Faculty Senate Meeting
Wednesday, November 16, 2011
3:30 p.m. - 5:30pm – Adelbert Hall, Toepfer Room

AGENDA

3:30 p.m.	Approval of Minutes from the October 20, 2011 Faculty Senate meeting, *attachment*	G. Chottiner
	President's and Provost's Announcements	B. Snyder B. Baeslack
	Chair's Announcements	G. Chottiner
3:40 p.m.	Report from the Executive Committee	R. Dubin
	Report from Secretary of the Corporation	L. Keefer
3:45 p.m.	Electronic Attendance Option for Faculty Senate Meetings	G. Chottiner
3:50 p.m.	Faculty Climate Survey http://www.case.edu/provost/raa/raafacultysurveys.html	L. Singer J. Gubbins
4:20 p.m.	CWRU Security Report http://www.case.edu/finadmin/security/secrpt11.pdf	D. Jamieson
4:35 p.m.	Strategic Planning Process and University Budget Committee	B. Baeslack J. Sideras C. Cullis

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Members Present

Bruce Averbook	Steven Fox	John Orlock
Bud Baeslack	John Fredieu	Larry Parker
Jessica Berg	Patricia Higgins	Mary Quinn Griffin
Ronald Blanton	Christine Hudak	Alan Rocke
Matthias Buck	Quentin Jamieson	Robert Savinell
Gary Chottiner	Thomas Kelley	Betsy Short
David Crampton	Kurt Koenigsberger	David Singer
Chris Cullis	Alan Levine	Martin Snider
Steven Cummins	Deborah Lindell	Susan Tullai-McGuinness
Lisa Damato	Zheng-Rong Lu	Georgia Wiesner
William Deal	Joseph Mansour	Elizabeth Woyczynski
Robin Dubin	Ray Muzic	Xin Yu
Thomas Egelhoff	Dale Nance	Nicholas Ziats
Karen Farrell	G. Regina Nixon	

Members Absent

Hussein Assaf	Mary Davis	JB Silvers
Timothy Beal	Alfredo Hernandez	Barbara Snyder
Lee Blazey	Mark Joseph	Sorin Teich
Ben Brouhard	Laura McNally	Lee Thompson
Richard Buchanan	Daniel Ornt	George Vairaktarakis
Mark Chance	Leena Palomo	David Wilson
Elizabeth Click	Julie Redding	

Others Present

Richard Bischoff	Jean Gubbins	John Sideras
Jennifer Cimperman	Dick Jamieson	Lynn Singer
John Clochesy	Ermin Melle	Colleen Treml
Donald Feke	Marilyn Mobley	Jeff Wolcowitz

Call to Order
Professor Gary Chottiner, chair, Faculty Senate, called the meeting to order at 3:30pm.

Approval of minutes
Upon motion, duly seconded, the minutes of the Faculty Senate meeting of October 20, 2011 were approved as submitted.

Provost's announcements
Provost Bud Baeslack introduced Jennifer Cimperman, the new chief of staff to the president. Provost Baeslack said that Prof. Jeff Duerk, from the Biomedical Engineering Department, had been appointed the new dean of the Case School of Engineering, and Prof. Bob Miller, from the School of Medicine, has started as the university's new vice president for research.

Chair's announcements
Prof. Gary Chottiner, chair, Faculty Senate, said that the November 2011 faculty senate newsletter was emailed to the University Faculty.   Prof. Raymond Ku resigned from the Committee on Minority Affairs as member and chair, for reasons unrelated to the Faculty Senate. The Faculty Senate voted to approve Prof. Gary Stonum, from the English Department, as a new member to the committee. The Faculty Senate also voted to approve Prof. Bill Deal, from the Religious Studies Department, as a new member to the Committee on University Libraries to replace Prof. John Broich who resigned.

Report from the Executive Committee
Prof. Robin Dubin, chair-elect, Faculty Senate, said that the chairs of the standing committees would make their mid-year reports to the Executive Committee over the next few months. She encouraged senators to provide suggestions regarding upcoming faculty senate newsletters. Prof. Chottiner added that faculty who represent their constituent faculties on the Executive Committee would also each be asked to make a report to the Executive Committee, regarding current issues at their school or college.

Report from Secretary of the Corporation
Ms. Colleen Treml, deputy general counsel, said the Executive Committee of the Board of Trustees, at their November meeting, approved the receipt of new university funds, faculty appointments and reappointments.   The committee heard reports about the capital campaign, university finances, plans for the new student center, and Bright Ideas – a new online suggestion box seeking advice from faculty, staff and students on how the university can become more efficient and innovative.

Digital Attendance Option
Prof. Chottiner said that the Committee on Information and Communication Technology proposed that faculty senate meetings have a digital attendance option. An *ad hoc* committee will be formed to investigate whether a digital attendance option would be an enhancement or a burden.   The Faculty Senate voted to approve the following *ad hoc* committee members: Prof. Robin Dubin; Prof. Christine Hudak; Prof. Ray Muzic; and Prof. Gary Chottiner and Liz Woyczynski, secretary of the university faculty as *ex-officio* members. The Executive Committee will present the charge and timeline for the *ad hoc* committee in December.   A senator wondered if senators could take advantage of digital attendance from their offices, or just from off campus. Prof. Chottiner noted that digital recordings of classes, which students can watch after class, have not affected student attendance.

Faculty Climate Survey
Deputy Provost Lynn Singer introduced the results from the 2010 Faculty Climate Survey. The Faculty Climate Survey has been offered every 3 years since 2004. The 2010 results can be compared with the results from other universities in the Association of American Universities (AAU). Although results vary by school or college, faculty satisfaction at CWRU is lower than at comparison universities.   Jean Gubbins, director, Institutional Research, provided more details about the survey results; her presentation is attached to these meeting minutes. Deputy Provost Lynn Singer is working with the Faculty Development Council to address the issues raised in the Faculty Climate Survey.   Prof.

Chottiner encouraged the Faculty Senate to get involved. Provost Baeslack said he is working with the deans to address the issues specific to their schools.

CWRU Security Report
Mr. Dick Jamieson, vice president for campus services, gave a summary of the recently issued 2011 Campus Security Report. Crime rates in 2010 were down from previous years. Mr. Jamieson's report is attached to these meeting minutes.

Strategic Planning Process and the University Budget Committee
Provost Bud Baeslack summarized the recent activities of the newly formed University Budget Committee to strategically plan and forecast the university's budget. Prof. Chris Cullis, chair, University Budget Committee, and member of the Faculty Senate Budget Committee talked about the differences between the two committees.   Their report is attached to these meeting minutes.

The meeting was adjourned at 5:17pm.

APPROVED
by the
FACULTY SENATE

ELIZABETH H. WOYCZYNSKI
SECRETARY OF UNIVERSITY FACULTY

The following summary has been prepared for the discussion concerning an electronic attendance option for faculty senate meetings:

Electronic Attendance at Faculty Senate Meetings

The FS Executive Committee, acting on advice from the FS Committee on Information and Communications Technology, has made a preliminary exploration into the feasibility of electronic attendance for faculty senate meetings. The university has a license for Adobe Connect and most of the investigation so far has revolved around the capabilities of this program. (See http://www.case.edu/its/training/adobeconnectmain.html .)

The latest (11th) edition of *Robert's Rules of Order* allows for electronic meetings but maintains the requirement that those attending a meeting be able to hear and participate in all discussions. From the early work so far, it appears that Adobe Connect has the functionality that would enable us to achieve this goal. Remote participants can hear what is said in the meeting, see the presenter at the podium (and possibly others in the room, depending on how cameras are handled – but note that visual participation is not a requirement), address the room (after being given permission to speak by the moderator), and be seen by the room, if they have a camera on their computer.

Other issues that must be considered are:

1. How would remote participants be counted for a quorum?
2. Staffing—how many camera operators would we need and who would operate the computer used to interface with remote participants?
3. Cost—who will pay for the cost of electronic meetings (primarily the camera operators) in the long term? In the short term, ITS has offered free support.
4. Archiving—Adobe Connect can record the meetings. Should these be archived and made available as freely as the meeting minutes?
5. What aspects of the faculty senate by-laws need to be changed to allow electronic attendance?
6. Should there be any limits placed on the use of a remote attendance option (as there is now for missing too many meetings)? Might it grow out of hand or become too unwieldy?

The FS Executive Committee plans to appoint an *ad hoc* committee to explore this matter further. Members of the *ad hoc* committee would be: Robin Dubin (chair), Chris Hudak, Ray Muzic, Mike Kubit (ITS) and Gary Chottiner and Liz Woyczynski as *ex officio* members.

RESULTS FROM THE 2010 FACULTY CLIMATE SURVEY

The Faculty Climate Survey was administered at Case Western Reserve University (CWRU) in fall 2010 to faculty at the rank of instructor and above who had been hired before April 2010. The survey included items about overall satisfaction at the university; evaluation of work environment and leadership; access to and satisfaction with resources and support; assessment of the campus climate; and career development aspects such as promotion, tenure, mentoring, and retention. This report presents a summary of the survey results.

Faculty members at CWRU were last surveyed in 2007 using a locally created instrument. The study conducted in 2010 uses a different survey instrument, created by staff at member institutions of the Association of American Universities (AAU). Through our participation in the AAU Data Exchange (AAUDE), we are able to receive comparison data from our AAU peers. That said, by switching instruments we are unable to reliably compare the change in faculty responses at CWRU from 2007 to 2010.

CONTENTS

CWRU Sample

Of the 2,669 faculty who received the survey, 24% (631) responded. Excluding medical faculty in clinical disciplines, the response rate is 41%. Response rates for each college/school varied significantly as indicated in the table below.

Table 1. Faculty Response Rates by School

School	Total N	Respondent N	Response Rate
Applied Social Sciences	23	16	70%
Arts and Sciences (Arts, Humanities, and Social Sciences)	146	102	70%
Arts and Sciences (Math and Natural Sciences)	91	42	46%
Dental Medicine	68	18	26%
Engineering	103	41	40%
Law	42	22	52%
Management	63	27	43%
Medicine (Basic Sciences)	434	115	26%
Medicine (Clinical)	1,592	187	12%
Nursing	86	51	59%
Physical Education and Athletics	21	10	48%
Total	**2,669**	**631**	**24%**
Total excluding Medicine - Clinical	1,077	444	41%

Women were more likely to respond to the survey than men (39% vs. 21%). In terms of race/ethnicity, a higher proportion of White faculty responded to the survey when compared to Asian and Underrepresented faculty.[1] Likewise, a larger proportion of professors, instructors[2], and associate professors responded, as did tenured faculty and tenure-track faculty.

AAU Peer Sample

CWRU's participation in the Association of American Universities Data Exchange enabled us to receive comparison data from other AAU institutions that also administered the faculty survey. The AAUDE comparison group in this report consists of one public and four private AAU institutions that are regularly used for benchmarking by CWRU schools and programs. AAUDE data-sharing rules restrict us from divulging the names of the universities in the comparison group.

The AAUDE exchange provides unit-record data, allowing us to customize the peer sample by discipline or other factors. We included only those respondents from peer institutions whose school or department corresponds to a school or department at CWRU.

The table below compares respondents from CWRU to AAU peers on a number of demographic variables. Significant differences are noted with asterisks.

Table 2. Comparison of CWRU and AAU Samples

	CWRU	Peers
Male***	57%	66%
Female	43%	34%
Professor	37%	37%
Associate Professor	25%	24%
Assistant Professor	29%	29%
Instructor***	9%	5%
Lecturer[3]***	n/app	4%
Other	n/app	1%
Tenured	46%	43%
Tenure track	18%	16%
Non-tenure track	36%	41%
Age (years)***	52	49
Time at the institution (years)*	13	12

*p<.05, **p<.01, ***p<.001

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[1] Underrepresented minority (URM) includes those faculty self-identified as African American, Hispanic, or Native American. Citizenship was not considered in reporting by race/ethnicity (e.g., "Asian" includes both Asian foreign nationals and Asian American citizens).

[2] Responses from instructors and senior instructors were grouped into one category.

[3] Lecturers and other faculty without Board-approved appointments (e.g., visitors) were not surveyed at CWRU.

II. Satisfaction

Overall Satisfaction – CWRU
Of those who took the survey, 401 (64%) said they were satisfied overall[4] as a CWRU faculty member. The following chart displays overall faculty satisfaction by gender, race/ethnicity, and rank.

Satisfaction with Being a CWRU Faculty Member
by Gender, Race/Ethnicity, and Rank

■ Satisfied   ■ Neutral   ■ Dissatisfied
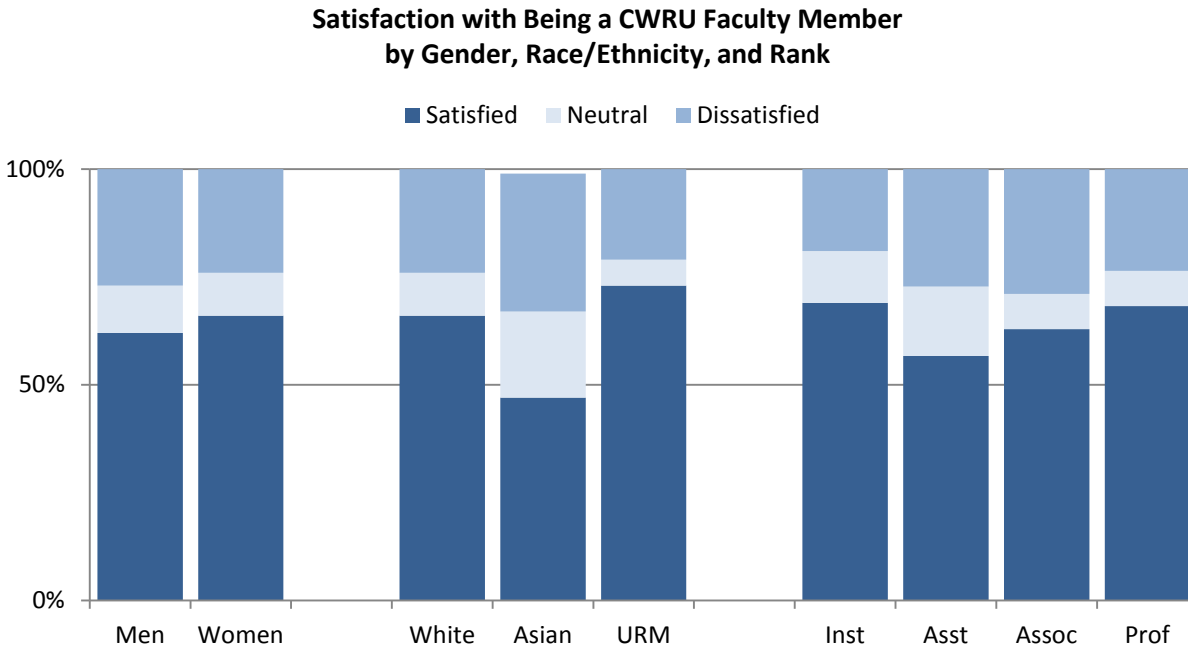
The majority of participants were also satisfied with resources CWRU provides to support their teaching (52%). However, fewer than half of respondents (47%) were satisfied with resources provided to support their research and scholarship.

Satisfaction on these three items did not differ by gender; however, Asian faculty members were significantly less satisfied with being a faculty member at CWRU than were White and Underrepresented faculty. Asian faculty members were also significantly less satisfied than White faculty with the resources CWRU provides to support their research and scholarship. Comparing satisfaction by rank, assistant professors were significantly less satisfied than faculty at other ranks with being a faculty member at CWRU. Specifically, only 57% of assistant professors report being satisfied, compared to 66% of faculty at other ranks.

Overall Satisfaction – CWRU vs. AAU Peers
Compared to faculty at AAU peer institutions, faculty at CWRU were significantly less likely to say that they were satisfied being a faculty member at their institution. Similarly, CWRU faculty were significantly less likely to report being satisfied with the resources their institution provides to support their research and scholarship and with resources provided to support their teaching.

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[4] Respondents who selected "very satisfied" or "somewhat satisfied"

Overall Satisfaction: CWRU Faculty vs. Peer Faculty

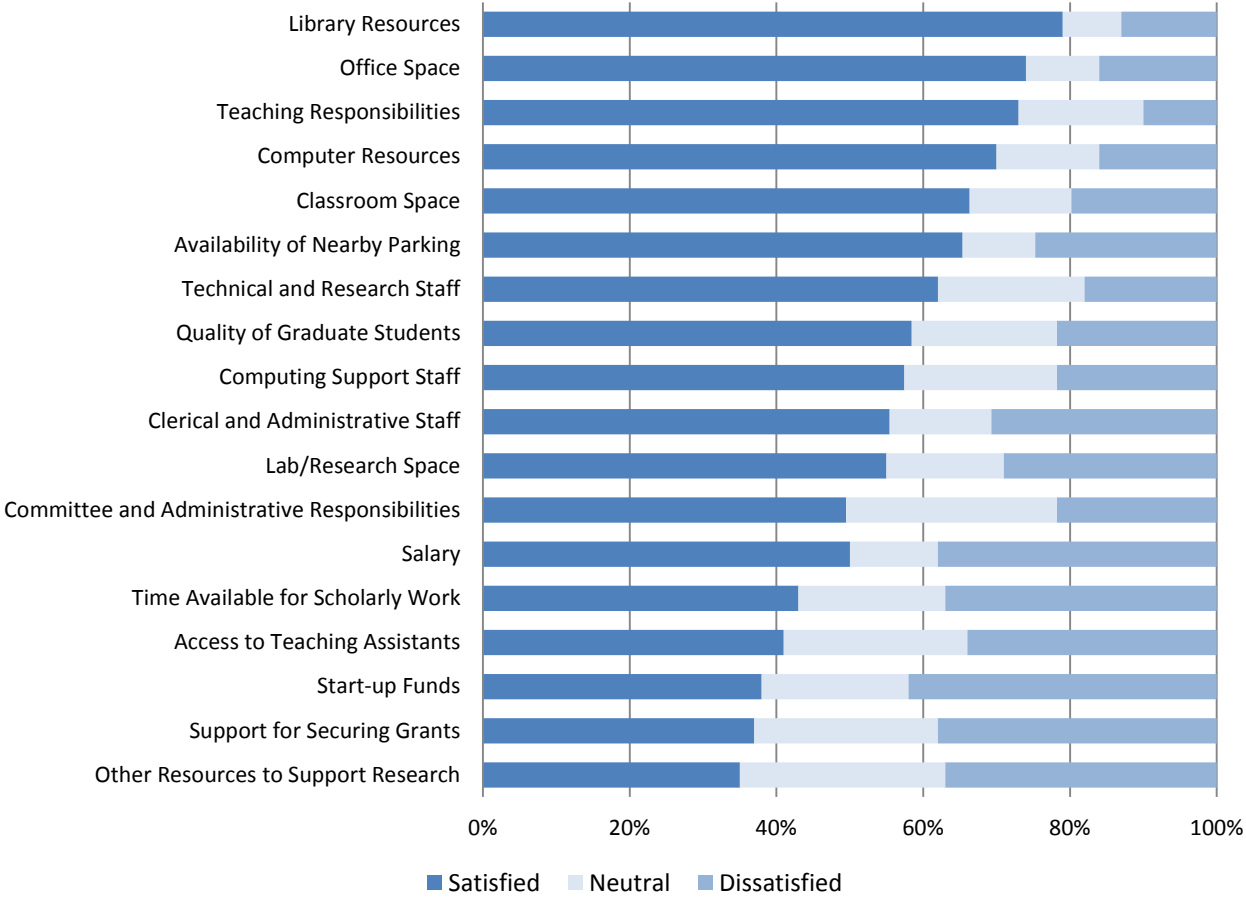Overall, how satisfied are you being a faculty member at your institution?

■ Satisfied   ■ Neutral   ■ Dissatisfied
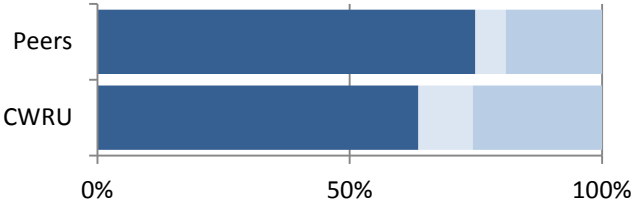
Satisfaction with Facilities, Resources, and Support – CWRU

Faculty were asked about their level of satisfaction with various aspects of the work environment, including compensation, facilities, support services, and work responsibilities. The chart below compares faculty satisfaction with factors related to working at CWRU.

Faculty Satisfaction with Resources and Support

Library Resources
Office Space
Teaching Responsibilities
Computer Resources
Classroom Space
Availability of Nearby Parking
Technical and Research Staff
Quality of Graduate Students
Computing Support Staff
Clerical and Administrative Staff
Lab/Research Space
Committee and Administrative Responsibilities
Salary
Time Available for Scholarly Work
Access to Teaching Assistants
Start-up Funds
Support for Securing Grants
Other Resources to Support Research

■ Satisfied   ■ Neutral   ■ Dissatisfied

Differences by Gender
We conducted a series of t-tests to determine gender differences among faculty on the items examined above. Results of our analyses revealed that men were significantly more satisfied than women with lab/research space (58% vs. 50%) and with time available for scholarly work (45% vs. 40%). There were no other differences by gender.

Differences by Rank
We conducted additional independent samples t-tests to determine how faculty differed by rank in their satisfaction with various aspects of their work. The results are as follows:

- Professors were significantly more satisfied with office space (77% of professors satisfied vs. 72% for faculty at all other ranks), availability of nearby parking (77% vs. 60%), lab/research space (64% vs. 50%), salary (56% vs. 46%), and time available for scholarly work (49% vs. 40%).

- Associate professors were significantly less satisfied with technical and research staff (55% vs. 64%), clerical and administrative staff (47% vs. 59%), committee and administrative responsibilities (41% vs. 53%), and time available for scholarly work (37% vs. 45%).

- Assistant professors were significantly less satisfied with the availability of nearby parking (56% vs. 70%).

- Instructors and senior instructors were significantly more satisfied with library resources (94% vs. 77%), computer resources (83% vs. 68%), teaching responsibilities (81% vs. 72%), computing support staff (69% vs. 57%), and support for securing grants (52% vs. 36%).

Satisfaction with Facilities, Resources and Support – CWRU vs. AAU Peers
When comparing CWRU faculty satisfaction to that of the AAU peer group, a number of significant differences emerge. Most notably, the largest differences in satisfaction[5] were on items assessing the quality of graduate students (59% of CWRU faculty satisfied vs. 74% of peer faculty), access to teaching assistants (41% of CWRU faculty satisfied vs. 57% of peer faculty), and other resources to support research (35% of CWRU faculty satisfied vs. 48% of peer faculty).

Although faculty at CWRU were generally less satisfied than their peers on an item-by-item basis, similar patterns emerged among the two groups. Specifically, faculty at CWRU and faculty at peer institutions were most satisfied with office space, teaching responsibilities, and library resources. Similarly, faculty at both CWRU and AAU peers were least satisfied with other resources to support research, support for securing grants, and start-up funds.

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[5] Percentages reflect respondents who say they are "somewhat satisfied" or "very satisfied"

III. Atmosphere of Primary Academic Unit

Atmosphere of the Primary Academic Unit – CWRU
Faculty members were asked a series of questions about the atmosphere of their department/school.

Table 3. Atmosphere of the Primary Academic Unit

Items	Agree	Neutral	Disagree
I can navigate the unwritten rules concerning how one is to conduct oneself as a faculty member.	68%	18%	14%
My department/unit is a good fit for me.	65%	16%	19%
My colleagues value my research/scholarship.	63%	14%	24%
My department/unit is a place where individual faculty may comfortably raise personal and/or family responsibilities when scheduling departmental/unit obligations.	60%	18%	22%
I am satisfied with opportunities to collaborate with faculty in other units at my institution.	58%	19%	23%
My chair/director/dean creates a collegial and supportive environment.	57%	13%	29%
I am satisfied with opportunities to collaborate with faculty in my primary department/school.	56%	16%	29%
I have a voice in the decision-making that affects the direction of my department/unit.	52%	13%	35%
My chair/director/dean helps me obtain the resources I need.	51%	18%	32%
Interdisciplinary research is recognized and rewarded by my department/unit.	50%	20%	30%
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	39%	24%	37%
I feel excluded from an informal network in my department/unit.	26%	22%	52%

Differences by Gender
Results of a series of independent samples t-tests suggest that men were significantly more likely than women to agree with the following statements:

- My department/unit is a place where individual faculty may comfortably raise personal and/or family responsibilities when scheduling departmental/unit obligations (64% vs. 55%);

- I am satisfied with opportunities to collaborate with faculty in other units at my institution (60% vs. 54%); and

- I am satisfied with opportunities to collaborate with faculty in my primary department/school (59% vs. 51%).

In contrast, women were significantly more likely than men to agree with the following:

- My chair/director/dean helps me obtain the resources I need (57% vs. 46%); and

- I have to work harder than some of my colleagues to be perceived as a legitimate scholar (49% vs. 31%).

Differences by Rank

We conducted several independent samples t-tests to determine the differences between faculty responses by rank.

Results indicate that, compared to other faculty as a whole, **instructors** were significantly less likely to agree with the following:

- I am satisfied with opportunities to collaborate with faculty in other units at my institution (48% vs. 59% of faculty at all other ranks);

- I am satisfied with opportunities to collaborate with faculty in my primary department/school (49% vs. 56%);

- My colleagues value my research/scholarship (50% vs. 64%); and

- I can navigate the unwritten rules concerning how one is to conduct oneself as a faculty member (59% vs. 69%).

Additionally, instructors were significantly more likely to agree that they had to work harder than some of their other colleagues to be perceived as a legitimate scholar (69% vs. 36%).

Assistant professors were significantly less likely than other faculty to agree that:

- I have a voice in the decision-making that affects the direction of my department/unit (36% vs. 58%);

- My department/unit is a place where individual faculty may comfortably raise their personal and/or family responsibilities when scheduling departmental/unit obligations (52% vs. 63%);

- My department is a good fit for me (56% vs. 69%); and

- I am able to navigate the unwritten rules concerning how one is to conduct oneself as a faculty member (60% vs. 71%).

Associate professors were significantly less likely to say their department/unit was a good fit for them (60% vs. 67%) and that they were satisfied with opportunities to collaborate with faculty in their primary department/school (49% vs. 58%).

A significantly higher proportion of **professors** agreed with several of the statements when compared to other faculty members as a whole. In fact, the only statements in which they did *not* differ from other faculty significantly were:

- My chair/director/dean helps me obtain the resources I need; and

- My chair/director/dean creates a collegial and supportive environment.

Professors were significantly less likely to agree that they had to work harder than some of their colleagues to be perceived as a legitimate scholar (30% vs. 44%) and that they felt excluded from an informal network in their department/unit (25% vs. 28%).

The table below summarizes the significant differences across faculty ranks. A plus sign (+) indicates that this group was significantly more likely to agree with the item when compared to other faculty as a whole, while a negative sign (-) indicates that the group was significantly less likely to agree with the item compared to other faculty as a whole. Blank boxes indicate areas where there were no significant differences.

Table 4. Summary of Significant Differences in Atmosphere by Rank

Items	Inst	Asst	Assoc	Prof
I can navigate the unwritten rules concerning how one is to conduct oneself as a faculty member.	–	–		+
My department/unit is a good fit for me.		–	–	+
My colleagues value my research/scholarship.	–			+
My department/unit is a place where individual faculty may comfortably raise personal and/or family responsibilities when scheduling departmental/unit obligations.		–		+
I am satisfied with opportunities to collaborate with faculty in other units at my institution.	–			+
My chair/director/dean creates a collegial and supportive environment.				
I am satisfied with opportunities to collaborate with faculty in my primary department/school.	–		–	+
I have a voice in the decision-making that affects the direction of my department/unit.			–	+
My chair/director/dean helps me obtain the resources I need.				
Interdisciplinary research is recognized and rewarded by my department/unit.				+
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	+			–
I feel excluded from an informal network in my department/unit.				–

Atmosphere of Primary Academic Unit – CWRU vs. AAU Peers

When comparing the responses of CWRU faculty to those of AAU peers on these ten items[6], significant differences emerge on all of them. CWRU faculty members were significantly more likely than their peers to agree that they have to work harder than some of their colleagues to be perceived as a legitimate scholar. CWRU faculty were significantly less likely to agree with all of the other items. The

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[6] Not all AAU peers that administered the survey asked the final two questions in this series, "I feel excluded from an informal network in my department/unit" and "I have to work harder than some of my colleagues to be perceived as a legitimate scholar." As such, we were unable to conduct analyses on these items.

most striking difference was on the item, "My chair/director/dean creates a collegial and supportive environment." Only 57% of CWRU faculty members agreed with this statement, compared to 67% of those at AAU peer institutions.

Predictors of Satisfaction

In order to determine which factors most strongly relate to overall satisfaction as a CWRU faculty member, we conducted bivariate correlations on questions related to satisfaction, stress, workload, department/school atmosphere, and leadership. More than 80 items correlated with overall faculty satisfaction. We then conducted a stepwise linear regression using eleven factors which had a correlation to overall satisfaction of greater than $r = .30$. Results indicate that the best predictors of faculty satisfaction are:

- Comfort at CWRU;

- Satisfaction with resources to support research and scholarship;

- Satisfaction with resources to support teaching;

- Satisfaction with the quality of graduate students; and

- Agreement that their department was a good fit for them.

It is interesting to note that satisfaction is not best predicted by faculty salary, department/school leadership, appropriateness of workload, lack of stress, space availability, or other resources to support research.

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IV. Mentoring

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Adequacy of Mentoring – CWRU

Faculty were asked "While at CWRU, do you feel you have received adequate mentoring?" Of the faculty who responded to the survey, 49% marked "yes." [7] The groups that reported the highest percentage of adequate mentoring were men, White faculty, professors, and tenured faculty. The following table compares the faculty who felt they received adequate mentoring by gender, race/ethnicity[8], rank, and tenure status[9].

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[7] Scale: Yes, no, not applicable. Those who marked "not applicable" are not included in this section.

[8] In order to maintain participant confidentiality, groups with fewer than five responses are not reported. These groups are marked with an asterisk (*).

[9] Comparisons by tenure status exclude instructors, who are not at a tenure-eligible rank.

Table 5. Percent of Faculty Who Received Adequate Mentoring by Rank and Tenure Status

	Received Adequate Mentoring					
	All Faculty	Men	Women	White	Asian	URM
All Faculty	49%	51%	47%	52%	42%	31%
Instructor	39%	30%	41%	40%	*	*
Assistant Professor	42%	39%	45%	45%	38%	25%
Associate Professor	52%	53%	51%	53%	50%	43%
Professor	57%	60%	50%	59%	33%	43%
Not In Tenure Track	37%	37%	37%	39%	33%	27%
Tenure Track	54%	48%	62%	58%	50%	29%
Tenured	57%	61%	50%	60%	38%	42%

Non-tenure track faculty members (37%) were significantly less likely to say they received adequate mentoring. That said, we found no significant differences when comparing responses by race/ethnicity, gender, and rank.

Underrepresented faculty in clinical departments in the School of Medicine reported the lowest percentage of adequate mentoring (9%), while White faculty in the Weatherhead School of Management reported the highest percentage (71%). The following table compares faculty responses to adequate mentoring by college/school, gender, and race/ethnicity.

Table 6. Percent of Faculty Who Received Adequate Mentoring by School, Gender, and Ethnicity

	Received Adequate Mentoring					
School/College	All Faculty	Men	Women	White	Asian	URM
Applied Social Sciences	40%	50%	29%	42%	*	*
Arts and Sciences - Arts, Humanities, and Social Sciences	55%	59%	52%	58%	*	50%
Arts and Sciences - Math and Natural Sciences	61%	65%	54%	63%	60%	*
Dental Medicine	47%	55%	33%	42%	*	*
Engineering	50%	50%	*	52%	43%	*
Law	58%	50%	64%	61%	*	*
Management	57%	67%	33%	71%	*	*
Medicine - Basic Sciences	50%	53%	44%	49%	54%	*
Medicine - Clinical	40%	41%	39%	43%	43%	9%
Nursing	57%	*	58%	60%	*	33%
Physical Education and Athletics	33%	50%	*	33%	*	*

No significant differences existed across genders in each school. There was only one significant difference when comparing responses by race/ethnicity. This was in Management, where White faculty members were significantly more likely than Asian faculty to say they received adequate mentoring.

Adequacy of Mentoring and Satisfaction
Faculty members who received adequate mentoring were significantly more likely to be satisfied with being a CWRU faculty member overall (75% vs. 52%) and with resources provided by the university to support their teaching (66% vs. 40%) and their research and scholarship (57% vs. 38%).

Adequacy of Mentoring and Sources of Stress
Compared to those who did not receive adequate mentoring, faculty members who received adequate mentoring were significantly *less stressed* about the following (percentages reflect those who felt *no stress*):

- Timing of departmental meetings (56% vs. 46%);

- Review/promotion process (47% vs. 29%);

- Departmental or campus politics (39% vs. 22%); and

- Securing funding for research (17% vs. 9%).

Faculty members who received adequate mentoring were *no less stressed* about the following (percentages reflect those who felt *no stress*):

- Scholarly productivity (15% vs. 12%);

- Teaching responsibilities (37% vs. 38%);

- Advising responsibilities (48% vs. 52%); and

- Committee and/or administrative responsibilities (32% vs. 34%).

In terms of sources of stress outside the job, those who received adequate mentoring were significantly less stressed about the cost of living (12% vs. 19%) and caring for someone who was ill, disabled, aging, and/or in need of special services (10% vs. 16%). Faculty who said they received adequate mentoring were no more or less stressed about managing household duties (35% vs. 33%), childcare (51% vs. 48%), or their health (4% vs. 8%).

Mentoring – CWRU vs. AAU Peers
Compared to faculty members at peer institutions, CWRU faculty were significantly less likely to say that they had received adequate mentoring (49% at CWRU vs. 55% at peer institutions). Interestingly, women at CWRU were no less likely than women faculty at peer institutions to feel that they had received adequate mentoring; however, there was a significant difference among men. Specifically, only 51% of CWRU men felt they had received adequate mentoring, compared to 60% of men at peer institutions.

V. Faculty Retention

Of the 631 faculty who took the survey, 207 (33%) said it was "somewhat likely" (21%) or "very likely" (12%) that they would leave Case in the next three years. That said, the actual faculty turnover rates for the past three academic years were 6% in 2008 (n=166), 5% in 2009 (n=130), and 5% in 2010 (n=145).

Among all ranks, male instructors[10] have the highest proportion of anticipated turnover (46%), particularly Asian (67%) and male faculty (62%). The groups with the lowest proportion of anticipated turnover were Asian and Underrepresented professors (14% and 14%) and Underrepresented associate professors (14%). The table below compares the proportion of faculty who said they were likely to leave Case in the next three years across rank, tenure status, gender, and race/ethnicity[11].

Table 7. Faculty Retention

	Faculty "Somewhat" or "Very" Likely to Leave in the Next 3 Years					
	Total	**Men**	**Women**	**White**	**Asian**	**URM**
All Faculty	33%	31%	36%	34%	28%	39%
Instructor	46%	62%	41%	41%	67%	*
Assistant	39%	39%	39%	40%	28%	53%
Associate	30%	25%	36%	30%	30%	14%
Professor	28%	28%	28%	30%	14%	14%
Non-tenure Track	34%	30%	40%	35%	20%	55%
Tenure Track	35%	38%	33%	38%	27%	38%
Tenured	29%	28%	32%	30%	23%	17%

Results of an analysis of variance (ANOVA) indicate that instructors were significantly more likely than professors to say they would leave Case in the next three years (52% vs. 28%). No significant differences in responses existed by gender, race/ethnicity, or tenure status.

Adequacy of Mentoring and Faculty Retention
Faculty members who said they had not received adequate mentoring were significantly more likely to say they would leave in the next three years (45% somewhat or very likely vs. 25%).
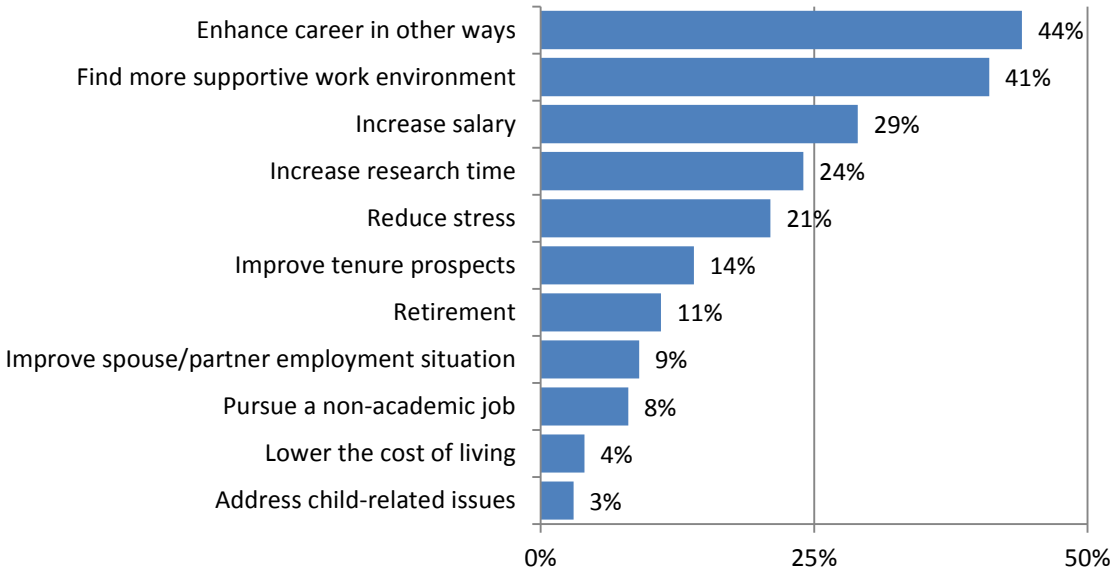
Reasons Considered for Leaving
Faculty members were asked "To what extent, if at all, have you considered the following reasons to leave Case?" The following chart provides the percent of all faculty members who have considered each reason "to a great extent," regardless of whether or not they plan on leaving in the next three years.

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[10] Instructor response rates include senior instructors. Instructors were excluded from comparisons by tenure status.
[11] In order to maintain participant confidentiality, groups with fewer than five responses are not included (*).

Reasons for Leaving Considered "To a Great Extent" by All Faculty

Reason	Percentage
Enhance career in other ways	44%
Find more supportive work environment	41%
Increase salary	29%
Increase research time	24%
Reduce stress	21%
Improve tenure prospects	14%
Retirement	11%
Improve spouse/partner employment situation	9%
Pursue a non-academic job	8%
Lower the cost of living	4%
Address child-related issues	3%

Although 11% of faculty are considering retirement in their decision to leave CWRU, only four (2%) faculty marked retirement as the *only* reason they were considering leaving.

Faculty differed significantly in their considerations when compared by gender and race/ethnicity. More specifically, men were significantly more likely than women to consider retirement in their decision to leave (considered "to a great extent": 13% vs. 8%). In contrast, women were significantly more likely to consider leaving Case to pursue a non-academic job (considered "to a great extent": 11% vs. 5%), reduce stress (26% vs. 17%); and address child-related issues (6% vs. 1%).

Asian faculty members were significantly more likely than White faculty to have considered leaving in order to improve their tenure prospects (considered "to a great extent": 33% vs. 11%) and to find a more supportive work environment (54% vs. 39%). In contrast, Underrepresented faculty were more likely than White faculty to consider leaving to enhance their career in other ways (considered "to a great extent": 62% vs. 42%) and address child-related issues (13% vs. 2%). Underrepresented faculty members were also more likely than White faculty members to consider leaving for other reasons not listed on the survey (41% vs. 17%).

Factors Most Strongly Related to Likelihood of Leaving
In an effort to determine which factors are most strongly related to faculty decisions to leave CWRU, we conducted bivariate correlations on questions related to satisfaction, heaviness of workload, sources of stress, department/school atmosphere, support for relief from teaching or other duties, support for tenure clock adjustments, comfort at CWRU, leadership, and more specific reasons for leaving. Almost 100 items correlated with faculty decisions to leave. Of those items, we used the top ten factors with the highest correlation in a stepwise linear regression. Results of the correlation analysis suggest that the three best predictors of leaving are:

1. Disagreement that the department is a good fit for them;

2. Desire to find a more supportive work environment; and

3. Disagreement that the chair/director/dean creates a collegial and supportive environment.

Results of a correlation analysis indicate that the more faculty agree with the following, the more likely they are to stay at Case over the next three years:

- My department/unit is a good fit for me;

- CWRU is a comfortable place for me as a faculty member;

- My chair/director/dean creates a collegial and supportive environment;

- My department/unit is a place where individual faculty may comfortably raise personal and/or family responsibilities when scheduling department/unit obligations;

- I have a voice in the decision-making that affects the direction of my department/unit;

- I can navigate the unwritten rules concerning how I am to conduct myself as a faculty member;

- My chair/director/dean helps me obtain the resources I need;

- My chair/director involves me in relevant decision-making processes; and

- My chair/director handles disputes/problems effectively.

Faculty who are less likely to leave are also less likely to consider leaving in order to find a more supportive work environment. Interestingly, almost all factors stem from department/school atmosphere and leadership. Questions related to satisfaction with academic resources, support for relief from teaching/duties, support for tenure clock adjustments, the appropriateness of workload, and sources of stress were not among the top ten factors for leaving the university. This suggests that the primary academic unit has the most influence on faculty retention.

Results of an independent samples t-test indicate that faculty who felt their workload was "too heavy" or "much too heavy" did not differ significantly from faculty who felt their workload was "about right" or "too light" when it came to deciding to leave Case. In other words, faculty members who said they had heavier workloads were no more or less likely to leave Case than those who felt they had lighter workloads.

Faculty Retention – CWRU vs. AAU Peers
Compared to faculty members at AAU peer institutions, faculty at CWRU were significantly more likely to say that they were somewhat or very likely to leave the institution (33% of CWRU faculty vs. 27% of peer faculty). The top three reasons for leaving were the same for both CWRU faculty and AAU peers – to enhance their careers in other ways, find a more supportive work environment, and/or increase their salary – although the order was different. Among AAU peers, salary was the second most considered reason, followed by finding a more supportive work environment. Perhaps the most striking finding is the extent to which CWRU faculty members are considering leaving to find a more supportive work environment. A full 41% of CWRU faculty considered this reason for leaving "to a great extent," compared to only 28% of faculty at peer institutions.

Additional Information

For additional information about this report, please contact Lynn Singer, Deputy Provost and Vice President for Academic Affairs, at lynn.singer@case.edu or 216-368-4389. To submit a request for data, please visit: http://www.case.edu/president/cir/cirhome.html.

CASE WESTERN RESERVE UNIVERSITY EST. 1826

INTRODUCTION

This publication is part of Case Western Reserve University's overall effort to provide important information about personal safety to the campus community. It includes valuable information about safety, on and off campus. Please pay special attention to the safety tips, which can help reduce the chances that you could be the victim of crime. Please read it carefully.

This report has been prepared in compliance with the requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

THE CASE CAMPUS – SECURITY AND POLICE SERVICES

Case Western Reserve University is a 155-acre campus located in University Circle, the cultural and educational hub of the City of Cleveland. The university's unique location provides unparalleled access to a rich cultural setting, but does present the security and safety risks associated with any major metropolitan area and an urban environment. Security at Case is provided by both the university's Police and Security Services and local law enforcement having concurrent jurisdiction over the campus.

Case Police and Security Services

Case Police and Security Services is responsible for the administration of all security, crime prevention, and law enforcement programs on campus. Administrative offices and patrol operations are housed in the North Campus Security Office (1725 East 115th Street), and dispatch services are located in the basement of the Health Services Building (2145 Adelbert Road). Case Police and Security Services is available 24 hours a day, every day of the year, to receive reports on incidents that have occurred on Case property.

Emergency telephone service is available from all campus phones by calling 368-3333. Walk-in service is available at 1725 East 115th Street. Non-emergency information is available by calling 368-4630.

Case Police and Security Services deploys a professional force of police and security officers who patrol the campus on a 24-hour basis. Officers frequently patrol campus buildings walkways and parking lots. Case Police and Security officers provide escorts, alarm and emergency response to criminal, medical, hazardous materials and fire emergencies. Case Police are sworn peace officers, certified through the Ohio Peace Officers Training Council. Case Police officers are armed, and have full arrest authority and police powers on the Case campus.

University Circle Police Department (UCPD)

In coordination with university Police, UCPD provides police and law enforcement services to the Case campus. UCPD commissioned peace officers patrol University Circle, including the Case campus. These officers have full arrest authority, both on campus and within the boundary of University Circle (see map, page 4). Both departments work closely with the Cleveland and Cleveland Heights Police Departments, which also provide police services in their respective jurisdictions that include portions of the campus.

Protocols

The Case Western Reserve University Police Department has written operating protocols with both the Cleveland Police Department (CPD) and the University Circle Police Department (UCPD) regarding patrol boundaries, daily operations and the investigation of alleged criminal offenses.

The University provides a variety of security and safety programs to help ensure a safe educational environment. The sections below outline these programs and provide additional information related to campus security and safety.

SAFETY AND CRIME PREVENTION INITIATIVES

Escort Service

CWRU provides a number of escort and shuttle options to help get our students, faculty and staff around campus safely. Walking escorts are provided 24 hours a day by CWRU police & security officers and by student escorts working for the department. Escorts will accompany you to any location in University Circle. Call 368-3333 or go to http://www.case.edu/finadmin/security/protserv/escort.htm for further information.

Night Shuttle Service

The university provides a nightly campus shuttle bus service. The shuttle serves all primary campus locations as well as the Coventry Road retail district. The shuttles run from 5:30 p.m. to 12:30 a.m. Sunday through Thursday and 5:30 p.m. to 2:30 a.m. Fridays and Saturdays. For more information on the night shuttle, call 368-3333 or go to shuttle@case.edu.

Safe Ride

As another option for getting students & staff safely around campus the university has two dedicated vans that run from 7p.m to 3a.m during the academic year to help transport students & staff. The Safe Ride vans operate within the general University Circle area and parties wishing to use this service should contact 368-3000 to request a Safe Ride transport. These vans are operated by CWRU Police & Security services.

Emergency Phones

More than 275 campus emergency phones are strategically located throughout the campus. These phones may be used for both emergency and routine purposes. The phones are equipped with panic buttons that immediately identify the location of the call at Central Dispatch. In addition, there are 22 tower emergency phones located throughout University Circle.

Residence Hall Security

There are 47 on-campus residence halls that house approximately 3,050 students. An additional 1,000 students live in university-owned apartments off campus and in off-campus fraternities. University residence halls are secured 24 hours per day, and access is restricted to residents and authorized support staff through a campus-wide card access system that requires the use of a valid university I.D. All guests must be accompanied by a resident.

Community Officers

In addition the university has the Community Officer program-these are security officers who specifically patrol the north and south residential areas during evening hours, primarily on foot.

Fire Alarms

Fire alarms are installed in all residence halls and are inspected in compliance with state fire codes. Fire drills are conducted twice each semester in each residence hall by the CWRU Fire Prevention officer.

Campus Facilities and Grounds

Most university buildings are open to the public during normal business hours. All facilities are secured after normal business hours. The university's facilities are maintained by the Facility Services Department, which incorporates security and safety considerations into its maintenance planning. This includes lighting, grounds keeping, and physical access. The university's Office of Fire Prevention provides routine inspections of all campus facilities to identify safety hazards. The Facility Services Department promptly addresses problems identified during these inspections.

Additional Safety Programs

Bike Locks

Free bike locks are available to undergraduate students at the Wade and Fribley area offices, or at CWRU PD headquarters at 1725 E. 115th Street. Bike registration is required to obtain a free lock.

Laptop Computer Locks

Recognizing the value of laptop computers, and the information stored in them, Case Police and Security Services has laptop security locks available for purchase. These are available business hours at the North Campus Security Office at 1725 East 115th and

the Biomedical Research Building security desk. Or you may contact the office at 368-6811.

Bike Registration

Help deter bicycle thefts and aid in identifying lost or stolen bicycles. All members of the Case community are encouraged to register their bicycles. You can register your bike at CWRU PD headquarters or at the Wade and Fribley student service offices.

Personal Alarms

Free personal keychain alarms are available to undergraduate students at the Wade and Fribley area offices and at CWRU PD headquarters.

Security Awareness and Personal Safety Presentations

Case Police and Security Services offers security awareness and personal safety presentations upon request for any university department or affiliated group. These sessions are scheduled at the requester's convenience and are conducted on-site. To arrange for a session, call Crime Prevention at 368-1243 or 6811.

Self-Defense Programs

CWRU Police & Security Services offers self defense classes for women. The department has certified instructors in the Rape Aggression Defense (RAD) and Self Defense Awareness & Familarization Exchange (SAFE) programs. The classes teach skills ranging from crime avoidance to what the average woman can do to defend herself in a crisis situation. RAD classes are 12 hours taught in multiple sessions and SAFE classes are 2 hour seminars. Classes are open to all female faculty staff, students, and guests. To obtain more information contact the Crime Prevention Office at 368-1243.

Crime Prevention

The police department offers a variety of crime awareness and personal safety programs (including those detailed above) are provided. These include:

- Emergency procedures, which are available on the department website: www.case.edu/finadmin/security/secmain.htm.

- Daily crime logs, which summarize criminal activity, are available at the North Campus Security Office and at: www.case.edu/finadmin/security/secmain.htm.

- Bolt-down devices are available to secure computers, peripherals, or other major office equipment. Costs vary, based on the type of device needed to secure the equipment.

- Programs are offered to resident students, focusing on safety concerns for those living on campus. Specially selected and trained "Community Officers" present these programs.

- Security and crime awareness orientation programs are conducted for new students. Departments and student groups can request presentations on safety and security.

Most crimes that occur on campus, or anywhere else for that matter, are crimes of opportunity, and they are easy to prevent. Remove the opportunity and you prevent the crime. Secure easy-to-carry items in a locked desk or cabinet. A thief knows where purses are usually kept, like on the floor behind a desk or in the lower right-hand drawer of a desk. A wallet left in the pocket of a jacket behind the door or on a chair is also a prime target. Be aware of what is happening around you, who has come into your area and what they are doing. A friendly, "May I help you?" is often enough to discourage a thief, who realizes that someone has noticed his/her presence.

SAFETY AND CRIME PREVENTION INITIATIVES

Preventing crime is everyone's concern, from protecting yourself and your property to looking out for others at the university. Know how to protect yourself and your property by learning more about crime prevention. Crime prevention is not STOPPING something NEGATIVE from happening, it's STARTING something POSITIVE.

Reporting Crime

All crimes that occur on campus should be reported to Case Police and Security Services at 368-3333. Case Police and Security Services will notify the

TIMELY WARNING POLICY AND PROCEDURE

A Campus Security Alert ("Security Alert") is provided to give students, faculty and staff timely notification of crimes that may present a threat to the campus community and to heighten safety awareness. A Security Alert also seeks information that may lead to the apprehension and conviction of an offender.

Case Police are responsible for preparing Security Alerts when a crime is reported to, or brought to the attention of Case Police and is determined to represent a threat to members of the campus community. In making this determination, Case will consider the safety of students, faculty, and staff, as well as the privacy interests of all persons involved in the incidents. . Examples include but are not limited to: homicide, sexual assault, aggravated or felonious assault and robbery, or when a pattern of property crime is identified for either the entire campus or a portion of the campus. Examples include thefts from buildings or vehicles.

Alerts and other advisories are sent via e-mail and posted on the Case Police web site: http://www.case.edu/finadmin/security/protserv/protserv.htm. Alerts and advisories will be sent as soon as information is verified from police and/or security reports.

Regardless of the action taken by the University, the names of any person involved in the incident will not appear on Security Alerts.

Information included in Campus Crime Alerts include:
- A succinct statement of the incident.
- Possible connection to previous incidents, if applicable.
- Physical description of the suspect.
- Date the bulletin was released.
- Other relevant information that will help protect and inform individuals, including prevention strategies and police/security contact information.

HATE CRIMES

The university received no reports of hate crimes reportable under the Jeanne B. Clery Act from 2008-2010.

UNIVERSITY POLICIES

POLICIES FOR REPORTING CRIMES/PREPARING ANNUAL REPORTS/ CONFIDENTIAL REPORTING

appropriate police agency to respond, depending on the type of crime and where it occurred on campus. Crimes occurring off-campus, but within University Circle (see attached map) should be reported to UCPD at 368-2222. A computerized Crime Log is updated every other day and is available at both North and South Campus Security Offices, and at: http://www.edu/finadmin/security/protserv/daily.htm.

Information on criminal behavior may be reported to the offices of Student Affairs, the Office of Residence Life and Greek Life, advisors to recognized student groups, and the Director of Intercollegiate Athletics and coaches.

Crimes that are reported to the following individuals or offices will be included in the annual crime statistics report. Criminal statistics from University Circle Police Department include statistics from recognized student organizations with off-campus housing.

- Case Police and Security Services
- University Circle Police Department
- Cleveland Police Department
- Cleveland Heights Police Department
- * Bratenhal Police Department (Putnam House)
- * Hunting Valley (Squire Valleevue Farm)
- Office of Student Affairs
- Office of Housing, Residence Life, and Greek Life
- Advisors to Recognized Student Organizations
- Director of Intercollegiate Athletics and Coaches

Case Western Reserve University's Annual Security Report is the result of the efforts of many people on campus. Each year, the offices and individuals listed above provide information for inclusion in the report. No formal police report is required for a crime to be included in the statistics. Every effort is taken to ensure that all persons required to report do so, and that the statistics are as accurate and complete as possible. Information in the report is reviewed for accuracy, completeness, and readability.

If you have any concerns regarding any of the statistics or information found in the report, please contact Case Police and Security Services at 368-4630.

Confidential Reporting

Individuals may anonymously and confidentially report a crime to Case Police and Security Services. When reporting crimes, individuals are encouraged to provide as much information as possible to assist Police and Security Services. Confidential reports can be made to Case Police and Security Services at http://www.case.edu/finadmin/security/protserv/tip.htm or by calling 368-5993.

Reports that are confidential by law will not be reported to the university for inclusion in the Annual Report. This includes, but may not be limited to, reports to clergy or health care professionals.

Drugs and Alcohol

Case conforms to all state and local laws controlling the sale and use of alcoholic beverages. It is illegal in Ohio to sell, provide, or serve beer, wine, or liquor to anyone under the age of 21. The unlawful manufacture, distribution, possession, or use of alcohol and controlled substances, including illicit drugs, is prohibited on property owned or controlled by Case Western Reserve University or as part of any of its activities. Case complies with all federal and state drug laws. No Case employee may report to or engage in university-related work while under the influence of alcohol or illegal drugs. For information about the university's drug and alcohol abuse education programs, contact the Case Substance Abuse Prevention Coordinator at 368-3780. Employees may also call 368-6675 for information about the Employee Assistance Program.

Weapons

Discharging, carrying, or possessing firearms, including air guns or any weapons with which injury, death, or destruction may be inflicted, is prohibited on property owned or controlled by Case Western Reserve University.

Criminal Investigation and Prosecution

It is the policy of Case to inform all crime victims of their right to pursue criminal charges through the criminal justice system and provide assistance in this regard. In cases involving students, the Student Judicial Review Board will conduct hearings under due process guidelines. This process is available to victims, whether or not they pursue criminal charges. Additional information about the Judicial Review Board process may be found in the Student Services Guide, available from Student Affairs.

Sexual Assault Policy

Case Western Reserve University is a community dependent on trust and respect for its constituent members: students, faculty and staff. Sexual assault is a violation of that trust and respect. It will not be tolerated. The complete university sexual assault policy can be viewed at www.case.edu/diversity/sexualconduct.

Sexual assault is a serious crime. Any non-consensual physical contact of a sexual nature, whether by an acquaintance or by a stranger, is a sexual assault. Consent can never be given by anyone under the age of sixteen. Sexual assault includes, but is not limited to the following: Rape, incest, sexual assault with an object, forcible sodomy and forcible fondling.

Lack of consent is the crucial factor in any sexual assault. Consent is the equal approval, given freely, willingly and knowingly of each participant to sexual involvement. Consent is an affirmative, conscious decision- indicated clearly by words or actions- to engage in mutually accepted sexual contact. A person forced to engage in sexual contact by force, threat of force, or coercion has not consented to contact. Lack of mutual consent is the crucial factor in any sexual assault. Consent cannot be given if a person's ability to resist or consent is substantially impaired because of a mental or physical condition. Examples include, but are not limited to being: unconscious, frightened, physically or psychologically pressured or forced, intimidated, substantially impaired because of intoxication (including alcohol), or substantially impaired because of the deceptive administering of any drug, intoxicant, or controlled substance.

The university strongly encourages persons who have been sexually assaulted to report the assault, to seek assistance and to pursue criminal charges, judicial action, or sanctions for their own protection and that of the entire campus community.

CRIME STATISTICS 2008 TO 2010

The following statistics are obtained directly from reports made to Case Police, University Circle Police, Cleveland Police and Cleveland Heights Police Departments. Crime information is also obtained from other campus offices with security authority including, but not limited to, Student Affairs and Housing and Residence Life.

	Residential Facilities			Nonresidential Campus			Total on-campus*			Noncampus bldgs & property			Public Property			Total		
	10	09	08	10	09	08	10	09	08	10	09	08	10	09	08	10	09	08
Murder & Non-Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Forcible Sex Offenses	1(2)	2(6)	3(3)	0	0	0	1(2)	2(6)	3 (3)	0	0	0(1)	0	2	0	1(2)	4(6)	3 (4)
Nonforcible Sex Offenses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	1	1	1	2	0	1	3	1	2	1	0	3	4	4	6	8	5	11
Aggravated Assault	0	0	0	0	0	0	0	0	0	1	0	0	0	2	2	1	2	2
Burglary	19	26	25	13	4	22	32	30	47	1	1	7	0	0	0	33	31	54
Motor Vehicle Theft	0	1	0	0	3	2	0	4	2	0	0	5	4	5	13	4	9	20
Arson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	**23**	**36**	**32**	**15**	**7**	**25**	**38**	**43**	**57**	**3**	**1**	**16**	**8**	**13**	**21**	**49**	**57**	**94**

*Total On-campus figures include offenses committed in residential facilities
( ) Number of these incidents reported to campus administrators that were not investigated by a police agency

SEXUAL ASSAULT POLICY

REPORTING SEXUAL ASSAULT

To preserve the option of pursuing criminal sanctions or internal Case disciplinary processes, survivors should strongly consider reporting the sexual assault to the local police and/or the university. Reporting an assault to police or campus security authorities does not require filing criminal charges; however, it allows all support systems to be put into motion, including: police response and crisis counseling. Reporting is best done as soon as possible after an assault, but it may be done at any time. Case will assist students who report sexual assault in obtaining medical support and information regarding available legal and judicial resources, as well as counseling and support services.

Students who choose to notify police should be aware of the importance of immediacy in reporting the incident and preserving physical evidence, both at the assault scene and on the person assaulted. Students immediately reporting an assault should be accompanied to a health care facility of their choice for treatment and collection of evidence. If a sexual assault survivor chooses to report the incident at a later time, important support systems still are available; however, criminal investigations can be more difficult.

When reporting a sexual assault you may want to consider the legal distinction between a privileged and limited confidential resource.

Privileged reporting consists of those communications that legally cannot be disclosed without the reporters consent to any other person, except under very limited circumstances such as imminent threat of danger to self or others. Examples include University Counseling & Health Services, Flora Stone Mather Center for Women, the Inter Religious Center and Cleveland Rape Crisis center.

Limited confidential reporting consists of those communications that will not be disseminated to others except on a need to know basis. A limited confidential reporting source has the obligation to enlist designated campus resources to ensure steps are taken to protect the community as a whole. Examples are Case Police, Student Affairs, Housing & Residence Life, and hospital emergency rooms.

An online sexual assault anonymous report form is also available at www.case.edu/diversity/sexualconduct. Information is given on the report form about university policies regarding anonymous reporting. Please note that even with anonymous reports, the university has an obligation to investigate, however anonymous reporting may limit the ability to conduct an effective investigation.

RESOURCE NUMBERS FOR REPORTING SEXUAL ASSAULTS

24-7 help
Case Police
216-368-3333

University Circle Police
216-368-2222

Cleveland Police Sex Crimes Unit
216-623-5630 or 911

Cleveland Heights Police
216-321-1234 or 911

University Counseling Services
216- 368-5872

University Health Services
216-368-2450

Cleveland Rape Crisis Center
216-619-6192

University Hospitals (Sexual Assault Nurse Examiner)
216-844-1111

Campus Sexual Assault reporting Safeline
216-368-7777 (privileged)

Domestic Violence Center
216-391-HELP

8:30-5:00pm help
Flora Stone Mather Center for Women
216-368-0985

Residence Life Staff
216-368-3780

Student Affairs
216-368-2020.

ADDITIONAL RESOURCES

Medical and Psychological Assistance
Emergency Room Examination: Any person who has been sexually assaulted may go directly to the University Hospitals Emergency Room or any local hospital for medical attention. Please note: The preservation of physical evidence is critical in the event of criminal prosecution and may be useful if university disciplinary action is pursued.

University Health Services
Students can seek further treatment at the University Health Services for any medical concerns, including sexually transmitted diseases and pregnancy testing.

Counseling
Counseling may be pursued following a sexual assault, no matter how much time has elapsed since the incident. Counseling services are confidential except when disclosure is necessary to prevent imminent harm to self or others. Available options, on and off-campus are listed below. To inquire about other community counseling resources, please call 368-5872. All inquiries are confidential.

Educational Services
The university offers courses designed to give students the information and skills needed to help protect them from the threat of sexual assault. The Physical Education Department offers a Personal Safety Awareness class every semester. This seven-week class provides guest speakers from campus departments and various community service agencies. Topics covered include: crime prevention, campus and community resources and services, victim rights, the criminal justice system and self-defense. The CWRU Police Department offers two women only self defense programs. The Rape Aggression Defense (RAD) and Self Defense Awareness & Familiarization Exchange (SAFE) classes are offered periodically throughout the year for all female students, faculty, staff and guests. These classes teach practical skills in identifying and avoiding physical assault as well as methods for women to defend themselves. RAD is a 12 hour course taught in several sessions while SAFE is a two hour class. For more information contact the Crime Prevention Office at 368-1243 or jdd@case.edu.

UNIVERSITY DISCIPLINARY PROCEDURES REGARDING SEXUAL ASSAULT
Students are entitled to a fair hearing under University judicial processes. Procedural requirements are not as formal as those existing in the civil or criminal courts of law. Students should contact the Judicial Coordinator at 368-2020 for more detailed information regarding the process. To ensure fairness, the following procedures apply:

- Both the accused and the accuser may have an advisor present to advise or support him or her. However, the advisor may not actively participate in the hearing.

- Both the accused and the accuser have the right to present evidence on their own behalf, including the right to offer witnesses.

- During the hearing, both the accused and the accuser shall be given the opportunity to testify and present evidence. The accused and the accuser may direct questions at witnesses through the panel chair. The accuser has a right to provide a statement of impact to the hearing officer or hearing panel.

- Both the accused and accuser shall be informed of the decision by the hearing panel or the hearing officer. If an accused student is found in violation and appeals the outcome, the accuser will be notified of the pending appeals and its final outcome.

Sanctions that can be imposed are varied and depend upon the severity of the violation. Sanctions may include: disciplinary warning, disciplinary probation, disciplinary separation or expulsion. Additional sanctions may include: community service, restitution, and rehabilitative activities.

JUDICIAL OPTIONS IN ADDITION TO UNIVERSITY PROCEDURES
In addition to bringing charges through the university judicial system, students who are the survivors of sexual assault have the right to initiate prosecution of an assailant under criminal law. The university will assist survivors by directing them to the appropriate authorities to pursue such action.

TITLE IX
Case Western Reserve University complies with Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of sex in federally assisted educational programs and activities. Individuals who feel their Title IX rights may have been violated by an act of sexual assault or harassment, or who wish to discuss a Title IX matter should contact the Office of Inclusion, Diversity and Equal Opportunity at 216-368-8877. They are the Title IX coordinators for the university."

ACCOMMODATIONS
In the aftermath of a sexual assault, the university will accommodate requests for alternative living, working, and academic arrangements as available and appropriate. This is available with all reporting options in both formal and informal choices of action.

ALCOHOL/DRUG/WEAPONS VIOLATIONS

	Year	Arrests					Disciplinary Referrals					
		*On campus	Residence facilities	Non campus buildings	Public property	Total	*On campus	Residence facilities	Non residential campus	Non campus buildings	Public property	Total
Liquor Law Violations	2008	0	0	0	0	0	279	279	1	7	0	287
	2009	0	0	0	1	1	291	288	2	1	2	293
	2010	0	0	0	1	1	299	294	5	1	1	301
Drug Violations	2008	5	4	1	0	5	16	16	0	4	0	20
	2009	0	0	0	0	0	25	25	3	0	0	28
	2010	1	1	0	0	1	20	16	4	0	0	20
Weapons Violations	2008	0	0	0	0	0	4	4	0	0	0	4
	2009	1	1	0	0	1	2	2	0	0	0	2
	2010	0	0	0	0	0	4	4	0	0	0	4
Totals		**7**	**6**	**1**	**2**	**9**	**940**	**928**	**15**	**13**	**3**	**959**

*Total On-campus figures include offenses committed in residential facilities

Fire Safety

In accordance with the Higher Education Act of 2008 Case Western Reserve University publishes an Annual Fire Safety Report. This report contains information on the university's fire safety policies and procedures as well as fire statistics for residence halls. This report can be accessed at http://www.case.edu/finadmin/ehs/Firesafety/2011report.pdf

Sexual Offender Registration

Information concerning registered sex offenders in Cuyahoga County can be obtained at http://sheriffcuyahogacounty.us/en-us/sexual-offender-unit.aspx.
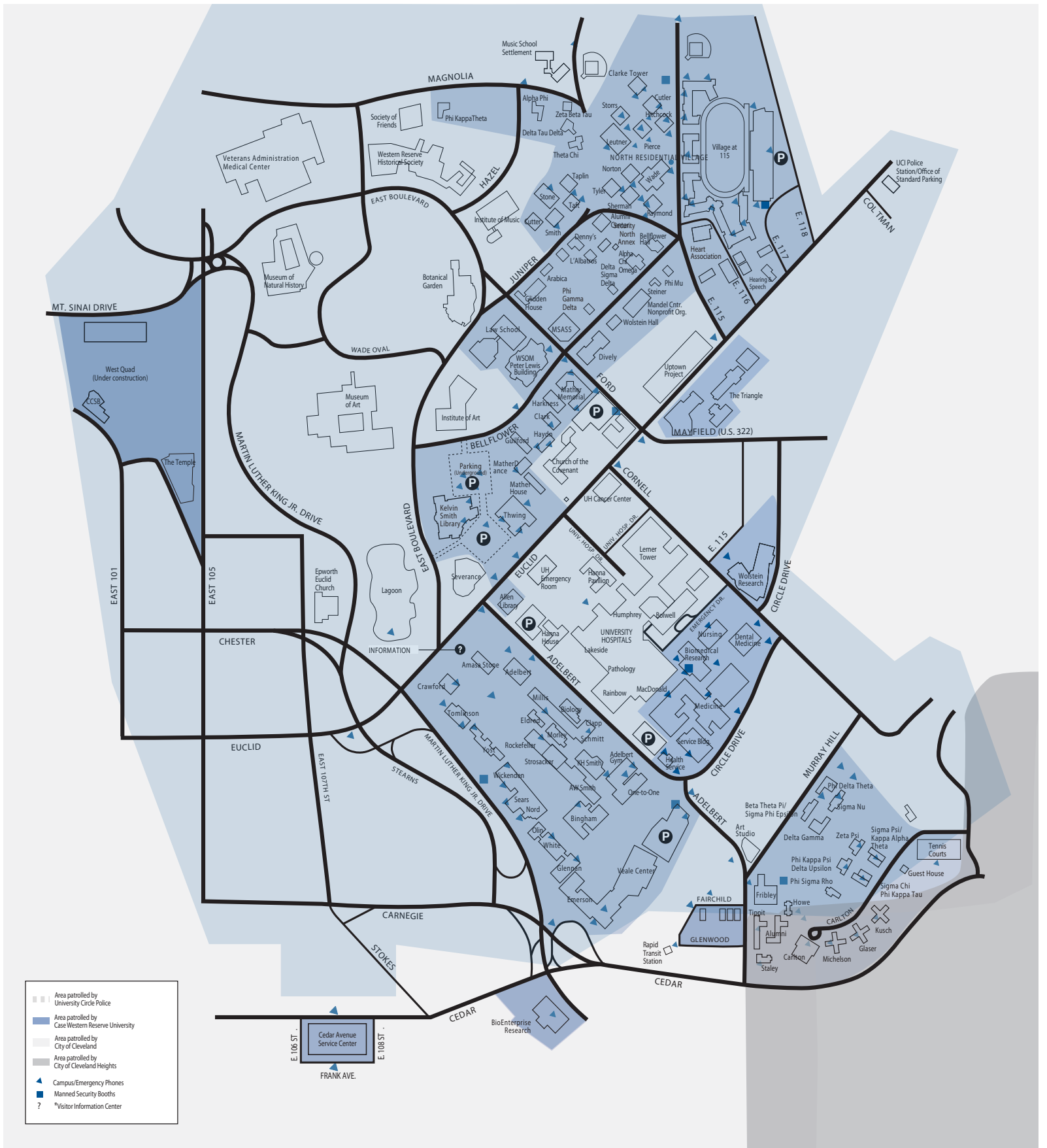
MISSING PERSONS POLICY

In accordance with the Higher Education Act of 2008 Case Western Reserve University has adopted the following policy regarding notifications during missing person's investigations.

Any student residing in on campus housing will be given the option of identifying a contact person or persons whom the university will notify if the student is determined to be missing for over 24 hours by campus or local police. If a student chooses to place a contact person on this list the contact information provided will be kept confidential and will be accessible only to authorized university officials. Registration is voluntary, but all students residing in university housing will be advised of this service.

It is university policy, in accordance with federal law, that if a student is determined to have been missing over 24 hours by the CWRU Police Department, that the local police department having jurisdiction over the student's residence (the Cleveland or Cleveland Heights Police Departments) will be notified. Also in cases involving any unemancipated juvenile student under 18 years of age the university will notify the student's custodial parent or guardian and any other designated contact person as soon as possible if such a student is determined to be missing. If you suspect someone is missing, immediately contact Case Police at 216-368-3333. Case Police and the University Office of Student Affairs will immediately initiate an investigation.

CLERY ACT REPORTING REQUIREMENTS FOR EMERGENCY RESPONSE POLICY

EMERGENCY RESPONSE AND EVACUATION PROCEDURES

CWRU approaches emergency management as a four phase process; preparedness, mitigation, response and recovery. The University's leadership and key response staff are trained in the concepts of the National Incident Management System (NIMS) and utilize the Incident Command System (ICS) to manage crises on campus. NIMS and ICS are standardized programs for emergency managers and first responders that are provided through the U.S. Department of Homeland Security and the Federal Emergency Management Agency. The University also employs a full time emergency manager who is responsible for coordinating with outside public safety partners, reviewing emergency plans and maintaining detailed emergency notification, response and evacuation procedures for the campus community.

Full information on the university's emergency management program can be found at http://www.case.edu/emergencymanagement/

REPORTING OF AN EMERGENCY ON CAMPUS

Students and employees of CWRU are required to report spontaneous emergency situations such as a person with a gun on campus, a hazardous materials spill, or fire to CWRU Police and Security Services at 216-368-3333 or by dialing 9-1-1 for local emergency responders. If 9-1-1 is called first, the community member shall still inform CWRU police by calling 216-368-333 immediately afterward.

Instances of significant infectious disease or other public health hazards must be reported to university health services 24-hour contact line at 216-368-2450.

Instances of threatening behavior are taken seriously at CWRU. If the person exhibiting the behavior is a faculty or staff person, the dean or vice president of that person's school or administrative unit should be called first. If the person is a student then student affairs (216-368-2020) or the counseling service (216-368-5872) should be contacted first.

Once an emergency is reported CWRU will activate its emergency response plan that outlines how the institution will;

RESPOND TO AN EMERGENCY

Emergencies are broken into two categories according to the campus emergency plan; spontaneous and anticipated.

For most spontaneous emergencies on campus there will be a multi department internal response and an external response from local public safety officials. Examples of spontaneous emergencies include fire alarms, hazardous materials spills, natural gas leaks or reports of armed persons on campus.

When notified of an emergency on campus CWRU dispatchers or third party (local municipal) dispatchers will send the appropriate first responders. First responders to spontaneous emergencies at CWRU can include but are not limited to; CWRU police and un-armed security staff, University Circle police, Environmental Health and Safety (EHS) staff, local municipal police staff, local municipal fire department staff, local municipal emergency medical staff.

According to University protocol most often the ranking CWRU police officer or senior external safety department official will take charge (assume command) of the response.

In instances of public health emergencies, which can be spontaneous or anticipated, university health services staff may be considered first responders. For behavioral emergencies university counseling services staff, human resources staff or behavioral risk assessment committee members may be called to respond.

A good example of an anticipated emergency is approaching severe weather. In these instances a predetermined group of trained emergency leaders (e.g. CWRU emergency manager, administrative services executives, critical department heads such as police and plant services) will confer and activate portions of the response plan as needed.

According to the university's plan the response protocols for any type of crisis (spontaneous or anticipated) on campus are;

- Gain and maintain situational awareness; (assess risk to life safety)

- Establish command (leadership structure) to direct, control and coordinate response actions;

- Develop Incident Action Plan; (includes public safety actions such as evacuation, lockdown, or shelter in place if necessary)

- Activate and deploy appropriate resources and systems;

- Manage and share information and intelligence including dissemination of emergency public information when required or appropriate;

- Re-evaluate Incident Action Plan; and

- Demobilize

A crisis on campus can range from a critical I.T. server failure to a severe weather emergency such as a tornado. **The first step in all responses is to determine the risk to health and safety of the community. As soon as CWRU has confirmed that a significant emergency or dangerous situation exists, the university will; Take into account the safety of the campus community, determine what information to release about the situation, and begin the notification process.**

CONFIRMING A "SIGNIFICANT EMERGENCY" OR "DANGEROUS SITUATION"

Confirmation means that an institution official (or officials) has verified a legitimate emergency or dangerous situation exists. Examples of a significant emergency at CWRU include approaching tornado, explosions, large fires or large hazardous chemical spills.

Responders and administrators on campus who are trained to confirm a significant emergency exists include; the president of the university and senior administrative staff, CWRU police and security services staff, the department of emergency management staff, environmental health and safety specialists, university health services staff, student affairs staff, plant services staff, and municipal emergency service providers (e.g. firefighters, emergency medical personnel and law enforcement). Confirmation of an emergency will most often be through rapid analysis by a minimum of at least two sources.

On arrival the incident commander will use physical evidence at the scene as well as information gained by witnesses, victims, etc. to determine if there is a potential for continued harm to persons. This information will be shared with local response officials (e.g., fire department or emergency medical technicians) and other CWRU response departments on the scene. A determination of a significant emergency shall be made rapidly using the combined knowledge and experience of all response agencies involved. Occasionally during complex or novel emergencies on scene personnel may choose to consult with the Chief of Campus Police, the Director for Emergency Management or Vice President for Campus Services to aid in the confirmation process. These senior level emergency decision makers are available on a 24 hour, 7 day a week basis via cell phone and in extreme circumstances when cell service is compromised can be reached via SMS (text) messaging. It is not necessary to consult all 3 of the above mentioned decision makers prior to a confirmation. This process, although lengthy in its description typically takes place in a matter of minutes.

Local responders from the City of Cleveland, City of Cleveland Heights or other jurisdictions that respond to campus emergencies will always have final authority to determine if a significant emergency to the community exists.

For anticipated emergencies such as severe weather, threats of terrorism or contagious disease outbreaks the office of emergency management, office of student affairs or office of campus services will have authority to make a determination of a significant emergency. This process is usually slower and may require consultation with senior staff such as the Senior Vice President for Administration, the University President, or an outside agency such as the Federal Bureau of Investigation or the local public health department prior to making a confirmation. In cases of disease outbreak, chemical exposure or other bio hazards confirmation may require sampling and outside testing which can also slow the process down.

Further, there are two standing committees that monitor risk to the campus. The Flu and Emerging Infections Committee and the Behavioral Risk Assessment Committee may also identify and confirm a significant emergency by analyzing information provided through multiple sources. More information on these committees can be found by following these links;

http://www.case.edu/news/flu/committee.html?nw_view=1315710748&

http://www.case.edu/provost/risk/?nwview=1315710833&

IMMEDIATELY NOTIFY THE CAMPUS COMMUNITY UPON CONFIRMATION OF A SIGNIFICANT EMERGENCY;

Upon confirmation of a significant emergency or dangerous situation the university official in charge of the crisis or, the official working with local safety authorities (Incident Commander or Liaison to a Unified Command with outside officials) shall, without delay, take into account the safety of persons that may be affected by the hazard and initiate CWRU's emergency notification process.

The only reason the institution would not immediately issue a notification for a significant emergency or dangerous situation is if in the professional judgment of a responsible authority (e.g., campus safety leadership, municipal law enforcement official, fire department official, federal authority such as F.B.I., or other professional public safety leaders) doing so will compromise efforts to; assist a victim, contain the emergency, or otherwise mitigate the emergency.

At CWRU emergency notification may come from a single source, such as a fire alarm, which typically only uses visual (strobes) and audio alerting (horns) and does not deliver detailed action instructions –or- through one or more systems that can deliver voice, text, visual alerts, audio alerts, or display picture and video.

The four primary emergency notification systems on campus are; WARN (the opt in SMS messaging (text messaging) system, Informacast, the indoor office telephone alerting system, and outdoor emergency speakers and fire alarm systems. Additional emergency notification options include email, web banners, television and radio broadcasts, weather radios, social media (e.g. Facebook and Twitter), and even traditional person-to-person alerting. In most instances of significant emergencies the university will attempt to coordinate messaging utilizing at least (2) systems.

Anyone with a case ID and password can opt into the WARN system by visiting;

https://login.case.edu/caslogin?service=https%3a%2f%2fits-services.case.edu%2fmy-case-notifications%2f

The university official in charge of the response (incident commander) shall determine which system or systems are to be utilized and;

WHAT SEGMENT OF THE CAMPUS COMMUNITY WILL RECEIVE A NOTIFICATION

The university's emergency notification plan does not require the entire community to be notified during a significant emergency. The official in charge of the emergency shall determine which segment of the population is at risk and notify the at risk population only.

This decision of who is at risk is made based on analyzing the available information at the scene, utilizing emergency response guides and pre-plans, or relying on a combination of training and experience from past exercises and emergencies. The initial notification decision will be re-evaluated continuously by on scene personnel and university leadership. As the incident continues, additional segments of the community may require emergency notification.

As an example, a chemical spill in a building may initially be determined to be a risk to health and safety of only the occupants of a single floor of a building. In this situation, only person(s) on the floor would be notified. The occupants of the floor would then be evacuated and floor access would be restricted to only emergency response personnel. As the incident continues if new hazard information emerges or the physical hazard expands the entire building may be notified and evacuated. The university may also choose to provide information on the event at a later time to the entire community in a non-emergency format.

THE CONTENT OF EMERGENCY MESSAGES

Some emergency alerts will not have content. For example fire alarms utilize audio tones or visual alerts such as strobes. Instructions for how to respond to tones or visual alerts are contained in emergency procedures such as the fire alarm procedures found here; http://www.case.edu/finadmin/security/protserv/emergency.htm

When the university delivers emergency notification via text, or voice it may come as a single message or a series of messages in rapid succession. The first message is typically a generic pre-scripted, pre-approved announcement to persons determined to be at risk or to the entire community. This "holding" message is designed to be delivered

quickly and get the attention of the intended audience while first responders continue to analyze information about the crisis. It can be compared to the loud sounds that precede an Emergency Broadcast on the radio in the United States.

A sample holding message looks like this;
> There is a confirmed emergency on north campus with significant danger to health and safety. Stay where you are. Action info forthcoming.

As quickly as reasonably possible the appropriate follow up "emergency action message" will be sent to the community based on the situation at hand. The incident commander determines the content of the first "emergency action message" based on the nature of the emergency. There are numerous pre-scripted, pre- approved "emergency action messages" that are based on known hazards at the university. This pre-loading process helps to streamline delivery and eliminates the need for executive approval of message content.

There are typically one of three common protective actions the at risk population may be asked to take;

Evacuation; Evacuation is the process of emptying a building of all occupants. Some of the buildings on campus, such as the residence halls, have detailed evacuation plans. Occupants of buildings that do not have a detailed evacuation plan will follow the general evacuation procedures. It is the responsibility of all students, faculty and staff to become familiar with the evacuation procedures found here;

http://www.case.edu/finadmin/security/protserv/empdf/Evacuation.pdf

Shelter in Place; Shelter in place is a safety action that is used when the areas around you become unstable, or if the air outdoors becomes dangerous due to toxic or irritating substances. In these cases it is usually safer to stay indoors because evacuation may expose persons to danger. For example, sheltering in place used during the initial stages of an earthquake when falling debris and other dangers may be present outside. It is the responsibility of all students, faculty and staff to become familiar with the general shelter in place procedures found here;

http://www.case.edu/finadmin/security/protserv/empdf/Shelter_In_Place.pdf

Lockdown; Lockdown is a form of sheltering in place. It is a tool used by emergency responders during situations such as a report of an armed intruder on campus when it may be more dangerous to evacuate a classroom or office of a building then to keep occupants inside. During a lockdown occupants shall attempt to secure the space they are in by locking doors or using furniture to bar entry. First responders will also attempt to control entry/exit and movement within a facility and may remotely lock doors through use of technology in an attempt to keep people safe. It is the responsibility of all students, faculty and staff to become familiar with the lockdown procedures found here;

http://www.case.edu/finadmin/security/protserv/empdf/Lockdown.pdf

Other examples of less common or rare emergency actions that may be ordered can include quarantines or mass prophylaxis. Detailed instructions for these types of emergency actions will be given during implementation.

If enough information is known early to order a protective action, the holding message may be skipped in favor of an immediate emergency action message.

Once an action message processes is initiated and carried out by first responders the responsibility for additional emergency public information will then pass to CWRU's marketing and communications department. Members from the department form a Crisis Communications Group. The group will work with responders and university leadership to ensure delivery of timely, factual information during the remainder of the response and recovery. This includes responsibility for sending an "all clear" message to the community when there is no longer an immediate danger and it is appropriate to do so. Not every incident will include an all-clear message. Content of messages at this stage in the emergency communications process requires approval from the University's Public Information Officer.

THE INSTITUTION INITIATES THE EMERGENCY NOTIFICATION SYSTEM
A summary of the process for initiating the emergency notification system is as follows;

- A report of an emergency or impending emergency is received through the reporting avenues listed above or another source;

- Initial notification is made to the appropriate first responders (spontaneous emergency) or the proper incident management team members (e.g., behavioral assessment team, university law enforcement, university public health staff, the emergency manager, etc.) for anticipated emergencies;

- Responders, teams or committees described above will assess and confirm risks to health and safety as described in previous sections;

- After confirmation of a significant spontaneous emergency or dangerous situation the incident commander will delegate the responsibility to notify or personally notify the next level of university response by contacting the Chief of University Police, The Director for Emergency Management and the Vice President for Campus Services. This can be done simultaneously using the WARN notification system.

- After confirmation of a significant spontaneous emergency or dangerous situation, without delay, the incident commander will delegate the responsibility to notify or if able to do so, personally activate emergency public notifications. Most often the campus public safety communications center (dispatch center) staff will send the initial messages as directed by the incident commander. Other examples of sources on campus with authority to initiate and access systems to deliver an emergency message include campus police supervisors, I.T. security staff, physical security managers, university marketing and communications staff, and office of emergency management Staff.

- Additional emergency response notifications to other campus incident management team members, senior university staff, deans, department heads, and external stakeholders, such as University Hospital executives, will be made as directed by the Chief of Police, Director for Emergency Management or Vice President of Campus Services. Staff from the dispatch center or the Office of Emergency Management shall execute this level of notification using the campus WARN system. Message content may be response oriented and differ from the messages sent to the general public.

LIST OF ORGANIZATIONAL TITLES RESPONSIBLE FOR EMERGENCY RESPONSE AND NOTIFICATION
Outside organizations whose staff can confirm there is a significant emergency or dangerous situation on campus includes but is not limited to; Cleveland Police Department, Cleveland Fire Department, Cleveland Emergency Medical Services, Cleveland Heights Police Department, Cleveland Heights Fire Department, Hunting Valley Police, Chagrin Fire Department, Bratenhal Police Department, Regional Transit Authority Police, University Circle Police, and the Federal Bureau of Investigation, Cuyahoga County Health Department, and the City of Cleveland Health Department.

Titles of staff at CWRU who can confirm a significant emergency or dangerous situation exists include; The president of the University (and line of succession as applicable), The Senior Vice President for Administration, The Vice President of Student Affairs, Associate Vice President(s) of Student Affairs, The Vice President for Campus Services, The Director for Emergency Management, The Chief of CWRU Police, The Commander of CWRU Police, CWRU Police Officers and Supervisors, The Director of University Health Services, The Associate Director for Health Services, The Director for University Counseling Services, The Executive Director and Director for Environmental Health and Safety (EHS), EHS response staff and the Manager of Dispatch Operations. Additional staff not listed above may be trained as appropriate to expand this list.

As mentioned above the person or person(s) in charge of the emergency (incident commander(s) determine the appropriate segment or segments of the campus community to receive a notification. Incident commander(s) at CWRU can be an official from any or the above listed external organizations that can confirm an emergency on campus or any of the CWRU staff positions listed above. The Incident Commander(s) also determine the content of the message.

Members of the campus community can initiate alerts such as fire alarms by activating them locally (pull stations). Many of the other notification systems are powered by website or local software that requires password access. At the request of the Incident Commander(s) the following staff can activate additional warning systems; CWRU dispatchers, the Dispatch Center Manager, I.T. Security Staff and I.T. Communications Staff, Director for Marketing and Communications and Web Development Staff, The Director for Emergency

Management, the Physical Security Manager, CWRU P.D. Administrative Sergeant, Student Affairs I.T. staff.

WHAT THE PROCEDURES ARE FOR DISSEMINATING INFORMATION TO THE LARGER COMMUNITY
The University has a crisis communications group that consists of individuals from the Department of Marketing and Communications. One of the responsibilities of this group in an emergency is to ensure timely, accurate flow of information to the larger community when appropriate. The University activates its outside public information procedures on a case-by case basis. The decision to notify can be affected by, but is not limited to, the following factors; the type of emergency, the involvement of the media, privacy of person(s) involved, the number of people affected by the event. For example, the larger community may not be notified if a fire occurs in an administrative building without injuries and very little disruption to the daily operation of the university (In this instance the appropriate emergency notification to the building occupants would still be made via the fire alarm or other emergency notification system).

The decision to not notify the larger community is typically made by the Vice President for Marketing and Communications in consultation with the President of the University or other senior leadership.

The leader of the crisis communications group will serve as the Public Information Officer (PIO). When the larger community is to be notified the PIO will coordinate with local media to disseminate information outside of the campus community through traditional methods such as television news broadcasts. The PIO may also disseminate information to other organizations like the American Red Cross can repeat messages through their media channels.

In addition, during an active crisis, anyone can call 216-368-WARN (9276) to listen to pre- recorded updates about the emergency on campus. The University can also activate a live operator emergency call center to distribute information. When activated the number of the call center is broadcast through the media and other avenues and persons such as parents can call in to get up to date information and ask questions. CWRU will also post updates on the home webpage www.case.edu as well as on social media sites such as Facebook. You can follow CWRU on FB here; http://www.facebook.com/casewesternreserve

TESTING OF THE EMERGENCY RESPONSE AND EVACUATION PROCEDURES ON AT LEAST AN ANNUAL BASIS
CWRU promotes its emergency response procedures year round through public education efforts such as; reviews of procedures at student and staff orientations, periodic media articles in the campus email newsletter, safety columns in the student newspaper and other media avenues. At least once a year, the university tests its primary emergency notification systems (sms messaging, indoor and outdoor speaker alerting, mass email) in conjunction with promoting the institutions emergency procedures. The test is scheduled and publicized to the campus community beforehand through multiple media communications. Fire alarms are tested as required by fire code.

The university also tests its emergency management plan, emergency evacuation Procedures, emergency communications policy and supporting technology annually in the form of a functional exercise. The University hires an outside consultant each year to design, facilitate and evaluate the university's response to a simulated emergency. The exercise includes functional communications between police, fire- fighters, emergency medical technicians, and all university departments involved in emergency response. During the exercise emergency messages are delivered to a limited group of exercise participants in order to simulate delivery to large amounts of community members. The exercise also involves strategizing for implementing large scale protective actions such as evacuation or sheltering in place for students and employees according to the university's protective measures procedures. The exercise is not announced and the portion of the community that participates varies depending on the emergency scenario chosen. The exercise is performance based and corrective action reports are created afterward which help to improve emergency policy, response, and procedures.

University staff may also participate in several smaller exercises and conduct additional tests of emergency policy and procedures and technology. A table documenting each test, a description of the test or exercise, the date, time and whether it was announced or unannounced can be found at: http://www.case.edu/emergencymanagement/

Multi-Year Financial Planning & Budget Process

and

Update on the University Budget Committee

Faculty Senate Meeting

November 16, 2011

CASE WESTERN RESERVE
UNIVERSITY — EST. 1826
think beyond the possible®

Forward THINKING

GOAL IV

Strengthen institutional resources to support the University's mission.

- Improve resource allocation
    - In a decentralized institution, allocation processes must be transparent, understandable and coherent.
    - Revise the existing system to support strategic priorities and ensure accountability.
    - Examine opportunities to reallocate funds to advance University goals.
    - Establish equitable fund flows and administrative structures to encourage interdisciplinary activities.
- Implement best operational practices
    - We will work across the campus to promote greater effectiveness and efficiency and to improve stewardship and accountability for all resources.

Planning/Budget Calendar

Multi-Year

Year -1   FY2011
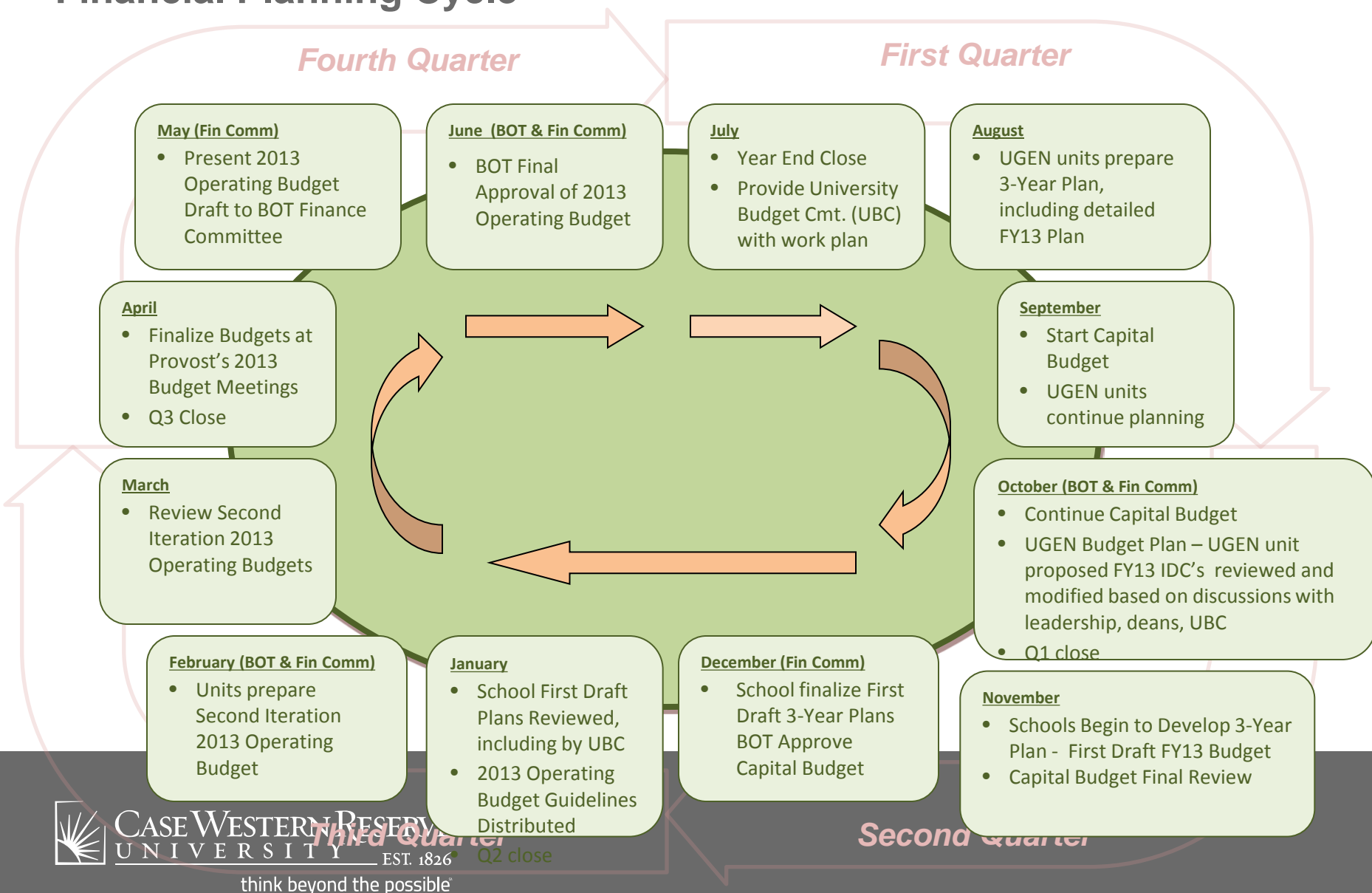
Year 0   FY2012

Year +1   FY2013

Year +2   FY2014   } 3 Year Projection

Year +3   FY2015

Case Western Reserve University Financial Planning Cycle

Fourth Quarter

First Quarter

May (Fin Comm)
- Present 2013 Operating Budget Draft to BOT Finance Committee

June (BOT & Fin Comm)
- BOT Final Approval of 2013 Operating Budget

July
- Year End Close
- Provide University Budget Cmt. (UBC) with work plan

August
- UGEN units prepare 3-Year Plan, including detailed FY13 Plan

April
- Finalize Budgets at Provost's 2013 Budget Meetings
- Q3 Close

September
- Start Capital Budget
- UGEN units continue planning

March
- Review Second Iteration 2013 Operating Budgets

October (BOT & Fin Comm)
- Continue Capital Budget
- UGEN Budget Plan – UGEN unit proposed FY13 IDC's reviewed and modified based on discussions with leadership, deans, UBC
- Q1 close

February (BOT & Fin Comm)
- Units prepare Second Iteration 2013 Operating Budget

January
- School First Draft Plans Reviewed, including by UBC
- 2013 Operating Budget Guidelines Distributed
- Q2 close

December (Fin Comm)
- School finalize First Draft 3-Year Plans BOT Approve Capital Budget

November
- Schools Begin to Develop 3-Year Plan - First Draft FY13 Budget
- Capital Budget Final Review

Third Quarter

Second Quarter

University Budget Committee (UBC) Update

The UBC was a recommendation of the Budget Systems Review Committee in its final report, summer 2010 – the UBC is currently serving on a trial basis

Draft Charge:

The University Budget Committee will serve as an advisory body to the Provost, Chief Financial Officer (CFO) and President, and is charged with the review of all budget assumptions and plans at all stages of the process both for administrative and support areas and for all academic units. This includes the annual budget preparation and rolling five-year budget plan. The committee also recommends to the Provost and CFO changes in the processes, rules and exemptions governing allocations, funding, initiatives, indirect cost recovery, and tuition sharing among and across the university and its constituent units. It will take a university rather than school viewpoint in all of its deliberations and recommendations.

University Budget Committee (UBC) Update

Operating Charge to the University Budget Committee (con't.)

The Provost will make appointments to the UBC based on expertise and commitment. The UBC will provide periodic reports to the Faculty Senate Finance Committee (FSFC) which will be shared with the members of the Faculty Senate. The Chair of the UBC will be invited to join the CFO and the Chair of the FSFC in periodic meetings with the Chair of the Finance Committee of the Board of Trustees.

The UBC will have ten members appointed by the Provost. The membership will include six tenured, full-time faculty members, a business officer selected from one of the eight schools, the Vice President for University Planning, the Vice President for Financial Planning, and one dean. The Provost will designate one faculty member as Chair of the UBC.

University Budget Committee (UBC) Update

Faculty Senate Budget Committee Update

Current Bylaws Language:

Par. 2. The Budget Committee shall participate with the university administration to assure that the budgetary goals and priorities are responsive to the academic plans.

Par. 3. The Budget Committee shall review and report to the Faculty Senate on the adherence to budgetary priorities and the attainment of budgetary goals. The Budget Committee shall advise the Faculty Senate on the financial feasibility of the University's current and planned education programs, activities, and facilities, and their effect on the operating budget, capital requirements, and financial health of the University. The Budget Committee shall also advise the Faculty Senate on budgetary questions as they affect current and planned educational programs, activities, and facilities.

Draft Revision - The FSFC serves as the representative body of the faculty to the CFO and the Finance Committee of the University's Board of Trustees regarding all financial matters including but not limited to [a] operating plans, forecasts and review of results, [b] capital expenditures, [c] capital financing, debt ratings and use of endowment, [d] investment performance, and [e] financial integrity and audit. It receives regular reports from and provides input to the UBC on behalf of the faculty. (The By-Laws may need to be adjusted to fit this realigned charge.)