

CHAPTER 11

HUMAN, PHYSICAL, AND FINANCIAL RESOURCES

In order for the university to achieve its vision, it will necessarily rely on its human, physical, and financial resources, strategically aligning and enhancing them to achieve new levels of performance. This chapter is devoted to analyzing the current status of Case's considerable assets.

The university community is composed of leading faculty and staff members who are dedicated to the institution's vision and values. The university works hard to attract talented, committed individuals, and to retain and promote them. Policies and programs that are relevant to the welfare of Case's faculty and staff are described in this chapter.

Over the past ten years, the campus has expanded through land acquisitions and increased density; it has truly been a decade of transformation in terms of the physical environment. The infrastructure that supports the academic enterprise, particularly information technology services, has also developed dramatically. Processes and strategies that affect the successful utilization and development of Case's physical resources are also presented in this chapter.

Finally, we discuss efforts to garner funds to support Case's mission and vision. The institution is financially stable, and is noted for its careful planning and management of financial resources. The university has also renewed its efforts in the advancement area to better position itself for continued progress toward its vision.

HUMAN RESOURCES

Case's human capital is its most valuable asset. The university's current reputation and future advancement stem from the knowledge, skills, abilities, and dedication of its faculty and staff.

Faculty

Case earns its reputation as one of the leading private research institutions in the nation from the outstanding work of its faculty. The university's faculty members are expected to be independent researchers, scholars, and teachers whose intellectual interests and activities transform both the institution and the world's knowledge and culture. This transformation may occur through advances in basic science, medicine, or engineering; the invention or enhancement of technologies; the understanding and improvement of social systems; or the development of creative works that add value to the human condition.

The Faculty Handbook, which contains official policies and procedures that govern the structure, privileges, and activities of the faculty, is accessible from the university website.¹ The Faculty Handbook also contains other policies, including those pertaining to the commercialization of research, patents, and copyright.

Supported and encouraged by the Office of the President and the Provost, each college and school is expected to recruit and retain promising young faculty as well as more senior faculty who are already accomplished in their fields of research, scholarship, service, and teaching.

1. The Faculty Handbook is available at <http://www.case.edu/president/facsen/frames/handbook/casefh2004.htm>.

It is expected that all faculty members are committed to excellence, innovation, and the principles of open intellectual exchange.

Recruitment, Appointment, and Promotion/Tenure

The constituent faculty of each college and school is responsible for recruiting and retaining faculty members who are accomplished in their academic fields. The faculty makes recommendations for the appointment of faculty members to the provost through the dean of its college or school. The Office of the President and the Provost works with the deans to facilitate reviews and approvals. Faculty appointments are based on evidence that the candidate has an exceptional knowledge of an academic field and a commitment to continuing development of this competence; is dedicated to the pursuit and practice of effective teaching methods; is committed to a continuing program of research or other advanced creative activity; and is willing to assume administrative and service tasks within the university for the overall benefit of the institution.

The university promotes and awards tenure to faculty members who demonstrate ongoing excellence and innovation in teaching, research, scholarship, and service in their fields of study. Tenure gives faculty members the right to retain their appointment until retirement by protecting them against dismissal or disciplinary action in the event their research and scholarship become unpopular or contrary to the views of others. The granting of tenure follows a careful review of each candidate's qualifications and past performance and as well as an assessment of the candidate's potential for future success at the university.

In recent years, the relative importance of teaching in promotion and tenure decisions has risen. Extensive evaluation of teaching proficiency and evidence of a commitment to improvement of teaching effectiveness are required as part of the promotion and tenure application files. A description of the candidate's teaching (and service) contributions is now required in all promotion and tenure files. In addition, the significance and effectiveness of a candidate's role in course design

or curriculum development is to be evaluated by the department. Each school determines the appropriate means to assess the teaching contributions of its faculty.

Professional Development for Faculty

The university encourages faculty members to achieve ongoing excellence and innovation in their areas of expertise by sponsoring, co-sponsoring, promoting, and/or supporting a variety of initiatives that focus on the advancement of research, scholarship, service, and teaching. These include: the University Center for Innovation in Teaching and Education (UCITE), discussed in Chapter 6, which offers various means of supporting teaching innovations (e.g., the Glennan Fellows Program and the Nord Grant Program); and the Provost's Opportunity Fund (POF), which, since 2001, has provided large seed-grants for new high-impact or high-risk research or teaching initiatives. Since its inception, the POF has funded, for example, renovation of the teaching labs in the schools of dental medicine and nursing, new technology-assisted classrooms in the colleges, new equipment for investigators in nanotechnology, a Language Media lab, and programming and faculty for a Center for Ethnic Studies.

Opportunities for faculty development in the area of intellectual property are provided by Case's Technology Transfer Office. This office regularly provides workshops on the protection of intellectual property as well as information on mechanisms for commercialization of inventions.

Case also offers sabbaticals as another form of professional development for faculty members. A sabbatical leave typically includes one semester of financial support from the university, but the sabbatical may extend for one full year for faculty members who secure funding from other sources.

Other professional development efforts for faculty are based in the individual schools and colleges. One of the goals of the medical school's Office of Curricular Affairs, established in 2003, is to create faculty development programs that lead to improvements in medical education. The office has launched an innovative new program, the Scholars Collaboration in Teaching and Learning, with support from the Provost's Opportunity

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Fund. Faculty and students work together to implement education projects, study educational theory, explore new teaching methods, and develop skills in curriculum innovation and information technology. Faculty development efforts at the School of Nursing include formal training programs on writing for publication, with several day-long workshops led by an outside consultant. Some schools retain professional writers to help with the preparation of large-scale (e.g., research center) proposals. Also, several of the schools provide new-faculty orientation activities that typically include discussions of what it takes to be a successful faculty member at Case, the importance of teaching, tips on developing a research program, etc.

An important new faculty development initiative began in 2002 with the award of the NSF ADVANCE Institutional Transformation Award, which has as its goal the achievement of equity for all members of the faculty. The award, discussed in more detail below, provides coaching and mentoring for deans, chairs, and faculty in the science, technology, engineering, and math disciplines funded by the National Science Foundation.

Faculty Demographics

As of fall 2004, Case employed nearly 2,400 full-time faculty members at the ranks of professor, associate professor, assistant professor, and instructor. Virtually all

faculty members hold the doctorate or the appropriate terminal degree in their field. The table below shows the distribution of faculty in the various academic units; the large number of faculty within the School of Medicine includes staff physicians at the university's affiliated hospitals who hold full-time appointments on the Case faculty, even though they are paid through the affiliated hospitals rather than the university.

Approximately twenty-nine percent of the full-time faculty members have tenured appointments, and eighteen percent are on the tenure track. (Note that these results are heavily weighted by the data for the School of Medicine. About sixty percent of the full-time faculty who are not associated with the medical school are tenured.) Of full-time faculty in non-tenure-track positions, more than ninety percent are in the health sciences, particularly the School of Medicine.

Case also has more than 2,200 adjunct, clinical, or visiting faculty, classified as "special" faculty under the changes to the Faculty Handbook approved by the Faculty Senate in 2003 (see Chapter 3, Organization and Governance). Over ninety percent of these faculty are health care practitioners holding clinical faculty appointments in the schools of medicine, nursing, and dental medicine; such appointments are normally not compensated. The university's other schools also use adjunct faculty on a selective basis, particularly

Full-Time Faculty by School and Rank, Fall 2004					
	Professor	Associate	Assistant	Instructor	Total
Applied Social Sciences	12	6	2	6	26
Arts and Sciences	104	56	40	15	215
Dental Medicine	4	18	33	10	65
Engineering	62	29	20	0	111
Law	31	8	3	5	47
Management	29	24	22	0	75
Medicine	439	353	816	173	1,781
Nursing	10	14	18	20	62
Total	691	508	954	229	2,382

in professional programs, where practitioners can bring specialized knowledge and experience to the curriculum. The instructional faculty at Case includes approximately 125 full- and part-time lecturers; most teach at the undergraduate level in the arts and sciences, management, and nursing. At all levels, however, most courses are taught by full-time faculty; in fall 2004, for example, sixty-five percent of undergraduate credit hours were taught by faculty at the ranks of professor, associate, assistant, or instructor, and another nineteen percent were taught by other full-time instructional staff including lecturers, visiting faculty, or full-time staff employees with teaching responsibilities.

Initiatives Promoting Recruitment of Minority Faculty

In 2002, the university initiated a special funding mechanism of the Provost's Opportunity Fund to be used for strategic hires. Funding for this program has ranged from \$350,000 to \$750,000 over the past two years, with \$500,000 designated to the pool for the coming year (2005-06). Through this initiative, a number of minority and women faculty have been successfully recruited including two African-American women, one in the Department of Epidemiology and Biostatistics, and one in the Department of Medicine. Women have also recently been recruited to the departments of biology and biomedical engineering.

Funding from this initiative also spurred the creation of an Ethnic Studies program, which is led by a minority faculty member recruited for the position. The history departments at Case and Fisk University are working together to expand course offerings in African-American history at Case. Although this project does not directly address the issue of minority faculty recruitment, the availability of courses of specific interest to minority students as well as the development of a critical mass of minority students in the undergraduate student body will have an effect in creating a campus environment that supports diversity and reduces the sense of isolation for minorities.

Overall, the university is making progress in the recruitment of minority candidates, specifically African-Americans. In 2002-03, three percent of the entire faculty and three percent of the hires for the year were

African-American. In 2003-04, seven percent of new faculty hires were African-American.

Since John Anderson assumed the position of provost in April 2004, he has made advances to increase and strengthen these initiatives. For example, he recently reorganized the Faculty Senate Committee on Minority Affairs and has asked for specific recommendations for programmatic efforts to increase and support faculty diversity. He is also in the process of reconstituting the University Advisory Committee on Minorities, composed not only of faculty but also staff. In addition, the provost has committed a dollar-for-dollar match to all deans for funds directed toward the recruitment of underrepresented minority faculty members.

Initiatives Promoting Recruitment of Women Faculty

Of the full-time faculty, approximately thirty-one percent are women, a slight increase from the level in 1995-96 (twenty-eight percent). The percentage is lower in science and engineering fields, at about twenty-two percent, although the Case School of Engineering has made substantial progress in recent years in recruiting women faculty. The percentage of women in engineering at Case has increased from five percent in fall 2000 to more than ten percent in fall 2004 – above the national average, which is just under ten percent (according to the American Society for Engineering Education). Seven women have joined the engineering faculty over the past three years in biomedical engineering, chemical engineering, mechanical engineering, and macromolecular science and engineering.

With support from the National Science Foundation 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. Over the five-year grant period, the ACES program at Case will be implemented in two phases. Phase I, the current phase, begins with the deans, chairs, faculty, and students in the four pilot departments (chemistry, mechanical and aerospace engineering, organizational behavior, and physiology and biophysics) participating in initiatives which include intensive coaching, mentoring, networking, and training and development. An extension

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of the best practices will begin in Phase II and include all science and engineering departments. Although the ACES program intends to increase the participation and leadership of women faculty in science and engineering disciplines, it is expected that these efforts will simultaneously improve the overall campus climate for all faculty and all university members, including students and staff.

In conjunction with the ACES program, the university has recently augmented or created new policies and initiatives to diversify the candidate pool for faculty positions. These changes have included the creation of a Faculty Diversity Office separate from the Office of the Provost that focuses specifically on faculty diversity issues. An assistant was hired in this office to work on systematically educating and overseeing faculty search committees to ensure that appropriate measures are taken to include women and minorities in candidate pools. New faculty search guidelines and a “faculty search toolkit” have been created, and a new policy requiring deans to approve applicant pools before candidates are brought to campus to interview has been implemented.

The Office of Faculty Diversity sets diversity applicant-pool goals for individual departments biannually, and provides departments with information on the proportion of women and minorities in their respective professional

area pools nationwide. The university’s objective is for the distribution of the faculty in each department to reflect the composition of the national pool of individuals in that discipline. The Faculty Diversity Officer and the NSF ACES Diversity Specialist serve as resources for the chairs of search committees. They provide information about special measures that should be taken to identify women and minority candidates as well as to broaden the search in ways that will include a larger number of underrepresented candidates.

Faculty Salaries

One of the most pressing challenges facing Case is faculty salaries, which play a significant role in efforts to retain high quality faculty. For the 2003-04 academic year, the average faculty salary for the rank of full professor at Case was eighty-nine percent of that for a set of benchmark institutions (Carnegie Mellon, Dartmouth, Duke, Johns Hopkins, MIT, Northwestern, Rochester, Vanderbilt, and Washington University). The figure for 2003-04 does represent slight progress from the preceding two years, in which Case was at eighty-eight percent (2002-03) and eighty-seven percent (2001-02) of the comparable benchmark average.

Average salaries for faculty at Case can also be compared to salaries for institutions in the Association of American Universities that participated in the group’s annual salary

Average Faculty Salaries by Rank and Discipline, 2003-04

<i>Case Compared to AAU Universities</i>			
	Professor % Difference	Associate % Difference	Assistant % Difference
Humanities and Social Sciences	-15%	-10%	-5%
Humanities only	-17%	-9%	-3%
Social Sciences only	-14%	-11%	-8%
Visual and Performing Arts	-8%	-1%	8%
Math and Natural Sciences	-12%	-7%	-10%
Engineering	-9%	-4%	-2%
Computer and Information Science	-13%	-13%	-1%
Management	-6%	-2%	-2%
Nursing	11%	2%	-7%

data exchange. The discrepancy between the Case and AAU averages was highest for full professors, and lowest for assistant professors. The shortfall also varies by field. Since his arrival in April 2004, Provost Anderson has begun efforts to address these salary issues.

Faculty Engagement at Case

Another important issue surrounds the degree to which Case faculty feel engaged with and supported by the university. Never within the past few decades have data on faculty attitudes and perceptions been solicited. Consequently, the Accreditation Steering Committee created a subcommittee that was charged to perform a broad analysis of the level of faculty engagement, motivation, and commitment with respect to the full range of learning and discovery at Case. That subcommittee conducted a comprehensive and detailed survey to gather pertinent data, and identified issues that can be addressed to strengthen faculty commitment and motivation and raise expectations for higher levels of engagement. It also assessed factors that may be adversely affecting the recruitment and retention of highly qualified faculty members, especially women and underrepresented minorities. The full report of the subcommittee is included as Appendix 2.

The subcommittee report offers several conclusions that apply to Case faculty in general. Overall, faculty members are generally satisfied with their experiences and their degree of engagement with the university. Case faculty members are moderately involved in academic activities on campus, but involved in extracurricular activities on campus only to a low degree. Generally, the faculty perceives positive relationships with peers and administration, feels valued for work and successes, and experiences moderate support for work-life integration. Faculty members also believe there is effective leadership in their primary units (school/college or department), are moderately clear on allocations of resources, and perceive moderately fair distribution of resources. However, most faculty members would prefer more effective mentoring than they currently experience.

The subcommittee report also presents conclusions derived from the opinions of a large but still minority portion of Case faculty. These include a perception that

teaching and service are undervalued at Case relative to research or that resources, infrastructure, and rewards are not commensurate with an individual's overall contribution. Some faculty members perceive that they are disconnected from university-wide initiatives, and still others suggest that Case needs to work on enhancing a community of inclusion.

The subcommittee offered the following focused recommendations to apply at the school or department level:

1. Institute formal policies and provide adequate resources for enhanced leadership training of department chairs and school/college deans.
2. Improve the day-to-day academic experience of women faculty and junior faculty (instructors and assistant professors) within the primary unit by:
 - a. Enhancing the quality of collegiality and the overall experience of inclusion in the primary unit
 - b. Paying attention to the allocation of academic assignments, resources, and support by the primary unit head (chair or dean) to advance academic performance
 - c. Improving work-life integration.
3. Improve mentoring and development of all faculty in the primary unit.
4. Improve transparency in school/college and departmental decision processes and in the implementation of existing faculty policies.

In addition, the following set of recommendations is intended for the university overall:

1. Work closely with the Faculty Senate to determine and institutionalize means for enhancing the campus-wide faculty community experience.
2. Increase support for and accountability of primary unit heads (deans and chairs) for leadership of a vibrant faculty community and creation of an inclusive academic culture.

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3. Continue to publicize and adequately fund the work of the faculty diversity officer, emphasizing his/her role as facilitator for faculty inclusion and equity oversight in recruitment, employment, advancement, and other areas related to faculty duties.
4. Undertake similar efforts to survey staff and students about their experience of university community and climate.

Staff

The Department of Human Resources is responsible for all areas of human resource administration for staff employees as well as benefits administration for faculty. The department is organized along functional lines: benefits, compensation, HR information systems, education and development, employee relations, employment, equal opportunity and diversity, and foreign faculty and scholars. The department’s focus has always been to attract and retain highly skilled and motivated staff employees. Its vision is to be recognized as an essential partner in furthering the university’s mission by providing innovative service to enhance the development and success of every employee.

Case attracts employees and promotes good employee relations through ongoing communications, which include periodic handbooks, brochures, publications, campus-wide mail notices, and electronic mail. Communication of HR policies and procedures has evolved as university communication has evolved. The department’s website now provides links to the employee handbook, policy manual and procedural forms, job postings and the ability to apply for positions via email, compensation planning information, benefits enrollment information, links to insurance carriers, and employment-related government regulations.

Recruitment, Retention, and Diversity

Case had 2,980 full-time staff employees as of fall 2004. Most of the growth in staff over the past ten years has been in administrative and professional categories. More than sixty percent of staff employees are women, and members of minority groups represent more than a third of all full-time staff.

Case maintains an affirmative action plan pursuant to federal statute. Although Case is a private university, federal funding of research programs and other projects requires Case and other universities to keep and report certain demographic data by specified job category and major reporting groups. Although the number of staff hires for 2002-03 was slightly down from the prior fiscal year, progress was made for minorities. Of the 549 staff hired in 2002-03, 317 (57.7 percent) were women and 218 (39.7 percent) were minority. There were 613 new staff members hired in fiscal year 2001-02; of these, 370 (60.4 percent) were women and 187 (30.1 percent) were minority. Overall utilization of minorities has increased slightly, from 1,039 (32.5 percent) minority staff employees in fiscal year 2001-02 to 1,052 (33.6 percent) in 2002-03.

Full-Time Staff, Fall 2004	
Executive/Administrative/Managerial	799
Other Professional	1,068
Technical and Paraprofessional	268
Secretarial/Clerical	542
Skilled Trades	58
Service	245
Total	2,980

Diversity awareness seminars are required of all new Case employees. These seminars engage participants in exploring and discussing cultural and individual differences in ways that reflect the university’s commitment to maintaining a welcoming, inclusive environment. Participants are introduced to ways of exploring human differences that will promote healthy relationships and growth of interpersonal understanding and appreciation.

Evaluation and Compensation

Performance management and evaluation was addressed in 1995 using an outside consultant who conducted focus groups with staff employees, supervisors, and faculty members who supervise and evaluate staff

members. Using the information gained and working with a steering committee of university employees, a new performance planning and appraisal process was developed. The new process was piloted in selected schools, and then implemented by the entire university in 1998. Planning and evaluation guidelines are used throughout the entire evaluation period in order to identify performance objectives and establish focus at the beginning of the period, assess progress and focus during the period, and review and rate performance at the end of the period. The forms associated with this planning and appraisal process highlight organizational values such as:

- A working environment that encourages mutual respect and open communication, innovation and continuous learning, a cooperative spirit and teamwork, respect for diversity and inclusiveness, personal growth and celebration of accomplishments, and safety orientation
- Personal responsibility based on integrity and ethics, accountability for results, clear goals and empowerment, dependability, and protecting resources against waste, loss, or misuse
- A customer-focused service orientation that exhibits concern for the customer's goals and needs, economy, efficiency, flexibility, courtesy, responsiveness with good judgment, and continuous and measurable improvements

Recruitment and retention of faculty and staff are bolstered by competitive benefits packages. One of Case's best employee retention tools is the education benefit. The current plan was put into place for employees hired after January 1997, but employees hired prior to January 1997 were grandfathered under the former plan for three years. This plan offers employees a full tuition waiver as part-time students, or a tuition reimbursement up to \$1,500 per fiscal year (up from \$1,000 prior to July 2002). Dependent children of employees receive tuition waiver of up to eight full-time semesters of undergraduate tuition, or eight full-time semesters of graduate tuition at fifty percent of the undergraduate rate (100 percent prior to 1997) when enrolled at Case. After one year of service, an employee's spouse can receive up

to eight full-time semesters of tuition at 50 percent of the undergraduate rate (100 percent prior to 1997); this benefit was extended to domestic partners in 2002.

One lingering challenge is to ensure that the tuition benefit is freely accessible to staff members. Some staff members have reported that their supervisors have discouraged or prohibited them from taking advantage of the tuition benefit due to difficulties with scheduling replacement coverage during their absence, for example.

Case provides its employees with competitive retirement benefits. Faculty and key administrative staff have two vehicles with either TIAA-CREF or Vanguard. Enrollment as of May 2004 for the Faculty Retirement Plan A has increased significantly over the past several years; of 2,010 faculty members eligible for the plan, 1,528 are enrolled.

Staff have two retirement vehicles: 1) defined benefit pension (in trust), and 2) a voluntary supplemental, tax-deferred retirement plan 403(b) with an employer match contribution. This 403(b) employer match contribution for staff was implemented in July 1999, and has improved Case's employer market competitiveness. In July 2001, market competitiveness was further improved by increasing the match for the staff retirement 403(b) to fifty percent of the contribution, up to four percent of salary.

The university's total compensation package has been modified several times over the past ten years to address economic changes and improve attraction and retention of both staff and faculty. Case pays for statutory and non-statutory benefits (including health and welfare, retirement and education) by assessing a pooled rate of 26.5 percent of salary per employee to each department. Case committed more than \$46 million in non-statutory resources for the benefit of its employees in fiscal year 2002-03. Health and welfare is the largest single component of the total fringe expenditures, and the one that has experienced the greatest cost increases in recent years.

The university made structural health and welfare changes in 2000 to improve competitiveness by increasing employee contributions in the flexible benefits program and extending medical and dental coverage

to domestic partners. Continued cost-saving measures were made over the following years to stem the tide of rising health care costs by increasing the annual deductibles and prescription co-payments. In fall 2003, the university asked employees electing single coverage to contribute ten percent of the cost of their medical premiums. The university also reduced contributions to employees who opted out of the medical and dental plans, and again increased prescription co-payments. Savings were also realized by consolidating the stop/loss coverage for the self-insured medical plans. Despite the cost-saving measures described above, Case still presents a very competitive benefits program. Discussions have begun to address future projected health care increases by again remodeling the contribution structure.

Professional Development for Supervisors and Other Staff

Professional development opportunities for employees have expanded since 2001, beginning with the addition of a director for employee education and development. New programs have been added to existing quarterly supervisory briefings on employment laws and management issues, and monthly staff development seminars are held on a range of personal and career development topics. In 2000, a supervisor development program was crafted with the Weatherhead School of Management's Executive Education department to influence positive, sustainable change at the university. In addition to the knowledge gained in the program, participants have the opportunity to interact with other supervisors with diverse backgrounds and experiences to exchange ideas and support community building.

Other new programs take advantage of the employee resources located in Kelvin Smith Library. The KSLearn classes give staff the opportunity to develop computer skills, learn new software, and make effective use of the Internet and library resources. In addition to the required diversity seminars, lunchtime seminars are offered for new employees to enhance their acclimation to the Case community. A variety of other lunchtime seminars covering topics from caring for older adults in the home to childcare tips are well attended, and recent workshops on

the "Seven Habits of Highly Effective People" have been popular. Case employees and their families can enroll in the Cleveland Municipal School District's on-campus program that offers instruction in adult basic skills, GED preparation, and English as a Second Language.

TRANSFORMING THE CAMPUS ENVIRONMENT

Overview of Significant Developments

Since 1995, significant advancements have been made in the areas of campus and facilities planning – organizationally, financially, and operationally. In July 2002, the university's campus planning, facilities management, and operations functions were reorganized to become one department – Campus Planning and Operations. The primary objectives of this reorganization were to advance the university's vision and goals through (1) integrated and comprehensive planning, and (2) delivery of "best of class" services, cost effectively and efficiently. The effectiveness of the department is measured in several ways: achievement of short- and long-term goals, benchmarking with peer institutions, and feedback from customers through routine and ongoing communication programs.

The Campus Master Plan was updated in 2001 and refined over the past two years in conjunction with the university's new vision. Under the leadership of the Office of Campus Planning and with the support of the trustees, president, and senior officers, Case engaged several nationally recognized experts to assist in the development of an integrated and comprehensive Campus Plan. The elements of this comprehensive plan include:

- Site and Design Guidelines
(consultant: Ayers/Saint/Gross)
- Landscape Master Plan
(consultant: Michael Van Valkenburgh Associates)
- Space Utilization Master Plan
(consultant: Paulien and Associates)
- Utility Infrastructure Master Plan
(consultant: Burt Hill Rittleman & Kosar)

In addition to the work of these consultants, the university engaged consultants to assist in program development for:

- Undergraduate Housing
(consultant: Biddison Hier)
- Campus Center and College Town District
(consultants: Brailsford & Dunleavy, Ayers/Saint/Gross)
- Public Spaces
(consultant: Project for Public Spaces)

The above planning initiatives have been supported by hundreds of faculty, staff, students, institutional partners, and neighboring community members (residents and merchants), who have participated in focus groups, committees, surveys, town hall meetings, and workshops.

A major focus of the current Master Plan has been to enhance the quality of student life on campus. In 2002, an intense planning process, dubbed the NewCWRU project, was launched to evaluate and recommend improvements to all aspects of campus life. Eight committees composed of students, faculty, and staff were charged with assessing residential housing, dining, late-night dining and activities, security, the campus center, a “college town” district, outdoor spaces, and recreation. An open website was established to communicate the activities of these committees – goals, progress, and recommendations – as well as to solicit feedback from university constituents and prospective students. The work of these committees has resulted in many campus improvements, some of which include:

- The first phase of a multi-phase project to consolidate and replace all undergraduate housing is under construction. This \$126 million project, to be completed in August 2005, will include 750 state-of-the-art apartment-style beds and a 1,200-car parking garage, with attached stadium seating to face new athletic fields (football, soccer, track and field, baseball, and softball).
- A \$4 million renovation of the University East Building, a mixed residential and retail facility, was completed by University Circle, Inc. in spring 2004. This represents the first phase of what is anticipated to be a four-corner College Town District at the intersection of Mayfield Road and Euclid Avenue.
- Planning and fundraising have been initiated for a new campus center that will serve as a hub of community activity. This center will provide a home for various student services, meeting space for student organizations, and opportunities for experiential learning.
- There has been expansion of and enhancements to (a) recreational spaces and (b) interior/exterior spaces for social interaction. For example, the weight room at the Emerson gym has been substantially upgraded. Planning for a new SAGES cyber café in Crawford Hall and a media-vision laboratory is underway.

The planning process is continuous. The Master Plan serves as a guide to future development of the campus environment, recognizing that, as academic plans continue to evolve and new opportunities arise, the Campus Plan must be flexible to support those initiatives.

Since the early 1990s, the university has completed nearly \$500 million of new construction and major renovations to educational, research, recreational, and residential facilities. While planning for new programs and facilities is critical to Case’s growth and advancement, it is also critically important that the university have a sound plan to address its ongoing capital renewals and replacements.

In 1997, the university developed its first Ten-Year Capital Renewal and Replacement Plan, designed to respond to deferred maintenance and to address ongoing life cycle replacements. The plan, developed in conjunction with representatives from Campus Planning, Facilities Management, Safety, and the leadership of each of the schools, has been extremely successful. Over \$70 million of investments have been made in renewal and replacements of campus infrastructure. The plan

is updated regularly as a “rolling plan” in conjunction with the schools to ensure that life cycle renewals and replacements are addressed on a routine basis, and to ensure that the university’s plant infrastructure is well positioned to support research and education.

Recognizing the importance of making prudent use of its financial resources, the university recently established a formal Capital Planning and Budget Committee. This committee oversees and evaluates capital facility requirements and plans throughout the campus. Each school and appropriate administrative unit is required to submit its capital plan to the committee on an annual basis. The committee evaluates the requests relative to the university’s vision, goals, priorities, and resources. The recommendations of the committee are then submitted to the Board of Trustees for final approval.

One of the major challenges facing Case and other urban universities is the availability of land. Through the strategic acquisition of land and comprehensive master planning that recognizes the importance of land use, Case is well positioned to support its future growth requirements for many years to come.

During the past decade, Case has acquired various parcels of land within and/or contiguous to the campus, the most significant of which was a former hospital with 14 acres of land, 865,000 square feet of building space, and a 650-car parking structure. Over the past two years, most of the land has been cleared to support expansion of the campus. A vision for this portion of the campus, now known as the “West Quad,” has been established, and master planning is progressing (see Chapter 9, The Academic Medical Center).

The university has also identified approximately 100,000 square feet of administrative functions that could be relocated off-site. These offices were assessed to be those with less frequent direct contact with the students, faculty, or staff, and thus could be relocated without significantly impacting service. After an extensive search, an ideal facility was found in the Cleveland business district, approximately five miles west of the campus. University officers have finalized a long-term lease for about 80,000 square feet of space.

This new space will house the Controller, Treasurer, Accounts Payable, Purchasing, a portion of Information Technology Services, and all of University Relations. A total of 325 employees are expected to be part of the move, which is anticipated to occur in mid-2005. The university’s tentative agreement on this prime downtown space may include several amenities, such as connected garage parking. The university’s goal is to ensure a smooth transition to the downtown location and, once there, an efficient and collegial operation.

In addition to freeing up space for academic programs, relocation of these administrative units provides an opportunity to: (a) strategically and synergistically co-locate these administrative functions, which are currently spread throughout campus in more than ten buildings, thus improving productivity and efficiency, and (b) further strengthen Case’s partnership efforts with the Cleveland community.

Physical Plant and Associated Services

The tables in this section provide summary comparisons of the space dedicated to Case’s academic activities and support services. The total space has grown steadily over the past decade, while individual units have seen minor shifts that reflect local conditions. The information in the first table pertains to the academic enterprise (by schools, central administrative space, and university general), while the second table details the auxiliary physical plant: south- and north-side residence halls, Greek housing, and the University Commons area.

The availability and scheduling of classroom space is an issue that will require careful monitoring in the near future. With the adoption of SAGES as the basis for the general education requirements of all undergraduates beginning in fall 2005, the number of small (seventeen-student) seminar courses will expand tremendously. Although the university foresees having adequate numbers of classrooms with seating capacity in this range, such space is likely to be in high demand. In addition, there are not large numbers of lecture halls with large seating capacity. Demand for these large classrooms during popular teaching hours (mid-morning through mid-afternoon) is now being satisfied, but there is no additional

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Academic Plant – Gross Square Feet Operated						
	Actual 1994-95	Actual 1996-97	Actual 1998-99	Estimated 2000-01	Actual 2002-03	Notes
Schools						
College of Arts and Sciences	523,693	514,616	513,185	513,185	540,273	A
Case School of Engineering	516,770	551,126	543,663	543,663	565,187	B
Weatherhead School of Mgt	129,139	147,851	151,937	151,937	196,950	C
MSASS	436,012	43,012	43,012	43,012	39,151	
Law	113,393	120,679	120,679	120,679	121,536	
Nursing	66,589	82,703	83,970	83,970	70,926	D
Dental Medicine	130,431	132,138	137,657	137,657	129,673	D
Medicine	837,732	856,266	883,995	883,995	869,725	E
Subtotal Schools	2,360,759	2,448,391	2,478,098	2,478,098	2,533,421	
Central Administration						
University Administration & Vacant	461,572	542,181	521,097	521,097	475,022	F
Student Services	275,250	289,478	363,607	363,607	375,778	G
University Libraries	150,936	156,101	151,384	151,384	147,489	
Health Science Libraries	56,981	55,631	87,794	87,794	79,771	H
Subtotal Central Administration	944,739	1,043,391	1,123,882	1,123,882	1,078,060	
University General						
General Classrooms	40,092	38,759	32,450	32,450	126,552	I
Leased Space	64,772	72,822	65,234	65,234	98,421	J
Subtotal University General	104,854	111,581	97,684	97,684	224,973	
Grand Total	3,410,362	3,603,363	3,699,664	3,699,664	3,836,454	
Notes:						
A. Net change of additional 27,088 GSF is primarily due to acquisition of Art Studio (14,323 GSF). The balance of the growth is due to various smaller changes and more accurate floor plans and measurements.						
B. Net change of additional 21,524 GSF is primarily due to expansion in Wickenden (34,367 GSF due to vacation of WSOM and Art Studio) and reduction of Dental School (15,219 GSF due to vacation of BME). Balance of growth is due to various minor changes.						
C. Includes PBL, Dively, and Wolstein Hall.						
D. Reduction due to Classrooms now being reported under General Classrooms section. The classrooms in this area are approximately 20,000 GSF. Previously, 10,000 GSF would have been assigned to Nursing and Dental even though the space is controlled by Registrar.						
E. Reduction of 14,269 GSF due to overall result of space reductions in: U West, Services Bldg, BRB, Wood, Robbins.						
F. Net reduction of 46,075 GSF due to reduction of Vacant Space by 100,000 GSF, increase of SERs by 24,542 GSF (previously charged/reported to specific school), assignment changes between Admin & Classrooms, and more accurate assignments and square footage measurements.						
G. 12,171 GSF growth due to increase in Denison Hall (more accurate assignment and measurements), addition of GS, GRS, & Multicultural Affairs to Nord & Sears. WRUW growth in Mather Memorial, and Leutner Commons being categorized correctly under Auxiliary Space report in 02/03 (was not correct in previous years).						
H. Reduction primarily due to more accurate space assignments between CAS and HS Library in the Allen Library Bldg.						
I. Classrooms controlled by the Registrar are reported here. Previously, the majority of such rooms was reported under a specific school.						
J. Increase of 33,187 GSF due to additional leased space at U West and more accurate assignment of leased space at Allen Library, Stone Hall, and Dental School.						

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capacity in the system. Any additional large courses may have to be scheduled into off-peak teaching hours (such as early morning).

During the past decade, a number of major construction and renovation projects have been undertaken. The following major facilities projects were begun prior to 1995, and closed in 1995 or shortly thereafter:

- Dively Building
(begun 5/91, completed 11/95) \$8,160,049
- Kent Hale Smith Building
(begun 7/90, completed 1/96) 20,799,677
- Lot 29 Parking Garage
(begun 11/92, completed 1/96) 16,205,535
- Kelvin Smith Library
(begun 2/92, completed 9/97) 28,695,155

Auxiliary Plant – Gross Square Feet Operated						
	Actual 1994-95	Actual 1996-97	Actual 1998-99	Estimated 2000-01	Actual 2002-03	Notes
South Campus						
Residence Halls	201,429	201,429	210,273	210,273	210,273	
Greek	114,768	114,768	114,768	114,768	114,768	
Commons	58,256	25,833	25,833	25,833	55,323	A
Subtotal South Campus	374,453	342,030	350,874	350,874	380,364	
North Campus						
Residence Halls	362,829	362,829	362,829	362,829	362,829	
Greek	0	0	0	0	0	
Commons	36,454	26,328	26,328	26,328	49,643	B
Subtotal North Campus	399,283	389,157	389,157	389,157	412,472	
University Commons	47,210	46,360	48,310	48,310	75,425	C
Total Campus						
Total Residence Halls	564,258	564,258	573,102	573,102	573,102	
Total Greek	114,768	114,768	114,768	114,768	114,768	
Total Commons	141,920	98,521	100,471	100,471	180,391	
Subtotal Total Campus	820,946	777,547	788,341	788,341	868,261	
Health Services	9,134	9,134	9,134	9,134	8,996	
Vacant	7,027	64,731	45,663	45,663	0	D
Total Space	837,107	851,412	843,138	843,138	877,257	

Notes:

- A. Increase of 29,490 GSF represents Carlton Commons. It was previously listed as Vacant Space, but it is charged and utilized by Student Affairs.
- B. Increase due to changes in assignment. Wade Commons was previously listed as partially Vacant Space and partially Academic Space.
- C. Increase due to additional spaces being correctly included. For 02/03, includes portions of Wood, Sears, Smith Library, Baker, Biomedical Research Bldg, Tomlinson, & Thwing. Previously, only Thwing Tomlinson, and BRB were included. Additionally, Thwing's Auxiliary Space increased while its Academic Space decreased.
- D. No Auxiliary Spaces are assigned to Vacant (although some may have the function of Vacant).

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Major Construction Projects (1995-2004)			
Location	Amount	Location	Amount
AW Smith Building	\$2,351,780	Mather Dorms	3,393,490
Adelbert Hall	1,481,343	Mather Memorial Building	1,106,854
Allen Memorial Building	2,222,463	Millis Hall	2,251,158
Art Studio	1,132,838	Murray Hill Miscellaneous	5,016,100
Bingham Building	6,491,169	Northside Dorms	1,420,843
Biomedical Research Building	1,596,979	North Residential Village	85,365,853
Campus Greens	3,560,507	Nursing School	1,004,500
Campus-Wide	31,458,426	Olin Building	1,421,199
Carlton Commons/Dorms	3,504,114	Pathology Building	1,196,101
Case Quad	1,306,579	Peter B. Lewis Building	68,070,812
CCSB/PPO	7,800,000	Pytte Science Center	30,621,964
Clark Hall	3,423,313	Robbins Building	18,190,873
Clarke Tower	3,303,989	Rockefeller Building	1,383,366
Crawford Hall	2,017,001	Sears Building	9,459,824
Dental School	5,979,807	Service Building	1,696,976
Emerson Gym	1,522,012	Thwing Center	1,076,723
Enterprise/Nord Hall	2,646,552	University West	6,578,200
Glennan Building	2,968,444	Veale Center	15,267,060
Harkness Chapel	1,183,131	West Quad	12,154,464
Health Science Complex	3,506,687	White Building	3,638,591
Kelvin Smith Library	1,979,734	Wickenden Building	6,228,197
Kent Hale Smith Building	1,200,737	Wolstein Hall	1,978,269
Law School	4,527,177	Wolstein Research Building	4,792,663
Leutner Commons	2,200,497	Wood Building	25,575,639
Mather/Adelbert Renovation	4,643,530	Yost Hall	2,314,644

Several new major projects (costing \$1 million or more) were initiated between 1995 and 2004. These are summarized in the table above. The dollar amount shown represents the total expended on the project through June 30, 2004.

Information Technology Services

Case's Information Technology Services (ITS) is committed to developing infrastructure, programs, and processes that enable the use of information technology for learning, teaching, and research. A wireless campus

(with over 1,350 access points), Case offers a 1-gigabit-to-the-desktop fiber network to each of 14,000 endpoints around campus. Nearly all students have personal computers, and many have laptops that can take full advantage of the wireless network. The proportion of students coming with laptops rather than desktops increases each year.

Over the past decade, the technical infrastructure including network bandwidth and speed have evolved, and Case's current network is approximately 1,000 times faster than standard DSL. In 1995, the university had about 11,000 ports with cable feeds located across campus, including most offices and some residence halls. By 2004, there were over 14,000 fiber-enabled faceplates on the campus, reaching virtually all offices and laboratories and all residence hall rooms. Often, there are multiple faceplates in the same room to accommodate multiple users or needs.

In August 2004, OneCleveland (discussed in Chapter 10) became the ISP (Internet service provider) for commodity internet service, offering Case ISP services rated at 250 megabits per second. This offering places Case in the top tier of universities in the country in terms of available bandwidth for commodity internet access. The largest portion of this bandwidth (200 megabits per second) is reserved for use from academic and administrative buildings, and the balance (50 megabits per second) is reserved for use from residential buildings.

In addition, Case maintains its connections to Ohio's Third Frontier Network, enabling comparable connections among the state's higher education and research institutions. Case also maintains access to the Internet 2 network of some 170 advanced network institutions. Finally, Case is among the founding university partners of the National Lambda Rail (NLR), a national optical network project connecting 17 universities to next-generation research and experimental network access.

The capacity of these network connections allows Case faculty, staff, and students to collaborate with other researchers around the country across a broad spectrum of data- and computing-intensive fields such as engineering,

medicine, physics, and mathematics. The network also allows for "real time" video streaming: surgeons at University Hospitals can teach a cutting-edge technique to medical students across the country, or dancers at Case can perform in real time for an off-site audience.

As a result of the network's capacity and speed, Case is able to undertake major innovative initiatives. For example, current developments underway include the first phase of an ambitious project to deliver visual communication and videoconferencing service to meeting rooms, classrooms, desktops in computer labs, and students' laptop computers throughout the university. During the 2005-06 academic year, Case expects that 200 classrooms, meeting rooms, and student-related end points will be online and communicating in a live video network. When the service is fully deployed, Case plans to support thousands of devices that will enable students to participate in virtual study groups and seminars, to view archived lectures, and even participate in virtual office hours with Case professors, librarians, and other academic resources.

Other university-wide initiatives that will capitalize on the capacity and speed of the Case network include:

- A university-wide "voice over IP" initiative in which the university's phone system will use the university data network for intra-university calls. This system, to be implemented in 2004 and 2005, will offer many convenient features, including unified voice messaging and a "barker" system in the case of emergencies.
- Development of Internet Protocol TV (IPTV) infrastructure to deliver television programming to the residence halls through the Internet.
- High performance research computing.

Technical Changes

Over the past five years, Case has engaged in a comprehensive rebuilding of its entire network, computing, and enterprise applications infrastructure.

Case's investment during the 1990s in optical networking and ATM technology was based on good technical

assessments, but was ultimately the wrong choice based on the success and standardization of switched gigabit and Ethernet technologies. Network reliability and robustness were generally perceived as a significant rate-limiting infrastructure challenge in a series of discussions between 1999 and 2001 that involved deans, faculty, and senior officers. Beginning in 2001, the Board of Trustees supported a \$27 million network upgrade. The new network design leveraged investments in the legacy infrastructure, but retired the entire ATM infrastructure in favor of switched gigabit infrastructure to all 14,000 faceplates across the campus.

There was no wireless networking connectivity on campus a decade ago. Case's network investments today include a comprehensive deployment of wireless access services not only across the campus, but extending to many other institutions in University Circle. For the past two years, Case has been ranked among the top "wirelessly enabled" universities in the nation by Intel Corporation.

Another major infrastructure initiative at Case is the planning and implementation of the university's Enterprise Resource Planning (ERP) initiative, discussed in Chapter 7. Replacing more than forty legacy applications associated with running major student and financial systems represents one of the most comprehensive infrastructure initiatives in well over thirty years. In addition to improvements in customer self-service and administrative efficiency, ERP has also allowed the IT organization to streamline two additional infrastructure areas: retiring the university's mainframe computing environment in favor of enterprise class Unix server clusters, and abandoning the support of five different database infrastructures in favor of a single Oracle database environment. Finally, over the past two years Case has also begun to implement centralized storage and backup services as another major infrastructure service offering across the university.

Academic Enhancements

Student learning is a focal point for ITS's deployment strategy, and there have been numerous academic enhancements in recent years that are primarily student-

centered. It is the role of Instructional Technology and Academic Computing (ITAC), founded three years ago, to deliver high quality academic programming that can capitalize on Case's technical infrastructure.

The university's commitment to experiential learning has placed students in the community, bringing theory into practice. Case studies, simulations, problem-based learning, and streaming video are all being adopted as new methods of instruction. Many of the current instructional strategies are tapping into Case's multimedia and communication technologies. For example, courses in nursing provide online PowerPoint lectures enhanced with graphics and audio lectures. Students are required to be familiar with the lecture material prior to their scheduled classes, freeing class time for active participation in case studies and group work.

ITAC has been recognized for its innovative New Media Studio, where digital technology is used to create interactive learning environments. In its MediaVision project, ITAC has worked with several professors to create collateral, online learning experiences that complement classroom teaching. In this program, each lecture is videotaped and recorded using digital technology. Within twenty-four hours, the video and audio of the lecture are posted on a secure website, where students use search tools to access material within any particular lecture or within the entire range of lectures for the course. The online lectures can also be integrated with class textbooks and other materials so that students can toggle between lecture and notes. In addition to regular review sessions, the professors also hold live online sessions during which students can call in with questions. In fall 2004, ITAC worked to develop eleven courses online through MediaVision, a milestone for this program.

Blackboard: Blackboard is also becoming increasingly popular with students and faculty. In fall 2004, more than 780 Case professors used Blackboard as a teaching tool in over 1,000 classes. Students rely on Blackboard for convenience and accessibility. Faculty use Blackboard because it stimulates communication outside of class, simplifies posting of class materials, and facilitates student evaluations and grades.

Internet Teaching Network 2: Since 1972, Case has operated a distance learning environment, Instructional Television Network (ITN). Over the years, ITN has delivered graduate engineering courses normally taught on campus to off-campus students, primarily in industry. On-campus lectures were videotaped, and tape cassettes were mailed to off-campus students. ITN was an effective program with as many as eighty students annually enrolled in ITN sections of graduate courses. ITAC has been working to improve the delivery of course content to off-campus students.

Starting in fall 2004, courses were delivered via the Internet rather than on videotape. One immediate advantage of this change is faster turnaround time between when the course is taught and when it is available to off-campus students. Lectures are also available on the Internet for the entire semester rather than for the limited time that tapes were available off-campus. Providing lectures in digital form will also allow innovations in the future. Lectures will be searchable by key words, and rather than reviewing an entire lecture it will be possible to search one or more lecture for video clips related to a particular topic. To recognize the modernization and advanced capabilities of course delivery in digital form over the Internet, the Instructional Television Network was recently renamed the Internet Teaching Network, or ITN2. The university is also now looking at providing lectures in DVD format for those students who do not have high-speed Internet access.

Technology Enhanced Classrooms: The Technology Enhanced Classroom initiative involves more than simply installing audio-visual equipment into the classroom. It is part of Information Technology Service's strategic framework in which instructors as well as students are given access to information resources that are available beyond the traditional classroom. Over the next several years, the university is committed to equipping the majority of classrooms on campus with the technology necessary to enrich student learning.

Case has also extended its communication capabilities with a centralized videoconferencing system. From computer desktops, selected classrooms, and other learning spaces across campus, students and faculty are

now able to enhance their online communication by adding sight and sound to their exchanges. This feature allows faculty to provide online, video-enabled office hours, students to conduct group work from multiple locations, and experts from other countries to be present on campus without leaving their home offices.

Research Computing: Case's research efforts require sophisticated computing support. Aligned with the April 2004 recommendations of the Commission on Research and Graduate Education, ITS has established a pilot high-performance computing cluster. ITS will provide centralized physical facilities for high performance research computing clusters and offer ongoing administrative support to researchers in this area. Researchers who formerly relied on individual resources may obtain reliable core technology services from ITS, including server hosting, database hosting, and backup. ITS has also allocated resources to researchers during grant proposal preparation to assist them in incorporating appropriate ITS services into their project budgets.

Productivity and Capacity Enhancements

ITS has instituted several new programs and networking features in an effort to enhance productivity and efficiency. Case now offers all students, faculty, and staff the ability to customize a personal portal known as MyCase. The portal offers features that are particularly useful for students and faculty. For example, students are able to view their class schedules online, and can click on a class to consult the syllabus assignments and the exam schedule. They can also view the list of required books for a course, and order them directly from the campus bookstore. Students are now able to order transcripts, view their academic records, track their library materials, and pay their student bills online.

The portal is also useful for faculty, freeing them from repetitive course-related administrative duties. For example, the portal allows faculty to post class notes, syllabi, and exam and assignment schedules. It also allows them to view class enrollment and non-confidential student information, and provides an interface with Blackboard.

Through strategic partnerships with software manufacturers, Case has purchased and made available site licenses that enable faculty, staff, and registered students to download a variety of software packages, generally at no charge. Personal productivity and general purpose software packages include Microsoft Office Professional, email, calendaring, virus protection, desktop publishing (Adobe Professional and Adobe InDesign), drawing and painting systems, CAD, mathematical and statistical packages and tools, and programming languages.

On a typical day, Case receives over 900,000 emails, more than thirty-five percent of which is spam. To help counter this ever-growing problem and its impact on productivity, Case ITS deployed spam filters in March 2004 that tag spam so that end users are not flooded with multiple spam messages. Spam messages are still delivered to their intended recipients, but users can choose to have these messages deposited directly into junk-mail folders. It is estimated that the spam management tools save each user an average of ten minutes a day.

Case's Information Technology Services operation must ensure that the capacity of the bandwidth is not abused, and that the content delivered and transported through the Case network remains of the highest quality. It is also critical that the university continue to collaborate with local partners to help understand and meet student, faculty, and staff needs as well as respond to local and regional opportunities and priorities.

To meet the ongoing challenge of increases and evolution of information technology demands and services at Case, ITS initiated an intradepartmental reorganization in February 2004. Several critical factors necessitated this reorganization: (a) a structural budget deficit; (b) a steady increase in operating costs; (c) budget constraints for university-wide operations; and (d) a change in the nature of IT services on campus. A team of executives from ITS, Human Resources, the Office of General Counsel, and University Communication worked together to finalize and implement the reorganization. In the end, a total of twenty-six staff members were released.

In response to user feedback that Help Desk support and service was the top information technology issue at Case, Information Technology Services selected PerceptIS as its preferred strategic partner to advance the performance, reliability, and quality of Help Desk support and service. As the university's technology base and resources have developed and grown, the demand for technical support and service has taxed the ability to resolve issues quickly and uniformly. This challenge is not unique to Case; help desk functions, both in and out of academia, face significant service pressures as the increasing demand and complexity for technical support outpace supply.

In reaching its decision to contract with PerceptIS, ITS investigated several possibilities, both internal and external. An in-house solution would have required substantial capital investment, while many external options were either very expensive or were pre-packaged solutions that would not have fit the diverse needs of the Case user community. In contrast to other outside vendors, PerceptIS was willing to make the necessary investments to establish a help-desk management system that would effectively meet Case's varied computing support needs. PerceptIS also was willing to work with the university with regard to the range of hours and services, employee relations, location of walk-in centers, and revenue model.

The university's contract with PerceptIS calls for a substantial package of baseline support for all faculty, staff, and student computers on campus. Out of its operating budget, ITS pays PerceptIS an annual fee for these services, which represent a significant enhancement over the level of service delivered previously. A number of individuals who had been involved in IT service and support positions at Case have been hired to perform similar functions through PerceptIS.

Campus Safety and Security

The crime statistics on the following page summarize all crimes reported on the Case campus from 1995 through 2003. In addition, the full security report, which provides additional detail, is available online.² The level of serious crimes (FBI crime index categories) over the nine-year period makes up a relatively small portion of

2. Case's 2004 Annual Security Report is available online at <http://www.case.edu/finadmin/security/reports/secu2004/securityreport04.pdf>.

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the overall crimes occurring on campus. The nine-year average of serious crime is 35 per year. This average is reduced significantly when adjusted for a two-year spike in burglaries; this is due primarily to a reclassification of thefts from dorm rooms. Serious crimes against persons (murder, sexual assault, robbery, and aggravated assault) averaged less than seven occurrences per year. There has been a downward trend in total crime on campus over the past three years.

The relatively low incidence of serious crime on campus has been achieved through a number of programs and

initiatives coordinated through the Case Protective Services Department. These include the following:

- A comprehensive security and police staffing plan involving both the University Circle Police Department and Case Security personnel. This integrated approach provides 24/7 security and police patrols throughout the campus and surrounding area involving more than seventy-five officers. These officers provide foot, bicycle, and vehicular patrols, security escorts, and rapid response to all requests for service.

Summary of Crime Statistics (1995-2003)									
	2003	2002	2001	2000	1999	1998	1997	1996	1995
Murder	1	0	0	0	0	0	0	0	0
Sex Offenses	0	0	2	5	1	3	1	0	0
Robbery	4	6	3	4	1	3	5	4	5
Aggravated Assault	4	1	2	0	0	1	0	1	2
Burglary	14	19	39	26	3	3	8	9	2
Motor Vehicle Theft	11	19	17	16	21	10	12	12	14
Sub Total	34	45	63	51	26	20	26	26	23
Simple Assault	6	6	6	4	2	3	4	3	3
Felony Theft	85	59	84	76	65	59	73	105	126
Petit Theft	97	124	133	124	106	119	155	114	113
Att. Auto Theft	2	6	8	2	3	3	1	2	14
Theft from MV	39	45	21	49	22	30	25	23	22
Criminal Damage, Mischief, Vandalism	70	90	93	83	48	83	64	92	167
Vending Mach. Tamper	3	1	3	6	1	0	0	5	10
Bicycle Theft	31	66	35	19	27	30	47	23	11
Phone Harassment	1	1	6	13	15	2	1	6	7
Other	17	20	16	13	6	5	12	6	10
Sub Total	351	418	405	389	295	334	382	379	483
Arrests	20	21	27	16	35	39	33	40	23
TOTAL CRIMES	385	463	468	440	321	354	408	405	506

- The deployment of various forms of security technology including card access systems on the majority of campus buildings, CCTV systems, emergency phones, and a proactive posture on facility maintenance, including extensive outdoor lighting.
- An array of crime prevention programs including awareness presentations, security alerts, property protection programs, and self-defense courses.

In 2002 a security assessment was completed by the IACLEA (International Association of Campus Law Enforcement Administrators) for the Protective Services Department. This assessment was conducted by professional peers in campus security and law enforcement. Overall, the assessment was favorable; several recommendations for continued improvement have since been implemented.

As part of Case's ongoing effort to identify ways to improve security on campus, a comprehensive student safety perception survey was conducted in the fall of 2003. The results have been used to target areas for improvement and address both the real and perceived risks on campus.

FINANCIAL RESOURCES

Overview of the Budget and Planning Process

In recognition of the increasingly complex nature of the budgeting process for a major research university, and in support of formalizing the president's and the provost's strategic academic planning process (see Chapter 7, University Structures for Strategic Planning), the Office of Planning and Budget was reorganized in August 2004 to oversee the following major functions:

- Strategic planning and program implementation
- Financial planning linked to the strategic plan, resulting in five-year financial plans that evolve into annual budgets
- Financial management (forecasting, compliance, control)
- Institutional research

The reorganization included the appointment of a vice president for planning and budget, the move of the institutional research staff to this office to elevate the level and sophistication of analysis available for academic and business decision-making, and the enhancement of other positions within the office.

This office will take a leadership role in helping strategic initiatives move from ideas to implementation, and serve as a catalyst for innovation to improve the efficiency and effectiveness of services provided to the various stakeholders (faculty, students, staff, alumni, and external agencies). In order to achieve these objectives, the office will build partnerships with the schools and other administrative offices. The primary vehicle for this is the newly created Business Officers Forum, which includes representatives from each of the schools and major University General (central administrative) divisions. In addition to monthly meetings to discuss topics of interest such as the implementation of a new voice over IP system, subcommittees will work with the Office of Planning and Budget to make many aspects of the planning, budgeting, and forecasting responsibilities a team effort.

Case's planning and budget process is under the direction of the provost and the chief financial and administrative officer (CFAO). In the most recent past, financial planning has been done for two-year intervals, with longer horizons for significant capital investments. Beginning in the summer of 2005, a five-year financial planning process will be launched that will be linked to the strategic plans completed during spring 2005. This exercise will ultimately transition into the budget planning process for fiscal year 2006-07. Strategic outcomes will be measured and analyzed against the Case Dashboard (developed in spring 2004 to enable decision makers to align teaching, learning, and business strategies more effectively with university

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objectives), and strategic plans refreshed on an annual basis. In subsequent years this activity will take place in late spring/early summer, and will include the update of the five-year financial plan. Budget planning for the following fiscal year will begin in the fall and be completed by the end of February.

It should be noted that Case operates with a decentralized structure, meaning that each of the schools is treated as its own cost center. Each school is assigned its direct costs and the income it generates (tuition, endowment, research, etc.), while central services (indirect costs) are allocated to the schools based on various formulas reflecting head counts, share of undergraduate credit hours, square footage, or share of direct costs. It is expected that each school will operate within balance; however, there are occasions when the university helps support a school during a period of financial transition.

For fiscal year 2005, the university has budgeted operating revenues of \$681.7 million, and expenses of \$709.7 million, including a provision for a \$3.6 million contingency. The projected operating deficit of \$31.6 million is associated with planned expenditures related to the vision investment program (see the section on Vision Investment Plan Budgeting later in this chapter), and does not reflect a deficit within core operations.

Past practices and timetables have been followed for the initial development of the fiscal year 2006 budget, since the strategic academic plans will not be completed until spring 2005. The process began during fall 2004 and incorporated the review of long-term revenue streams and expense trends. From this initial review, a model was created for key drivers – rates of increase in undergraduate tuition and endowment payout, salary and compensation guidelines, the cost of utilities, and others. These serve as the foundation needed to develop the central services budget for the coming year. In late January, the schools receive the indirect cost guidelines, as well as targets for faculty and staff salary increases. Each school is then expected to develop its direct expense and revenue budgets, as well as an objectives-based

operating plan outlining significant initiatives and planned accomplishments for the coming year. These initiatives must correlate with the university's vision.

Budgets are submitted in early March and are reviewed by the provost and/or CFAO with each dean or vice president. The approved budgets are then reviewed and approved by the trustees. Each fall, the trustees approve tuition rates for the following year.

Capital Budgeting Process

Since the last accreditation, Case has developed a capital budgeting process to formalize the review and approval of capital projects greater than \$100,000. This process is led by the Office of Planning and Budget, with significant input and collaboration from the vice president for campus planning and operations. The membership of the committee includes the president, the provost, the chief financial officer, the treasurer, the assistant vice president for university budget administration (chair), the vice president for campus planning and operations, the controller, the chief development officer, and two academic deans. The committee meets bi-monthly throughout the year.

In March of each year, as part of the annual budget process, each school and division submits its list of capital projects for the coming five years. Supporting documentation includes project descriptions and funding plans. The committee reviews each project and, if approved, the project appears in the next year's capital budget. The overall budget and individual items over \$3 million require trustee approval.

In fiscal year 2005, the university capital budget totals \$150.5 million, including expenditures for new construction (\$81.3 million, principally the North Residential Village) and renovations (\$61.4 million). At \$25.3 million, debt service is equal to a manageable 3.5 percent of the total budget. Throughout the year the committee monitors the progress of the various projects, reviews and acts on changes, and addresses planning and policy issues related to capital investments.

Vision Investment Plan Budgeting

In the spring of 2003, the trustees approved a five-year Vision Investment Plan totaling \$181 million to advance the university toward its goals (see Chapter 7, New Vision Investments). This program includes significant investments in undergraduate education, the academic medical center, development and marketing operations, partnerships, and graduate research and education. The plan will be funded by various sources such as reserves, tuition and enrollment growth, and increased fundraising.

A significant number of projects including the SAGES program and four major research initiatives in the areas of business, entrepreneurship, technology and health, and energy systems have been identified for large investments. The vision investments are monitored on a quarterly basis through the forecast process. Further refinement of the vision and associated investment targets will be one area of focus for the new strategic academic planning process launched during 2004-05.

Budget Monitoring

Case prepares quarterly forecasts that focus on achievement of goals and the timely identification of off-standard situations and variances to budget in order to strengthen financial accountability across the campus. These forecasts occur in October, January, and April. In addition, an eleven-month forecast is prepared in June in anticipation of the annual closing process. The forecasting process is led by the Office of Planning and Budget, and incorporates input from the schools and central units. Forecasts are reviewed with senior management and the Finance Committee of the Board of Trustees. When corrective action is indicated, senior management and the Office of Planning and Budget work with the leadership of the school or unit to identify and implement options for improvement.

University Endowment

The endowment provides one of the key financial underpinnings of the university. As of June 30, 2004, the market value of the combined fund was estimated at \$1.47 billion. This includes the pooled endowment (\$1.07 billion) as well as charitable remainder trusts and certain other funds invested outside of the pool at the request of donors. Since the last accreditation review in 1995, the market value of the combined fund has

increased by about \$602 million (+sixty-nine percent) net of endowment payouts, which totaled \$540 million for the nine-year period ended June 30, 2004. For fiscal year 2004, endowment distributions constituted about 12.8 percent of Case operating revenues; this is up from 9.5 percent in fiscal year 1996.

Over the past decade, the overall asset allocation of the combined endowment has evolved from a traditional public equity/public fixed income/cash to a much more widely diversified portfolio with investments in private equity, marketable alternatives, and real assets. The purpose of this diversification was to build a portfolio that could “weather the storm” in a variety of investment markets. This proved to be particularly helpful during the 2001-2003 bear market in global public equities. During that time, the combined endowment registered a total cumulative investment return of -5.3 percent and the pooled endowment returned -3.0 percent, largely avoiding the 20-30 percent losses incurred in more traditional undiversified portfolios during that period.

A number of strategies were executed since the last review that contributed to the overall growth of the endowment. Most notable were: (1) the introduction of coordinated management of the combined endowment asset allocation and spending policies whereby all funds are managed under cohesive policies, irrespective of where they reside, and (2) the gradual introduction of “alternative” investment vehicles.

Case’s Board of Trustees Investment and Finance Committees continue to play important roles in the oversight of investment and spending policies. Also, Case has added significantly to staff resources in recent years. The office has increased from 2.5 to 6.0 full-time staff members, and budgeted resources have increased three-fold since 1995. The investment staff now takes an active role in recommending policy and investment advisor changes.

Case endowment distributions are used predominantly to fund faculty salaries and student scholarships. While thirty-nine percent of total distributions are unrestricted, providing flexibility in meeting financial needs, the majority (over seventy-five percent) of these funds are allocated annually to these two categories.

Case's endowment is invested in seven broad asset classes. The top five categories are all designed to achieve long-term returns commensurate with equity ownership of assets such as stocks, private capital, real estate, and hedge funds. The bottom two categories, fixed/high yield and short-term, are designed to achieve lower but generally more stable returns. The target portfolio is constructed to achieve at least a 5.5 percent return after inflation and investment management fees, and to achieve consistent returns in a variety of global economic conditions through diversification by currency, degree of inflation sensitivity, and industry sectors.

One of the most important aspects of endowment management is the successful cultivation of new gifts. Case's long-term goal is to record new gifts equivalent to at least 2 percent of the market value of the endowment (\$28-42 million based on the current endowment size). The university has fallen short of that goal in recent years, and an active program is underway to increase the level of endowed giving.

A critical component of effective long-term endowment management is the disciplined execution of an effective policy that governs the distribution of endowment returns. The objective of Case's policy is to achieve intergenerational equity of the endowment by regulating distributions commensurate with the real earning power of fund assets. Case strives to achieve this by: (1) capping the total payout at 5.5 percent of the average market value of the fund; and (2) employing a "safety valve" that freezes distributions at the previous year's absolute amount in the event that the total return from the endowment falls below -10 percent in any one year. Over a long period, the university expects distributions to achieve real growth, after inflation, of approximately two percent per year.

The health of Case's endowment is one of the overall critical success factors for the institution. This requires a successful investment policy, an effective spending policy, and sufficient new gifts to sustain the real purchasing power of the fund and to achieve intergenerational equity. For the ten-year period ended June 30, 2004, a comparison of total endowment distributions to the real earnings of the fund after adjusting for inflationary

impact shows that the real investment return of the total endowment exceeded payouts by \$157.4 million. This will provide future generations with a cushion against possible declines in real returns in future years. As for the current generation, they received \$576.3 million of payouts during the ten-year period, which represents a compound annual growth rate in excess of 9 percent and raised the overall support of Case's budget from 9.5 percent to 12.8 percent.

University Advancement

In the past decade, there have been many changes to the general approach to university relations and advancement. A number of changes took shape during the summer of 2002. For the two years prior to that time, the transition in the university's presidency and the absence of a permanent vice president for development had resulted in relatively sluggish activity and lack of direction in this area.

In fall 2002, investments were made to assess and analyze the standing of the university in the higher education marketplace. These assessments included a review of past philanthropic support to the university, a compilation of cross-admittance data related to the undergraduate program, a study of fundraising and marketing expenditures compared to peer institutions, an evaluation of the current marketing collateral across campus, and an assessment of performance in the communications area.

As a result of this assessment, in early 2003, University and Alumni Relations underwent significant changes. New university leadership brought in new staff, and a senior leadership team from competitive institutions was recruited. In May 2003, the Board of Trustees accepted the Vision Investment Plan, backing a major investment of resources in the University Relations enterprise. In summer 2003, University and Alumni Relations became University Relations, led by a vice president for university relations and chief development officer, and assumed responsibility for public affairs, programs and events, and government relations as well as development and alumni affairs.

The Vision Investment Plan provided a fifty percent increment to the University Relations budget, paid for by an endowment advancement fee. This increment allowed University Relations to increase staffing in the areas of development, corporate and foundation relations, and marketing and communications. When fully staffed, the number of full-time employees within the University Relations division will have increased by approximately twenty-five percent. With this investment in University Relations came significantly higher expectations with regard to fundraising and institutional visibility.

At the same time the major investment was approved, University Relations underwent an organizational change that better aligns the assets of the organization with the expected outcomes. The division was reorganized into seven functional areas: philanthropic development, gift planning, corporate and foundation relations, alumni relations, programs and events, government relations, information services, and marketing and communications.

In January 2005, Case decided to separate the development and university relations functions in order to allow the chief development officer to focus exclusively on fundraising efforts. A vice president for university relations will oversee alumni relations, programs and events, community and government relations, and marketing and communications. Both divisions will continue to work closely together to ensure an integrated development and university relations strategy.

Working with the schools' and colleges' marketing and fundraising operations, efficiencies were identified, and University Relations accrued over \$750,000 of internal reallocation savings in the first year of the current plan. This was achieved through partnership with the schools' operations and the elimination of overlapping staffing and programs. An example of a recent successful collaboration between University Relations and the schools is the establishment of the first "principles of prospect management," a prospect clearing process that clearly delineates responsibilities for individual fundraising through a single customer relationship management information system.

Fundraising and Development

Case concluded a successful fundraising campaign in the early 1990s, and then slight shifts in development strategies were implemented. From 1995 to 2000, development efforts focused on many major capital projects. The Kelvin Smith Library, Veale Convocation and Recreation Center, Agnar Pytte Science Center, and Peter B. Lewis Building projects helped drive attainment over this period. In addition, the College of Arts and Sciences completed a campaign oriented toward programs and scholarships, with attainment of approximately \$193 million (with a large component of gifts in kind). The School of Medicine launched a \$300 million campaign on the future of academic medicine; this campaign closed on June 30, 2004, exceeding its targets ahead of schedule.

During the mid- to late-1990s, Case made a strategic decision regarding gift solicitation. Instead of soliciting all alumni, the university determined that attempting to contact those who had no history of donating did not justify the investment. This decision led to greater participation by past donors, but a further erosion of the donor pool. The number of donors to the annual fund decreased by twelve percent from 1990 to 2002, but the average gift size increased. The university's reliance on larger gifts over time created a decrease in the number of middle-range donors during the same period.

In 1999-2000 the university again prepared to undertake a major campaign. Preliminary investments included the development of prospect information, and greater efforts were made to structure programs that addressed alumni interest. The campaign preparation also provided funds to further develop the university's customer relationship management database, which allows for more effective data collection, manipulation, storage, and modeling.

Over the past five years, University Relations has invested significant resources in the development of a single university customer relationship management system to coordinate fundraising across campus. All fundraisers and their assistants have access to this database, which includes personal and business information, as well

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as gift history, for over 175,000 entities, including over 103,000 living alumni. This database records all interactions between development officers and prospects, giving appropriate staff across campus a transparent report of progress made toward obtaining support.

The Office of Corporate and Foundation Relations is also undergoing significant organizational change. It is expanding the number of staff by thirty percent, focusing more on national and international prospects, and cultivating relationships with corporations that go beyond the philanthropic spectrum to establish partnerships in recruiting, internships, research, vendor/client relationships, sponsorships, and knowledge transfer. Working closely with the technology transfer office, the Office of Corporate and Foundation Relations will provide opportunities for companies to identify and partner with university faculty and students on commercialization prospects.

In the past year, University Relations installed a systematic and centralized annual fund plan that leverages the resources available in University Relations in the areas of information management (mailing), creative services (writing and design), marketing (strategic prospect targeting), and fundraising (gift officer solicitations). This coordinated approach is intended to result in significant cost savings for each of the schools, improved effectiveness in targeting prospects, and increased funds attained.

The table in this section presents a summary of the university's cash attainment (pledges not included) in private support reported to the Council for Aid to Education for the past ten years. For fiscal year 2003 (the last year for which data from all schools are public), Case ranked 58th in cash attainment among all universities, and 25th among private institutions. Over the past ten years, Case's attainment of private support typically ranked between 35th and 45th among all universities and about 20th among private institutions.

Annual Totals for Private Support	
<i>(Figures reported to the Council for Aid to Education)</i>	
Fiscal Year	Amount
1994	\$77,002,900
1995	62,740,300
1996	75,135,300
1997	75,276,200
1998	86,822,700
1999	75,342,400
2000	109,933,000
2001	180,923,227 ^a
2002	100,130,987 ^b
2003	79,031,923
2004	69,392,703
a. includes intellectual property gift of \$79,189,000	
b. includes intellectual property gift of \$10,400,000	

Cash attainment at Case has varied widely over the past decade for a variety of reasons. For example, fiscal year 1995 was the first year after the end of a capital campaign that raised more than \$400 million. The large peaks in fiscal years 2001 and 2002 are due, in part, to large intellectual property gifts.

Two activities – macro-economic trends in the nation and world, and strategic direction and leadership within the institution – are also responsible for the variability in attainment. For instance, during the U.S. economic expansion from 1994 to 2000, the assets of most individuals, particularly those accustomed to making charitable gifts, grew significantly. During that period, the university received numerous gifts in excess of \$1 million. In addition, donors often make charitable pledges during years of economic expansion while actually expecting to fulfill the pledge in subsequent years, thus lagging the market. Historical trends suggest that donors do not make major changes in their charitable giving at the outset of economic expansion, but rather wait until a sustained expansion is solidly in place.

The 1990s were a period of relative stability in terms of the leadership and strategic direction of the university, with a single president (Pytte) throughout. Administrative stability is one key to successful fundraising activities, but the succession of university presidents from 2000 to 2002 led to inconsistent donor contact and perceptions of indistinct strategic direction. The lag in donor engagement from 2000 to 2002 resulted in an unfilled gift pipeline, which has affected recent development performance. During fiscal year 2003, the offices of University Relations and Internal Audit conducted a complete audit of all outstanding pledges greater than \$50,000. This audit identified over \$20 million in pledges on the books that were no longer viable and, therefore, written off.

During the past eighteen months, University Relations estimates that the total value of prospective donations identified has tripled (from \$486 million to \$1.5 billion) as new development officers have been hired, consistent principles of prospect management have been imposed, and strategic directions for each of the schools have been integrated into a new “one university” paradigm. During fiscal year 2004, for example, University Relations reports that the sum of cash and pledges was higher by 18.7 percent in comparison to comparable figures for fiscal year 2003. This amount includes realized bequests from estates, and the transfer of other assets (charitable gift annuities, real estate, intellectual property, etc.) to the university.

In order to make deliberate and significant progress toward reaching its ambitious vision, Case must meet the challenge of achieving growth in successful fundraising activities. Conversion of pledges to cash, cultivation of new donors, and strengthening relationships with those who have donated in the past will be key to this challenge.

Marketing and Communications

In early 2003, University Relations made a commitment to change the “brand” of the university to enhance its visibility and marketability. After extensive surveys, analysis, and discussion, a “brand core” and “brand personality” were adopted. Subsequently, Case conducted additional research to guide development of a brand identity, culminating in the August 2003 release of a

new logo, shorthand name, and identity guidelines. In addition to the significant investment made in the branding project, additional resources have been dedicated to expanding the national and international media reach. A strategic partnership has been formed with one of the world’s largest media and advertising firms, Interpublic, through their public relations agency, Weber Shandwick.

In January 2004, the university’s public affairs function was reorganized again to become a full-service agency to the university community. This reorganization led to the development of four interrelated offices of creative services, communications, news and information, and marketing. In the current fiscal year (2004-05), the university’s Marketing and Communications office will launch a large-scale purchased media plan. This \$2.2 million investment will utilize advertising and public relations in a variety of print, online, and broadcast media. These investments will be concentrated in identified target markets that represent Case’s greatest opportunities for reaching prospective students, existing alumni, corporate and foundation partners, and major media markets.

Alumni Relations, Programs and Events

In 1993, the university began its first extensive survey of all alumni; survey results were distilled over the next two years. In 1995 there were increased activities related to alumni relations, and in 1996-97 events were organized to attract all university alumni rather than just those from specific schools. Alumni affairs officers from the schools began to meet regularly to communicate about event planning, and participation in campus-wide events increased. In 1997, the first all-alumni directory was published, and by 2003 that directory was available online.

The investment in alumni chapters doubled during this time, with particular emphasis on the international chapters. From 1997 to 2002 the university had a half-time alumni affairs officer in Tokyo to increase international participation. Alumni Affairs expanded its travel program to offer opportunities to travel on alumni tours across the world, a practice that continues currently.

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Since the merger of Case Institute of Technology and Western Reserve University in 1967, the alumni affairs effort has been challenged to combine, engage, and serve its various groups. With numerous groups each representing a fraction of the alumni body, a new constitution for the Alumni Relations program was envisioned over the latter half of 2003. In July 2003 the Alumni Affairs office was combined with the University Programs and Events office into the new department of Alumni Relations, Programs and Events. In addition to exploring new ways to administer the alumni program, this office is charged with coordinating major programs and events held on campus.

In fall 2003, Alumni Relations, Programs and Events outlined a plan for consolidating the various alumni groups into a new alumni organization that would include all graduates of all schools (current and former) of the university. Greater coordination will provide programming synergies and cost savings. To begin this transformation, the Alumni Council and the Undergraduate Alumni Association both voted to dissolve their groups and focus on the creation of the new organization. The first major step to detailing the organization took place in July 2004 at an alumni forum involving all constituencies. A plan for a constitution is being discussed, and a formal charter and guidelines will be presented to the Board of Trustees in June 2005.

In addition to the reconstitution of the governance structure for alumni relations, the Office of Alumni Relations, Programs and Events has instituted changes in regional program activities. That office is also dedicating more resources to interfacing with prospective and current students. In collaboration with the university's enrollment management office, Alumni Relations continues to assist in identifying alumni volunteers to assist with recruitment activities, and coordinates "send off" parties for students entering Case for the first time. The office has recently hired a new assistant director to facilitate dialogue and programming with current students.

The Programs and Events staff had primary responsibility for coordinating the national Vice Presidential debate, held on campus on October 5, 2004. This event included not only the two major party candidates, but also the five largest broadcast networks

and almost 2,000 media representatives. Staff worked with the Northeast Ohio Council on Higher Education, City Club of Cleveland, Cleveland Municipal School District, Western Reserve Historical Society, academic departments and schools of the university, and fifteen peer universities across the United States. With a budget of \$4.6 million, this program was the largest event on campus in several years.

Government Relations

The Office of Government Relations (OGR) serves as the university's point of contact for interaction with government and public officials at the federal and state levels; tracks, monitors, and responds to federal and state legislation and policy that influence its ability to conduct its work; and coordinates university advocacy efforts focused on federal and state relations. The OGR currently works with a state relations consultant in Columbus, Ohio, and a federal relations consulting firm in Washington, D.C., to enhance and strengthen its efforts. As appropriate, the OGR also frequently works in partnership with other universities or related organizations on a variety of legislative, policy, and advocacy issues.

Over the past decade, the OGR has experienced several administrative reorganizations; since July 2003, it has been assigned to the Division of University Relations. From 1994 to 2003, the staffing level was a full-time director and a half-time secretary. A full-time department assistant and a half-time associate vice president for government relations were added in fall 2003. The increased staffing has allowed the office to strengthen and focus its efforts for federal "special projects" funding.

Case began a contractual relationship with Calfee, Halter & Griswold, LLP in July 2000 to provide lobbying and advocacy services to enhance and strengthen the university's state relations activities. The university engaged Fabiani & Company LLC, a federal relations Washington-based lobbying firm, in summer 2002 to provide complementary services to the university's state relations consultant, and to assist with securing special projects funding through the federal appropriations process. A change in representation was made in January 2004, and Case is represented currently by The Livingston Group. The OGR staff and the two

consulting groups work as a team and in consultation with key university administrators in developing, implementing, and evaluating Case's government relations strategy.

Increased financial resources have permitted additional travel to Columbus and Washington, which contributes to the university's efforts to increase its government relations activities at both the state and federal levels. The OGR is increasingly viewed as an important resource to the Case community and external constituencies.

SUMMARY: STRENGTHS AND CHALLENGES

Case currently possesses tremendous strengths in its human, physical, and financial resources. The human capital and physical assets form the core of Case's transformational learning environment, and the financial resources and planning processes associated with the deployment of these resources enable the university to function and evolve.

Overall, Case's greatest asset is its faculty and staff, who routinely distinguish themselves with diligence, innovation, and dedication to the mission of the university. While Case has the ability to attract high quality faculty and staff, the challenge continues to be the retention of these individuals. Case has aspirations to be a "destination university" wherein faculty and staff believe they are working in the best possible atmosphere, rather than a "stepping-stone university" at which individuals work as a stop along their career path. Successful efforts to improve compensation and benefit packages, and successful initiatives to improve the relationships between faculty and staff and the university will be keys to achieving this goal. The recommendations of the Subcommittee on Faculty Engagement, Motivation, and Commitment (many of which can easily be extended to the staff experience) point out several ways in which Case can improve.

Case, like other universities, faces additional challenges in recruiting, retaining, and advancing women and underrepresented minorities to the faculty ranks. Case is fortunate to have received the NSF ADVANCE Award to

promote institutional transformation regarding women faculty in the sciences and engineering. The university needs to take full advantage of this opportunity. Initiatives to aid the recruitment of minority faculty, such as those provided by the special recruitment support available through the Provost's Opportunity Fund, must be maintained if Case is to make progress in this area.

With regard to facilities and infrastructure, Case has made sound investments over the past decade, guided by a visionary and thorough master planning process. The net result is a campus with a physical appearance that is very different than ten years ago. In addition, Case's infrastructure, particularly its network and the associated instructional technology, has been greatly improved. Much of the campus now enjoys world-class facilities and services. However, there are still portions of the campus (offices, classrooms, and laboratories) that have yet to be upgraded, and the university should make efforts to ensure that these areas (and the students, faculty, and staff utilizing these areas) are not neglected.

Ongoing construction (e.g., the North Residential Village) and additional planned improvements in technology (e.g., the new enterprise resource system) mean that Case can be expected to look and function even more differently ten years from now. The challenge will be to secure a steady stream of financial support for these continuing transformations of the physical plant and infrastructure.

With regard to the university's finances, the endowment has been well-managed over the past decade. One challenge will be to grow the endowment over the next decade to a level that will be commensurate with Case's aspirations for a powerful, transformative learning environment and its embarking toward its bold vision. The university's development efforts, recovering from the aftereffects of instability in university leadership in the early 2000s, will need to demonstrate robust performance over the next few years. Major success in development, as measured by actual fundraising attainment, will be key to Case's future. In addition, the university should take utmost advantage of the major investments being devoted to publicity and public awareness.