

CHAPTER 3

ORGANIZATION AND GOVERNANCE

Case's trustees, administration, faculty, staff, and students are committed to a vision of the institution's future that focuses on promoting a transformational learning environment. The trustees are engaged with this vision as they consider long-term policies and commitments, and the administration has taken steps to structure itself in a manner that facilitates implementation of the university's vision. The faculty is involved in governance at the school and university level, and interact both formally and informally with trustees and administrators to further the university's goals. Staff and student organizations are in place to serve the interests of those constituencies and to participate in establishing and carrying out priorities for the university as a whole.

BOARD OF TRUSTEES

The university's Board of Trustees, with 45 active and 25 honorary members, is the institution's principal governing body. The trustees select the president and evaluate his/her performance, set major institutional policies, approve the appointment of faculty and key administrators, and grant specific authorization to university officers to make major commitments of funds or to introduce, modify, and eliminate policies and programs. The trustees are also responsible for promoting and supporting the institution.

Comparative Demographics for the Board of Trustees			
	2004	1999	1995
Total number of trustees	45	51	49
Male	37	44	39
Female	8	7	10
Residence			
Cleveland	24	32	35
Midwest	7	8	7
Southeast	3	4	4
Northeast	4	3	1
Southwest	4	1	1
Northwest	1	1	0
International	2	1	0
Alumni	31	28	24
Non-alumni	14	23	25
Ethnicity			
Caucasian	38	46	45
African-American	5	4	4
Asian	2	1	0
Hispanic	0	0	0
Other	0	0	0

The president serves, *ex officio*, as a voting member of the board. No other employee or student of the university serves as a trustee. All board members except the president are elected by the trustees for four-year terms and are eligible for re-election. The full Board of Trustees meets three times each year.

In addition to an Executive Committee, the board currently has seven standing committees:

- Academic Affairs and Student Life
- Audit
- Campus Planning
- Development, Alumni Affairs, and University Relations
- Finance
- Investment
- Trustees

The Executive Committee consists of four to six members plus *ex officio* members (chair and vice-chair(s) of the board plus the president), and meets in August or September, December, January, adjacent to the May commencement, and at other times as determined by the board chair. Although not required by regulations, the Executive Committee typically meets monthly when the full board does not meet. The Executive Committee can act for the full board on most matters.

During the past decade, the university's Board of Trustees took a more active role than it had in the past with regard to institutional initiatives. For example, in 1997 the chair created an ad hoc marketing committee of the board to study and make recommendations regarding efforts underway to attract and retain more undergraduate students. When David Auston assumed the presidency in 1999, he continued to involve trustees in marketing discussions. Since the ad hoc committee had carried out its formal charge it was dissolved but, as a result of the impetus it provided, the Baltimore-based firm Art & Science Group was retained to

work on research and planning that would address both undergraduate admission issues and the broader institutional need for more recognition.

Another example of the board's increased engagement throughout the past decade is reflected by Case's enhanced efforts and success in technology transfer. By the early 1990s, the business and economic development communities (including a number of trustees) had concluded that Northeast Ohio needed a major generator of marketable technology, and Case was the unanimous choice to fill the role. In early 1994, the board's executive committee approved the formation of an ad hoc committee on technology transfer, and in 1996 this ad hoc committee became a standing committee of the board. In the last two years of his presidency, with board approval, Agnar Pytte (who served as president from 1987 to 1999) appointed a senior officer with responsibility for leading the technology transfer function. A series of appointments was made starting in 1997, but they proved to be short-lived. Finally, in 2001, the university named a vice president for research and technology management, and the team has built a strong technology transfer organization (see Chapter 8, Technology Transfer). The university is now among the top 20 institutions nationally in revenue from commercialization and in licensing and spin-off activity. The trustees have supported policies and investments to provide stronger backing for this activity. (Given the success of Case's technology transfer effort in recent years, the Technology Transfer Committee went out of existence with adoption of the governance changes and new by-laws in October 2002.)

With regard to fundraising, trustees are expected to be both donors and volunteer leaders, helping to solicit gifts from other sources. In 1994, the university completed a five-year fund-raising campaign with attainment of \$416 million in private gifts against an initial goal of \$350 million. The annual total of private giving, which rose in each year of the campaign, continued to rise in the years thereafter. Members of the board served in senior volunteer leadership roles for the campaign and chaired all the main fund-raising committees. By 1995, coordinated "mini-campaigns" were under way for the

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School of Medicine, the College of Arts and Sciences, and the Case School of Engineering. Once again trustees assumed leadership for these efforts, working closely with the schools' deans, the president, and other university officers. Each of those efforts has now reached its goal, as have other, smaller programs such as the campaign to attract support to finance the Peter B. Lewis Campus of the Weatherhead School of Management.

In the summer of 2001, the board established an ad hoc Committee on Board Governance, which initiated an intensive self-study. A nationally prominent consultant, Martin Michaelson, was retained to gather and present information as the ad hoc committee considered possible modifications to current methods of organization and operation. In May 2002, four subcommittees were formed to address issues related to the board's executive committee, other standing committees, board-administration relations, and board composition. In the following months, that ad hoc committee, its subcommittees, and the consultant met with all trustees, numerous current and past university administrators, and individuals outside the university who provided additional information and perspective. Committee members reviewed extensive detailed information on such subjects as practices of other university boards (including a broad range of benchmarking data), board demographics, and literature on university board governance from the Association of Governing Boards of Universities and Colleges and other external resources.

The committee's draft recommendations were presented to the board at a special meeting in August 2002. Informal and formal discussion ensued and, as a result of votes taken in September (with a very substantial majority of the committee in agreement on all issues), the board approved revised by-laws. Throughout its work, the ad hoc Committee on Board Governance sought to strike a balance between that which is valuable from the past and that which could be improved through change. Committee members (having collectively served more than 200 years on the board) were well acquainted with the board's fiduciary performance and goals, and brought their perspectives to bear in analysis, dialogue, review, revision, judgment, and recommendations.

Highlights of changes to the by-laws approved by the trustees in 2002 include:

- Restructured standing committees: (a) The chairs of the standing committees are no longer automatically appointed to the Executive Committee; (b) the Academic Affairs and Student Life Committees were combined; (c) the Nominating Committee became the Trustees Committee, with the expanded role of reviewing trustee performance, more clearly defining expectations of trustees, and presenting a formal orientation for new trustees. In addition, each trustee is now limited to service on two standing committees.
- Distribution of leadership: There can be up to three vice chairs of the board where previously there was just one. The current group of three meets frequently and collaboratively with the president.
- Modification of term limits: The chair may serve two two-year terms, with possible one-year extensions requiring a two-thirds vote of the board. Trustee terms are now four years rather than three. Trustees may serve two consecutive terms, leave the board for one year, and be re-elected for no more than two more terms for a maximum service of 16 years. The new retirement age is 72, down from 75.
- Board meeting attendance: Honorary trustees no longer attend board meetings, but may attend certain standing committee meetings to which they are invited by the committee chair. Attendance of university administrators is limited to those who are participating in the meeting. An executive session is held at the end of each executive committee meeting.
- More rigorous attention is paid to trustee conflict of interest issues.

The impact of the self-study and the resulting modifications to the by-laws have been significant. As noted above, there has been a major change in the

demographic composition of the board, reflecting the deliberate, aggressive recruitment of trustees who are alumni, reside outside Northeast Ohio, and reflect diversity (in background, profession, age, and race). Current trustees offer much more financial support than in the past, and there is a highly collaborative relationship between the board and the president. Board leadership is focused on trustees' fiduciary role rather than on involvement in executive matters.

UNIVERSITY ADMINISTRATION

The university organizational structure is shown schematically at the end of this chapter.

The president is the chief executive officer of the university. The provost and university vice president, who reports to the president, is the university's chief academic officer and the president's principal deputy. The president's other direct reports consist of the chief financial and administrative officer, the vice president and general counsel, the vice president for university relations, the chief development officer, the vice president for Cleveland and regional affairs, the faculty diversity officer, the vice president for commercial development, and the vice president for medical affairs.

The vice president for medical affairs also serves as the dean of the medical school and director of the Case Research Institute, which was created as part of the university's partnership with University Hospitals of Cleveland.

The deans of each of the university's eight schools lead the constituent faculties (arts and sciences, engineering, applied social sciences, dental medicine, law, management, medicine, and nursing) and report to the provost and university vice president; the dean of the School of Medicine, in his role as vice president for medical affairs, also reports to the president. These deans are responsible for income budgets as well as expense budgets for their schools. Also reporting to the provost are the deputy provost and vice president for academic programs, the vice provost for undergraduate enrollment, the vice president for student affairs, the vice

president for information technology services, and the vice president for research and technology management. The university's vice president for budget and planning reports jointly to the provost and the chief financial and administrative officer. The dean of graduate studies, the dean of undergraduate studies, the university librarian, the director of the women's center, the director of the teaching center, and the vice provost for planning and assessment also report through the provost's office.

Also reporting to the chief financial and administrative officer are the vice president for human resources, the vice president for campus planning and operations, the treasurer, the controller, the associate vice president for campus services, and the director of internal audit.

The university's administrative structure has evolved over the past ten years. It was reviewed under the leadership of former President Auston shortly after he assumed office in 1999, with the involvement of Frank Rhodes, president emeritus of Cornell University and a principal in the Washington Advisory Group, which provides consulting services to universities and similar organizations. The objective of that review was to suggest ways in which Case's administrative structure might be streamlined and made more effective. The review process involved discussion among deans and senior officers, examination of structures at other institutions, and discussion with the members of the Board of Trustees. The primary result of the changes made at that point was to reduce the number of direct reports to the president.

The university's organizational structure was more significantly modified in 2003 under the leadership of President Hundert, with the objective of increased collaboration among the schools and the central administration in pursuit of the university's vision, and greater efficiency in all administrative operations. The process was more elaborate than the one used in 1999. It also involved an external consultant, Thomas Gilmore, a nationally known researcher and the author of *Making a Leadership Change: How Organizations and Leaders Can Handle Leadership Transitions Successfully* (1988). In addition, there was extensive discussion with faculty, staff, administrators, students, alumni, trustees, and others about a proposed new vision and

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set of values for the institution, with the understanding that the university's structure ought to help achieve new directions and aspirations.

Although the deans are expected to be leaders for their respective schools, President Hundert and Provost Anderson have adopted a strategic management approach by which individual deans may be asked to serve as leaders for programs that span multiple schools. For example, the dean of the College of Arts and Sciences has been charged with the responsibility of leading and implementing the SAGES program, Case's new approach to liberal learning at a research university, across the entire campus (see Chapter 4, The Evolution of SAGES).

President Hundert has also elevated the position of university attorney to vice president and general counsel, and made the vice president a member of the president's cabinet.

For many years, Case's Office of the Corporation, which supported all Board of Trustees activities, was under direction of the Secretary of the Corporation. In 2002, that office's structure was modified to provide senior leadership during the effort to strengthen board governance policies and practices. A new position, Vice President and Secretary of the Corporation, was created with expanded responsibilities. In fall 2004, the board and the president authorized dissolution of that office upon the recommendation of its director, who concluded that the tasks assigned to her had been completed. The continuing role of the secretary of the corporation has been added to the duties of the vice president and general counsel. Responsibility for maintaining the corporate record currently rests in that office.

In general, the central administration is still aligned functionally, with academic support services reporting to the provost and university vice president, and administrative support services reporting to the chief financial and administrative officer. However, the university's structure is designed with the objective of implementing the institution's vision. To this end, administrative areas of strategic importance, such as research and technology management, enrollment management, university relations, student affairs,

and human resources have been reorganized to enhance organizational effectiveness. The result is that many of these functions now interact more closely with each other and with functions in other units of the institution.

In the short term, it appears that the recent reorganizations have helped Case to better deploy its resources; however, the university is continuously evaluating opportunities for additional organizational efficiencies, and it seeks to minimize redundant services wherever possible.

Office of General Counsel

In 2003, the president and the Board of Trustees charged the newly appointed vice president and general counsel with reorganizing the legal office to operate in a more highly specialized manner than had been the case in the former Office of the University Attorney. The purpose of the reorganization was to allow each attorney in the legal office to focus on specific areas of law such as corporate transactions, real estate, regulatory matters, technology transfer, and employment. As a result, each attorney is now able to develop significant expertise in a specific area while remaining broadly knowledgeable about related areas. The Office of General Counsel is now able to provide more services and focus on client needs with less reliance on outside counsel. Each attorney is also assigned as "liaison" to each institutional client in order to improve access and provide enhanced service. The reorganization has produced significant savings, as in-house service has replaced outsourcing.

Perhaps the most obvious service the Office of General Counsel performs is defense of legal claims against the university. The office also focuses on preventative issues by advising the university community of developments and changes in the law, counseling and advising the senior administration and deans, developing and implementing pre-claim and post-claim strategies, and managing and resolving active litigation. The Office of General Counsel has begun to develop risk prevention programs such as a compliance program (co-chaired by the vice president and general counsel, chief financial and administrative officer, and director of the Office of Internal Audit) and a sexual harassment awareness program. The office also initiates discussions

of employment and faculty issues to avoid litigation, and provides assistance in developing affirmative action guidelines in admissions.

INTERNAL GOVERNANCE STRUCTURES

Faculty Senate

The Faculty Senate is the university-wide governing body representing the University Faculty. Faculty senators are elected by their constituent faculties in proportion to their numbers: one elected senator for each 50 tenured/tenure-track and non-tenure-track faculty. These numbers are verified annually, and elections take place each spring for the following academic year. The Faculty Senate meets monthly during the academic year, and the Executive Committee can act on its behalf during the summer months if necessary. There is an annual University Faculty meeting, and provisions are in place for special meetings to be called if necessary. Any proposed changes to the Constitution of the University Faculty must be discussed in a meeting of the University Faculty prior to a full faculty vote.

The chair of the Faculty Senate is engaged in a leadership capacity for three years: as chair-elect, chair, and past chair. The Nominating Committee proposes membership of the Executive Committee; the Executive Committee determines the chairs of the other standing committees. Membership on the various standing committees is by election of the senators from a slate proposed by the Nominating Committee. All faculty members are solicited annually for their interest in serving on committees. Graduate, undergraduate, and professional students are elected by their representative organizations to serve on a number of standing committees and in the Senate. The secretary of the faculty is the permanent coordinator of Senate activities and a member of the appropriate standing committees.

The Faculty Senate has an Executive Committee and eleven standing committees:

- Budget
- By-Laws
- Faculty Compensation
- Faculty Personnel
- Graduate Studies
- Information Resources
- Minority Affairs
- Nominating
- Research
- Women Faculty
- University Libraries

The Senate may also form ad hoc committees as needed. The constitution and by-laws outline the apportioned membership and terms, as well as a charge to each committee. The by-laws are reviewed every five years. There have been a number of changes in the standing committees over the past decade. The ad hoc Committee on By-Laws became a standing committee, and the charge to the Fringe Benefits Committee (now the Compensation Committee) was expanded to include faculty salaries.

In 2004-05, the Graduate Studies Committee will explore the need for a new standing committee for Postdoctoral Scholars.

Standing committee chairs participate in an orientation session at the beginning of the academic year. Goals are set and challenges are discussed. In 2004-05, the Senate Chair plans to encourage more interaction between elected senators and their constituent deans, as well as more regular reporting at constituent school faculty meetings. Standing committee chairs report regularly at Senate meetings. The Faculty Senate Executive Committee and the Board of Trustees Academic Affairs and Student Life Committee benefit from a joint annual meeting.

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Issues debated and adopted by the Faculty Senate in recent years include:

- Academic integrity policies
- Improvements needed to the university libraries
- Faculty salaries
- Partner hiring and domestic partner benefits
- Acceptable use of computing and information technology resources
- Intellectual property

The Senate receives an annual report on outcome assessment activities at Case, and recently reviewed and adopted a new philosophy statement on outcome assessment.

Among the most significant issues considered by the Faculty Senate in recent years are the definition of “faculty” and the clarification of rank appointments that articulate the obligations of the faculty to the university and of the university to faculty. The revisions to the Faculty Handbook that resulted from this effort reflected the work of the Senate’s ad hoc Committee to Define Membership in the [Case] Faculty, which met for two years. The revisions strengthen the meaning of tenure, provide protections for tenured faculty, and include a statement regarding the university’s goal for achieving diversity.

The president and the provost regularly bring developing ideas for new initiatives to the Senate Executive Committee and the full Senate for discussion. Reviews of the academic calendar and the establishment or dissolution of new departments, programs, and degrees also take place on a regular basis.

The Faculty Handbook¹ is regularly updated and available on the university website. A number of new and existing university policies have been added to the Handbook as a comprehensive source of information for faculty.

University Undergraduate Faculty

The University Undergraduate Faculty (UUF),² formed in 1993, is responsible for matters involving the interdependence of students, faculty, and academic programs among the constituent faculties involved in undergraduate education (the College of Arts and Sciences, the Case School of Engineering, the Weatherhead School of Management, the Bolton School of Nursing, and some departments in the School of Medicine). Acting through the UUF, these constituent faculties submit recommendations to the Faculty Senate for policies and programs focused on undergraduates.

The UUF by-laws were amended in spring 2000 to add the following mission statement:

“The University Undergraduate Faculty (UUF) fosters a single community for [Case] undergraduates through cooperation and interaction among the faculties of various schools and departments with undergraduate programs. As UUF faculty, we will strive to ensure that all undergraduates have common expectations for scholarship and standards of behavior. While allowing for flexibility, we will ensure that equivalent academic and extracurricular opportunities are provided for all undergraduates.

“We will initiate and review proposed policies that affect the undergraduate community by participating in UUF General Faculty Assemblies and serving on UUF committees. We will seek out the views of students and staff on such policies where appropriate, through reports from representatives to UUF committees and through dialogue in open forums. In accordance with the University Constitution, we will recommend to the Faculty Senate standards of admission for students, academic requirements for students, curricula and content of existing degree programs, standards and facilities for research and scholarship, new degrees and the discontinuance of existing degrees.

“Above all, we will work together to build a common community for undergraduates and the faculty and staff who teach and advise them, and to ensure a

1. The Faculty Handbook is available online at www.case.edu/president/facsen/frames/handbook/caseFH2004.htm.

2. The University Undergraduate Faculty website is located at <http://www.case.edu/president/uuf>.

high quality of life and learning for undergraduate students at [Case].”

Discussion of revisions to these by-laws began during the 2003-04 academic year and continues in 2004-05. The purpose of the revisions is to bring UUF elected leadership into a closer relationship with that of the Faculty Senate, particularly with regard to approving undergraduate academic and curricular changes.

The following standing committees support the UUF:

- Executive Committee
- Committee on Academic Computing and Information Resources
- Committee on Academic Standing
- Committee on Curriculum
- Committee on Student Life, Services and Environment
- Committee on Undergraduate Admissions

Members of the UUF Executive and Curriculum committees are elected by their constituent faculties. Members of the other standing committees are appointed by the UUF Executive Committee. There are student members of each committee except the Committee on Academic Standing. The standing committees meet monthly, and there are at least two general meetings of the entire undergraduate faculty each year.

The UUF has been instrumental in achieving common rules, regulations, and guidelines on academic matters for all undergraduates. A partial list of items of business over the past decade includes:

- Academic integrity policies and procedures
- Online course evaluations
- Credit hour requirement for a second degree
- Plus-minus grading
- Evaluation of transfer credit
- Revised general education requirements for College of Arts and Sciences and for the Case School of Engineering

- Revision of standards for graduation and dean’s honors
- Class scheduling and protected community hour for assemblies, meetings, etc.
- Online course syllabi
- SAGES

Faculty Governance at the School Level

The Constitution of the University Faculty, included in the Faculty Handbook, governs the activities and responsibilities of the entire faculty. In addition, the colleges and professional schools all have distinctive by-laws and stipulations with regard to governance. Features of the by-laws of each of the constituent faculties follow.

The by-laws of the **College of Arts and Sciences** define membership of the faculty and voting privileges, and also define the faculty’s responsibilities. Some of these responsibilities include: (a) making recommendations to the Faculty Senate regarding requirements and standards for degrees, standards of admission for students, approving new degrees, and discontinuing existing degrees; (b) reviewing and approving curricula and content of degree programs; and (c) setting standards for and making recommendations regarding facilities for teaching, research, and scholarship. There are four standing committees in the college: the Executive Committee, the Committee on Appointments, the Committee on Educational Programs, and the Graduate Committee. The faculty elects members to these committees.

The by-laws of the Faculty of the **Case School of Engineering** describe how the faculty will perform its duties in consonance with the constitution of the University Faculty. The dean serves as the chief executive officer of the faculty, coordinating with an elected secretary who handles all the business of the faculty. Departmental faculty groups elect representatives to serve on the Executive Committee of the Faculty and three standing committees of the school (undergraduate studies, graduate studies, and research). The Executive Committee appoints the members of the Appointments Committee and nominates and supervises the election of the chairs of the three other standing committees.

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A Policy Committee, consisting of department chairs, associate deans, and the chair of the Executive Committee, also advises the dean.

The **Weatherhead School of Management** is governed by the faculty of the school. The faculty meets on a monthly basis to discuss and vote on relevant issues. There are two standing committees: Appointments (which considers promotion and tenure matters), composed of one elected representative from each academic department and three at-large elected faculty; and the Faculty Council, to which all members are elected at-large to represent the faculty between full faculty meetings.

The **School of Medicine**'s by-laws establish the Faculty Council as its governing body. Voting members of the council comprise an elected representative from each academic department, one from each affiliated hospital, and ten at-large elected representatives, five each from the clinical and basic science departments. Non-voting faculty members include the president, the dean of the School of Medicine, the vice dean for education, the chair of the faculty curriculum committee, and four students. The Faculty Council Steering Committee is the executive committee of the Faculty Council, and is composed of the current chair, the chair-elect, the past chair, and five other members of the council. The Faculty Council acts for the School of Medicine faculty regarding the planning and execution of educational programs, formulation of policies concerning curriculum, student admissions, approval of new degree programs, review of each year's graduates, and research conduct.

The faculty of the **Bolton School of Nursing** has adopted a set of by-laws that describe the structures, policies, and procedures for leadership and decision-making in the school. In addition to meeting as a full faculty and electing representatives to the Faculty Senate and the University Undergraduate Faculty, nursing faculty also elect their own Executive Committee to represent them in policy and governance matters within the school. The dean provides leadership for the faculty and serves as an *ex officio* member of the Executive Committee as well, as do the associate deans. Other committees of the faculty include those on Curricula; Admissions (three

separate committees); Evaluation of Programs; Faculty Appointment, Reappointment, Promotion, and Tenure; and a Board of Appeals.

The **Mandel School of Applied Social Sciences**' by-laws give authority to a Steering Committee, which recommends policies related to governance. This committee consists of a chairperson and six faculty members. The dean, associate dean of academic affairs, associate dean of research and training, chair of the doctoral program, and director of field education participate as *ex officio* members. The committee makes recommendations to the faculty on the mission and overall direction of the school; advises the dean on the appointment of major academic officers, granting of sabbatical leave requests, budget and resource allocation; reviews and monitors the budget; and reviews current programs, policies, and organizational structures.

By charter and by-laws of the **School of Dental Medicine**, the faculty participates in the development and implementation of programs and policies of the school in accordance with the aims and philosophies of the university. All full-time faculty members have voting privileges; they approve students for degrees and participate in meetings called by the dean to discuss matters relating to the functions of the school. Faculty recommend and approve by-laws to govern themselves, and elect members to the appropriate committees; they can also make recommendations to amend the charter of the school.

Under its by-laws, the **School of Law** faculty meets monthly during the academic year to conduct business. In addition, the dean may call special meetings to deal with particular matters such as major curricular changes, faculty hiring, and promotion and tenure. The dean appoints seven standing committees annually, and all but two (Promotion and Tenure Committee, and Appeals and Rules Committee) include student members with voting rights. The dean may also appoint special advisory committees to study and make recommendations on matters that do not fall within a standing committee's jurisdiction.

Staff Advisory Council

The Staff Advisory Council (SAC) was formed in 1990 as a vehicle for communication between staff employees and senior administrators. It is a channel through which staff can provide formal feedback to administration and raise awareness of issues that affect the university and its non-academic employees. Working closely with the Office of Human Resources and the Office of the President and the Provost, SAC has provided advice and assistance on many university issues and initiatives such as adoption leave, altering the discretionary day policy, conducting the first student-staff interaction day, and instituting a campus-wide community service day. In recent years, SAC has supported university changes to staff policies that have resulted in the university's domestic partner and short-term disability benefits, and enhanced staff retirement plans, including the addition of Plan C.

SAC's senior officer is elected to serve a one-year term as vice chair, followed by a one-year term as chair, and then as past-chair. The council currently has 53 representatives who are elected to serve two-year terms, plus two *ex officio* members: the university's chief financial and administrative officer and the vice president for human resources. SAC's executive committee consists of the current chair, vice chair, and past chair.

Undergraduate Student Government

Case's Undergraduate Student Government (USG) represents all undergraduate students at the university, grants recognition and funding to undergraduate student organizations, and is the primary source of student representation in matters pertaining to the interests of undergraduate students. USG focuses its efforts on the pursuit of three goals:

- To actively promote and represent student interests
- To provide support to student organizations
- To promote the leadership experience

USG works closely with other major student organizations on campus, including the class officers, Residence Hall Association, University Program Board, Panhellenic Council, and Interfraternity Council.

Participation in USG is open to all Case students; they are encouraged to get involved and make a difference. The General Assembly meets weekly, and meetings are open to all students. Students are encouraged to express their opinions and concerns during the "open forum" portion of the meeting, and to discuss issues before or after the meeting with representatives and officers. Students are also encouraged to run for office, serving as representatives of constituent groups or seeking elected leadership roles.

Much of the work in USG is pursued through four committees, each of which is led by an elected vice president: academic affairs, development, finance, and public relations.

The Academic Affairs Committee focuses on addressing academic issues affecting students, including curriculum changes, the schedule for reading days and finals, quality of teaching assistants, the academic grievance policy, and the integrity code. Issues currently under discussion include CasePAD (Case Professional Advising Development), continuation of 24/7 access to the library, review of the physical education requirement, and Undergraduate Teaching Excellence Awards. Past projects have included reading days/finals format, pre-professional advising, course evaluations, and improving building accessibility for the disabled.

The Development Committee focuses on campus life issues affecting Case students. Current projects include an election campaign e-mail survey, student discount at One to One Fitness Center, campus recycling, proximity card readers in parking lots, and weekend newspapers in the Commuter Lounge. Past projects have included a security survey, food drives, improvements to the weight room in the Veale Center, commuter shuttle service, and other local transportation issues.

The Finance Committee oversees the recognition and funding of dozens of undergraduate student organizations from the USG portion of the student activities fee.

The Public Relations Committee is responsible for publicizing USG meetings and events, sharing information and developments with the Case

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community, and promoting the *esprit de corps* of the assembly. Recent projects include activities surrounding the Race at Case (the U.S. Vice Presidential debate), discussions with *The Plain Dealer* (Cleveland's main daily newspaper), working with *USA Today* on the newspaper readership program, and the new USG newsletter with all current projects and pertinent information for all USG committees, as well as recently passed bills and resolutions of the Undergraduate Student Government.

Over the past ten years USG has changed in a number of ways. First, the organization replaced a formerly cumbersome and often ineffective committee structure with the more streamlined and effective committee and officer structure described above, which focuses on major issues. Second, USG has consciously moved to a more formal and professional approach to General Assembly meetings to reflect the seriousness with which the members approach their responsibilities. Third, USG has made far more extensive use of Web communication within the organization and the larger campus community.³ Finally, the organization has focused on long- as well as short-term projects. Examples include the multiyear effort to develop the RTA Pass (public transit) program for all undergraduates, and the development of the CaseFAM peer advising program, discussed in Chapter 4.

Graduate Student Senate and Professional Student Governance Organizations

The Graduate Student Senate (GSS) is the representative body for students pursuing degrees through the School of Graduate Studies, which is the administrative home for academic master's and doctoral programs in the humanities and social sciences, mathematics and statistics, the biological and physical sciences, engineering, management, nursing, and social welfare. Each department selects at least one senator and an alternate to serve on the Graduate Student Senate. General meetings are held monthly from September to May.

The GSS serves as a voice for the needs and concerns of graduate students at Case, working with administrators to address issues as varied as the custody of research data and health insurance coverage for dependents. The

GSS also organizes and sponsors social and cultural activities for graduate students throughout the year. The GSS has vigorously promoted professional development activities for graduate students. One example is the popular "Preparing Future Faculty" program, which provides both enrichment opportunities and a forum for discussion for those graduate students hoping to pursue a career in academia. The GSS administers a graduate teaching award (the John S. Diekhoff Award; see Chapter 6, Effective Teaching), and a graduate student travel fund.

One member of the GSS is elected to serve as the graduate student representative on the Faculty Senate, and GSS members represent graduate students and their concerns on a number of Senate committees and other university task forces.

Students in professional programs have voluntary or elected governance bodies to represent their interests to the faculties and administrations of their schools. Members of the Student Bar Association, for example, serve on law school committees related to admissions, buildings and grounds, career services, curriculum, and library and information systems. One professional school student also serves as a member of the Faculty Senate, elected annually by the student governance body of one of the professional schools on a rotating basis.

The Postdoctoral Researchers Association (PRA) was formed in fall 2000 to address the interests and concerns of postdoctoral scholars at the university. Open to all postdoctoral appointees at Case, the PRA is not a formal governance body, but its representatives serve on Faculty Senate committees for information resources, libraries, minority affairs, and research.

SUMMARY: STRENGTHS AND CHALLENGES

The classical mode of operation for a university brings together individuals and groups from a wide range of disciplines who serve very different roles in the institution's life. It is not surprising, therefore, that governance mechanisms – which seek consensus if not unanimity among many of these groups – so often run

3. The Undergraduate Student Government website is located at <http://usg.case.edu/>.

aground on the shoals of internal politics and scarce resources. At Case, an institution that enjoys a greater degree of decentralization than found at many other colleges and universities, the matter of governance policy and structure is taken seriously and has received considerable attention over the past decade.

In 2001-02, after Case drew national attention when former President Auston abruptly resigned, citing issues that included trustee governance concerns, this willingness to attend to policies and structures proved to be a valuable resource, making possible a valuable – albeit somewhat stressful – review of potential improvements and their ultimate adoption by the board. While many on the campus worried about the potential effects of this episode, there was wide recognition that productive governance mechanisms have the capacity to accommodate change. This understanding was in many cases based on the successful experience that many members of the university have had with institutional governance in their own academic and administrative units. The orderly succession of the chairmanship of the Board of Trustees, the board's effective work in adopting and implementing governance changes, the arrival of President Hundert in 2002, and the energetic nature of the leadership he and Provost John Anderson are providing have combined to reinforce that understanding.

At the same time, it is widely acknowledged that Case's high degree of decentralization among its academic programs represents a challenge to its vision of a campus-wide culture of learning that is distinctively associated with this university. Cross-divisional bodies such as the University Undergraduate Faculty represent important but still-striving mechanisms, and the willingness of the school deans to accept campus-wide leadership roles for major initiatives is both innovative and encouraging. Yet the campus continues to be alert to innovative improvements to achieve the kind of integration in governance and program leadership that is widely believed to be a key to propelling the university forward toward its vision.

