

# CHAPTER 2

## MISSION, VISION, AND VALUES

Case's emphasis on serving a transformational role for all its constituencies is expressed through initiatives in many areas. While the solid ideals and principles expressed in the mission statement underlie these significant changes, an expanded statement that includes vision and values reflects the university's momentum, as do policy statements on issues such as the university's non-discriminatory hiring and admission practices as well as the ethical expectations of all who study and work at Case.

### UNIVERSITY MISSION

Similar to many major universities, Case's longstanding mission statement describes its teaching, research, and service components.

“Case Western Reserve University's mission is to serve society as a leading independent center for undergraduate, graduate, and professional education, for research that adds to society's store of knowledge and addresses its priorities, and for active, responsible world and community citizenship.

“The students, faculty, staff, volunteers, alumni, and other friends who constitute the university community pursue and exemplify this mission through their teaching, research, professional activities, and public service, all marked by a commitment to continuous learning.”

Building on this concept of the university mission as a foundation, President Hundert is guiding the university towards a new sense of an enhanced mission that is based on a core set of values and interfaced with Case's new vision for itself.

### EXPANDING THE UNIVERSITY MISSION, VISION AND VALUES

Before President Hundert officially assumed his office in the summer of 2002, he held a series of open discussions on six topics for the university community to explore as it developed a vision for the future. Serving as a framework for conversations about the university's role, both locally and globally, the six areas were: an aspiration to create a powerful learning environment, one driven by both curiosity and rigor in thinking; an educational philosophy centering on transformation – of learners, teachers, and institutions; partnership, particularly in Cleveland and Northeast Ohio; values, and the integration of those values into the teaching, research, and service missions of the university; creation of an effective and efficient administrative structure that removed unnecessary bureaucracy; and, finally, how Case might aspire to a leadership role as a research university where the challenges of creating new knowledge support the values of a liberal education.

Over the following months, Dr. Hundert continued to refine and re-circulate the six points around which a vision for Case was being created, and to gather feedback. The Case community was invited to respond to the topics via a website linked to the President's Office. With input from internal and external campus constituencies, Dr. Hundert presented a statement of vision and values at his inauguration in January 2003. This newer statement, endorsed by the Board of Trustees, complements and expands on the original mission statement, above, and provides a set of priorities and values to guide decision-making.

The expanded statement of mission, vision, and values is the following:

“Case Western Reserve University strives to be the most powerful learning environment in the world. We seek to have *transformational impact* on all who teach, learn, discover and work here so they are prepared and engaged to serve humanity. As a great research university, we must embrace responsible risk-taking in pursuit of bold aspirations for national and global leadership.

- We *combine experiential learning with rigorous scholarship* in our undergraduate and all educational programs to produce educated learners who are awake to new possibilities.
- We *invest in the arts, humanities, and social sciences* as important areas of scholarship and as an essential foundation for preparing morally and socially responsible life-long learners.
- We *build on our existing strengths*, including engineering, biomedical sciences and professional education, and *pursue productive partnerships* with other outstanding institutions.
- We are *guided by our values* at every level to promote a diverse, challenging, supportive, entrepreneurial, and interdisciplinary environment of openness, respect, accountability and academic freedom.

“We constantly challenge ourselves to create a culture of transformation so engaging that students, faculty, staff, alumni, trustees, and even visitors to campus become passionate about moving beyond themselves to express creativity, to pursue innovation and discovery, and to serve humanity.

“As a university guided in all of its labors by values defined and sustained by constant moral discourse, we hold ourselves accountable at every level of the institution for practicing our values of integrity and respect, excellence and innovation, mentorship and diversity, academic freedom and entrepreneurship, partnership and social responsibility, efficiency

and effectiveness, and continuous personal and institutional improvement.

“As an educational institution dedicated to leadership in teaching and learning, we seek to transform all learners – faculty and staff as well as students – and support their personal growth and mentorship throughout their lives. We seek to lead the nation as the research university where the challenges of creating new knowledge support the values of a liberal education, where rigorous theory and practical, real world experiences come together.

“As a research institution dedicated to leadership in scholarly investigation, we seek to transform knowledge itself, focusing resources into those areas of research and scholarship where we can have the greatest national and global impact. In addition to research targeted to specific ends, we also accept our responsibility – unique to research universities – to create and disseminate knowledge for its own sake, and we promote a culture of inquiry marked by rigor, creativity, curiosity, innovation, respect, sensitivity, open communication of ideas, and lifelong learning.

“As a service-oriented institution dedicated to civic leadership, we seek individually and collectively to transform society by preparing our students to improve the human condition and by directing the benefits of discovery toward a better society. Our uniquely transforming environment is not limited to the university’s own classrooms, laboratories, libraries, residence halls, and athletic fields, but includes partnerships with many other great institutions, including those concentrated in University Circle, Greater Cleveland, and Northeast Ohio, and beyond. To “think globally, act locally,” we build these partnerships in the service of national and international leadership, believing that our ability to improve the human condition throughout the world should begin within our own community.

“Case Western Reserve University strives to create a unique synergy among our education, research, and service missions, which we view as inseparable.

## CHAPTER 2 – MISSION, VISION, AND VALUES

Organizationally, this means that we eliminate unnecessary bureaucracy, striving to be the most efficiently run research university in the world in order to keep our focus on productivity and maximize opportunities for inter-departmental, inter-school, and inter-institutional collaboration. Educationally, this means that student experiences in cultural institutions, clinics, social service agencies, or industry are not viewed as ‘extra-curricular,’ but combine with the demands and rigors of academic theory to create the transforming learning experience that is a Case Western Reserve education.”

The ambitious goals and philosophies expressed in this statement are intended to set the course for the university’s continuing transformation.

### NONDISCRIMINATORY POLICY

Case Western Reserve University admits students of any race, religion, age, sex, color, disability, sexual orientation, and national or ethnic origin to all the rights and privileges, programs, and activities generally accorded or made available to students at the university. Case policy forbids discrimination on the basis of race, religion, age, sex, color, disability, sexual orientation, or national or ethnic origin in administering its educational policies, admission policies, employment, promotion and compensation policies, scholarship and loan programs, and athletic or other university-administered programs.

Case publicizes this non-discriminatory philosophy and policy via Internet posting<sup>1</sup> and through an annual letter from the president to the campus community. In addition, the university expects all employees, students, university-sponsored organizations, vendors, and associates to participate in its program of non-discrimination. The university intends to maintain an environment free of sexual harassment, and does not tolerate any form of harassment of employees, faculty, or students, or retaliation against persons raising concerns about harassment of any kind.

The Office of Multicultural Affairs – in the University Office of Student Affairs – has stepped up efforts to assist

a broader array of individuals and groups representing the university’s culturally and ethnically diverse student population. For more information on specific initiatives addressing diversity, see Chapter 4, Student Life and Associated Services, and Chapter 11, Initiatives Promoting Recruitment of Minority Faculty.

In the November 2004 election, Issue 1 (a ban on non-traditional marriages) passed in the state of Ohio. In the wake of this vote, President Hundert immediately issued a statement to the campus community reaffirming Case’s commitment to supporting diversity and respecting all members of the university community. Case has pledged to continue its policies for domestic partner benefits.

### Ad hoc Committee on GLBT Issues

Case is not satisfied with passive compliance to its non-discrimination policy and has recently taken steps toward transforming the campus community into a more welcoming, inclusive environment. For example, in the summer of 2004, an ad hoc committee on Gay, Lesbian, Bisexual and Transgender (GLBT) Issues was formed through the Office of the Provost, staffed by the deputy provost and vice president for academic programs, the vice provost for planning and assessment, the associate provost, and the vice president for student affairs. The committee consisted of a cross-section of faculty, staff, and undergraduate and graduate student representatives who had expressed a wish to address issues of tolerance and diversity with respect to the climate for GLBT faculty, students, and staff. Although a student group (Spectrum) exists on campus to serve as a resource for GLBT students under the aegis of Student Affairs, the committee noted that there was no visibility of the university’s resources for the GLBT community, and that many GLBT students did not experience the campus as a welcoming and safe place. The committee reported that, unlike most other major research universities, there was no focal website, official office, or an organization for GLBT staff and faculty at Case. It was noted that there were some positive unofficial social groups for GLBT students, largely in the graduate schools, such as at the Mandel School of Applied Social Sciences and a small group at the School of Law.

1. View the Affirmative Action and Equal Employment Opportunity policy at [http://www.case.edu/finadmin/humres/policies/aa\\_eeo.html](http://www.case.edu/finadmin/humres/policies/aa_eeo.html).

This ad hoc committee continues to develop a plan to address the above issues. The purpose of the GLBT committee is to serve as a focus for matters of concern to gay, lesbian, bisexual, and transgender persons across the university by providing visible, tangible support; promoting opportunities that increase awareness of GLBT issues and concerns such as discrimination and harassment; ensuring that university programs and services are inclusive and supportive of these issues; providing access to “safe” places, people, and forums for confidential discussion, support, and resource information; and conducting studies as needed to address these concerns.

The committee members agreed that a high priority action was the establishment of a website, which was launched in February 2005. As part of this effort, in fall 2004, all faculty, staff, and students were surveyed about their preferences for topics to be addressed in the website, and personnel were hired to work with the vice president for student affairs to complete its design and contents. The committee continues to meet regularly to continue the process of transforming the campus climate for GLBT persons.

### **Resource Equity/Gender Issues**

In 2000, a Resource Equity Committee (REC) was formed and charged with conducting a self-study of resource allocation among Case faculty and the impact of gender on careers. The formal report<sup>2</sup> of the REC was released in March 2003. The REC used several approaches in the preparation and implementation of the study. Committee members met with Nancy Hopkins, who conducted a similar study at MIT; they familiarized themselves with Case documents and with findings from other academic institutions; and they conducted extensive, multiple rounds of discussion that determined the study’s direction and scope, a conceptual framework, and its design and methodology. The committee also developed goals and objectives, which were incorporated into a formal statement of intent and accepted by the president and provost as the charge for the committee.

The REC performed a two-part investigation of the resources available to faculty on the Case campus. The first part of the study involved focus group interviews

with faculty concerning their perceptions of (1) the distribution of departmental and university resources by gender, and (2) barriers, both formal and informal, that faculty encounter in their careers. The second part analyzed quantitative data, such as salary data, informed by the findings of the first part of the study. The results reflected a wide diversity of experience and opinion, but all describe an institution with great promise but also enormous challenges if it is to live up to the goal of fostering the full development, professional advancement, and recognition of all members of the Case community.

The focus groups took place in late spring 2000. Between that time and the issuance of the report three years later, Case had gone through many major changes, including a variety of positive changes in some of the areas discussed in the report. Most recently, the university has gained support from the National Science Foundation through an ADVANCE Institutional Transformation Award. The Academic Careers in Engineering and Science (ACES) program at Case seeks to enhance the full participation of women at all levels of faculty and academic leadership (see Chapter 11, Initiatives Promoting the Recruitment of Women Faculty).

### **INTEGRITY AND ETHICS**

The highest ideals of intellectual exchange and academic freedom are based on an understanding and acceptance of ethics. The philosophy expressed in the university’s formal statement of ethics is to be embraced by faculty, students, and staff and practiced in all interactions involving their teaching, learning, and serving the institution.

#### **Case Western Reserve University Statement of Ethics**

“Universities seek to preserve, disseminate and advance knowledge. At Case, as elsewhere, we recognize that to fulfill these purposes requires a norm of expected conduct shared by all in the University community, governed by truthfulness, openness to new ideas, and consideration for the individual rights of others, including the right to hold and express opinions different from our own.

2. The Resource Equity Committee report is available at <http://www.cwru.edu/menu/president/resource.htm>.

## CHAPTER 2 – MISSION, VISION, AND VALUES

“The University’s mission rests on the premise of intellectual honesty: in the classroom, the laboratory, the office, and the solitary examination desk. Without a prevailing ethic of honor and integrity not only in scientific pursuits but also in all scholarly activity, the very search for knowledge is impaired. In these respects, each of us – especially but not exclusively faculty – must regard oneself as a mentor for others.

“These principles we strive to uphold make it possible for the larger society to place trust in the degrees we confer, the research we produce, the scholarship we represent and disseminate, and the critical assessments we make of the performance of students and faculty, as well as judgments of staff and administrators.

“To safeguard the standards on which we all depend, each of us must, therefore, accept individual responsibility for our behavior and our work, and refrain from taking credit for the work of others.

“The culture of a university also requires that the rights of all be protected, particularly by those entrusted with authority for judgment of the work of others.

“The University, being a human community, is subject to human failings, ambiguities and errors. It is, therefore, the responsibility of the bodies regulating the affairs of faculty, students, and staff to maintain processes for judging and resolving instances where these principles may have been violated. However, all such systems depend for their effectiveness, in turn, on the acceptance of common norms of contact – the ties of trust which bind the university community together.’

### Center for Professional Ethics

Founded in 1980 to provide opportunities for students, faculty, administrators, and professionals to explore more fully the foundations of personal and professional ethics, the Center for Professional Ethics reaches out to the university community, as well as practicing professionals, through a variety of conferences, forums, and workshops. These programs, which are open to the public, explore

a wide range of topics pertaining to ethics. The center also publishes and distributes a newsletter that features substantive articles, information about the center’s activities, and general news and notes about ethics issues.

From its inception, the center has had support from practitioners in the field. The center’s identification with the university has not lessened this support because of the value placed on the contribution of practitioners to the learning process of both students and faculty. Most of the center’s programs continue to be designed to attract the interest of practicing professionals as well as members of the university community.

In October 1995 the center received a \$200,000 grant to fund a two-year Ethics Institute. The project was designed to assist Case faculty in preparing, expanding, and deepening the university’s ethics and ethics-related courses. An intensive month-long program was offered to sixteen professors in June 1996, and to twelve professors in June 1997. These “ethics fellows” were affiliated with 23 departments. In July 1996, as an outgrowth of the Ethics Institute project, a \$2 million gift established the Elmer G. Beamer - Hubert H. Schneider Chair in Ethics, currently held by Professor Caroline Whitbeck of the Department of Philosophy.

### Integrating Ethics into Academic Programs

Incorporation of ethics into the curricular programs is accomplished differently within each school.

The **School of Dental Medicine** introduces students to the concept of professional ethics at the beginning of their course of study and throughout the four-year program. The students are welcomed into the profession of dentistry at a White Coat Ceremony that occurs within the first few weeks of the program. The purpose of that ceremony is to impart to students the responsibility inherent in a helping profession, and to clarify their role in patient care and community citizenship.

Throughout the program, specific required courses consider ethical issues. In the first year, students participate in a professional development course that has ethical training as a major component. This content continues in discipline-specific areas where case

studies based on ethical issues are incorporated into the curriculum. Ethical dilemmas in patient confidentiality, treatment planning, patient management, and consent for care are a few of the topics integrated in a variety of academic areas.

Research ethics is covered in the **Mandel School of Applied Social Sciences** foundation research course in the Ph.D. program. Doctoral students must satisfy the state license requirements for continuing education in ethics while they are members of Case's program. At the master's level, Integrating Social Work Values and Ethics is one of the eight abilities around which the Mandel School curriculum is organized and against which students are assessed in their professional development. Values are one of the defining features of the social work profession, and students are expected to be familiar with the Code of Ethics of the National Association of Social Work as well as the code of ethics that is a part of the social work licensure statute in the State of Ohio.

Values and ethics are addressed specifically in the course objectives and assignments in each of the courses that make up the social work foundation, and in the advanced concentration courses as well. Values and ethics constitute an important component of student training in field internships, and in the evaluation of their performance. All students are required to assess their ethical development in their portfolios, which are a graduation requirement.

At the **Bolton School of Nursing**, ethics is integrated into the undergraduate curriculum through a series of required courses that formally deal with specific areas of ethical conduct. In the first year, students are required to take NURS 110, Introduction to the Discipline. In this course, students discuss the American Nurses Association's Code of Ethics for Nursing, focusing on issues of ethical practice, confidentiality, and protection of patients' rights. This introductory course also exposes students to Case's academic code of ethics, focusing on the issues of plagiarism, the appropriate documentation of the use of the work of others, and student responsibility for the integrity of their own work and that of groups. In the junior year, all students are required to take NURS 320, Introduction to Research. In this

course, students discuss the historical development of current standards for the conduct of research involving human subjects, current regulations governing ethical standards in research, the concept of informed consent, and the protection of vulnerable populations. In their senior year, all students are required to take NURS 433, Issues and Ethics in Health Care, which introduces the principles underlying ethical issues and methods of rational decision-making. Fundamental theories are analyzed and applied to ethical dilemmas common in health care settings.

In addition, the discussion of ethical issues related to specific areas of practice is integrated into the required clinical courses at each level of the curriculum. Examples of this integration include discussions of end-of-life care, patients' rights to information, ethical issues surrounding abortion and the role of nursing, and ethical challenges related to genetic science.

At the **School of Law**, most students take the Multistate Professional Responsibility Exam (MPRE) before they graduate. Like the bar exam, which is intended to test basic competency to practice law, the MPRE tests basic knowledge of the ethical rules governing lawyers and is required for admission to the bar in most states.

The law school's curriculum goes well beyond coverage of the ethical rules to prepare students for the MPRE. All students take a three-credit professional responsibility course in the second year. The *CaseArc* skills program also requires students to consider issues relating to ethics and professionalism. The program requires an introductory class on professionalism during orientation, three semesters of research and writing classes, and a fourth-semester course, Focused Problem Solving. All of those classes include simulated interviews and negotiations. Faculty members also raise and discuss ethical issues in elective substantive and skills courses.

At the **Weatherhead School of Management**, ethics is taught as part of the decision-making in each field. This is true in all programs, from the undergraduate level to the Executive Doctorate in Management and the Ph.D. In required courses, faculty and students often focus on values and operating philosophy, and then

## CHAPTER 2 – MISSION, VISION, AND VALUES

discuss cultural relativism. One faculty member at the Weatherhead School writes about and teaches courses specifically on ethics.

Ethics is taught extensively through the **School of Medicine**'s curriculum, particularly in the first two years in the Foundations of Clinical Medicine course. In addition, the school offers numerous electives in the first two years (Type A electives) and in the fourth year (Type B electives). Examples of Type A electives include Contemporary Issues in Biomedical Engineering, Defining Death, Decision at the End of Life, and Ethics in Geriatric Medicine. Type B electives include Clinical Ethics and Research in Biomedical Engineering.

Each of the disciplines in the **College of Arts and Sciences** integrates ethics teaching into the curriculum. This is generally accomplished by weaving ethics components into various courses. Art history courses, for example, need to address such issues as museum acquisition, provenance, looting of ancient sites, Holocaust repatriation, and cleaning and restoration of art works, as well as the moral content of art work such as the personification of virtues or allegories. Most disciplines follow this example, looking at ethics through the lens of disciplinary professional development. The physics department has specific components in all its introductory level courses that focus on plagiarism, particularly in laboratory work. In some courses, students are exposed to the decision-making process that contributed to the development of the atomic bomb, with particular emphasis on the roles and responsibilities of individual physicists. Sociology places a strong emphasis on ethical matters related to human subjects, and has four required graduate methods courses that teach about gathering data from human subjects. Undergraduate sociology courses inherently address matters related to social justice that leads to investigating ethical questions about the distribution of resources and how those decisions are made.

Ethics is an important component of SAGES, the general education requirement scheduled to be adopted for all undergraduates beginning in the 2005-06 academic year. One of the five fundamental goals for the general education requirements is experience in the process of

ethical decision-making across a variety of perspectives and fields. Instructors of the SAGES First Year Seminar incorporate ethics teaching into their seminars through the use of an online ethics module.<sup>3</sup> The SAGES office also provides instructors with optional resource material to use at their discretion.

Beginning with a broad definition of ethics as “the standards for moral behavior of a particular group,” SAGES instruction exposes each student to the standards adopted by various groups. A progression of experiences beginning with the first-year student encompasses personal, practical, and professional ethics as appropriate. Taught through a hands-on, practice-oriented, or active learning approach based on problem-solving, ethics instruction aims to build skills that will enable students to evaluate ethical standards, conduct ongoing problem assessments, recognize alternative explanations, and fashion plausible and ethical responses.

Beginning in fall 2005, SAGES will create a special rank for visiting seminar leaders with a demonstrated commitment to the teaching of practical ethics. With support from The 1525 Foundation, the program will appoint five Beamer-Schneider SAGES Fellows annually to lead University Seminars. In addition to incorporating ethical reflection and deliberation into their own courses, these Fellows will help infuse practical ethics into the overall SAGES curriculum.

The academic departments of the **Case School of Engineering** integrate ethics into the curriculum in several ways. For example, computer science majors are required to take a philosophy course that emphasizes how to recognize and deal with ethical issues that commonly arise in the scientific and engineering workplace. The Department of Civil Engineering's core course in structural engineering has a significant ethics component, and the American Society of Civil Engineers code of ethics is distributed and discussed in the context of ethical problems faced by practicing engineers. Lab courses in materials science and engineering stress the importance of ethics in conjunction with data collection, data analysis, and reporting. The Department of Electrical Engineering and Computer Science incorporates ethics into the senior project course, which

3. The SAGES ethics model may be found at <http://onlineethics.org/sages>.

consists of two four-credit classes. The senior project course focuses on professional ethics, examines the codes of ethics published by the various professional societies, reviews and discusses ethics in the workplace, and requires the students to write a paper that describes how they would handle two assigned ethical situations.

### **Student Academic Integrity Policy**

Beginning in 1997, the university spent five years creating a new undergraduate academic integrity policy. In its first year of implementation, that policy became a model for colleges and universities across the country and around the world. Case was selected as one of the Center for Academic Integrity's featured schools, and its policy stands as an example of innovation. Affiliated with the Kenan Institute for Ethics at Duke University, the Center for Academic Integrity<sup>4</sup> is a consortium of 320 institutions worldwide that provides resources and serves as a catalyst for energizing a commitment to academic integrity.

The model guidelines for the policy emerged from the work of an ad hoc committee of over 20 faculty, students, and administrators who reviewed the undergraduate policy on academic infractions. After two years of meetings, the committee recommended a modified ethics code. In 2000, the Office of Undergraduate Studies surveyed students and faculty about academic integrity. Two years later, the Undergraduate Student Government, University Undergraduate Faculty, and Faculty Senate passed the legislation to establish the university's Policy on Academic Integrity.

Case's ethics code offers an alternative to traditional honor codes, which are typically initiated and monitored by students, and to academic infraction policies, which generally involve only faculty and administrators. Shared responsibility among students, faculty, and administrators is one of several pioneering elements in Case's academic integrity policy. Others include the creation of a 20-member student academic integrity board to educate and stimulate discussion of the policy and preventative approaches, and the expansion of the definitions of violations to include not only cheating and plagiarism but also misrepresentation and obstruction.

The policy also calls for reasonable precaution among faculty and students, faculty responsibility to report suspected infractions, and a student obligation to take action if witness to academic misconduct. Students may also sign a voluntary pledge card that affirms their commitment to community values, including academic integrity. Along with their work on the academic integrity board, students hold the majority vote on hearing boards, which consist of three students, two faculty members, and two non-voting administrators. The full text of the policy is available in the Handbook for Undergraduate Students.<sup>5</sup>

In addition, the School of Graduate Studies developed and, in 2004, implemented an academic integrity policy<sup>6</sup> for graduate students. The academic integrity standards and procedures for graduate students largely parallel those for undergraduates.

### **ACADEMIC FREEDOM**

Case believes that academic freedom is essential to the successful pursuit of the university's mission and academic freedom is specifically endorsed in the expanded statement of mission, vision and values. Case's policy and practice entitles tenured and non-tenured faculty members with the freedom to engage in scholarly investigation of their choice and to disseminate their findings through publications and presentations, even if their findings are critical of conventional thought and interest. In addition, Case faculty members have the freedom to explore any scholarly topic in their classes that is relevant to the subject matter of the class. The university protects the right of academic freedom against special interest groups, internal and external to the university, which oppose controversial and cutting-edge research and scholarship. The Office of the President and the Provost reviews challenges to the academic freedom of faculty members, and collaborates with the deans and constituent faculty in each college and school in resolving conflicts. The formal university policy on academic freedom states:

4. Visit the Center for Academic Integrity at <http://academicintegrity.org>.

5. The Handbook for Undergraduate Students is at <http://www.case.edu/provost/ugstudies/acintegrity.htm>.

6. The academic integrity policy for graduate students is available at <http://www.case.edu/provost/gradstudies/docs/AcadInteg.pdf>

## CHAPTER 2 – MISSION, VISION, AND VALUES

“Fundamental to the purposes of the University is the belief that progress in social and individual welfare is ultimately dependent on the maintenance of freedom in academic processes. Especially vital is the protection of expression, which is critical toward conventional thought or established interests.

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

### Case Chapter of the AAUP

The university’s chapter of the American Association of University Professors stems from the Western Reserve University Chapter founded in 1932 and the Case Institute of Technology Chapter, which began in 1945.

In some institutions, the AAUP chapter acts in a collective bargaining capacity on behalf of its faculty, operating essentially as a labor union. This is not the practice at Case and most other private institutions. The Case AAUP<sup>7</sup> chapter is a group of faculty members who believe in the principles espoused by the AAUP and who strive to ensure that they are understood and adhered to at Case. For almost seventy years, the Case chapter has assisted the administration and individual faculty members in understanding these principles and applying them to cases involving promotions, reappointments, procedures in the pre-tenure period, the closing of departments, and other issues affecting the faculty.

### SUMMARY: STRENGTHS AND CHALLENGES

The process of creating the new Mission Statement reflected some of the strengths of the university. The entire campus community was involved in its creation, and principles of openness and inclusiveness were embodied throughout the process.

Case is willing to take an objective, dispassionate view of itself with regard to multicultural diversity, gender equity, and GLBT issues. A spirit of openness and the implicit valuing of all participants in a debate underlie all discussions of these potentially volatile subjects.

There is also a strong institutional presence of ethics in the curriculum.

A continuing challenge is to provide assurance and evidence that the course contents on ethics are incorporated into the lives of the students. Also, it would be useful to assess whether the university’s integrity policies do impact attitude and behavior.

An additional challenge is to make ethics and integrity part of the Case culture. The university has done a good job during the past ten years in developing appropriate policies and course work; now it is important to demonstrate the embodiment of these principles in the culture of the campus.

Finally, we note that increased funding for diversity initiatives, consistent with Case’s Mission Statement, should be pursued.

7. The website for the Case chapter of the American Association of University Professors is located at [www.cwru.edu/affil/aaup](http://www.cwru.edu/affil/aaup).