Nutrition.

The mission of this new minor is to:

*Provide students with a foundation of knowledge in the study of the interplay between nutritional and food sciences, environmental issues, and food systems sustainability and health.*



## Curriculum Requirements:

This minor program requires completion of five courses, plus one 3 cr. hr. course elective (16 credit hours total).

### Requirements: Course Number – Title (cr. hrs.):\*

NTRN 340\*\* – Global Food Systems: Environmental Issues, Sustainability, and Health (3)

NTRN 342\*\*\* – Food Science (3)

NTRN 201 – Introduction to Nutrition (3)

NTRN 200 – Case Cooks *H* – Healthy Lifestyles (includes session on *Carbon-Neutral Nutrition*) (1)

ESTD 101 – Introduction to Environmental Thinking (3)

Plus, one elective from any of the following courses (3):

NTRN 328 – Child Nutrition, Development, and Health

NTRN 343 – Dietary Patterns

NTRN 341 – Food as Medicine

NTRN 337 – Nutrition Communication, Counseling, and Behavior Change

NTRN 300 – Healthy Lifestyles as Medicine

NTRN 351 – Food Service Systems Management

Required courses – offerings:

Fall course options = NTRN 200, 201, and 342, and elective

Spring course options = NTRN 340, ESTD 101 (and elective, if not prior)

*Depending on the student's overall schedule, this minor program may be completed in as little as two semesters or spread over two or more semesters.*

*\*No more than six credit-hours may double-count between this minor and another major or minor offered by the Department of Nutrition.*

*\*\*The new course application for this course has already been submitted. (There are no prerequisites for this course.)*

*\*\*\*The prerequisite for NTRN 342 will be changed from CHEM 106 to CHEM 105; including CHEM 111 or equivalent.*

### Course size limits:

Courses will be limited to 50 students per class.

### Attendance requirements:

Attendance is mandatory; students are expected to attend all classes regularly. Students will receive the final grade of F and asked to drop the course(s) if there are more than 3 unexcused (i.e. non-medical, emergency, etc.) absences per course. The instructor may also report excessive absences to the Office of Undergraduate Studies, along with notifying the student's dean in writing. (See more at: <http://bulletin.case.edu/undergraduatestudies/policies/>)

Letters of Support already obtained:

CAS Departments:

Peter L. McCall, PhD – Professor - Department of Earth, Environmental, and & Planetary Policy, Department of Biology, Director, Program in Environmental Studies.

Jim Van Orman, PhD – Chair, Department of Earth, Environmental, and Planetary Studies

School of Medicine (CWRU):

Pamela Davis, MD, PhD - Dean and Professor, School of Medicine

Hope Barkoukis, PhD, RD, LD, FAND – Chair, Department of Nutrition

**Program Development Proposal**  
*FINAL VERSION*

Department: Nutrition

Submission Date: Nov. 13, 2018

**I. Introduction**

Proposed title and degree designation:

Environmental Nutrition, Food Systems Sustainability, and Health – New Minor Program

Proposed effective semester and year:

Fall 2019

*(CAS/UG Studies Dean Dr. Jeffrey Wolcowitz noted that the final proposal is to be submitted to the FSCUE Curriculum Subcommittee, which will process it in the regular manner.)*

Rationale for degree designation:

Environmental change impacts humans worldwide, with an influence lasting many generations into the future. An in depth understanding of the interplay between food systems – global food production, distribution, and selection – and environment and sustainability issues, as related to human nutrition, health, and well-being has never been more important. This new minor draws upon the specific expertise of faculty in the Nutrition Department and Environmental Studies. By completing this minor program, students will be better prepared to initiate, participate, and lead efforts aimed at resolving issues related to the environment, human health, and food systems sustainability.

This new minor program is uniquely and strongly suited to provide students with the opportunity to receive instruction by experts in the fields of food science and nutrition, food systems sustainability, environmental studies, and health.

There are no other minor programs like this at CWRU. There are no other parallel minor programs available for undergraduate students within the regional Cleveland area.

Definition of the focus of the initiative:

This Environmental Nutrition, Food Systems Sustainability, and Health Minor will allow students to develop, examine, and apply knowledge in the related areas of food quality, feasible long-term global food systems, food science and chemistry, human nutrient requirements, and ethnic/cultural aspects of food production, selection, and preparation. A key concept will involve how environmental and sustainability issues directly affect

the nutritive qualities of foods, thereby directly effecting human nutrition, health, and well-being.

Brief description of the initiative's disciplinary purpose and significance:

Mission of this new minor program = *Provide students with a foundation of knowledge in the study of the interplay between nutritional and food sciences, environmental issues, and food systems sustainability and health.*

This Environmental Nutrition, Food Systems Sustainability, and Health Minor will meet the needs of undergraduate students interested in preparing for careers related to nutrition, food policy, sustainability, agriculture, wellness, public health – on local, national, and international levels. Graduates will also be better prepared for and more competitive in pursuing careers in community and government agencies, academia, and current and evolving industries involved in food production and consumer products.

## II. Proposed Curriculum

Description of proposed curriculum:

Student will take courses covering aspects of human nutrition, food science/food chemistry, and environmental issues effecting food systems, with hands-on related culinary experience putting their knowledge into action.

Outline of requirements and electives, including any anticipated courses\*:

This minor program requires completion of five courses, plus one 3 cr. hr. course elective (16 credit hours total).

Requirements: Course Number – Title (cr. hrs.)\*:

- NTRN 340\*\* – Global Food Systems: Environmental Issues, Sustainability, and Health (3)
- NTRN 342\*\*\* – Food Science (3)
- NTRN 201 – Introduction to Nutrition (3)
- NTRN 200 – Case Cooks *H* – Healthy Lifestyles (includes session on *Carbon-Neutral Nutrition*) (1)
- ESTD 101 – Introduction to Environmental Thinking (3)
- Plus, one elective from any of the following courses (3):
  - NTRN 328 – Child Nutrition, Development, and Health
  - NTRN 343 – Dietary Patterns
  - NTRN 341 – Food as Medicine
  - NTRN 337 – Nutrition Communication, Counseling, and Behavior Change
  - NTRN 300 – Healthy Lifestyles as Medicine
  - NTRN 351 – Food Service Systems Management

Required courses – offerings:

Fall course options = NTRN 200, 201, and 342, and elective

Spring course options = NTRN 340, ESTD 101 (and elective, if not prior)

Depending on the student's overall schedule, this minor program may be completed in as little as two semesters, but in the majority of cases we anticipate work on this minor to be spread over two or more semesters.

Enrollment is not expected to be an issue for any of the above courses – see sections III and V below.

*Please note:*

*\*No more than six credit-hours may double-count between this minor and another major or minor offered by the Department of Nutrition.*

*\*\*The new course application for this course has already been submitted. (There are no prerequisites for this course.)*

*\*\*\*The prerequisite for NTRN 342 will be changed from CHEM 106 to CHEM 105; including CHEM 111 or equivalent.*

### **III. Faculty and Department Information**

Faculty Sponsor: James H. Swain, PhD, RDN, LD, FAND, Associate Professor and Director, Dietetics Program

Faculty Coordinator:

James H. Swain, PhD, RDN, LD, FAND

Associate Professor and Director DPD

(Environmental Nutrition, Food Systems Sustainability, and Health Minor Coordinator)

Office Tel: (216) 368-8554

Email: [james.swain@case.edu](mailto:james.swain@case.edu)

Department: Nutrition

For a group proposal, list other faculty sponsors and their departments:

Not applicable

List any other CAS departments, CWRU schools, or administrative offices involved:

Letters of Support already obtained – see attached:

CAS Departments:

Peter L. McCall, PhD – Professor - Department of Earth, Environmental, and & Planetary Policy, Department of Biology, Director, Program in Environmental Studies.



Jim Van Orman, PhD – Chair, Department of Earth, Environmental, and Planetary Studies

Letters of Support – already obtained - continued  
School of Medicine (CWRU):

Pamela Davis, MD, PhD - Dean and Professor, School of Medicine  
Hope Barkoukis, PhD, RD, LD, FAND – Chair, Department of Nutrition

Describe the administrative arrangements for the initiative:

The Department of Nutrition and the Environmental Studies Program have sufficient resources, faculty, and staff in place to fully coordinate and conduct this new minor program. (Please see section V for specific information on anticipated enrollment estimates.) A review of course enrollments show that there will be space within each of the courses offered by the Department of Nutrition for this new minor. Based on a review of ESTD 101 enrollment from 2012 through Spring 2018, there was only one year wherein this course reached its maximum capacity. As mentioned in section V, since the anticipated number of students in this new minor program is not expected to represent more than 5-10 percent of the course's max enrollment, and also since students will be spreading their work on this new minor, in most cases, across two years, and since each faculty, including for ESTD 101, having access to CWRU's instructor permission to add – to allow for an increase above the max, if needed, rarely – we do not anticipate enrollment to be an issue.

Further, all of the courses within this minor will be taught by faculty who are experts in these respective areas of focus.

How is the proposed initiative important to the CAS and the involved CAS departments?

This minor program will enhance the activities of both the College of Arts and Sciences, as well as the Nutrition Department, School of Medicine, and the Department of Earth, Environmental, and Planetary Sciences because many students who consider coming to Case are interested in multiple majors and minors.

What is the relationship between the proposed initiative and the involved CAS departments' current programs?

There are no other current similar programs.

What is the relationship between the proposed initiative and the involved CWRU schools' (non-CAS) current programs (undergraduate and/or graduate)?

This new minor program is an opportunity for our undergraduate students to expand their scope of expertise within an interdisciplinary framework. This new minor program between

the Department of Nutrition and Environmental Studies – situated within the School of Medicine and the College of Arts and Sciences, respectively - will complement other nutrition majors and minors (i.e. the Nutrition BA and BS, the Nutritional Biochemistry and Metabolism BA and BS, as well as the basic minor in nutrition, and sports nutrition per se) in that it's establishment will serve to provide a breadth of minor topics, reflecting a global consideration of food systems on human nutrition and health.

#### **IV. Evidence of Need for the Proposed Curricular Initiative**

Describe similar programs in the region or state addressing this need and potential duplication of programs.

There are ten Ohio colleges that offer an undergraduate degree in related to nutrition, but none offer a minor. Of these ten, only Ohio University offers an undergraduate concentration in a similar area (i.e. "Environment Concentration), but no minor. Akron offers an undergraduate major in entitled, "Food and Environment"; however, their program does not include any courses on the environment. Upon review of its courses, it appears to be a major more so in food and business.

There are no other minor programs like this at CWRU. There are no other parallel minor programs available for undergraduate students within the regional Cleveland area.

What are the employment opportunities for graduates?

By completing this minor program, students will be better prepared to initiate, participate, and lead efforts aimed at resolving issues related to the environment, human health, and food systems sustainability. This new minor program will therefore meet the needs of undergraduate students interested in preparing for careers related to nutrition, food policy, sustainability, agriculture, wellness, public health – on local, national, and international levels. Graduates will also be better prepared for and more competitive in pursuing careers in community and government agencies, academia, and current and evolving industries involved in food production and consumer products.

What are the national and international competitive programs and their resources?

The resources of other such, similar programs – nationally or internationally – are not clearly identified to the public or those outside the universities. However, here are some examples, including the resources which could be found: University of California, Davis has three related tracks, not necessarily food and nutrition focused; University of Minnesota has a "food Systems" track, but resources are unclear; the University of Michigan has a related minor. There are similar, yet not fully the same, minor programs at the University of Illinois, the University of Oregon, and Tufts University (i.e. related to food systems and nutrition)

## **V. Projected Enrollment**

Define expected national and international enrollment targets over a five-year period:

Whereas it is beyond the scope of our role to forecast precise national and international related enrollment targets, during the past 8 years, there have only been 17 students who have done a minor within the Nutrition Department. Although we anticipate that this new minor program will be of interest to students, there is strong indication that this will not represent an undue burden on any particular course(s) because the student interest is very likely to be spread over a number of years. Thus, expressed numerically, over the next five years, we expect to reach a total enrollment target of 15. We look to add 2-3 new students each year. Further, in regards to course capacities and course enrollment histories, the students in this minor are not expected to represent more than 5-10% of any course's total enrollment in any semester. If within any semester a course maximum is reached, the faculty will have the option to permit the student to enroll in a course via the established instructor permission request via CWRU's SIS system.

Describe special efforts to enroll and retain underrepresented groups in the given discipline(s):

Our Department's enrollment is already based on efforts to attract and maintain a diverse student population. Students in the Department of Nutrition and Environmental studies are a diverse population. Both recruitment and advising activities are designed and developed to attract and inform a wide variety of prospective students, from a diversity of ethnic, cultural, racial, gender, and viewpoints. Our Departments' have a strong history of successfully enrolling and maintaining such diversity and our successful alumni come from a diversity of groups from all over the world. Our Departments' electronic and print materials are accessible to the public at large and our recruitment efforts include meeting with students and families from underrepresented groups. Our advising also considers the needs of all such groups.

## **VI. Resources Required**

Describe the availability and adequacy of the faculty, staff, facilities, and other resources for the initiative:

The Department of Nutrition and the Environmental Studies Program have sufficient resources, faculty, and staff in place to fully coordinate and conduct this new minor program. Further, all of the courses within this minor will be taught by faculty who are experts in these respective areas of focus.

Further, this new minor program is uniquely and strongly suited to provide students with the opportunity to receive instruction by experts in the fields of food science and nutrition, food systems sustainability, environmental studies, and health. The coordinator (Faculty Sponsor) for this new minor program is Dr. James Swain – he is Associate Professor in Nutrition and has been Director of the Dietetics Program in the Department

of Nutrition at Case Western Reserve University since 2003. Prior to joining the faculty at Case, Dr. Swain was a research scientist/post-doctoral fellow for the United States Department of Agriculture (USDA). He is a Registered Dietitian Nutritionist (RDN), licensed nationally and also by the State Medical Board of Ohio. Dr. Swain has also served a five-year term on the U.S. Food and Drug Administration's (FDA) Food Advisory Committee.

Describe the need for additional faculty, staff, facilities, or other resources and the plans to meet this need:

None. (No additional resources needed; also, see response to prior question).

## **VII. Expense and Revenue**

Project expenses to launch initiative and description of ongoing expenses and expected revenue:

None – no additional expenses; also, see response in prior section.

In regards to tuition return, the return would be based on enrollment and, although there is significant student interest and demand for this new minor program topic area, this currently may not be predicted fully. Our tuition revenue return would be included as usual – that, University-wide arrangement that 85% of tuition follows courses.

Provide evidence of institutional commitment and capacity to meet these expenses.

There are no revenue requirements from CAS, except for our usual tuition return – that, University-wide arrangement that 85% of tuition follows courses.

At the department level (Department of Nutrition), the faculty sponsor (Dr. James Swain) is already a full-time faculty and this new minor will be integrated into his position. He will also be teaching two of the courses within this minor program; perhaps, three depending on the specific elective selection by the student.

## **VIII. Other Expenses and Revenue Questions**

Is the initiative designed to be revenue generating? Define the expected revenue beyond the cost of expenses.

This new minor program is designed to position us to provide all students innovative and cutting-edge educational offerings. At this stage, it is not possible to fully predict revenue. Our usual tuition return revenue would be included as usual.

Describe the need and justification for tuition waivers or stipends:

Not applicable.

Describe expense or revenue sharing with other CWRU schools and/or administrative offices:

This new minor program will be operated under the current standard tuition return approach between the CAS and School of Medicine (SOM), which is that the University-wide arrangement that 85% of tuition follows courses.

Identify likely sources and assess the near- and long-term likelihood of raising funds to support the initiative in such categories as external and internal grants and philanthropy.

Not applicable.

## **IX. Library Resources**

Describe the initial assessment of adequacy of library resources:

This new minor program is comprised of courses within which the faculty instructor will guide students in regards to searching for and obtaining supporting information and documents. The vast majority of information will be obtained via online journals, information packets provided by faculty, and in some course via textbooks (i.e. obtained through the CWRU bookstore or e-access via publishers, as students select), and other electronic resources. Students will be provided with reference reading materials by the faculty instructors and be guided as to appropriate primary and secondary sources of literature for use in classes. An exploration of current resources indicates that current references in print and available electronically via basic and advanced search approaches are present and sufficient. Our faculty are experts in their respective fields and teach to their expertise. They will also be providing information packets for students in their courses.

Date at which program proposal was submitted to the library for its review:

9/18/2018 (completed 10/10/2018).

*(Note: Jessica Decaro and Shannon Butcheck completed the library review process for this new minor program application on Oct. 10, 2018 – see attached.)*

## **X. Relationship of Proposal to Strategic Plans**

How does the proposed curricular initiative relate to the priorities of the CAS strategic Plan?

This new curricular initiative fits into the CAS strategic plan in that the CAS plan includes development and sustaining new initiatives. It is also multidisciplinary, innovative, and creative – additional inclusions and hallmarks of the CAS strategic plan as well.

Graduates of this new minor program initiative will be empowered to create a positive impact at many different societal levels – both at the community, national, and global levels. These are also hallmarks of the CAS strategic plan.



For reference - specifically, on page 7 (Goal 4) of the CAS strategic plan document, there is mention of supporting innovative curricular partnerships across the university (i.e. in this case, our new minor program – involves the Department of Nutrition and the Department of Earth, Environmental, and & Planetary Sciences). Further, page 14 of the CAS strategic plan document states that the CAS (CWRU- University) is interested in developing interdisciplinary initiatives that are attractive locally, nationally, and internationally – to prospective students.

How does the proposed curricular initiative relate to the priorities of the CWRU strategic plan?

There are two key ways in which this new minor program does this:

- 1) Advancing interdisciplinary initiatives
- 2) Dedication to the core values of teaching, education, and [positive] impact. **This new minor** represents an innovative approach to education spanning two interdisciplinary priorities identified in CWRU'S Strategic Plan for 2013-2018: “Health and Sustainable Value.” Through this program, students will be challenged to become thought leaders in addressing the most pressing issues related to long-term sustainable food systems, especially productive and procurement, as well as human nutrition and health.

Pamela B. Davis, MD, PhD

Dean

Senior Vice President for Medical Affairs

Office of the Dean

10900 Euclid Avenue  
Cleveland, Ohio 44106-4915

Visitors and Deliveries  
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phone 216.368.2825

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casemed.case.edu

October 30, 2018

Jeffrey Wolcowitz, PhD  
Dean of Undergraduate Studies  
Case Western Reserve University  
Sears Building, Room 357  
10900 Euclid Avenue  
Cleveland, OH 44106

Dear Jeff,

I am delighted to write this letter in exceptionally strong support of the Nutrition Department's new minor program entitled, Environmental Nutrition, Food Systems Sustainability, and Health.

Students throughout Case will greatly benefit from this new minor program, which merges the increasingly important fields of nutrition, environmental change, food systems sustainability, and human health. The significant interplay between these fields will undoubtedly prepare and empower our graduates with knowledge they can apply to serve global population and health needs in a rapidly changing world.

The faculty coordinator –James Swain, PhD, RDN, LD, FAND – has been with us since 2003. Prior to coming to Case, he was a research scientist at the USDA and he has more recently gained valuable national experience serving on the FDA's Food Advisory Council in the Center for Food Safety and Applied Nutrition. He has distinct expertise in the areas of food science and food systems, as well as clinical experience as a licensed dietitian. All other faculty involved also teach to their areas of expertise. They have our full support. All other resources are in place to support this new minor program.

I would also like to acknowledge the full support of Dr. James Van Orman, Professor and Chair, Department of Earth, Environmental, and Planetary Sciences and Dr. Peter McCall, Director of the Environmental Studies Program, who have both already provided strongly enthusiastic letters of support for this new minor program.

Thank you for your assistance in facilitating approval of this new minor program.

Sincerely,



Pamela B. Davis, MD, PHD



SCHOOL OF MEDICINE

CASE WESTERN RESERVE  
UNIVERSITY

June 28<sup>th</sup>, 2018

Jeffrey Wolcowitz, PhD  
Dean of Undergraduate Studies  
Office of Undergraduate Studies  
Sears Building, Room 357  
10900 Euclid Avenue  
Cleveland, OH 44106

Dear Jeff,

I write this letter in very strong support of the Nutrition Department's new minor program entitled, Environmental Nutrition, Food Systems Sustainability, and Health.

Environmental change is accelerating. Increasingly, more and more resources will be spent to study and resolve the effect of these changes, especially the impact on our food systems, food quality, and thus, human health.

Students at Case will benefit greatly from this new minor program because 1) it will provide a strong foundation for students interested in preparing for careers related to nutrition, food policy, sustainability, agriculture, wellness, and public health – at the local, national, and international levels, 2) completion of this minor will enable students to be competitive to pursue careers in community and government agencies, academia, as well as current and evolving industries involved in advancing food production and consumer products, and 3) the faculty teaching courses in this minor program, who will also be guiding these students, have years of expertise and backgrounds in areas of food science, nutrition, and food systems. Specifically, the faculty coordinator for this new minor program is Dr. James Swain. He is Associate Professor in Nutrition and has been Director of the Dietetics Program in the Department of Nutrition at Case Western Reserve University since 2003. Prior to joining the faculty at Case, Dr. Swain was a research scientist/post-doctoral fellow for the United States Department of Agriculture (USDA). He is a Registered Dietitian Nutritionist (RDN), licensed nationally and also by the State Medical Board of Ohio. Dr. Swain has also served a five-year term on the U.S. Food and Drug Administration's (FDA) Food Advisory Committee.

*This new minor program includes an Environmental Studies course - ESTD 101 (Introduction to Environmental Thinking), taught by Dr. Peter McCall. He is also the Director of the Environmental Studies Program here at Case and has provided a letter of support for this new minor program. See attached.*

This new minor program is uniquely and strongly suited to provide students with the opportunity to receive instruction by experts in the fields of food science, nutrition, and food systems. Therefore, students will be best prepared to initiate, participate, and lead efforts aimed at resolving issues related to the environment, human health, and food systems sustainability.

Thank you for your support in facilitating this request.

Best regards,



Hope Barkoukis, PhD, RDN, LD, FAND  
Department Chair



CASE WESTERN RESERVE  
UNIVERSITY  
COLLEGE OF ARTS AND SCIENCES

July 2, 2018

Dear Professor Swain,

I am writing to support the institution of your new minor program in Environmental Nutrition, Food Systems Sustainability, and Health, and to welcome program students into the introductory course in the Environmental Studies Program, ESTD 101, *Introduction to Environmental Thinking*.

A theme of the Program in Environmental Studies is the deep interconnection of a wide range of human activities with other natural systems, so I am happy to see more minors that show these same connections in their specialties. Your new minor does this, and does not duplicate or even extensively overlap any other program that I'm aware of.

ESTD 101 currently enrolls students, freshmen to seniors, from a dozen different majors in CAS and CES, with all manner of backgrounds and preparation. Agriculture is explicitly incorporated in topics such as human history and pre-history, population growth and demography, habitat change and biodiversity, elemental (C,N,P) and hydrologic cycles, economics (farm policy), and ethics (eating animals). There should be plenty of material that will appropriately engage Nutrition minors, and I welcome their enrollment.

A handwritten signature in cursive script, appearing to read "Peter L. McCall".

Dr. Peter L. McCall, Professor  
Department of Earth, Environmental, & Planetary Sciences  
Department of Biology  
Director, Program in Environmental Studies



CASE WESTERN RESERVE  
UNIVERSITY  
COLLEGE OF ARTS AND SCIENCES

8 October, 2018

Dear Professor Swain,

I am writing to express my enthusiasm for, and the EEPS department's support of, the new minor program you are proposing in Environmental Nutrition, Food Systems Sustainability, and Health. This is an innovative interdisciplinary program that addresses critical issues with agriculture, demographics and health. These issues are important today and are certain to become more so in the near future as we face the consequences of a rapidly changing climate. I expect that this minor will be attractive to students within the College of Arts and Sciences and across the University.

As Peter McCall has written to you separately, he welcomes students in the program into his ESTD 101 (Introduction to Environmental Thinking) course. There is plenty of capacity for additional students in ESTD 101, and I don't anticipate that enrollment limitations will be an issue in the foreseeable future.

Best wishes with your creative new program!

Sincerely,

A handwritten signature in black ink, appearing to read "James A. Van Orman".

James A. Van Orman  
Professor and Chair  
Department of Earth, Environmental and Planetary Sciences  
Case Western Reserve University



# Operating Statement Allocations

January 29, 2019

Jonathan Carlson

Victoria Wright

# Operating Statement - Overview

- Responsibility Center Management (RCM)



STATEMENT OF OPERATION FOR FISCAL YEAR 2019  
2019 BUDGET vs. 2018 BUDGET

in thousands of dollars	2017 Actual	2018 Budget	2019 Budget	\$ Increase/Decrease from 2018 Budget	% Variance to 2018 Budget
<b>REVENUE</b>					
<b>TUITION</b>					
Undergraduate	\$ 212,275	\$ 217,000	\$ 231,618	\$ 14,618	6.8%
Summer	16,574	17,910	18,552	646	3.6%
Professional	154,253	160,776	162,232	2,456	1.5%
Continuing	56,692	60,460	62,723	2,263	3.8%
Fees	1,539	2,811	3,471	660	23.5%
<b>TOTAL TUITION</b>	<b>443,238</b>	<b>469,957</b>	<b>489,546</b>	<b>19,589</b>	<b>4.2%</b>
<b>ENDOWMENT</b>					
Restricted Endowment	40,489	53,206	54,405	1,199	2.3%
Unrestricted Endowment	34,871	31,413	31,889	467	1.5%
<b>TOTAL ENDOWMENT</b>	<b>75,360</b>	<b>84,619</b>	<b>86,294</b>	<b>1,675</b>	<b>1.9%</b>
<b>OTHER REVENUE</b>					
Research & Training	\$ 14,988	\$ 306,375	\$ 324,563	\$ 18,188	6.3%
Restricted Gifts	46,269	40,648	41,714	1,066	2.6%
Overhead Recovery	74,554	74,340	76,748	2,408	3.3%
Unrestricted Gifts	1,623	4,816	5,219	403	8.4%
State Support	2,734	1,900	2,318	418	22.0%
Organized Activities	11,388	11,022	11,627	605	5.5%
Other Income	31,823	46,699	46,498	(201)	(0.4%)
Royalties	27,001	21,494	23,207	1,713	7.9%
<b>TOTAL OTHER REVENUE</b>	<b>179,246</b>	<b>537,965</b>	<b>582,389</b>	<b>44,424</b>	<b>8.3%</b>
<b>TOTAL REVENUE</b>	<b>\$ 1,107,888</b>	<b>\$ 1,111,910</b>	<b>\$ 1,155,126</b>	<b>\$ 43,816</b>	<b>3.9%</b>
<b>EXPENSE</b>					
<b>DIRECT EXPENSE</b>					
Faculty Salaries	\$ 103,912	\$ 157,235	\$ 160,571	\$ 3,336	2.1%
Other Salaries	101,291	101,307	103,989	2,682	2.6%
<b>TOTAL SALARIES</b>	<b>205,203</b>	<b>258,542</b>	<b>264,560</b>	<b>5,918</b>	<b>2.3%</b>
Fringe	43,426	74,427	80,175	5,748	7.7%
Student Salaries	30,884	30,777	31,981	1,204	3.9%
Student Aid	196,127	184,290	196,824	12,534	6.8%
Non-Salary	297,811	292,529	300,285	7,756	2.7%
<b>TOTAL DIRECT EXPENSE</b>	<b>843,798</b>	<b>845,601</b>	<b>883,825</b>	<b>38,224</b>	<b>4.5%</b>
Business/Donor Expense	413,146	399,454	420,282	20,828	5.2%
Unrestricted Shared Expense	428,227	445,047	461,659	16,612	3.7%
<b>INDIRECT EXPENSE</b>					
Library	\$ 1,431	\$ 14,111	\$ 14,311	\$ 200	1.4%
Student Services	37,297	27,929	30,587	2,658	9.5%
Plant	43,556	43,909	45,951	2,042	4.7%
Information Services	28,800	30,347	30,920	573	1.9%
University Services	67,689	41,476	46,979	5,503	13.3%
<b>TOTAL INDIRECT EXPENSE</b>	<b>188,873</b>	<b>157,812</b>	<b>172,747</b>	<b>14,935</b>	<b>9.5%</b>
Auxiliaries	41,319	41,741	41,328	(413)	(1.0%)
<b>TOTAL EXPENSE</b>	<b>\$ 1,109,422</b>	<b>\$ 1,109,854</b>	<b>\$ 1,156,807</b>	<b>\$ 46,953</b>	<b>4.2%</b>
<b>OPERATING MARGIN</b>	<b>\$ 1,866</b>	<b>\$ 2,356</b>	<b>(981)</b>	<b>(2,143)</b>	<b>-140.2%</b>
Undergraduate Endowment Subvention					
Use of Retained Surplus/Unencumbered Funds	1,160	1,640	1,640	0.0%	
<b>SURPLUS/(DEFICIT)</b>	<b>\$ 7,682</b>	<b>\$ 3,046</b>	<b>\$ 4,799</b>	<b>\$ 2,463</b>	<b>80.9%</b>



Similar Format

Common Definitions

Ability to Aggregate

Ability to Plan & Report Activity



STATEMENT OF OPERATION FOR FISCAL YEAR 2019



STATEMENT OF OPERATION FOR FISCAL YEAR 2019



STATEMENT OF OPERATION FOR FISCAL YEAR 2019



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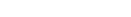
STATEMENT OF OPERATION FOR FISCAL YEAR 2019



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STATEMENT OF OPERATION FOR FISCAL YEAR 2019



STATEMENT OF OPERATION FOR FISCAL YEAR 2019

- University
- Mgmt. Center
- Division
- Department
- Cost Center

# Operating Statement – Overview, continued

- Revenue
  - Most revenue is directly identified to the management center
  - Some revenue originates at level not identified with our management structure
    - This revenue requires allocation
    - Example: Undergraduate Tuition

# Operating Statement – Overview, continued

- Revenue Allocation
  - Objective – allocate revenue within the management structure in proportion to revenue generation using an index
    - Undergraduate Tuition = Undergraduate credit hours
  - Sometimes...one index is too general or not accurate enough
    - Utilize multiple indices to reflect significant characteristics
      - Undergraduate Tuition =
        - 85% Undergraduate credit hours
        - 15% degrees/majors granted

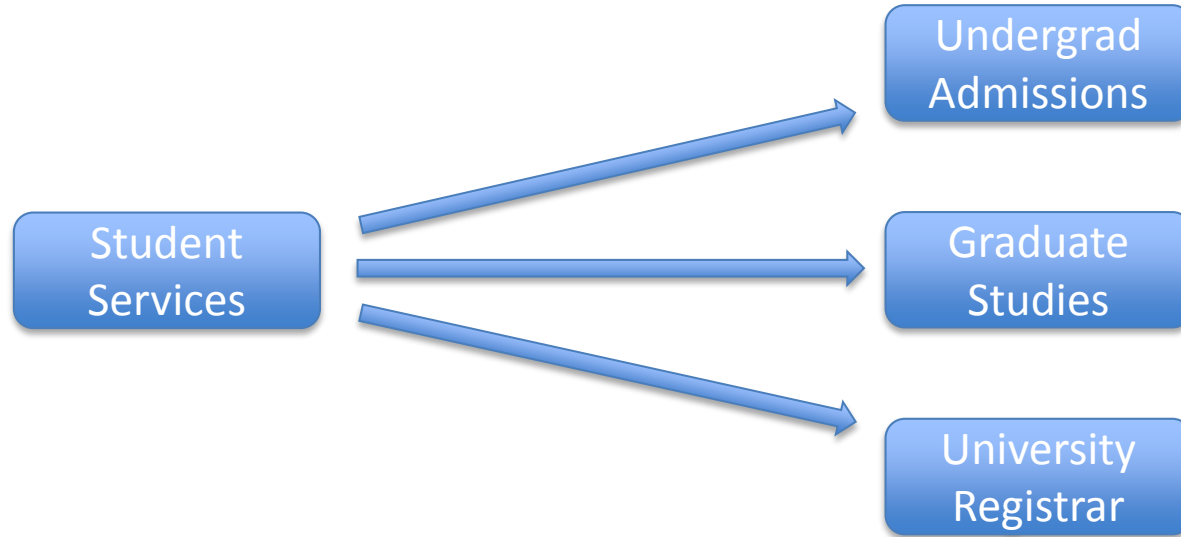
# Operating Statement – Overview, continued

- Expense
  - Objective – allocate cost not directly managed but attributed to generating revenue (i.e., UTech, Plant)
    - RCM operates using an Operating Statement at the unit level for performance reporting
    - Some organizations direct charge these support costs when there is a significant cost/benefit and very detailed cost accounting
  - Utilize an index reflective of usage (i.e., student head count)
  - Sometimes...one index is too general or not accurate enough
    - Identify sub-set within cost pools which is consumed in a different pattern



# Operating Statement – Overview, continued

- Expense, continued



# Operating Statement – Contents

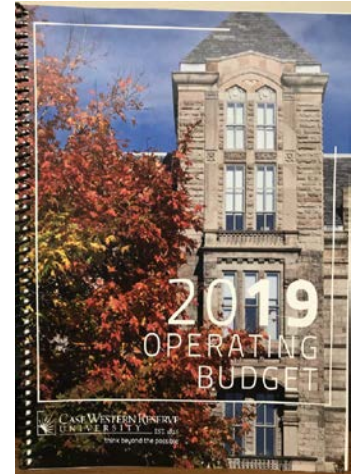
- “Budget Book” - Annually published Operating Statement plan for the upcoming year
- Includes consolidated budget and budgets by management center
- Key Facts and Assumptions
- Notes to Revenue and Expense
- Historical Trends
- Significant variances
- Student enrollment and Tuition, Room & Board rates
- Appendix C - Revenue and Expense Allocation Practices

# Operating Statement – Frequency of Use

- Operating Budget
  - Operating statement plan for the upcoming year
  - Internal View Operating Statement
- Quarterly Forecasts (Q1, Q2, Q3)
  - Operating Statement plan for the remainder of the current year
  - Forecast based on current year-to-date information
  - Compared to Operating Budget
- Annual Operating Statement
  - Year end final results
  - Compared to Operating Budget

# Operating Statement – Where to Find

- Budget Book located at <https://case.edu/financialplanning/operating-budget>
- Includes current Budget Book and Archived copies from FY 2012
- Includes Allocations
  - Revenue
  - Expense
- Primary use – A guide for performance measurement



# Operating Statement - Format

- Revenue – Resources in
  - Tuition
  - Endowment
  - Other
- Expenses – Resources out
  - Salaries
  - Student Aid
  - Non-salary
  - Indirect Expense (IDC's)

## STATEMENT OF OPERATION FOR FISCAL YEAR 2019 2019 BUDGET vs. 2018 BUDGET

<i>In thousands of dollars</i>	2017 Actual	2018 Budget	2019 Budget	\$ Increase/ (Decrease) from 2018 Budget	% Variance to 2018 Budget
<b>REVENUE</b>					
<b>TUITION</b>					
Undergraduate	\$ 212,275	\$ 217,599	\$ 231,618	\$ 14,019	6.4%
Summer	16,574	17,816	18,502	686	3.9%
Professional Graduate	154,253	160,776	163,232	2,456	1.5%
Fees	56,692	65,460	65,723	263	0.4%
	3,434	3,811	3,471	(340)	-8.9%
<b>TOTAL TUITION</b>	<b>443,228</b>	<b>465,462</b>	<b>482,546</b>	<b>17,084</b>	<b>3.7%</b>
<b>ENDOWMENT</b>					
Restricted Endowment	49,949	53,395	54,405	1,010	1.9%
Unrestricted Endowment	34,871	35,413	35,880	467	1.3%
<b>TOTAL ENDOWMENT</b>	<b>84,820</b>	<b>88,808</b>	<b>90,285</b>	<b>1,477</b>	<b>1.7%</b>
<b>OTHER REVENUE</b>					
Research & Training	314,988	305,375	324,663	19,288	6.3%
Restricted Gifts	48,209	40,684	41,214	530	1.3%
Overhead Recovery	74,554	74,340	76,794	2,454	3.3%
Unrestricted Gifts	3,623	4,616	5,878	1,262	27.3%
State Support	2,734	1,900	2,318	418	22.0%
Organized Activities	11,308	11,932	11,627	(305)	-2.6%
Other Income	51,823	46,699	46,498	(201)	-0.4%
Auxiliaries	72,001	71,494	73,297	1,803	2.5%
<b>TOTAL OTHER REVENUE</b>	<b>579,240</b>	<b>557,040</b>	<b>582,289</b>	<b>25,249</b>	<b>4.5%</b>
<b>TOTAL REVENUE</b>	<b>\$ 1,107,288</b>	<b>\$ 1,111,310</b>	<b>\$ 1,155,120</b>	<b>\$ 43,810</b>	<b>3.9%</b>
<b>EXPENSE</b>					
<b>DIRECT EXPENSE</b>					
Faculty Salaries	\$ 153,912	\$ 157,235	\$ 160,571	\$ 3,336	2.1%
Other Salaries	101,293	101,307	103,986	2,679	2.6%
<b>TOTAL SALARIES</b>	<b>255,205</b>	<b>258,542</b>	<b>264,557</b>	<b>6,015</b>	<b>2.3%</b>
Fringe	73,426	79,422	85,175	5,753	7.2%
Student Salaries	30,844	30,777	31,981	1,204	3.9%
Student Aid	184,112	184,230	196,834	12,604	6.8%
Non-salary	297,811	292,530	305,385	12,855	4.4%
<b>TOTAL DIRECT EXPENSE</b>	<b>841,398</b>	<b>845,501</b>	<b>883,932</b>	<b>38,431</b>	<b>4.5%</b>
Restricted Direct Expense	413,146	399,454	420,282	20,828	5.2%
Unrestricted Direct Expense	428,252	446,047	463,650	17,603	3.9%
<b>INDIRECT EXPENSE</b>					
Library	15,433	16,151	16,331	180	1.1%
Student Services	27,297	27,929	30,587	2,658	9.5%
Plant	63,556	63,909	65,951	2,042	3.2%
Information Services	28,830	30,347	30,920	573	1.9%
University Services	67,689	63,476	66,978	3,502	5.5%
<b>TOTAL INDIRECT EXPENSE</b>	<b>202,805</b>	<b>201,812</b>	<b>210,767</b>	<b>8,955</b>	<b>4.4%</b>
Auxiliaries	61,219	61,741	61,328	(413)	-0.7%
<b>TOTAL EXPENSE</b>	<b>\$ 1,105,422</b>	<b>\$ 1,109,054</b>	<b>\$ 1,156,027</b>	<b>\$ 46,973</b>	<b>4.2%</b>
<b>OPERATING MARGIN</b>	<b>\$ 1,866</b>	<b>\$ 2,256</b>	<b>\$ (907)</b>	<b>\$ (3,163)</b>	<b>-140.2%</b>
Undergraduate Tuition Subvention	-	-	-	-	-
Use of Retained Surplus/Encumbered Funds	5,186	-	5,646	5,646	-
<b>SURPLUS/(DEFICIT)</b>	<b>\$ 7,052</b>	<b>\$ 2,256</b>	<b>\$ 4,739</b>	<b>\$ 2,483</b>	

# Operating Statement – Revenue

<i>In thousands of dollars</i>	2017	2018	2019	\$ Increase/ (Decrease) from	% Variance to
	Actual	Budget	Budget	2018 Budget	2018 Budget
<b>REVENUE</b>					
<b>TUITION</b>					
Undergraduate	\$ 212,275	\$ 217,599	\$ 231,618	\$ 14,019	6.4%
Summer	16,574	17,816	18,502	686	3.9%
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Organized Activities	11,308	11,932	11,627	(305)	-2.6%
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Auxiliaries	72,001	71,494	73,297	1,803	2.5%
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Allocated  
Revenue

Direct  
Revenue



# Operating Statement – Revenue Allocations

- Undergraduate Tuition
- Summer Tuition
- Graduate/Professional Tuition

# Revenue Allocations – Undergraduate Tuition

- Allocation:
  - 85% - Preceding two years average credit hours and SAGES credit hours
  - 15% - Preceding two years average graduates' degrees/majors awarded\*

\*Based on UBC recommendations, 15% will be allocated based on graduates' majors as opposed to degrees. This change is being phased in over two years starting in FY 2019.

# Revenue Allocations – Summer Tuition

- Summer Tuition includes Undergraduate, Graduate and Professional Tuition
  - Undergraduate Tuition is allocated based on the number of Undergraduate credit hours taken during the summer
  - Graduate and Professional Tuition is directly assigned to the management center a student is registered in
    - School of Graduate Studies credit hours – allocated to the management center that taught the credit hours
    - FY 2019 RCM change – See Graduate & Professional Tuition allocation

# Revenue Allocations – Graduate/Professional Tuition

- Most Graduate/Professional Tuition is directly assigned – but exceptions exist
- Students Registered in a Degree Program
  - General Guideline: Tuition revenue is credited to the degree program school
  - Beginning in FY19, tuition revenue sharing will take place
    - Students elect to take courses outside their degree school
    - Net credit hours (+/-) for each school are calculated and multiplied by \$750
    - UBC approves exceptions (e.g. MEM Program, unique situations)
- Non-Degree Students
  - General Guideline: Revenue is credited to the school teaching the course
  - PRIME Program (CAS and SOM) has a special arrangement

# Operating Statement – Expense

<i>In thousands of dollars</i>	2017 Actual	2018 Budget	2019 Budget	\$ Increase/ (Decrease) from 2018 Budget	% Variance to 2018 Budget
<b>EXPENSE</b>					
<b>DIRECT EXPENSE</b>					
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Other Salaries	101,293	101,307	103,986	2,679	2.6%
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Fringe	73,426	79,422	85,175	5,753	7.2%
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Non-salary	297,811	292,530	305,385	12,855	4.4%
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Student Services	27,297	27,929	30,587	2,658	9.5%
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} Direct Expense

} Allocated Exp.

} Direct Expense

} Allocated IDC

# Operating Statement – Expense Allocations

- Fringe Benefits
- IDC's
  - Library
  - Student Services
  - Plant
  - Information Services
  - University Services



# Expense Allocations – Fringe

- University-wide fringe budget prepared by Human Resource Department
- Fringe budget as a percent of budgeted salary equals the “Fringe Rate”
  - Fringe rate is applied to applicable actual salary paid
- FYI – Not all organizations’ fringe rates are comparable due to expenses included or excluded from the allocated fringe budget

# Expense Allocations – Library

- Includes University, Health Science, Law, and MSASS libraries
- Expense allocated based on student, faculty, and staff head counts
  - University Library – 75% to CAS, CSE, WSOM, and NURS; 25% to other schools
  - Health Science Library – 75% to DENT, NURS, CSOM; 25% to other schools
  - Law Library – 100% to LAW (No allocation of materials portions of other libraries to LAW)
  - MSASS Library – 75% to MSASS; 25% to other schools

# Expense Allocations – Student Services

- Expense includes Provost, Student Affairs & Enrollment Management
- Allocation based on student and Faculty/Staff Headcount
  - Most expense is assigned based on student benefit
  - Two year average of Direct Expenses - areas considered overall university purpose

# Expense Allocations – Plant

- Expense includes Plant Operations; including Utilities, Campus Services and Police & Security
- 79% of allocation based on direct academic square footage
- Remainder allocated based on following allocation:

Administrative Space	University Service (Two-Year Average Direct Expense)
University Library	Total University Library Allocation
Health Science Library	Total Health Science Library Allocation
Student Services	Student Service Allocation Excluding Physical Education and SAGES Allocation
University Center	Total Headcount
Athletic Space	Total Physical Education Space Allocation
Shared Classroom	Undergraduate FTE Ratio
SAGES	Two-Year Average SAGES Credit Hours Taught
Waste Removal	Fixed Amount

# Expense Allocations – Information Services

- Includes expense associated with campus network, central information processing, research and academic computing, the UTech, and ERP office
- Expense allocated in four pools
  - Core Technology – Square footage (including management center share of indirect square footage)
  - Instructional – Two year average of student headcount
  - Administrative- Two year average of direct expense
  - Infrastructure – Faculty, Staff, and Student headcount

## Expense Allocations – University Services

- Includes expense associated with other administrative areas; including the Office of the President, Provost, Division of Finance, Administration, Development, University Marketing & Communication, Diversity & Equal Opportunity, Research Administration, Technology Transfer, etc.
- Expense allocated based on two year average of direct expense
- Significant University Services Revenue Offsets include Student Health, Development Support, Technology Transfer Revenue, etc.



# Expense Allocations – Recent RCM Allocation Changes

- UBC recommended a change in the Indirect Expense allocation in 2018
- The change is phased in over two years (2019 and 2020)
- Objectives
  - Simplification – Reduce the number of cost drivers
  - Consistency – Keep overall allocation results consistent by management center
  - Improved planning – Better understanding of cost allocation
- Result
  - Reduced number of cost pools from 34 to 7
    - Library allocation remains unchanged
    - Utilities allocation (non-salary portion) remains unchanged
    - All other indirect expense allocated using five existing cost drivers
      - Two year average of direct expense, Base Plant Square footage, Faculty/Staff headcount, Student Headcount, Undergraduate FTE,

# Additional Information

# Expense Allocations – Library

	University Library	Health Science Library	MSASS Library	Law Library	Total Library Allocation
CAS	\$ 3,048	\$ 245	\$ 42	\$ -	\$ 3,335
CSE	2,048	165	28	-	2,241
WSOM	1,458	118	20	-	1,596
MSASS	208	37	397	-	642
LAW	146	58	8	2,585	2,797
DENT	227	230	8	-	465
NURS	466	269	11	-	746
CSOM	1,426	1,436	44	-	2,906
UGEN	-	-	86	-	86
<b>TOTAL</b>	<b>9,027</b>	<b>2,558</b>	<b>644</b>	<b>2,585</b>	<b>\$ 14,814</b>
Unallocated Library Expense (100% to UGEN):					<b>\$ 1,517</b>
<b>TOTAL LIBRARY</b>	<b>\$ 9,027</b>	<b>\$ 2,558</b>	<b>\$ 644</b>	<b>\$ 2,585</b>	<b>\$ 16,331</b>

# Expense Allocations – Student Services

	Undergraduate	Student	Graduate	Graduate/	University	SAGES	Faculty/	Weighted	
	FTE	Head	Student	Professional	Services		Staff	Average	Total
		Count	Head	Head	Count	Count	Count	Student	
			Count	Count	Count	Count	Count	Headcount	
CAS	\$ 7,262	\$ 933	\$ 282	\$ 59	\$ 40	\$ 178	\$ 55	\$ 519	\$ 9,328
CSE	3,807	608	362	77	43	64	45	321	5,327
WSOM	1,441	455	41	114	25	24	22	211	2,333
MSASS	22	116	18	43	13	-	20	47	279
LAW	10	164	-	62	17	5	12	66	336
DENT	1	119	56	45	15	1	26	48	311
NURS	699	219	29	55	12	18	22	102	1,156
CSOM	377	583	545	206	165	2	239	193	2,310
UGEN	379	41	-	-	-	170	-	24	614
<b>TOTAL</b>	<b>\$ 13,998</b>	<b>\$ 3,238</b>	<b>\$ 1,333</b>	<b>\$ 661</b>	<b>\$ 330</b>	<b>\$ 462</b>	<b>\$ 441</b>	<b>\$ 1,531</b>	<b>\$ 21,994</b>
Unallocated Student Services (100% to UGEN)*									8,593
<b>TOTAL STUDENT SERVICES</b>									<b>\$ 30,587</b>

# Expense Allocations – Plant

	Square Footage	% of Total	Total Direct Plant	Admin. Space	Univ. Library	Health Science Library	Student Services	Univ. Center	Athletic Space	Shared Classroom	SAGES Allocation	Waste Removal (Fixed)	Total Plant Allocation
CAS	591,143	19.4%	\$ 8,120	\$ 727	\$ 721	\$ 151	\$ 627	\$ 360	\$ 1,268	\$ 313	\$ 40	\$ 46	\$ 12,373
CSE	598,890	19.6%	8,882	769	392	82	364	242	708	172	14	46	11,671
WSOM	186,872	6.1%	2,442	452	289	61	157	172	331	66	5	-	3,975
MSASS	60,066	2.0%	829	231	46	22	18	55	47	1	-	-	1,249
LAW	122,013	4.0%	1,549	311	28	13	22	65	53	-	1	-	2,042
DENT	154,952	5.1%	2,939	269	51	127	20	60	50	-	-	-	3,516
NURS	81,998	2.7%	1,564	216	106	147	77	91	167	28	4	-	2,400
CSOM	1,257,158	41.2%	25,453	2,968	303	754	152	376	369	17	-	373	30,765
UGEN	-	0.0%	-	-	-	-	30	15	62	16	39	(465)	(303)
<b>TOTAL</b>	<b>3,053,092</b>	<b>100.0%</b>	<b>\$ 51,778</b>	<b>\$ 5,943</b>	<b>\$ 1,936</b>	<b>\$ 1,357</b>	<b>\$ 1,467</b>	<b>\$ 1,436</b>	<b>\$ 3,055</b>	<b>\$ 613</b>	<b>\$ 103</b>	<b>\$ -</b>	<b>\$ 67,688</b>
Unallocated Plant (100% to UGEN)*													(1,737)
<b>TOTAL PLANT</b>													<b>\$ 65,951</b>

# Expense Allocations – Information Services

	Core				Information
	Technology	Instructional	Administrative	Infrastructure	Services
CAS	\$ 523	\$ 896	\$ 464	\$ 5,177	\$ 7,060
CSE	502	588	492	3,505	5,087
WSOM	182	386	289	2,212	3,069
MSASS	61	100	148	735	1,044
LAW	105	157	199	937	1,398
DENT	130	371	172	873	1,546
NURS	84	318	138	1,094	1,634
CSOM	1,085	570	1,897	5,767	9,319
UGEN	2	39	-	204	245
<b>TOTAL</b>	<b>\$ 2,674</b>	<b>\$ 3,425</b>	<b>\$ 3,799</b>	<b>\$ 20,504</b>	<b>\$ 30,402</b>
Unallocated Expense (100% to UGEN):					518
<b>TOTAL INFORMATION TECHNOLOGY SERVICES</b>					<b>\$ 30,920</b>

# Expense Allocations – University Services

Direct Expense (adjusted)							
	2016		2017		Average 2015-2016	% of Total	University Services
CAS	\$	72,599	\$	72,357	\$ 72,478	12.2%	\$ 5,917
CSE		73,274		80,211	76,743	12.9%	6,366
WSOM		44,045		46,164	45,105	7.6%	3,826
MSASS		22,152		24,004	23,078	3.9%	1,921
LAW		29,568		32,517	31,043	5.2%	2,612
DENT		27,172		26,560	26,866	4.5%	2,185
NURS		20,902		22,101	21,502	3.6%	1,816
CSOM		294,978		297,144	296,061	49.9%	24,081
UGEN		-		-	-	0.0%	-
<b>TOTAL</b>	<b>\$</b>	<b>584,690</b>	<b>\$</b>	<b>601,058</b>	<b>\$ 592,874</b>	<b>100.0%</b>	<b>\$ 48,724</b>
Unallocated University Services (100% to UGEN)*							18,254
<b>TOTAL UNIVERSITY SERVICES</b>						<b>\$</b>	<b>66,978</b>