

Faculty Senate Meeting

Monday, November 25, 2013

3:30 p.m. - 5:30 p.m. – Adelbert Hall, Toepfer Room

AGENDA

3:30 p.m.	Approval of Minutes from the October 29, 2013 Faculty Senate meeting, <i>attachment</i>	S. Russ
3:35 p.m.	President's and Provost's Announcements	B. Snyder B. Baeslack
3:40 p.m.	Chair's Announcements	S. Russ
3:45 p.m.	Report from the Executive Committee	K. Mercer
3:50 p.m.	Report from Secretary of the Corporation	C. Trembl
3:55 p.m.	LAW-Executive MA in Financial Integrity, <i>attachment</i>	D. Nance
4:05 p.m.	SOM- MS in Medical Physiology Off-Site Program, <i>attachment</i>	C. Liedtke A. Romani
4:15 p.m.	International Agreement Approval Form	D. Fleshler
4:25 p.m.	Report from Conciliation/Mediation Office	W. Gingerich
4:35 p.m.	Report on Faculty Development Office	A. Shaffer



Faculty Senate Meeting

Monday, November 25, 2013

3:30-5:30 p.m. – Adelbert Hall, Toepfer Room

Members Present

Alexis Abramson
Daniel Akerib
Bud Baeslack
Richard Buchanan
Matthias Buck
Susan Case
Chris Cullis
Mark De Guire
Heath Demaree
Nicole Deming
Peg DiMarco
Robin Dubin

Karen Farrell
John Fredieu
Patricia Higgins
Susan Hinze
David Hussey
Mark Joseph
Thomas Kelley
Xiaoyu Li
Frank Merat
Kathryn Mercer
William Merrick
Diana Morris

Carol Musil
Ray Muzic
Dale Nance
Andrew Rollins
Sandra Russ
Robert Savinell
David Singer
Barbara Snyder
Glenn Starkman
Philip Taylor
Rebecca Weiss
Richard Zigmond

Members Absent

Joseph Baar
Timothy Beal
Karen Beckwith
David Carney
Juscelino Colares
Colleen Croniger
Thomas Egelhoff
Steve Eppell
Scott Fine

T. Kenny Fountain
Steven Fox
Lee Hoffer
Jean Iannadrea
Zina Kaleinikova
Jessica Lehmann
Deborah Lindell
Zheng-Rong Lu
Sonia Minnes

Pushpa Pandiyan
Simon Peck
Benjamin Schechter
Nicolaus Schmandt
Alan Tartakoff
Elizabeth Tracy
Mark Votruba
Nicholas Ziats

Others Present

Daniel Anker
Christine Ash
Melissa Burrows
Donald Feke
David Fleshler
Wallace Gingerich
Barbara Juknialis

Carole Liedtke
Ermin Melle
Dean Patterson
Sue Rivera
Andrea Romani
Charles Rozek

Ginger Saha
Amanda Shaffer
John Sideras
Lynn Singer
Colleen Trembl
Jeff Wolcowitz

Call to Order

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

Approval of Minutes

The minutes of the Faculty Senate meeting of October 29, 2013 were approved as submitted.

President's Announcements

President Barbara Snyder announced that effective November 15, 2013, Professors Jessica Berg and Michael Scharf will serve as acting deans of the School of Law for the indefinite future. The President reported that Profs. Berg and Scharf are in the process of meeting with alumni, faculty, students and staff of the School of Law to address any concerns and questions. They are also meeting with leaders of Cleveland law firms. The acting deans have hit the ground running and are leading the implementation of the new law school curriculum.

The President reported that the master planning process is underway. One of the items to be discussed is development of land on the western end of the campus where a new medical school was to have been constructed. This land is available now that the university has joined with the Cleveland Clinic to build the new school on Cleveland Clinic property. Professor Carol Musil was appointed by the late Senate chair, Steven Garverick, to chair the committee charged with selecting a consultant for this process. Ten firms have been chosen to present more in-depth proposals.

The President wished everyone a very happy Thanksgiving.

Provost's Announcements

Provost Bud Baeslack reported that he had received additional feedback on the strategic plan, and that a new plan should be available soon. A search committee has been formed for the position of Chief Information Officer and the committee will include Raymond Muzic, chair of the Faculty Senate Committee on Information Communication and Technology. The committee will begin its work after the first of the year.

Chair's Announcements

Prof. Sandra Russ, chair of the Faculty Senate, said that she will provide a summary of standing committee comments on the Interim Sexual Misconduct Policy at the December Executive Committee and Faculty Senate meetings. A list of proposed changes to the Faculty Handbook and Senate By-Laws is being compiled by Prof. Russ and Rebecca Weiss as part of the 5-year review, and the list will be presented to the Senate Executive Committee most likely in January. Prof. Russ is working on identifying candidates for the position of chair-elect and hopes to hold an election soon. Prof. Russ recognized Deputy Provost Lynn Singer, who informed the Senate that the link to the faculty climate survey will be sent to them on January 6th and the survey will remain open until February 10th. The survey is completed every 3 years and is anonymous. Jean Gubbins, director of Institutional Research, is the only person who will be able to determine the identity of those completing it. The Deputy Provost asked that senators encourage their respective constituent faculties to take the survey. Prof. Russ urged all senators to read the Faculty Senate newsletter and to encourage other faculty to do the same.

Report from the Executive Committee

Professor Katy Mercer, Executive Committee representative from the School of Law, reported that at the November 15th Executive Committee meeting, the committee members had heard a report from Professor Elizabeth Click on the progress of the smoke-free campus policy. Prof. Mercer also reported that the Executive Committee had heard from its School of Medicine representative that there is an issue regarding which body at the School of Medicine is considered to be its executive committee (the Faculty Council or the Steering Committee of the Faculty Council). This is important because of the

requirement in the Faculty Handbook that the Faculty Senate Executive Committee member sit *ex officio* on the executive committee of his/her constituent faculty. Prof. Russ will be helping to facilitate the resolution of this issue.

Report from Secretary of the Corporation

Colleen Trembl, Deputy General Counsel, reported on two items of importance to the Faculty Senate that had been reviewed and approved by the Executive Committee of the CWRU Board of Trustees at its November 19th meeting. The first was the proposal to disestablish the Department of Oral Pathology and to rename the Department of Oral Diagnosis and Radiology to the Department of Oral and Maxillofacial Medicine and Diagnostic Sciences in the School of Dental Medicine.

The second was a resolution to approve a change to the 2013-2018 Academic Calendar (dates of fall break). *Attachment*

LAW-Executive MA in Financial Integrity

Professor Dale Nance, LAW, presented the proposed Executive MA in Financial Integrity from the School of Law. Starting in the fall of 2014, the School of Law's Program in Financial Regulation will be offering a new international Executive Master Degree in Financial Integrity. The course of study is designed for experienced professionals in the policy and practice of anti-money laundering, counter-terrorism financing and proliferation finance, and related areas such as anti-corruption. Team-taught by top academics and practitioners from around the world, this degree program will be the first of its kind offered by a major university. The program is offered in cooperation with the Financial Action Task Force, the Egmont Group, the International Governance and Risk Institute, and Northeastern University. Courses will be conducted through a combination of on-site and on-line instruction. Prof. Nance said they expect that enrollment will start out at approximately 10 students and eventually rise to 30. The main expenses of the program will be transportation costs for students. A motion to approve the program was made and seconded. The Faculty Senate voted to approve the program. *Attachment*

SOM-MS in Medical Physiology Off-Site Program

Professors Andrea Romani and Carole Liedtke, SOM, presented the proposed MS in Medical Physiology Off-Site Program. The primary objective of the proposed program is to provide a means for individuals to complete the existing Master of Science in Medical Physiology degree program, in part or in total, through an on-line mechanism of course delivery. The program is designed to enhance the credentials of those students who seek to further their education in professional programs such as an MD. The existing program has grown from 43 students to 83 students and the off-site program will allow those who cannot be in residence to complete the program. At the present time, 21 of the 30 required hours of coursework for the degree are available online. The development of additional online basic science courses, both inside and outside the department will be encouraged so that students can eventually satisfy all the course requirements of the MS degree via the off-site, Internet mechanism. Set electives are not identified in the proposal allowing students to take classes in other schools at CWRU or other institutions. A motion to approve the program was made and seconded. The Faculty Senate voted to approve the program. *Attachment*

International Agreement Approval Form

Associate Provost for International Affairs, David Fleshler, presented the International Agreement Approval form. The approval form is to be used for non-research international agreements (those agreements not subject to approval by the Office of Research Administration or by another university office such as the Technology Transfer Office). The proposer of the agreement must secure the approval

of his/her department chairs/dean attesting to the fact that the proposed agreement meets the International Approval Criteria (defined within the agreement); that it corresponds to the educational or research agenda of the department; and that sufficient resources exist to implement the proposed agreement. The approval form also requires signatures from the Vice Provost for Undergraduate Education and the Vice Provost/Dean of Graduate Studies since they are the university's representatives to external authorizing and accrediting bodies. The agreement will eventually be available online and David Fleshler is working with IT to make this happen. A senator asked who would make a determination of whether an agreement needs to be approved by the Faculty Senate and David Fleshler said that the Vice Provost for Undergraduate Education and the Dean of Graduate Studies who are required approvers will be making these decisions. A motion to endorse the agreement was made and seconded. The Faculty Senate voted to endorse the International Agreement Approval Form.

Attachment

Report from Conciliation/Mediation Office

Professor Emeritus Wally Gingerich, Conciliation Counselor, reported that he had served 12 faculty members during the 2012-13 academic year. This is the average number of faculty served each year since January 2010 when the program started. This is the first year since the program's inception that a grievance was filed by a faculty member who had used mediation services prior to filing the grievance. Prof. Gingerich reported that the primary focus of two cases this year was on department functioning as a whole, rather than individual job performance or inter-collegial conflict. The active cooperation and support of the Provost's Office continues to be instrumental to the program's success.

Report on Faculty Development Office

Amanda Shaffer, Director, Faculty Development Office (FDO), reported on the activities of the FDO office. The mission of the FDO is to provide and coordinate key resources across the university to strengthen the recruitment, advancement, retention, and quality of life for all faculty. The three main areas of focus are information dissemination, programming and partner/spouse services. The FDO creates and facilitates career enhancement and quality of life programming both independently and in partnership with other university offices. It also addresses concerns and priorities identified by the Faculty Development Council. With respect to partner/spouse services CWRU will be the lead institution in the Higher Education Recruitment Consortium for Ohio, Western Pennsylvania and West Virginia (HERC). The HERC advances a member institution's ability to recruit and retain the most diverse and talented workforce and to assist dual-career couples. The annual investment for member institutions will be \$5,000-\$7,000. The FDO expects that an agreement establishing the HERC will be in place by June of 2014.

The meeting was adjourned at 4:40 p.m.

Approved by the Faculty Senate



Rebecca Weiss
Secretary of the University Faculty

Board of Trustees
Secretary Report to Faculty Senate

November 19, 2013 Executive Committee

New endowment: Jane Pancher Carson: financial assistance at discretion of dean \$25,000 – Mandel School of Applied Social Sciences

Amended: Name of the Tilles-Weidental Professorship in Neurology to the Tilles-Weidental Professorship in Parkinson's Disease and Movement Disorders Research at the request of Dr. Weidental

On the recommendation of the Provost, the Trustees approved the following:

16 Faculty Appointments at the rank of Assistant Professor or Instructor (Junior Faculty):
CAS-2, DEN-1, MED-10, CCLCM-2, PE & ATHLETICS-1

4 Faculty Appointments at the rank of Professor or Associate Professor (Senior Faculty):
MED-2, CCLCM-1, NUR-1

5 NEW faculty appointments to named professorships:

- Masahiro J. Morikawa to Asher Professorship in Family Medicine & Community Health – MED
- Carol M. Musil to Durr Denekas Professorship – NUR
- Paul J. Tesar to the Weber Goodman Professorship in Innovative Cancer therapeutics – MED
- Robert F. Kirsch to the Allen and Constance T. Ford Professorship in Biomedical Engineering – ENG and MED
- Jonathan L. Haines to the Inaugural Sheldon Professorship in Genomic Sciences - MED

One faculty reappointment to named professorship:

- John H. Wilber to the Hansjoerg Wyss Professorship in Orthopaedic Traumatology

Faculty Senate recommendation to the President for consideration by the Board of Trustees regarding the following Faculty Senate resolutions:

Resolution to Disestablish the Department of Oral Pathology and rename the Department of Oral Diagnosis and Radiology as the Department of Oral and Maxillofacial Medicine and Diagnostic Sciences in the School of Dental Medicine

Resolution to Approve Change to 2013-2018 Academic Calendar (dates of fall break)

Pamela B. Davis, M.D., Ph.D.
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Vice President for Medical Affairs
Office of the Dean

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Steven Garverick, Ph.D.
Chair, Faculty Senate
c/o Liz Woyczynski
Secretary of the Faculty Senate

Pamela B. Davis, M.D., Ph.D.
Dean, School of Medicine

Date: June 27, 2013

Re: Proposed Master of Science in Medical Physiology Off-Site Delivery Program

Dear Dr. Garverick:

Dr. Adnan Cobanoglu, Chair of the Faculty Council, has informed me (in the memo attached) on behalf of the Council that it has recommended approval of the proposed Master of Science in Medical Physiology Off-Site Delivery Program.

I strongly support approval of the program as proposed in the attached document.

Please let me know if I can provide additional information. Thank you.

Sincerely,



Pamela B. Davis, M.D., Ph.D.

c: Dr. Adnan Cobanoglu, Chair, Faculty Council
Dr. Tom Nosek
Dan Anker
Preston Pugh

enclosure



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To: Pamela B. Davis, M.D., Ph.D.
Dean, School of Medicine

From: Adnan Cobanoglu, M.D.
Chair, Faculty Council

Date: June 27, 2013

Re: Proposed Master of Science in Medical Physiology Off-Site Delivery Program

At its meeting on June 24, 2013, Faculty Council reviewed the proposed Master of Science in Medical Physiology Off-Site Delivery Program.

The primary objective of the proposed program is to provide a means for individuals to complete the existing Plan B Master of Science in Medical Physiology degree program, in part or in total, through an on-line mechanism of course delivery.

The academic standards of admission and performance of the current resident degree option will also apply to the off-site option, ensuring that the quality of the degree is maintained. Expanding the Plan B MS program to include an on-line delivery mechanism will enable the department to extend the Master of Science in Medical Physiology degree program to a student audience for whom regular travel to campus would be difficult or impossible. The off-site, Internet delivery option is of particular interest to students who are working full time, who must live some distance from campus, and/or who have time schedule limitations.

Thus, the Faculty Council concluded the Master of Science in Medical Physiology Off-Site Delivery Program would be beneficial for students who wished to enroll in the program. Accordingly, the Faculty Council voted unanimously in favor of the proposal.

Please review this proposal and add any additional comments if needed; then forward it to the University Faculty Senate for its review and recommendation. Thank you for your consideration.

Sincerely,

Adnan Cobanoglu, MD
Chair, Faculty Council
Chief, Division of Cardiac Surgery
University Hospitals Case Medical Center
Jay L. Ankeney, M.D. Professor in Cardiothoracic Surgery
Case Western Reserve University

c. Tom Nosek

Request from the Department of Physiology and Biophysics of Case Western Reserve University for the Off-Site Delivery of the current Master of Science in Medical Physiology Degree Program

Originally submitted February 11, 2013

Revised March 24, 2013

Revised April 8, 2013

Revised May 17, 2013

Prepared by Thomas M. Nosek, Ph.D.

Professor of Physiology and Biophysics

Director of Education, Department of Physiology and Biophysics

Objectives of the Proposed Degree Program

The primary objective of the proposed program is to provide a means for individuals to complete our existing Plan B Master of Science in Medical Physiology degree program, in part or in total, through an on-line mechanism of course delivery. Currently, 21 of the 30 required hours of course work for the degree are available online. We will encourage the development of additional online basic science courses, both inside and outside the department, so that students can eventually satisfy all the course requirements of the MS degree via the off-site, Internet mechanism. The Plan B MS program also requires that the students take and pass a qualifying exam that is taken the first week of May after the first two semesters of study. We use the computer-based National Board of Medical Examiners (NBME) shelf exam in Physiology and Neurophysiology as this exam. Students enrolled in the Internet option will take the exam at a qualified testing center close to their residence during the same week as the resident students.

The academic standards of admission and performance of the current resident degree option will also apply to the off-site option, ensuring that the quality of the degree is maintained. Expanding our Plan B MS program to include an on-line delivery mechanism will enable us to extend the Master of Science in Medical Physiology degree program to a student audience for whom regular travel to campus would be difficult or impossible. The off-site, Internet delivery option is of particular interest to students who are working full time, who must live some distance from campus, and/or who have time schedule limitations.

When we began the Plan B MS in Medical Physiology program in the fall semester of 2011, we began video recording all the lectures. We placed these recordings, along with all course materials (Learning Objectives, PowerPoint files used in class, reading materials, etc.) online through Blackboard for the following courses: Medical Physiology

I and II - PHOL 481 and 482 - (a total of 12 credit hours), Translational Physiology I and II - PHOL 483 and 484 - (a total of 4 credit hours), Physiology Seminar I and II - PHOL 498 - (a total of 2 credit hours), and Independent Study in Physiology - PHOL 451 - (a total of 3 credit hours). Survey's showed that students in these classes find these on-line resources, particularly the video recordings of lectures, very valuable, particularly when students are unable to attend class for one reason or another. From these survey results, we realized the potential to offer these classes totally online and will offer them all as on-line courses beginning fall semester 2013.

One first year student was out of town for family reasons for an extended time fall semester 2012. During that time, she relied on the on-line resources to keep up with the fall courses and we were able to successfully deliver secure quizzes and block exams through a testing center in New Mexico. Thus, we have had experience making learning resources available online for nearly two years and experience delivering secure quizzes and exams at a distance. Each student who requests to take a course via the Internet will be given permission to do so upon the condition that an adequate testing center is identified.

Because we recognize the potential of reaching more students with our program via the Internet, we request permission for the off-site delivery of the established Plan B Master of Science in Medical Physiology degree program.

Response to program standards:

1. The program is consistent with the institution's role and mission.

The approved MS in Medical Physiology program in the Graduate School of Case Western Reserve University is designed to provide advanced training in physiology to students who wish to apply to health-science professional programs (Ph.D., MD, DO, dental, pharmacy, veterinary, physician assistant programs, etc.) or to students who wish to seek or advance their employment in biotechnology companies. The proposed program facilitates our ability to achieve this mission by making it easier for students to overcome the logistical and financial barriers imposed by commuting to campus, and allows students outside the Cleveland area to pursue the Master of Science in Medical Physiology degree.

2. The institution's accreditation standards are not appreciably affected by offering the program, especially via alternative delivery mechanisms.

The proposed distance learning courses and degree programs are identical to our current on-campus degree program. Student performance assessments are the same regardless of the delivery mechanism, as required by our university accreditation agency: The Higher Learning Commission. Grades on the block exams in the current PHOL481, 482, 483, and 483 are set at A = 100% - 85%, B = 84%, and C <70%. On each block exam, if the median score is less than 85%, points (termed the Difficulty Factor) are added to make

the median = 85%. The Difficulty Factor for students taking these courses either on-site or off-site will be determined by the performance of the on-site students. Immediately after each quiz and block exam, resident students have the opportunity to review their quizzes and exams with the teaching assistants and faculty making up the quiz or exam. Because this is a valuable learning experience, these sessions can be streamed over the Internet to students who have taken the quiz or exam at a distance at exactly the same time. Since most students in the Internet option will not take the quizzes and exams at exactly the same time, they will be assigned a teaching assistant who will personally review each quiz and secure exam with them after the administration of the quiz or exam via Skype.

The passing mark on the qualifying exam has been set at 2 standard deviations below the mean of all students taking the NBME Physiology and Neurophysiology shelf exam = 760 for the last administration in May of 2013 (the 3rd percentile or higher).

3. The institution's budget priorities are sufficient to sustain the program in order for a selected cohort to complete the program in a reasonable amount of time.

Because the infrastructure for providing internet delivery of lectures and course materials is already in place, the resources required for expanding the program to off-site delivery are incremental and are covered by the university and school budgets. We also expect increased enrollment as a result of this offering, thus increasing the financial resources available to the department.

Furthermore, the 21 credit hours of coursework that are currently available online are all part of our standard curricula and are offered on a regular schedule. This allows off-site students to complete the degree requirements over a predictable and reasonable time period. The remaining 9 credit hours of coursework can be accomplished by taking additional Independent Study in Physiology courses (PHOL 451 – In this course, students typically select a physiological or pathophysiologic topic of interest and write a review paper on the subject under the supervision of a faculty member. Students may take this course multiple times with the permission of their Academic Advisor.), taking online courses at the 400 level or above that are increasingly being offered at CWRU, and transferring up to 6 credit hours of approved course work earned at an accredited institution closer to the student's residence.

Appendix A lists the required course for the MS in Medical Physiology program and the semesters when they are offered for on-site students. All of these courses are available online. Appendixes B - E provide 4 sample curricula that students can follow to satisfy the 30 credit hour requirement of the program in 2 – 5 semesters. As noted above, the 12 hours of elective courses required by the curriculum can be taken through CWRU on-site or off-site. Up to 6 credit hours can be taken at another accredited institution. Each student will meet with their Academic Advisor prior to beginning the program to determine their customized course of study to achieve the degree. Students taking

courses off-site do not have to take them in the same semester as on-site students, greatly increasing the flexibility of the program.

4. The institution has in place sufficient technical infrastructure and staff to support offering the program, especially via alternative delivery mechanisms.

Technical support is available through the CWRU office of Instructional Technology and Academic Computing (ITAC) which currently provides us support for Blackboard and MediaVision. The MediaVision team is responsible for providing traditional audio-visual services; technology enhanced classrooms as well as a set of “video-centric” technologies that are designed to take advantage of the university’s world-class, gigabit-to-the-desktop network, and is responsible for placing lectures on-line for distance student access, and for maintaining dedicated classrooms with lecture recording facilities. Pedagogical support for faculty is provided through the University Center for Innovation in Teaching and Education, UCITE.

Dr. Walter Boron, Chair of the Department of Physiology and Biophysics, has appointed Dr. Thomas M. Nosek, Professor of Physiology and Biophysics and Director of Graduate Education for the department, to oversee the distance education program. Dr. Nosek oversees a staff member who is responsible for processing applications, enrollment, and programs of study for students in the Master of Science in Medical Physiology Program. Dr. Nosek also manages three teaching assistants who help to administer the MS in Medical Physiology program. The full time staff member acts as a point of contact for students in this program.

Students in the Master of Science program apply and are managed through the School of Graduate Studies in the same way as on-campus students. We anticipate that a student wishing to satisfy any of the credit requirements of the program via the Internet would indicate this intention in their personal statement. Acceptance of such a student would be conditional upon identification of a testing center where secure exams could be administered.

The School of Graduate Studies is devising a way for separately identifying distance education students in the Master of Science program so that their progress can be assessed separately. They are also in the process of devising a mechanism for students to specifically apply for the Internet option of our program through the online application form. Until that change has been made to the online application form, students will indicate their application to the Internet option in their personal statement. Acceptance and advising of students (each student is assigned two faculty members who serve as their Academic and Career Advisors), developing each student’s programs of study, and marketing/recruiting/enrollment are all executed at the department level. As enrollment in distance education programs increases, we will expand support to meet the need.

5. The institution has in place sufficient protocols for ensuring instructional commitments are met, including instructor/staff training, compliance with copyright law, and quality instruction among other variables.

All of the courses to be offered off-site via the Internet are part of the standard curriculum. Faculty members who teach these courses are familiar with having their lectures recorded and with having their teaching materials placed on-line via Blackboard. The requirement to comply with copyright laws is well understood and actively promoted. There will be no difference between the on-site and off-site teaching and assessment.

6. The institution has in place a relevant and tested method of assessing learning outcomes, especially in the case of alternative delivery mechanisms.

Assessment of our graduate programs is a continual process and is required to maintain our accreditation.

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7. As new delivery mechanisms are brought into course instruction, students and faculty are presented with sufficient training and support to make appropriate use of new approaches.

The MediaVision-supported distance education mechanism is already used by a large number of faculty on the CWRU campus and requires minimal change in how faculty deliver course material. Students have adapted well to the use of Blackboard and MediaVision web based resources.

8. The institution assures that the off-site/alternatively delivered program meets the same quality standards for coherence, completeness and academic integrity as for its on-campus programs.

The courses and degree program are the same for both on-campus and distance students, the same standards are applied, and we will perform the same assessments for the distance students as we do for the on-campus students.

A qualified proctor (typically at a University, College, or Community College testing center) will administer all exams taken by distance students off campus. All exams for on-site students are administered on paper. A PDF file of the exam will be e-mailed to the qualified proctor before each exam. The proctor will be asked to print this file and administer the exam to the student under the conditions we specify. The proctor will FAX the exam back to the department as soon as it has been completed by the student. The original copy of the exam will be mailed back to the department with assurance by the proctor that the security of the exam has been maintained. Written proctor verification is required to ensure the academic integrity and credibility of the program and to maintain accreditation by the Higher Learning Commission of the North Central Association. Testing centers typically charge between \$0.00 and \$10.00/administration for providing this service. The cost of these services will be borne by the Department of Physiology and Biophysics. Before a student is accepted into the Internet option of the Plan B MS program, we will work with the student to identify a qualified testing center near their residence. The chosen testing center must also have the capability of administering our qualifying exam, the computer-based NBME shelf exam in Physiology and Neurophysiology. The cost of administering this exam will be borne by the Department of Physiology and Biophysics. All arrangements for administration of this exam will be handled by the Department of Physiology and Biophysics in conjunction with the NBME. Identification of a qualified testing center is a precondition for accepting a student into the Internet option of our program.

All exams are secure and are not returned to the students. Distance students that live near the Case Western Reserve campus can make arrangements to take exams on campus with the class or at an alternate time if mutually agreed. Distance students who are not able to take exams on the Case Western Reserve campus are required to submit a testing center proctor information form with their application materials. The proctor is responsible for maintaining the academic integrity of the exam process. If the proctor believes the

academic integrity of the exam process has been compromised, he/she has the right to stop the exam. Whether or not the proctor stops the exam, he/she will report the incident to the faculty member in charge of the course, who will decide on the appropriate action, consistent with the University's policy on academic integrity.

<http://www.case.edu/president/facsen/frames/handbook/chapters/ch4-7.html>).

9. The faculty offering the program maintains the same standards and qualifications as for on-campus programs.

The course offerings using a distance mechanism are taught by the same faculty who teach our on-campus courses and the same standards and qualifications are applied uniformly to all on-campus and off-campus students enrolled in a course.

10. The institutions assures that, for all off-site and alternative programs, students will have access to necessary services for registration, appeals, and other functions associated with on-campus programs.

The CWRU School of Graduate Studies has extensive experience with off-site students and mechanisms are already in place for handling transactions for registration, appeals, etc.

Advising for students in graduate programs that use distance education will be the responsibility of the department or school offering the program. Students pursuing a Master of Science in Medical Physiology degree through the distance education program will have access to faculty through video conferencing, phone, and e-mail. We currently have 16 faculty who serve as Academic Advisors and 2 who serve as Career Advisors. It is difficult to predict how many students will eventually enroll in the off-site MS program. We do not anticipate that any faculty member will have to advise more than 10 students at any one time.

11. In those instances where program elements are supplied by consortia partners or outsourced to other organizations, the university accepts responsibility for the overall content and academic integrity of the program.

Not applicable.

12. In those instances where asynchronous interaction between instructor and student is a necessary part of the course, the design of the course, and the technical support available to both instructor and student are sufficient to enable timely and efficient communication.

The MediaVision and Blackboard web resources provide excellent communications support between students and instructors/teaching assistants. Further, faculty currently involved in teaching parts of courses via distance mechanisms communicate regularly with students via e-mail and phone. Skype is also often used by faculty in the Department of Physiology and Biophysics for two-way audio and video communication when necessary.

13. Faculty are assured that appropriate workload, compensation, and ownership of resource materials have been determined in advance of offering the off-site or alternatively delivered course.

Because the off-site courses will use the same resources used by on-site students, the course workload for faculty will only be impacted by increased number of students who may contact them with questions on course presentations. We will use the same mechanisms for teaching assignments and compensation as we presently use, and additional resources are made available to faculty teaching off-campus students on an as needed basis. Teaching assignments are made at the department level. The chair of the Department of Physiology and Biophysics has agreed to offer courses on a regular and predictable basis so that distance students can plan a predictable and timely program of study.

14. Program development resources are sufficient to create, execute, and assess the quality of the program being offered, irrespective of site and delivery mechanism employed.

Because the proposed program is only an addition of a delivery mechanism, the same processes are in place as for the on-campus programs.

15. Procedures are in place to accept qualified students for entry in the program—it is imperative that students accepted be qualified for entry into the on-campus program. In addition, program costs, timeline for completion of the cohort program and other associated information is made clear to prospective students in advance of the program's initiation.

The same mechanisms and standards will be used for the off-site program as for the existing on-site program. All information about program costs, timelines, etc. are available on the Case Western Reserve University website.
(<http://physiology.case.edu/education/graduate-programs/master/post-baccalaureate-program-ms-medical-physiology/>)

16. Assessment mechanisms appropriate to the delivery approach are in place to competently compare learning outcomes to learning objectives.

We will employ the same assessment mechanisms for off-site students as employed in our on-site program.

17. Overall program effectiveness is clearly assessed, via attention to measures of student satisfaction, retention rates, faculty satisfaction, etc.

We will make use of all of the current assessment mechanisms that are in place for this degree program whether it is presented on-site or off-site.

Appendix A

Required Courses: The required core courses and the semesters when they are offered on-site are listed below. Appendixes B - E contain sample curricula for students desiring to complete the program in four different time frames. Other combinations are possible with the approval of the student's Academic Advisor. Each student will meet with their Academic Advisor prior to beginning the program to determine their customized course of study to achieve the degree. Students taking these courses off-site do not have to take them in the same semester as on-site students, greatly increasing the flexibility of the program. Part time student should follow the sample curriculum in Appendix E, taking 6 credit hours/semester. After the first year of studies, the course load could be as little as 3 credit hours/semester. It is anticipated that part time students will take no more than 8 semesters (including summer semesters) to complete the program.

Fall Semester

PHOL 481	- Medical Physiology I*	6 Credits
PHOL 483	- Translational Physiology I*	2 Credit
PHOL 499-1	- Physiology seminar	1 Credit

Spring Semester

PHOL 482	- Medical Physiology II*	6 Credits
PHOL 484	- Translational Physiology II*	2 Credit
PHOL 499-2	- Physiology Seminar	1 Credit

*Textbook for these courses is: *Medical Physiology: A Cellular and Molecular Approach* by Walter F. Boron and Emile L. Boulpaep.

Total Required Physiology Courses	18 Credits
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Appendix B

There are many combinations of courses/term that a student can make to graduate with 30 credits in as few as 2 terms (9 months). However, it is highly recommended that the curriculum be decompressed over a longer time frame. Four examples of specific curricula are provided in Appendixes B – E.

Sample Curriculum #1

Completing the curriculum in 9 months (2 terms, Fall and Spring). This curriculum is VERY intense and is recommended for only very well prepared students and requires the permission of the MS in Medical Physiology Administration Committee.

Fall

PHOL 481	- Medical Physiology I	6 Credits
PHOL 483	- Translational Physiology I	2 Credits
PHOL 499	- Physiology seminar	1 Credit
Elective #1	-	3 Credits
Elective #2	-	3 Credits

Spring

PHOL 482	- Medical Physiology II	6 Credits
PHOL 484	- Translational Physiology II	2 Credits
PHOL 499	- Physiology Seminar	1 Credit
Elective #3	-	3 Credits
Elective #4	-	3 Credits

Total 30 Credits

Appendix C

Sample Curriculum #2

Completing the curriculum in 12 months (3 terms; Fall, Spring, and Summer).

Fall

PHOL 481	- Medical Physiology I	6 Credits
PHOL 483	- Translational Physiology	2 Credits
PHOL 499	- Physiology seminar	1 Credit
Elective #1	-	3 Credits

Spring

PHOL 482	- Medical Physiology II	6 Credits
PHOL 484	- Translational Physiology II	2 Credits
PHOL 499	- Physiology Seminar	1 Credit
Elective #2	-	3 Credits

Summer

Elective #3	-	3 Credits
Elective #4	-	3 Credits

Total 30 Credits

Appendix D

Sample Curriculum #3

Completing the curriculum in 2 academic years (4 terms, 2 Fall and 2 Spring terms)

Fall #1

PHOL 481	- Medical Physiology I	6 Credits
PHOL 483	- Translational Physiology	2 Credits
PHOL 499	- Physiology seminar	1 Credit

Spring #1

PHOL 482	- Medical Physiology II	6 Credits
PHOL 484	- Translational Physiology II	2 Credits
PHOL 499	- Physiology Seminar	1 Credit

Fall #2

Elective #1	-	3 Credits
Elective #2	-	3 Credits

Spring #2

Elective #3	-	3 Credits
Elective #4	-	3 Credits

Total 30 Credits

Appendix E

Sample Curriculum #4

A laboratory technician working full time at Case Western Reserve University has as a fringe benefit free tuition for up to 6 credit hours of course work/semester at CWRU. If the student takes 6 credit hours/semester, it would take at least 5 semesters (including summer semesters) to complete the program. If the student takes fewer hours each semester, the duration of the program would be extended. This curriculum may also be desirable for other students who cannot take a course load of more than 6 hours of courses/semester.

Fall #1

PHOL 481	- Medical Physiology I	6 Credits
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Spring #1

PHOL 482	- Medical Physiology II	6 Credits
----------	-------------------------	-----------

Summer #1

Elective #1	-	3 Credits
-------------	---	-----------

Elective #2	-	3 Credits
-------------	---	-----------

Fall #2

PHOL 483	- Translational Physiology I	2 Credit
----------	------------------------------	----------

PHOL 499	- Physiology seminar	1 Credit
----------	----------------------	----------

Elective #3	-	3 Credits
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Spring #2

PHOL 484	- Translational Physiology II	2 Credit
----------	-------------------------------	----------

PHOL 499	- Physiology seminar	1 Credit
----------	----------------------	----------

Elective #4	-	3 Credits
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Total		30 Credits
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Instructions and Approval Form for Non-research International Agreements

TO: Proposers of Agreements with International Institutions

FROM: David Fleshler, Associate Provost for International Affairs

“*Promotion of an inclusive culture of global citizenship*” is highlighted in *Forward Thinking*, the 2008 strategic plan for Case Western Reserve University, as a primary means by which the university achieves its mission. Global citizenship is promoted in many ways that are currently being pursued by faculty, staff and students throughout the university. An important component of advancing global citizenship is to engage in working relationships with colleagues, universities and other institutions and governmental entities throughout the world. Our faculty as well as all units of the university (department, school, etc.) are encouraged to both clarify and memorialize their relationships and future work by entering into formal agreements. Note: the university is not able to officially assume the obligations of an agreement without the approvals listed below and the signatures of two authorized university officials on the agreement.

Instructions for seeking approval for non-research international agreements are described below. A non-research international agreement is defined as any agreement that is not subject to approval by the Office of Research Administration (ORA) or by another university office (such as the Technology Transfer Office). If ORA or another office separately reviews an agreement for the quality of the proposal and partner institution, as well as legal compliance, then the process described below does not apply. A completed Approval Form is required for approval of non-research international agreements, and will permit the President and Provost, or their designees, to sign an agreement with an international institution, thereby obligating Case Western Reserve University.

Instructions

1. The faculty member proposing that the university, school/college, department, or division of the university, enter into an agreement with an international institution (the Proposer) should fill out and sign the attached Approval Form in the spaces indicated. By signing the Approval Form, the Proposer is indicating that he or she is the originator of and approves the proposed agreement. In addition, the Proposer is attesting that: the proposed agreement meets the International Approval Criteria; corresponds to his/her educational or research agenda; and, sufficient resources exist to implement the proposed agreement. Finally, in order for subsequent signatories to sign the Approval Form, the Proposer must attach the proposed agreement and one or more pages that demonstrate why the proposed agreement and proposed partner institution meet the International Agreement Criteria (the International Agreement Criteria are set forth on the Approval Form).
2. The Proposer should forward the proposed agreement to the Associate Provost for International Affairs (APIA) for an initial review and approval of the proposed agreement. APIA will review the proposed agreement and forward the proposed agreement to the Office of General Counsel. Once both offices have reviewed and provided initial approval of the language of the proposed agreement, APIA will return the proposed agreement to the Proposer. Note: this approval is not a formal approval of the proposed agreement, which will come later in the process, as set forth below.
3. The Proposer should then forward the Approval Form, with the proposed agreement and attachments, to his or her department chair.¹ The department chair should sign the form in the space provided, indicating his/her approval and attesting that: the proposed agreement meets the International

¹ If the school does not have departments, then skip this step and send the Approval Form straight to the dean.

Approval Criteria; corresponds to the educational or research agenda of the department; and, sufficient resources exist to implement the proposed agreement. The department chair should then return the Approval Form, with attachments, to the Proposer.

4. The Proposer should then forward the Approval Form, with the proposed agreement and attachments, to his or her dean. The dean should then sign the form in the space provided, indicating his/her approval and attesting that: the proposed agreement meets the International Approval Criteria; corresponds to the educational or research agenda of his/her school or College; sufficient resources exist to implement the proposed agreement; the proposed agreement has been approved by an official process of his/her school or College, if applicable; and, the proposed agreement is significant to his/her school or College and/or to the university. The dean should then return the Approval Form, with attachments, to the Proposer.
5. The Proposer will then forward the Approval Form, with attachments and signatures, to the APIA. The APIA will ask for review and signature by the Vice Provost for Undergraduate Education, the Vice Provost and Dean of Graduate Studies and Postdoctoral Affairs and the Office of General Counsel (in their individual roles and/or as university representatives to external authorizing and accrediting bodies) and then review and sign himself or herself. Each of those administrators should sign the Approval Form in the space provided, indicating his/her approval and attesting that: the proposed agreement meets all requirements and that the proposed agreement needs no further approvals from other university or external bodies (such as the Faculty Senate, Board of Trustees, Ohio Board of Regents, Higher Learning Commission, etc.).
6. If all required offices sign the Approval Form, then the APIA will inform the Proposer, who will contact the partner institution to arrange for execution of the document.
7. In the event one of the offices does not sign the Approval Form, the APIA will inform the Proposer, together with the reasons, and the APIA and Proposer will then determine the next steps.
8. A dean may, of his/her own accord, propose that the school/College or the university enter into an agreement with an international institution. In such case, the dean should sign the Approval Form as both the Proposer and the Dean, indicating his/her approval and attestations, as set forth above, as both Proposer and Dean. In this situation, the signature of a Department Chair is unnecessary. The process will then proceed as set forth in Paragraphs 5 – 7, above.
9. The Associate Provost for International Affairs may, of his/her own accord, propose that the university enter into an agreement with an international institution. In such case, the APIA should sign the Approval Form as the Proposer, indicating his/her approval and attestations, as set forth above in Section 1. If the agreement is a student exchange agreement, the APIA should then forward the Approval Form to the Education Abroad Advisory Committee, which will sign instead of the dean, indicating its approval and attestations, as set forth above in Section 4, substituting the word “university” for “school or college.” If the agreement is another type of agreement with the university, the APIA should forward the Approval Form to the Provost, who will sign instead of the dean, indicating his/her approval and attestations, as set forth above in Section 4, substituting the word “university” for “school or college.” In these situations, the signature of a Department Chair is unnecessary. The process will then proceed as set forth in Paragraphs 5 – 7, above.

Approval Form

International Agreement Criteria

The proposed international agreement should advance the mission of Case Western Reserve University. Factors that will help determine if such agreement will advance CWRU's mission include whether: (a) such institution has a quality reputation, as determined by the international ranking and the in-country ranking of the institution; (b) the individual department at the institution has a quality reputation; (c) the overall faculty and/or individual faculty members at the institution have a reputation for quality education and/or research; and, (d) other indices of quality, as detailed by the Proposer. In addition, the proposed activity or collaboration should have the potential to improve both CWRU and the partner institution.

To Be Filled Out by the Proposer

Name of Proposer: _____

Department: _____

School or College: _____

Telephone: _____ Email address: _____

Name of Institution for proposed agreement: _____

Location of Institution (City, Country): _____

Type of Agreement ²: _____

Required Signatures

Before signing this Approval Form, please read the Instructions, which detail the meaning of your signature.

Proposer: _____

Department Chair: _____

Dean: _____

Vice Provost for Undergraduate Education: _____

Vice Provost/Dean of Graduate Studies: _____

Office of General Counsel: _____

Associate Provost for International Affairs: _____

Required Attachments

To complete the packet for approval by all signatories, the Proposer should attach the following:

- The proposed agreement with the international institution.
- One or more pages demonstrating why the proposed partner institution meets the International Agreement Criteria set forth above.

² Typical agreements include student exchange agreements, faculty exchange agreements, 3+2 agreements, and joint academic program agreements.

Case Western Reserve University

Faculty Conciliation and Mediation Program

Annual Report to Faculty Senate

July 1, 2012 – June 30, 2013

Cases Served: 12

Issues brought

- 8 individual conflict (tenure, workload, supervisory relationship)
- 2 inter-collegial conflict
- 2 departmental functioning

Observations and impressions

- Many users continue to request individual consultation and coaching, but this year most cases included the participation of other parties in the conflict
- An increasing number of cases are being referred by deans, chairs and university administrators
- This is the first year since the beginning of the Conciliation and Mediation Program in January 2010 that a grievance was filed by a faculty member, and that faculty member had used mediation services prior to filing the grievance
- The primary focus of two cases this year was on department functioning as a whole, rather than individual job performance or inter-collegial conflict.
- The active cooperation and support of the Provost's Office continues to be instrumental to the program's success

Future plans

- Institute a user satisfaction survey to be administered by the Office of Institutional Research
- Offer training for new department chairs on handling potential conflict situations
- Update and expand the web site

Submitted by:

Wallace J. Gingerich, Professor Emeritus

Conciliation Counselor

conciliator@case.edu

368-0313

November 11, 2013



CASE WESTERN RESERVE
UNIVERSITY EST. 1826

Faculty Senate Faculty Development Update

November 25, 2013

Amanda Shaffer
Director, Office of Faculty Development
www.case.edu/provost/singer/facdev/
FacDev@case.edu

Office of Faculty Development: Mission and Vision

MISSION:

The mission of the Office of Faculty Development is to **provide key resources** across the University to strengthen the recruitment, advancement, retention, and quality of life for all faculty members at CWRU.

VISION:

The Office of Faculty Development will **leverage opportunities** by partnering with Faculty Development Deans, key administrators and offices university-wide to **facilitate coordination** and tailor strategies, development plans and **programming that engages faculty at all career stages** in career development and promotes community building.

Office of Faculty Development: Areas of Focus

1. Information Dissemination

- Resource Brochure and website
- www.case.edu/provost/singer/facdev/index.html

2. Programming

- Creation and facilitation of rank specific **career enhancement/quality of life** programming independently and in partnership with University offices with attention to school/college and departmental differences.

3. Partner/Spouse Services

- Establish systems to facilitate and cooperation in Northeast Ohio Colleges, to promote **partner hiring**

Office of Faculty Development: Information Dissemination

- Resource Brochure
- Website
 - Career Development
 - Faculty Development Council
 - Faculty Life at CWRU
 - Partner Hiring
 - Resources
 - Calendar
 - Contact Us



www.case.edu/provost/singer/facdev

Office of Faculty Development: Programming

Create and facilitate **career enhancement/quality of life programming** independently and in partnership with University offices

- Addressing concerns and priorities identified by the Faculty Development Council
- In collaboration with university-wide partners:
 - Career Center
 - Flora Stone Mather Center for Women
 - Office of Inclusion, Diversity and Equal Opportunity
 - Newcomers Committee
 - Office of Research and Technology Management
 - UCITE

Programming: To Tenure & Beyond Pilot 2013 - 2014

- Evolved from an NSF ADVANCE funded program
- Being piloted in the Office of Faculty Development as a collaborative effort with ACES+ and the Flora Stone Mather Center for Women
- Available to second year tenure track faculty nominated by dean
- Year-long series of four, 4½ hour workshops, two coaching meetings and four 90-minute “Faculty Lunch & Learn” sessions
- **Goals:** Increase understanding of tenure process, access to university information and resources, improve efficacy, identify skill gaps and create a long-term plan for a productive career at CWRU

www.case.edu/provost/singer/facdev/career.html

Programming: TT&B 2013 -2014 Schedule

Workshops 12:30 – 5:00 pm, KSL LL06

1. *Intentional Career Development*, September 17, 2013
2. *Managing Time and People*, Monday, October 28, 2013
3. *Building Your Social Capital*, Tuesday, January 21, 2014
4. *Power, Politics and Negotiation*, Monday March 24, 2014

Faculty Lunch & Learn, 12:30 – 2:00 pm, KSL LL06

- *Crafting a Career Vision and Goals*, October 18, 2013
- *Research Grants: RFP to Final Report*, November 22, 2013
- *Managing Difficult Conversations*, February 21, 2014
- *Negotiation Skills & Practicum*, April 18, 2014

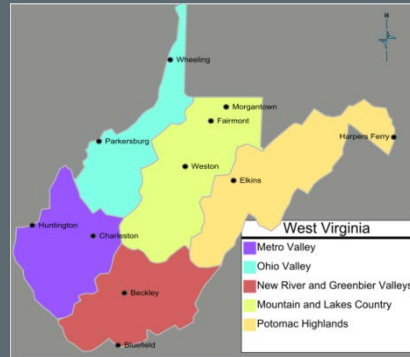


CASE WESTERN RESERVE
UNIVERSITY EST. 1826

Partner/Spouse Services

Ohio, Western Pennsylvania, West Virginia
(OH/WPA/WV)

Higher Education Recruitment Consortium (HERC)



Old Paradigm

Dual-career couple is viewed as a problem



“...and do you take Jane, knowing it’s gonna be hell for some university to hire you both?”

New Paradigm

Dual-career couple is viewed as an opportunity



Photo courtesy of Clayman Institute

Partner/Spouse Services: Structure of OH/WPA/WV HERC

Mission: HERC advances member institutions' ability to recruit and retain the most diverse and talented workforce and to assist dual-career couples.

- Membership dues are used to cover operating costs
- Annual institutional investment in HERC is \$5,000 - \$7,000
- Regions create tiered dues structure based on number of full time employees; smaller institutions pay less, larger pay more.
- HERC Components: Dual Career website, regional cooperation, joint recruitment materials, advertising discounts
- Case Western Reserve University will be the lead institution

Partner/Spouse Services: Benefits of Joining a HERC

Dual-career Resource

- Dual career search capability
- Relocation information and resources
- Clustered information for commutability
- Faculty, staff and admin positions

Diversity Recruiting

- National advertising for URM's in Academe
- Regional recruitment materials
- Targeted outreach for Women, STEM, LGBT, people with disabilities

HERC

Cost Savings

- Advertising discounts for national outlets
- Conference attendance
- Cross posted jobs on SimplyHired (top 10 job site world-wide)

Professional Development

- Regional meetings & networking
- Best practices
- National webinars
- National Dual-Career Conference

Partner/Spouse Services: Timeline for Anticipated June 2014 Launch of the OH/WPA/WV HERC

1. May – September 2013: **Planning and Coalition Building**
Carnegie Mellon University The Ohio State University
West Virginia University Wright State University
2. October 2013: **Inaugural Meeting for Regional HERC**
 - Attended by 67 representatives of 40 institution
3. November – December 2013: **Form Regional Advisory Board**
 - Set membership fee structure, membership MOU, budget
4. January – March 2014: **Create Structure**
 - CWRU signs affiliation agreement and appoints HERC Director
5. April – May 2014: **Soft Launch**
 - Website launch, job posting/data migration training
6. June 2014: **Official Launch of OH/WPA/WV HERC!**



CASE WESTERN RESERVE
UNIVERSITY EST. 1826

Suggestions? Questions?

Amanda Shaffer, Director, Office of Faculty Development
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www.case.edu/provost/singer/facdev

Office of Faculty Development: Faculty Development Council

Organized by Deputy Provost in January 2011 to support the goals of the university's strategic plan.

- 2012 Recommendations to Improve the Overall Satisfaction of Faculty Members at CWRU
 - Analyze and take action regarding the main shortfalls in overall faculty satisfaction indicated in the 2010 Faculty Climate Survey, tailoring the measures to each school/ college:
 - Further examine and improve the satisfaction of faculty from different racial/ethnic groups.
- The Faculty Development Council specific recommendations to
 - Improve the mentoring of Junior Faculty at CWRU
 - Clarify Role Expectations for Department Chairs
 - Facilitate the promotion of associate professors
- Report at www.case.edu/provost/singer/facdev/councilactivities.html

HERC Dual-career Resources: Regional & National Jobs Websites and Search Technology

- Strategic, effective dual-career collaboration across the region
- Comprehensive and transparent access to job opportunities through websites, advertising, partnerships, and conference attendance.
- National HERC website, www.hercjobs.org is the largest higher education jobs database in the world with 17,000+ jobs
- Dual-search technology for couples who are jointly on the job market.
- Members post all open positions on the regional website making it the most comprehensive source for dual-career spouses and partners to search for jobs within commutable distance of the primary hire.
- Only entity to offer regional higher education jobs websites for faculty, staff, and administrative job postings.