

# CHAPTER 13

## CONCLUSION

There are patterns that will be familiar to most anyone who has participated actively in an institutional self-study in connection with seeking continuing accreditation for a college or university, and once again they exist in this situation. The most basic of these is that the Steering Committee has examined the information gathered by its subcommittees and submitted by various units of the institution and has come away with a renewed appreciation of the spirit, quality, and depth of the academic enterprise on this campus. The objective observer might note that such a conclusion is self-serving even if it is accurate, but a look at the diversity of the members of the Steering Committee – each with his or her own perspective on the institution – should provide some assurance that this is not an empty statement. In fact, the long-established culture of decentralization at Case makes it even more likely that most, if not all individual committee members, encountered at least some information about the institution for the first time in this self-study process.

This chapter, the last in the formal text of the self-study report, brings together two sets of conclusions reached by the members of the Steering Committee. The first set is based on the topics addressed in Chapters 1 through 12 of this document, and is heavily influenced by the findings of the four subcommittees that examined the special focus areas selected for the self-study:

- Interdivisional Collaborations and External Partnerships
- Faculty Engagement, Motivation, and Commitment

- Student Development – Undergraduate
- Student Development – Graduate and Professional

The second set of conclusions summarizes the evidence we have collected regarding Case's compliance with each of the criteria for accreditation specified by the Higher Learning Commission of the North Central Association of Colleges and Schools. These criteria cover a wide range of issues, including policies, procedures, operations, and resources. They reflect the standard expectations that society has for institutions of this type in the 21st century, expectations that have grown more demanding as the role of universities, such as Case, have taken on greater importance.

In formulating the conclusions and recommendations presented here, the Steering Committee has relied significantly on information provided by other members of the Case community, to whom we are deeply grateful. The members of the committee alone are responsible for the accuracy of this information, however, and questions or criticism should be directed to us through the Office of the Provost.

### INSTITUTIONAL STRENGTHS AND CHALLENGES

The special focus areas selected by the institution for this self-study – partnerships and collaborations, faculty engagement, and student development at all levels – reflect major elements in the statement of mission, vision, and values adopted in 2003. In this section we will integrate those components with the operational information presented in Chapters 1 through 12 of this

report to produce a set of findings and recommendations that the members of the Steering Committee believe offer important insights into opportunities to build an even better Case. We also believe they depict a university committed to its members and to the society it serves.

### Vision and Priorities

The unusual provenance of this university – two major institutions that became one in 1967 – and the high level of decentralization that has characterized the institution since then have at times blurred the perception of a common vision and priorities for Case. In his initial actions in providing leadership for the university, beginning during his five months as president-designate and continuing into his presidency, Dr. Hundert has devoted considerable effort to helping all members of the institution formulate and share a bold vision for the future. In doing so, the campus vocabulary has come to feature words and phrases such as “transformation,” “experiential,” and “moral discourse;” notions that in the history of this institution have seldom been brought together to help define a course of action. At the same time, that course of action has dared to include goals that are described in superlative terms, a level of aspiration not seen here in half a century.

Literally all of the university’s constituencies were involved in shaping the statement of vision and priorities, a model of inclusiveness that itself reflects one of the components of the vision. Likewise, the statement – backed up by policies and actions – addresses a number of potentially controversial topics, among them the challenges involved in nurturing program innovations that cross traditional disciplinary and administrative boundaries. There is broad understanding on the campus of the elements of this vision and Case’s priorities for the future, and these elements have begun to be expressed in academic and administrative programs that are highly visible.

It should not come as a surprise that the area identified as “moral discourse” is among those in which Case finds significant challenges. A discussion of ethical principles is not particularly difficult to achieve in its own right, but agreement on how best to integrate ethics systematically into the learning activities of students can be more elusive, although there is encouraging progress being

made on this front as noted in Chapter 2. Policies on academic and research integrity generally exist outside course content, however, and the related processes to implement these policies tend to be populated primarily by persons other than instructors.

**Recommendation:** *Define more specifically how the “transformative Case experience” will be implemented for learning at all levels for all members of the university, including a method to ensure that ethics and integrity are part of the educational experience of every Case student.*

Stated in general terms, the concept has strong appeal, but it is not yet well enough understood so that it can be implemented in a consistent or measurable way. Collaborative efforts among faculty, deans, and other senior administrative officers seem to be the best approach to addressing this need.

### Institutional Leadership

Perhaps few universities in this country have been as attentive to their governance and administrative arrangements as Case in the past several years, and the reasons for this are no secret. The abrupt resignation of a president in 2001 after less than two years of service was widely publicized. Faculty, staff, students, and alumni openly expressed concerns about the role of the trustees in institutional governance. Significant changes put in place during the Hundert presidency, including those to board governance policy and procedure, have led to a general satisfaction with the current situation.

A principal feature of the organizational changes introduced in the late 1960s and early 1970s was the decision to decentralize decision-making authority. Most notably, deanships changed from being positions of academic statesmanship to executive roles with leadership expectations, as deans took responsibility for both income and expense budgets for their schools. Under President Hundert, this pattern of strong deanships is being adapted to place greater emphasis on university-wide leadership, as individual deans have been asked to take on institutional roles in guiding selected programs or projects that do not fit entirely within their primary areas of responsibility. These new expectations for

program performance stretch the capacities of traditional organizational structures.

As a result of these and other factors, governance is taken seriously on the Case campus. The role of the Faculty Senate, the representative body of the University Faculty since the early 1970s, remains strong and consistent, and the Staff Advisory Council, formed in the early 1990s, has emerged as an effective voice for non-academic employees. Student governance groups, which are structured according to student enrollment patterns, have gained confidence and influence, and individual, representative students regularly participate in advisory roles in processes such as administrative searches.

Perhaps the major challenge facing the university's governance and administrative structures at this time derives from Case's intense emphasis on innovative, collaborative programs (e.g., SAGES) in creating a learning environment consistent with the institution's vision. It is perfectly understandable that a policy structure developed to promote accountability at the school and college level may need to be tweaked to handle this call for performance that cuts across those boundaries.

**Recommendation:** *Examine the potential benefits of a stronger role for the Office of the Provost in providing direct administrative leadership for selected programs that involve two or more units of the university or partnerships with other organizations in which senior administrative participation is essential to success.* Deans and other campus leaders must continue to play important roles in these activities, but an overall institutional perspective will help complex programs maximize their impact and support.

**Recommendation:** *Pilot a program designed to prepare department chairs and other faculty members to assume institutional leadership roles, including training in standard management approaches and an introduction to applicable administrative policies and procedures.* While it is common in universities for faculty members to be called upon to serve as department chairs, center directors, and deans, with major

responsibilities for program staff, budgets, and facilities, it is also true that virtually no faculty member comes into such a position with any formal training in leadership or management. Peer-to-peer interaction may be a very good place to start.

### Strategy and Planning

Case's approach to planning has matured into a data-driven, values-oriented process linked to measurable components of the university's long-term vision, with direct implications for both operating and capital allocations. Further, planning at Case is completely integrated into the leadership function, not assigned to a group of specialists without other perspectives or responsibilities.

Since 2002, when President Hundert began a series of discussions with groups on and off campus to develop a bold vision for the future of the institution, the planning process has faced an entirely new set of challenges. Rather than helping to shape subtle changes in pace and focus, Case intends to redefine the very role and function of a research university, and has made significant investments in a range of academic, campus life, community, and administrative initiatives that have stretched the limits of the institution's human and financial resources. In a truly remarkable move, the university is investing much of its flexible assets in six areas where achieving unparalleled excellence is expected to lead to transformative impacts for all members of the institution and to generate more than enough revenue to recoup these investments and finance continued growth and progress. The six areas are:

- *Graduate, Professional, and Research Programs:* Strategies for further enhancing faculty and student excellence in programs that are among the university's most visible and well respected;
- *Undergraduate Programs:* Innovative approaches to enriching the breadth and depth of teaching, learning, and scholarship for undergraduate students, with emphasis on experiential learning;

- *Academic Medical Center*: Initiatives in research, teaching, and public health that build on the university's distinctive ties with the community and all area hospitals
- *Institutional Culture and Values*: Efforts to enhance such traits as accountability, entrepreneurship, innovation, responsible risk-taking, diversity, and efficiency in the university's programs and operations;
- *Campus Environment*: Improved capacity and quality of space for research, education, and campus life, and a stronger service orientation in operational areas;
- *Resources*: Outstanding faculty, students, staff, alumni, trustees, and community partners, and the advocacy, communication, and development functions to ensure the support that these assets need to thrive.

As noted in Chapter 7 of this self-study, the cross-cutting nature of most of these investment priorities differs from the more divisional character of the objectives identified in Case's previous planning cycles, particularly before the 1990s. And without question the university's decision to commit such a large portion of its current and expected assets to achieving these priorities is a significant factor in the institution's operations – academic and financial planning, fundraising, marketing and communications, and campus development. There has been considerable progress in each of the six designated areas in the eighteen months since the investment program began, as noted in several of the individual chapters in this self-study.

**Recommendation:** *Develop additional mechanisms for communicating progress toward the cross-cutting priorities that characterize the university's vision and goals (vs. the more traditional school- and college-level objectives) and its performance relative to peer institutions.* Except for capital projects, the campus community is accustomed to receiving reports of program development, recognition, fundraising attainment, and other progress toward goals in terms that reflect

school- or college-level objectives, while the university's current priorities are stated more broadly. Current planning for a “dashboard” that would bring together a wide range of indicators into a unified scoring system may be the best approach for certain audiences, but others will want information that is less aggregated but more descriptive and interpretive.

### Teaching and Learning

In this chapter of the self-study report, the Steering Committee has a chance to do something that is unusual in complex research universities such as Case: to address matters of education on a campus-wide basis rather than according to the traditional classifications, i.e., by level (undergraduate, graduate, or professional) and by field of study. This was a new experience for several members of the committee, both reinforcing our sense of pride in the academic enterprise at Case and prompting a recommendation (see below).

There is broad agreement that the university attracts excellent students throughout. Faculty praise their students' maturity and commitment, often suggesting that it would be helpful if students took greater advantage of opportunities for recreation and other extracurricular activity. Concerns about enrollment center on the relatively low numbers of applicants in certain programs, and the small representations of women among undergraduate students and of minority group members in the overall student body. In addition, the increasingly unstable global situation has made it more difficult to presume a continuing flow of international students into programs where their presence has been a major factor in recent years.

The pledge to create “the world's most powerful learning environment,” part of the statement of vision adopted in 2003, is a signal that Case is committed to enhancing what is already an impressive and extensive array of academic offerings. An objective observer might note that the breadth of these offerings represents a high degree of leveraging of the university's faculty size and its financial and physical resources. But such a conclusion

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would to some extent discount Case's location in the world-class neighborhood of University Circle and its close links with many of these other institutions. Similarly, it would undervalue the compactness of the Northeast Ohio region and the university's reach into the broader business, civic, and institutional sectors of this area. Yet is it also clear that taking full advantage of these resources requires the university to be more explicit about what is meant by "the world's most powerful learning environment," and its academic units to move more collaboratively in planning and managing progress toward that objective.

**Recommendation:** *Develop and support additional mechanisms for planning, managing, and evaluating academic programs across the institution, particularly when they depend to any extent for their success on collaborations among units or with other organizations.* This is likely to be a challenge, given the institution's established pattern of decentralized leadership and management, but it seems essential to success in achieving the kind of learning environment we want.

**Recommendation:** *Step up efforts to increase the number of students pursuing degrees in the humanities, arts, and social sciences – and continue to invest in the faculty teaching in these areas – without decreasing numbers in other areas.* Strengthening enrollments and optimizing staffing (along with requisite facilities) in these fields, while maintaining the very high academic qualifications of students in these programs, will have many benefits for all students and for the institution as a whole, including more appropriate representation of women, stronger positioning in admissions, and increased stability for currently very small programs in some of these fields.

Regular surveys, as well as the special research done by the subcommittees associated with this self-study, consistently note acceptable but uneven satisfaction

levels among students and faculty members regarding academic support services and student activities across program areas and levels of study. Once again, the Steering Committee chooses here to take a university-wide perspective in addressing these matters rather than enumerating divisional strengths and weaknesses.

Case has begun to place even greater emphasis on promoting the academic, professional, and personal development of students, including more systematic collection and analysis of comparative data with other universities. While this function is achieved quite successfully within some units, and assessment has moved forward dramatically here in the past decade, we expect that the recent addition of the Center for Institutional Research will provide important new information. A key component of the effort to enhance student development is to strengthen further the student-centric nature of campus life and academic services, including such functions as advising, counseling, placement, athletics, physical planning, registration, and financial aid. Case has made valuable progress in these areas over the past decade and we expect continued improvement in the years ahead.

**Recommendation:** *Further strengthen student advising and mentoring by faculty members throughout the university, beginning with efforts to help faculty develop or improve their mentoring skills, including means to monitor progress and to identify signs of stress or other indications that students might benefit from special attention.* The self-study subcommittees that examined student development at all levels found strong student interest in increased interaction with faculty. Experiments and research on advising, coaching, and counseling are underway at several schools and should contribute importantly to these discussions. The University Center for Innovation in Teaching and Education (UCITE), to which faculty members already look for assistance on teaching skills, can also be a key resource.

**Recommendation:** *Redouble efforts to recruit a larger number of women and members of underrepresented minorities among students at all levels across the university, and increase the geographic diversity of entering students, particularly in undergraduate programs. Case’s higher level of visibility nationally as a result of its recent marketing initiatives should provide an opportunity to make progress toward this goal, but only if it is integrated into the overall marketing effort.*

Finally, we recognize that the affordability of attending independent colleges and universities is an issue facing institutions across the nation. It is widely agreed that the financial model for pricing higher education in this country needs to be revised, and some progress can be seen at the undergraduate level here and elsewhere. In graduate studies and some professional fields, however, the problem remains largely unaddressed, with important financial disincentives for enrollments in the very programs from which this and other universities will need to recruit coming generations of faculty members. We expect that the university’s leadership will continue to work with other institutions both nationally and regionally, and with the deans and faculties of the schools and colleges here, to develop approaches to meeting these challenges.

### **Research, Scholarship, and Creative Endeavor**

This section follows immediately the treatment of “Teaching and Learning,” with which it shares a preeminent position among Case’s activities. Such is the nature of any research university, which helps explain why there is relatively little clarity outside higher education about the role of these institutions, particularly in a society that seems bent on defining any successful organization in terms of its irreducible “core business.” The “core business” of a research university is neither teaching nor research, but the combination of the two, accompanied by a large number of related services and activities that help these functions to achieve their intended effect and help the university to serve its distinctive role in society.

Case is widely recognized as one of the nation’s premier research universities, as measured by the scholarly and

creative activities of faculty and advanced students and the considerable and growing levels of external support for these activities. Less easily measured but no less important is the very substantial quality and scale of such activities for which there is no external financial support. While a discussion of “research” in institutional documents often concentrates on activities that receive external support, we have chosen to address the full scope of research, scholarship, and creative endeavors in our review. Only in this way are we able to maintain our approach of looking at the entire institution.

The institutional model of the research university, which emerged as recently as during and just after World War II, has been under benign but relentless attack ever since. Case is an excellent example. Early in this period, the vast amount of scholarly activity took the form of individual, relatively small-scale projects based in specific disciplines. The fastest growing sector of this activity today is characterized by its large scale, its involvement of scholars from several disciplines and perhaps several organizations, and its ultimate potential to contribute to the content or methods of learning or such broader *desiderata* as economic growth, quality of life, health, peace, and justice. The reasons for this include the growing complexity of the intellectual activities themselves, as well as the increasingly large investments needed to staff, equip, and house these projects appropriately. These latter decisions often require financial commitments at the level of the entire institution rather than within a home department or school.

This environment of constant change, then, is the context in which universities such as Case have developed their programs and policies for research, scholarship, and creative endeavor. Our principal challenges revolve around how to surmount the uncertainties in this environment to ensure that the institution maintains and nurtures these important intellectual activities in the future.

**Recommendation:** *Develop and test organizational structures and policies to lead and support scholarly activity that involves more than one discipline or unit of the institution or collaboration with other organizations. We have successful or nascent examples on which to build – the*

Schubert Center for Child Development and the Case Research Institute are but two of many – and their records to date are encouraging. Willingness to go beyond traditional disciplinary models is prerequisite for success, as in the recent modifications in the reporting relationship for the Mandel Center for Nonprofit Organizations.

**Recommendation:** *Seek a systematic method to integrate information about the scale and impact of the faculty research, scholarship, and creative endeavors that do not receive specific external support into the overall description of scholarly activity at Case.* We suggest this not simply to redress a lack of attention to these “unfunded” activities, but because a better understanding of their importance and distribution across the campus will lead to more effective planning and increased interaction among projects.

In our review of comments and suggestions for enriching the campus culture of research, scholarship, and creative endeavor, a suggestion came to our attention that we forward here for broader discussion and possible action by one or more faculty groups, which would be the appropriate channel for a formal recommendation. In short, it is suggested that Case pioneer an approach in which every student, regardless of program level or major field of study, would be formally involved in creating new knowledge as part of the transformational nature of the learning environment we seek. This would not be a “research appreciation” course, but rather a commitment to – and by – every student to individualized involvement in a scholarly project as part of his or her education. This is already in place for Ph.D. students and some others, of course, but extending it to all could dramatically affect the life of each student, and thereby the society and the scholarly communities we serve. Recent initiatives include the capstone projects associated with the SAGES program and SOURCE (Support of Undergraduate Research and Creative Endeavors), a new office created to promote and support this activity at the baccalaureate level.

### Working with Others

Throughout the work of the subcommittees and the other information-gathering done by the Steering Committee in this self-study, the notion that Case’s future will be closely tied to its success in collaboration – internal as well as external – has been a steady and unyielding theme. This is not surprising, since universities are traditionally reluctant to collaborate, often preferring to build competing programs and facilities when neighboring institutions had similar designs. And even in the face of an institutional policy to promote collaboration, it is not unusual for these initiatives to fail as they encounter entrenched resistance at the divisional or departmental levels.

But Case’s history itself provides evidence that this tendency can be overcome. The university is the first example of a merger between two full-fledged, rival institutions of higher education. Case, founded in 1880, and Western Reserve, founded in 1826, had occupied side-by-side campuses since 1885, competing fiercely for students, faculty, gifts, and athletic bragging rights. After several failed attempts at merger in the ensuing decades, the two finally agreed in 1967 to “federate,” forming Case Western Reserve University. Further, beginning in the early 1900s, dozens of other nonprofit institutions chose to locate in the area around the traditional campuses of Case and Western Reserve, now known as “University Circle.” Today there are more than 40 institutional members of the Circle, and the university has joint or collaborative programs with more than half of these.

Despite this notable heritage of partnering, however, cooperation has proved difficult for Case in its recent history. Mutually beneficial relationships with the neighborhoods adjoining the campus deteriorated as the institution expanded its facilities beginning in the 1960s, just as this older residential community was beginning to experience severe decline. More recently, Case’s relationship with University Hospitals of Cleveland, an independent tertiary care hospital that is the long-time principal teaching affiliate of the university’s School of Medicine, entered a stressful period as national efforts in health care cost containment and increased regional

competition put pressure on academic as well as clinical programs. On campus, the increasingly decentralized organizational culture and structure masked earlier incentives for partnerships, making it more difficult – or at least *apparently* more difficult – to collaborate across department and school boundaries.

At his inaugural ceremonies in January 2003, President Hundert joined with Cleveland mayor Jane Campbell to host a national colloquium titled “Great Universities and Their Cities,” sending a signal to all that cooperation was at the top of his list of priorities. Attended by more than 800 people from the campus and around the nation, the gathering featured extended discussions led by the presidents of nine major universities and their community partners in which they described initiatives between their institutions and their cities to create mutual benefits. It was not lost on the participants that many of these initiatives involved important collaborations *within* the respective universities as well as cooperation with external organizations. In addition to this event, a number of other important developments at Case have advanced the cause of collaboration in the past several years, including:

- Long-awaited harmony in medical care and research, with a 50-year partnership in place with University Hospitals Health System; an agreement with the Cleveland Clinic to start the Cleveland Clinic Lerner College of Medicine at Case Western Reserve University; a renewal and strengthening of the established relationship with the MetroHealth Medical Center, the county’s hospital system; and creation of BioEnterprise, a business development partnership with the Cleveland Clinic and University Hospitals.
- Several new competitive approaches to investing in Case initiatives, including the New Vision Investments, which formally give priority to proposals that feature links within and beyond Case; Presidential Research Initiative Awards, which specifically require collaboration among researchers from at least two units of the

university; and the Provost’s Opportunity Fund competition, whose selection criteria include a preference for collaborative projects.

- Successful launch of OneCleveland, the largest free public wireless network in the nation, serving the campus and all of University Circle as well as a growing list of other major institutions and sites in the region that have joined the effort. Case has been instrumental in launching and leading OneCleveland.
- Creation and successful operation of the Supplier Diversity Initiative, through which the university works closely with a group of local minority and women-owned contractors and vendors to ensure that they can submit competitive bids for campus business. The firms have seen a dramatic increase in their Case-oriented business, and the university has benefited from the increased competition among bidders.
- An Employer-Assisted Housing Program, under which university employees may qualify for grants of \$10,000 if they purchase homes in the city of Cleveland (\$15,000 if the home is in one of the four city wards adjoining the campus).
- The very recent (January 2005) creation of and appointment to a new position of vice president for Cleveland and regional affairs, who will be responsible for continuing and intensifying the university’s efforts to form partnerships with organizations in Cleveland and throughout Northeast Ohio.

These and many other examples of new initiatives suggest that the tide is turning, but there remain a few areas in which further improvement is needed:

***Recommendation:*** *Optimize the university’s collaborations with civic and business leaders and organizations, and the participation of senior university officers in meetings and events with representatives of partner groups.* Case has made important progress in the past few years in this

regard, and has an opportunity to emerge as a national model for its interactions as well as to help the community grow and thrive. Reflecting the university's tradition of decentralized leadership, its relatively small central core of senior administrators is already heavily engaged in interactions with internal and external constituencies. Regular participation in these gatherings by senior officers is particularly important for collaborations at the international level, but the need also arises in regional partnerships in such areas as the arts.

**Recommendation:** *Consistent with the recent emphasis on university-wide leadership roles for deans, identify new opportunities in financial and program planning to bolster the success of collaborative programs.* It may be effective, for example, for the leaders of these programs to work directly with development officers. At the same time, it is important to note that forcing two or more relatively weak programs to collaborate is likely to lead only to a relatively weak partnership.

**Recommendation:** *Reestablish and staff a central resource to provide support and coordination for international efforts throughout the institution.* While there are a large number of international programs and projects underway, led generally by faculty members in the various schools and colleges, they each must handle matters of protocol and liaison with their partner nations, even though they in many cases have little background for doing so. In addition, these relationships often spring up spontaneously, with little or no strategic analysis about whether a particular country is a good choice at the time.

### The University and Its People

The statement that a university's faculty and staff members are its most important assets has become shopworn, too often associated with insincere expressions of value and appreciation. This is unfortunate because, in its simplest form, the statement is true, and the extent

to which it is implemented in the form of policies and programs can help explain why some institutions make progress and others do not.

At Case, there is no question that there is immense strength and achievement represented among our faculty and staff members. By any standard, the men and women who devote their careers to this university and its students compare favorably to their counterparts at any of the nation's other universities. They come from every corner of the nation and more than eighty other countries, as well as from our own community. Together they have a profound effect on each of their colleagues and each of the thousands of students they serve. The university has a strong record in being able to recruit outstanding new faculty and staff, including competitive salaries and other terms of employment. Like other universities, however, its record in retaining them and helping develop their careers is less successful. Compensation levels for continuing employees are part of the challenge, but a successful program will take a broader approach.

The university's vision for the years ahead suggests that our faculty and staff members will become even more deeply engaged in the institution, calling for a learning environment that has "a transformational impact on all who teach, learn, discover, and work here..." As noted elsewhere in this chapter, this is an appealing notion even if it has not yet been translated into specific, concrete terms. While discussions continue toward that end, we have some suggestions to put forward that we believe will be consistent with the notion while addressing opportunities and issues that arose in our review.

**Recommendation:** *Devote renewed attention to recruiting, retaining, and advancing women and underrepresented minorities in faculty ranks across the campus and in senior- and mid-level administrative positions.* Like other research universities, Case has had limited success in this area, partially because of the small pools of candidates for some positions. The recent NSF ADVANCE Award to the university to promote institutional transformation regarding women faculty in science and engineering

fields may serve as a model for making progress more generally. In addition, the Provost's Opportunity Fund is designed to help provide support for strategic hires.

**Recommendation:** *Continue work with campus groups to promote deeper engagement by individuals in the campus-wide community.* Subcommittees associated with this self-study found strong interest among faculty and student groups in increasing their engagement with people and activities across the campus. There are relatively few events or processes that bring together large, diverse groups of faculty and staff. This is also an issue with students, and should be addressed at the same time.

#### Physical and Financial Resources

In 1995, Case was midway through a decade of extensive physical improvements to the campus, the first such improvements since the early 1970s, and had just completed a successful capital fundraising campaign. The 1990s boom in the securities market was underway, and the university had balanced its annual operating budgets for more than twenty years following severe financial problems in the late 1960s and early 1970s. New gifts as well as market forces and good investment management drove the market value of the university's endowment to all-time highs. The high-speed, all-fiber-optic network launched in 1989 had reached most corners of the campus. With a few exceptions, these patterns have continued since 1995.

The 1988 campus master plan, the first in the history of the institution, guided the decade of renovation and expansion that followed. That plan was updated in 2001 to emphasize enhancing the quality of student life, and the cumulative impact of the two sets of priorities has been a dramatic improvement in the livability of the campus. A number of projects remain on the to-do list, but they are framed within a vision for a future learning environment that will be quite different than that of the traditional campus. These projects are increasingly well understood by the campus, the community, and other interested parties, and the issues that accompany them are primarily those of timing, financing, and design.

While the campus continues to evolve, it has reached the point where it represents an appropriate central element in University Circle, which we believe to be the nation's most remarkable setting for a university.

**Recommendation:** *Continue the process of upgrading campus spaces to "best-of-class" status.* While much of the campus already enjoys world-class facilities and related services (the campus-wide wireless service is an excellent example) and a new student residential environment is under construction, a number of offices, classrooms, and laboratories have yet to be upgraded. Steady progress in completing these projects should remain a top priority for the university.

The university's financial situation continued to grow stronger throughout the 1990s, and Case entered the new millennium with significant reserves and with very high marks from the two major national bond rating agencies. This was significant not only because it represented a major turn-around from the earlier financial stress, but also because it included the assumption of a much larger – though eminently manageable – level of debt, a departure from the debt-averse style that characterized the institution in the 1970s and 1980s. The prudent use of borrowing was an important element in the university's ability to grow and improve its physical plant in the wake of the 1988 master plan.

Over the past two years, two factors account for noteworthy changes in the university's financial status:

- Considerable change in the institution's senior leadership. The four-year period beginning in 1999 saw three presidencies and a fifteen-month interim presidency. These changes in such a short period of time have complicated the task of fundraising, with the result that gift revenues during this period have fallen below earlier levels.
- A decision to use available reserves to finance a portion of the early spending on vision-related staffing and programs, as part of the Vision Investment Plan assembled to speed progress toward the new goals adopted by the university in

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January 2003. This has resulted in a considerable tightening of the university's working capital position, and a slight but not significant reduction in the institution's bond rating from the high achieved in the 1990s.

These two factors are intertwined because the five-year Vision Investment Plan assumes that increased revenue from gifts and grants in the out-years will offset the use of reserves and other unrestricted resources in the early years. In our review of information for this self-study, we have received suggestions that department chairs, center directors, and other faculty leaders could play more active roles in fundraising activities. Within the limitations implicit in operating a fund development program, we expect that the university will explore such opportunities for enhancing communications with prospective donors and others.

### **Strengthening Performance and Compliance**

Given the diverse scholarly and professional cultures found among the university's eight major academic units, it is not surprising that a single, institution-wide approach to assessing teaching and learning has not taken hold at Case. On the other hand, virtually all programs across the campus have integrated outcome assessment into their operations, including provisions for using the information gained through the assessment process to achieve continuous improvement in teaching and learning. Perhaps the most notable example of this practice is the SAGES program, which solicits both student and faculty opinions regularly throughout each term and over the course of several years. The SAGES program was designed from its inception to include these features, and its success depends in no small part on this emphasis on continuous improvement.

But these program- and division-based assessment provisions must both draw on other resources in the university as well as contribute to institution-wide improvements through the use of shared information. Two mechanisms exist currently to provide channels for this shared activity:

- The University Center for Innovation in Teaching and Education (UCITE), which was founded

more than a decade ago as a campus-wide resource to help enhance teaching at all levels. The center offers a wide range of workshops and seminars as well as special teaching fellowships for young instructors. UCITE has been very active in helping the SAGES program to develop its own approaches to teaching and assessment, and has emerged as a forum for interaction among faculty from undergraduate, graduate, and professional programs.

- The Center for Institutional Research (CIR), which was founded in 2003. While Case had elements of an institutional research function spread across several units for at least a decade before that, CIR's creation responded to a strong recommendation in the 2002 report of the President's Commission on Undergraduate Education and Life (PCUEL) that this function be strengthened and consolidated under the Office of the Provost. CIR gathers and analyzes information about trends and programs at Case and its peer institutions, and as its staffing grows will be able to help more campus programs benefit from this information.

Despite facing growing pressure in the form of regulatory requirements and other less formal expectations, Case has performed admirably in meeting its accountability obligations. A network of administrative and advisory entities, ranging from the Office of Internal Audit and the Office of Research Compliance to the Institutional Review Boards and the Compliance Committee, help to assure that the university's programs remain in compliance with legal and regulatory requirements while still achieving program goals.

***Recommendation:*** *Continue regular communications with the campus concerning requirements and guidelines so that the university continues to be in compliance with all relevant regulations and laws. This is an important matter as the institution works toward achieving even higher levels of performance in learning and discovery.*

## THE CRITERIA FOR ACCREDITATION: SUMMARY OF PATTERNS OF EVIDENCE

The Higher Learning Commission has established a set of five criteria for accreditation, each of which contains multiple core components. The various criteria and core components are presented below, and a summary of the evidence showing how Case satisfies each point accompanies each one.

In order to best express the theme of the self-study – the transformational learning environment – this self-study has been organized into chapters which do not parallel the accreditation criteria. Rather, information contained within the preceding chapters addresses the various accreditation criteria in a cross-cutting fashion. On the final pages of this chapter, matrices that indicate the relevance of the individual sections of this self-study to the accreditation criteria are provided. We note that information covering all criteria and core components are addressed within this self-study.

### **Criterion One: Mission and Integrity**

*The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.*

Case's mission and vision, which apply to and involve all university constituencies, express the core principles on which the university has functioned. However, they also guide the future growth and transformation of the university. The expanded statement of mission, vision, and value was issued after nearly six months of discussion that involved all sectors of the campus as well as alumni and trustee leadership.

*Core Component 1a – The organization's mission documents are clear and articulate publicly the organization's commitments.*

Case understands the need for a clear and widely understood mission as well as a vision that guides the university's evolution. The current mission and vision statements, which underpin Case's operations and strategy, were updated following the arrival of Edward M. Hundert in August 2002 as president of Case.

Awareness of Case's mission and vision statements is promoted through the university's General Bulletin, on the Case website,<sup>1</sup> and in recruiting and other literature. More importantly, the themes underlying the mission and vision are evident in programs, events, and other activities of the university.

*Core Component 1b – In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.*

The transformation of all categories of learners – students, faculty, staff – is the central theme of Case's mission and vision statements. The premise of integrity and respect and the value of ethnic, racial, religious, and intellectual diversity pervade these statements as well. Efforts to recruit and retain a diverse student body, faculty, and staff demonstrate Case's commitment to these ideals.

The university values diversity through its public statements, continuing actions, and planned investments. While Case has policies that support non-discriminatory practices, the university does not stop there. Case is making efforts to go beyond these minimum requirements toward building an inclusive, accepting campus environment.

The mission and vision statements also point out the university's commitment to civic leadership and to a strong pattern of engagement with the larger community. Case currently maintains many significant partnerships with external constituencies in the region, nation, and internationally. In addition, the wide range of outreach efforts is evidence of the university's commitment to serve society.

*Core Component 1c – Understanding of and support for the mission pervade the organization.*

Awareness of the university's vision and mission in the campus's collective consciousness is very high. The university engages in mission-driven strategic planning activities at many levels, and over the next several years those activities will lead to significant financial investments to help the institution implement the elements of its new vision. The organization of the

1. See the statement on mission, vision, and values at <http://www.case.edu/menu/president/vision.htm>.

## CHAPTER 13 – CONCLUSION

university's considerable human, physical, and financial resources is being refined to carry out these mission-driven plans, while the board and other governance structures have also taken steps to align themselves to enable progress toward this new vision.

**Core Component 1d** – *The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.*

Case's governance and administrative structures have proven to be robust, as evidenced by the university's continuing progress in the face of significant changes in senior leadership. Case's Board of Trustees has played a key role in driving the university forward, as have faculty and staff administrative structures, which are clear and function efficiently.

**Core Component 1e** – *The organization upholds and protects its integrity.*

Case places a high value on the integrity of its decisions and actions, both in terms of individual behavior as well as institutional performance. The university makes considerable efforts to be accountable for its activities through legal compliance, research integrity, and truthful communication in advertising and recruitment. Case also makes a significant effort to identify and resolve conflicts of interests as well as grievances and complaints that may arise from students, faculty, or staff.

### **Criterion Two: Preparing for the Future**

***The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.***

As a normal part of its operation, Case has regular processes designed to recognize and analyze the need for change, relying on coordinated and broad strategic planning activities as the foundation to move forward toward the institution's vision. The effectiveness of these changes is monitored at several levels, with the results of these assessments used subsequently to optimize Case's operations. Case's past performance in strategic planning has led to innovations in curriculum (e.g., SAGES),

improvements in facilities (e.g., the campus master plan), and enhancements to technology (e.g., improvements in network infrastructure). Case is poised to anticipate future pressures and opportunities for change, and has the capacity to accommodate modifications to the institutional environment.

**Core Component 2a** – *The organization realistically prepares for a future shaped by multiple societal and economic trends.*

Not only is the organizational environment at Case open to change, events in recent years show that the institution can continue to move forward during times of change with little loss of momentum in its core activities of learning, research, and service to the community. The university regularly engages in coordinated strategic planning activities in the areas of finances, facilities, support structures, and academic programs. Decisions on the university's future directions are based on a thorough assessment of its potential to succeed in new initiatives as well as continuing programs.

Over the past decade, the university has consistently looked toward the future by commissioning major planning activities. The significant efforts of the President's Commission on Undergraduate Education and Life and the Commission on Research and Graduate Education are but two examples.

**Core Component 2b** – *The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.*

Case recognizes the necessity for a focus on continuous improvement in its academic programs at all levels. The university's faculty is highly qualified and contributes greatly to the institution's success. Ongoing initiatives focused on the increased recruitment and retention of women and minority faculty members are intended to strengthen this central resource. The planned new vision investments represent a continuing commitment to strengthening and expanding important components of Case's transformational learning environment, and planned improvements in physical facilities and campus infrastructure will position the university well for the future.

**Core Component 2c** – *The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.*

As a routine practice, Case undergoes self-assessment in a variety of forms and monitors institutional effectiveness against its current and aspirant peers. Engaging independent external review teams to provide focused feedback at the school or department level has been regularized as part of the provost’s expectations of all academic areas. Case has also bolstered its formal institutional research activities so that evidence of progress – or lack thereof – can more readily be gathered, analyzed, and shared with program leaders.

Changes in the structure of the Board of Trustees, central administration, external advisory groups, and other aspects of the university over the past ten years indicate that Case does practice ongoing assessment of its operations and takes action to improve their effectiveness.

**Core Component 2d** – *All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.*

Case utilizes a budgeting process that is centered on the core elements of the university’s mission and vision. Similarly, facilities and infrastructure planning are linked to the university vision for continuous development of the learning environment. The university has recently moved to develop school-level academic plans with linkages to institutional objectives, further strengthening the overall coordination between the structural levels.

### **Criterion Three: Student Learning and Effective Teaching**

***The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.***

Over the past decade, Case has made tremendous improvements in its ability to evaluate student learning. The transformation of Case’s educational outcome assessment processes places the university in a good position to ensure continued success into the future.

**Core Component 3a** – *The organization’s goals for student learning are clearly stated for each educational program and make effective teaching assessment possible.*

The university’s General Bulletin describes each academic program and its goals, and the process for seeking approval for the creation of new programs requires clear articulation of goals for student learning. Many programs also post information on their academic goals and expected outcomes on their websites. The university requirement for formal outcome assessment necessitates that educational goals are known.

Many of the academic programs at Case have separate accreditation status through professional societies or specialized accrediting agencies. Reports prepared to satisfy these accreditation reviews routinely require evidence of clear program goals.

**Core Component 3b** – *The organization values and supports effective teaching.*

As is evidenced by the university’s mission and vision statements, Case clearly supports effective teaching. In faculty tenure and promotion considerations, evidence of teaching effectiveness is important in gaining approval. The University Center for Innovation in Teaching and Education (UCITE) has established itself as the primary vehicle through which Case supports and develops effective teaching among its faculty.

The recent adoption of SAGES as the general education component for all undergraduate programs is a clear signal that Case is open to innovative practices and curricular reform. Case also assesses teaching effectiveness on all levels, ranging from evaluations of individual courses through to the programmatic level, by tracking the success of its graduates.

**Core Component 3c** – *The organization creates effective learning environments.*

The overall theme of this self-study is Case’s transforming learning environment. Student satisfaction with the quality of the university’s educational programs and the subsequent career success of Case graduates at all levels are concrete indications of the effectiveness of the

learning environment. Case has made a commitment to continue to develop this environment through significant capital investments in buildings, infrastructure, and instructional technology, as well as investments in teaching and support staff. Advising and mentoring of students, as well as various offices that provide support services, promote student success.

The subcommittee reports on undergraduate student development and graduate and professional student development highlight the tremendous efforts that Case has devoted to building its overall learning environment, but also point out areas for improvement.

Case values a diverse student body and the learning opportunities a diverse student body provides, both inside and outside the classroom. Major efforts to recruit and retain students from underrepresented minorities have been somewhat successful, but more needs to be done.

**Core Component 3d** – *The organization’s learning resources support student learning and effective teaching.*

Case has devoted many resources to encouraging and supporting activities that lead to effective student learning and teaching.

Case’s potent computer network provides all students with a readily accessible vehicle for effective learning and communication. ITAC (Instructional and Academic Computing) provides high quality programming that allows the institution to capitalize on this resource. The main library (Kelvin Smith Library) is accessible 24/7 to all students during the academic term.

The university has dedicated significant amounts of support in the past (e.g., UCITE) and plans to continue to invest in student learning and effective teaching in the future (e.g., SAGES). Two of the six main elements of Case’s new vision directly involve student learning, ensuring a continuing focus on student learning.

**Criterion Four: Acquisition, Discovery, and Application of Knowledge**

***The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.***

Case’s mission statement, which focuses on the transformation of all types of learners, provides the background for the university’s efforts to enable all who form its community to be productive contributors in terms of acquiring, discovering, and disseminating new knowledge. The broader society benefits by applying or building on discoveries made at Case, and through the lives and productive careers of Case graduates.

**Core Component 4a** – *The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.*

Case highly values freedom of inquiry and believes academic freedom is essential for the university to carry out its mission. The university’s mission and vision statements clearly emphasize the intent to prepare all learners for a life of learning and engagement with society.

The university provides academic and support programs for students to enable them to learn how to discover, through both basic and applied research programs. By exposure to all of these features, students are assisted in their development as professionals and scholars. The university also provides opportunities for professional development among the staff and faculty, which directly facilitate their continuing growth.

Case has made significant investments in campus facilities and infrastructure to achieve an environment conducive to learning. Case’s allocation of resources, which are aligned with the university mission and vision, support all of the goals described above.

The career achievements of its graduates suggest that Case is successful in instilling in its students an appreciation for lifelong learning.

**Core Component 4b** – *The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.*

Case monitors and adjusts how general knowledge is integrated into all of its undergraduate programs (e.g., the adoption of SAGES as the general education component for all undergraduates), offers a variety of experiential educational opportunities, and provides a wide spectrum of extracurricular learning activities.

The development of graduate and professional students, catalyzed through mentoring interactions and academic programs that focus on the discovery of knowledge, are also important to Case's mission.

**Core Component 4c** – *The organization assesses the usefulness of its curricula to students who live and work in a global, diverse, and technological society.*

The university devotes significant effort to assessing the currency and relevance of its academic programs. This self-study report contains many examples of how curricula have been adapted to accommodate external trends and issues, or to position Case graduates more effectively for career success and a meaningful engagement with society.

External review committees provide an additional means by which Case assures that its academic offerings are useful and relevant. The continuing ability of the faculty to compete successfully for external support for research activities – which virtually all have ties with teaching programs as well – signals that the university's programs are seen as cutting-edge and valuable by national reviewers. The societal impact of this research is believed to be quite high.

**Core Component 4d** – *The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*

Case has clear and public policies on ethical standards, integrity in research, intellectual property, and conflicts of interest, as well as effective monitoring programs. Through mentoring activities and specialized training (e.g. laboratory safety), all faculty, staff, and students are coached to pursue their academic activities in a responsible manner.

**Criterion Five: Engagement and Service**  
*As called for by its mission, the organization identifies its constituencies and serves them in ways both value.*

Case recognizes that all of its internal constituencies value learning, and the transformational learning environment being built here provides the vehicle for this learning to occur. In addition, the university recognizes its responsibility to the broader community, and provides outreach activities and a willingness to partner with external groups to achieve outcomes that benefit both.

**Core Component 5a** – *The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.*

The importance of Case's relationship to its various constituencies is expressed in its statements of mission, vision, and values. Support of its internal constituencies (faculty, staff, and students) occurs through the intellectual, human, financial, and physical resources being devoted toward developing the university's transformational learning environment.

Case's community outreach and continuing education activities provide one interface to the external community. The success of these activities is regularly monitored and programs are adjusted accordingly. Regular interaction with external advisory groups at the department and school levels helps ensure that the university is aware of needs and opportunities among the constituencies for their respective programs.

## CHAPTER 13 – CONCLUSION

**Core Component 5b** – *The organization has the capacity and the commitment to engage with its identified constituencies and communities.*

The university engages with all constituencies, both internal and external, in a wide range of strategic planning activities. University resources, which are allocated in accordance with the university’s mission and objectives, support the engagement of all of Case’s constituencies through its academic, research, and service missions.

At the undergraduate level, Case takes advantage of experiential learning opportunities as well as service learning efforts to forge direct connections between students and the external community. Graduate and professional students regularly interact with external constituencies through collaborative research programs or clinical experiences.

**Core Component 5c** – *The organization demonstrates its responsiveness to those constituencies that depend on it for service.*

Collaborations and partnerships provide a foundation for a significant number of programs that allow the university to pursue its mission. The report of the Subcommittee on Interdivisional Collaborations and External Partnerships describes some of the partnerships and collaborations in academic programs, research, and service in which Case participates, noting the importance of sensitivity to the situations of our partners. In addition, the academic medical center is one of the university’s most significant collaborative ventures in which all partners share educational, economic, and societal goals.

Case has also embarked on a path that is leading to a more integrated interaction with the community at large. President Hundert’s inaugural theme, “Great Universities and Their Cities,” illustrates the university’s recognition that there is a synergistic and symbiotic relationship between itself and the city of Cleveland. The Healthy Cleveland program provides a specific example of how Case benefits the city.

**Core Component 5d** – *Internal and external constituencies value the services that the organization provides.*

Case’s ability to attract and retain students, faculty, and staff is a key indicator of the value accorded to the university. Judging from participation statistics, Case’s external constituencies enjoy the outreach services and programs offered by the university. The success of the Supplier Diversity Initiative is one shining example that external constituencies value the presence of the university.

Furthermore, Case’s leadership in programs such as the OneCleveland effort directly impacts and benefits both internal and external groups.

### REQUEST FOR CONTINUED ACCREDITATION

Case Western Reserve University has provided documentation that satisfies all core components for each of the Commission’s Criteria for Accreditation. Examples of evidence provided in this self-study report support this claim, as do additional materials that will be available in the Resource Room during the campus visit of the evaluation team. Therefore, Case requests that the Higher Learning Commission grant continuing accreditation status.





Criteria and Core Components																						
Self-Study Chapter/Section	1 Mission and Integrity					2 Preparing for the Future				3 Student Learning & Effective Teaching				4 Acquisition, Discovery and Application of Knowledge				5 Engagement and Service				
	a	b	c	d	e	a	b	c	d	a	b	c	d	a	b	c	d	a	b	c	d	
<b>3 ORGANIZATION AND GOVERNANCE</b>																						
BOARD OF TRUSTEES			■		■																	
UNIVERSITY ADMINISTRATION			■		■			■														
Office of General Counsel			■		■			■														
INTERNAL GOVERNANCE STRUCTURES			■		■																	
Faculty Senate			■		■																	
University Undergraduate Faculty			■		■																	
Faculty Governance at the School Level			■		■																	
Staff Advisory Council			■		■																	
Undergraduate Student Government			■		■																	
Graduate Student Senate and Professional Student Governance Associations			■		■																	
SUMMARY: STRENGTHS AND CHALLENGES																						



Criteria and Core Components		1 Mission and Integrity				2 Preparing for the Future				3 Student Learning & Effective Teaching				4 Acquisition, Discovery and Application of Knowledge				5 Engagement and Service			
		a	b	c	d	e	a	b	c	d	a	b	c	d	a	b	c	d			
5 THE GRADUATE AND PROFESSIONAL EXPERIENCE	OVERVIEW OF GRADUATE AND PROFESSIONAL EDUCATION																				
	THE SCHOOL OF GRADUATE STUDIES																				
	Admission and Enrollment																				
	Improvement of Graduate Programs and Student Services																				
	PROFESSIONAL EDUCATION																				
	FINANCIAL SUPPORT FOR POST-BACCALAUREATE STUDENTS																				
	STUDENT DIVERSITY AT THE POST-BACCALAUREATE LEVEL																				
	GRADUATE AND PROFESSIONAL STUDENT DEVELOPMENT																				
	SELF-REPORTED STUDENT DEVELOPMENT: RESULTS FROM THE SUBCOMMITTEE SURVEY																				
	PLANNING FOR THE FUTURE OF GRADUATE EDUCATION AND RESEARCH AT CASE																				
	POSTDOCTORAL STUDIES																				
	CONTINUING EDUCATION AND LIFELONG LEARNING																				
	SUMMARY: STRENGTHS AND CHALLENGES																				

Criteria and Core Components																						
Self-Study Chapter/Section	1 Mission and Integrity				2 Preparing for the Future				3 Student Learning & Effective Teaching				4 Acquisition, Discovery and Application of Knowledge				5 Engagement and Service					
	a	b	c	d	e	a	b	c	d	a	b	c	d	a	b	c	d	a	b	c	d	
<b>6 ASSESSMENT OF TEACHING AND LEARNING</b>																						
IMPLEMENTATION OF THE 1996 ASSESSMENT PLAN																						
CURRENT STRUCTURE FOR UNIVERSITY-WIDE ASSESSMENT																						
CURRENT ASSESSMENT ACTIVITIES IN THE SCHOOLS																						
POST-GRADUATION PLANS																						
EFFECTIVE TEACHING																						
Importance of Effective Teaching in Promotion and Tenure																						
Teaching and Course Evaluation																						
Recognition of Effective Teaching																						
UNIVERSITY CENTER FOR INNOVATION IN TEACHING AND EDUCATION (UCITE)																						
SUMMARY: STRENGTHS AND CHALLENGES																						

Criteria and Core Components		Self-Study Chapter/Section																
		1 Mission and Integrity			2 Preparing for the Future			3 Student Learning & Effective Teaching			4 Acquisition, Discovery and Application of Knowledge			5 Engagement and Service				
		a	b	c	d	e	a	b	c	d	a	b	c	d	a	b	c	d
<b>7 STRATEGIC PLANNING</b>																		
HISTORICAL OVERVIEW OF PLANNING ACTIVITIES			■					■										
UNIVERSITY STRUCTURES FOR STRATEGIC PLANNING			■					■										
Academic Planning			■					■										
Financial Planning			■					■										
Facilities Planning			■					■										
Administrative Information Systems Planning/Enterprise Resource Planning			■					■										
STRATEGIC PLANNING AT THE SCHOOL LEVEL			■					■										
NEW VISION INVESTMENTS			■					■										
DASHBOARD PROJECT AND PERFORMANCE METRICS			■					■										
ADVISORY COUNCILS/EXTERNAL REVIEW COMMITTEES			■					■									■	
SUMMARY: STRENGTHS AND CHALLENGES																		

Criteria and Core Components		1 Mission and Integrity		2 Preparing for the Future				3 Student Learning & Effective Teaching				4 Acquisition, Discovery and Application of Knowledge				5 Engagement and Service			
Self-Study Chapter/Section		a	b	c	d	e	a	b	c	d	a	b	c	d	a	b	c	d	
		<b>8 RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY</b>																	
OVERVIEW																			
EXPECTATIONS FOR FACULTY SCHOLARLY AND CREATIVE ACHIEVEMENT																			
Societal Impact of Case Research and Scholarship																			
ENVIRONMENT FOR RESEARCH AND SCHOLARSHIP																			
Research Infrastructure																			
The Libraries of Case Western Reserve University																			
External and Internal Financial Support for Research																			
Interdisciplinary Research																			
STRATEGIC PLANNING FOR RESEARCH																			
TECHNOLOGY TRANSFER																			
ENTREPRENEURSHIP AND INNOVATION																			
Case's Role in Regional Economic Development																			
Research ShowCASE																			
Entrepreneurship in Northeast Ohio																			
Business Launch Competition																			
Summer on the Cuyahoga																			
SUMMARY: STRENGTHS AND CHALLENGES																			

Criteria and Core Components		1 Mission and Integrity				2 Preparing for the Future				3 Student Learning & Effective Teaching				4 Acquisition, Discovery and Application of Knowledge				5 Engagement and Service			
		a	b	c	d	e	a	b	c	d	a	b	c	d	a	b	c	d			
9	<b>THE ACADEMIC MEDICAL CENTER</b>						■														
	THE CASE SCHOOL OF MEDICINE						■			■											
	UNIVERSITY HOSPITALS HEALTH SYSTEM						■				■					■					
	THE CLEVELAND CLINIC FOUNDATION – THE CLEVELAND CLINIC LERNER COLLEGE OF MEDICINE OF CASE WESTERN RESERVE UNIVERSITY										■						■				
	METROHEALTH MEDICAL CENTER																■				
	LOUIS STOKES CLEVELAND VETERANS AFFAIRS MEDICAL CENTER																■				
	HENRY FORD HEALTH SYSTEM																■				
	SUMMARY: STRENGTHS AND CHALLENGES																				



Criteria and Core Components		1 Mission and Integrity				2 Preparing for the Future				3 Student Learning & Effective Teaching				4 Acquisition, Discovery and Application of Knowledge				5 Engagement and Service			
		a	b	c	d	e	a	b	c	d	a	b	c	d	a	b	c	d			
Self-Study Chapter/Section																					
<b>11 HUMAN, PHYSICAL, AND FINANCIAL RESOURCES</b>																					
HUMAN RESOURCES																					
Faculty			■						■												
<i>Recruitment, Appointment, and Promotion/Tenure</i>			■						■												
<i>Professional Development for Faculty</i>																					
<i>Faculty Demographics</i>			■						■												
<i>Initiatives Promoting Recruitment of Minority Faculty</i>			■						■												
<i>Initiatives Promoting Recruitment of Women Faculty</i>			■						■												
<i>Faculty Salaries</i>			■						■												
<i>Faculty Engagement at Case</i>			■						■												
Staff			■																		
<i>Recruitment, Retention, and Diversity</i>			■						■												
<i>Evaluation and Compensation</i>			■						■												
<i>Professional Development for Supervisors and Other Staff</i>																					



