

**Faculty Senate Meeting**  
Wednesday, December 19, 2012  
3:30 p.m. - 5:30 p.m., Adelbert Hall, Toepfer Room

**AGENDA**

3:30 p.m.	Approval of Minutes from the November 20, 2012 Faculty Senate Meeting, <i>attachment</i>	R. Dubin
	President's and Provost's Announcements	B. Snyder B. Baeslack
	Chair's Announcements	R. Dubin
3:45 p.m.	Report from the Executive Committee	S. Garverick
	Report from Secretary of the Corporation	C. Trembl
3:50 p.m.	Tuition Exchange Program	R. Bischoff
4:00 p.m.	CAS Department Merger- Mathematics and Statistics, <i>attachments</i>	D. Singer
4:05 p.m.	Report from ad hoc Committee on Appointments Outside the Constituent Faculties, <i>attachment</i>	A. Levine
4:10 p.m.	Motion to Approve SAGES Governance Proposal, <i>attachment</i>	C. Cano
4:20 p.m.	Faculty Paid Parental Leave Policy, <i>attachment</i>	P. Higgins
4:30 p.m.	Modified Workload Policy for Caregiving Responsibilities, <i>attachment</i>	K. Farrell
4:40 p.m.	Report from the University Budget Committee	C. Cullis
4:55 p.m.	Report from the Center for International Affairs	D. Fleshler



### **Faculty Senate Meeting**

Wednesday, December 19, 2012

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

#### **Members Present**

Daniel Akerib	Taryn Fitch	William Merrick
Bruce Averbook	John Fredieu	Ray Muzic
Bud Baeslack	Steve Garverick	Dale Nance
Matthias Buck	Patricia Higgins	Leena Palomo
Christine Cano	Sue Hinze	Sandra Russ
Gary Chottiner	Mark Joseph	David Singer
Elizabeth Click	Thomas Kelley	Martin Snider
David Crampton	Kurt Koenigsberger	Barbara Snyder
Chris Cullis	Erin Lavik	Lee Thompson
Lisa Damato	Deborah Lindell	Randall Toy
Nicole Deming	Zheng-Rong Lu	Gillian Weiss
Peg DiMarco	Joseph Mansour	Nicholas Ziats
Robin Dubin	Frank Merat	Rebecca Zirm
Karen Farrell		

#### **Members Absent**

Hussein Assaf	Alfredo Hernandez	Robert Savinell
Joseph Baar	Laura McNally	Benjamin Schechter
Ronald Blanton	Greggory Mentele	JB Silvers
Lee Blazey	Kathryn Mercer	Matt Sobel
Richard Buchanan	Sonia Minnes	Alan Tartakoff
William Deal	Simon Peck	Mark Votruba
Thomas Egelhoff	Bonnie Richley	Xin Yu
Steven Fox	Deepak Sarma	

#### **Others Present**

Christine Ash	Donald Feke	Marilyn Mobley
Richard Bischoff	David Fleshler	John Sideras
Melissa Burrows	Carolyn Gregory	Lynn Singer
Jennifer Cimperman	Alan Levine	Colleen Trembl
		Jeff Wolcowitz

#### **Call to Order**

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

#### **Approval of Minutes**

The minutes of the Faculty Senate meeting of November 20, 2012 were approved as submitted.

### **President's Announcements**

President Barbara Snyder announced that CWRU will be participating in the Tuition Exchange Program ("TEP") beginning in the fall of 2013. The program will start as a 4-year pilot project. During this trial period, the university will admit 5-7 students to CWRU per year, and TEP scholarships will be made available to those CWRU employees who meet eligibility requirements in time for current high school seniors to participate. The program will be monitored, and adjustments will be made beyond the pilot period to ensure revenue neutrality. President Snyder thanked the Faculty Senate Committee on Faculty Compensation (especially Sean McDonnell) for presenting this opportunity, and Carolyn Gregory, Vice President for Human Resources, and Rick Bischoff, Vice President for Enrollment Management, for conducting the research required to determine the feasibility of program implementation.

President Snyder reported that all early action decisions have been made for the fall of 2013. Early action applications increased by 33% this year. The university received above average numbers of applications from African American and Hispanic students and a slightly higher number from women. SAT scores for applicants are strong and Nursing, MSASS and Weatherhead are seeing an increase in overall numbers of applications.

### **Provost's Announcements**

Provost Bud Baeslack reported that work on the strategic plan is underway.

### **Chair's Announcements**

Prof. Robin Dubin, chair, Faculty Senate reported that Suzanne Rivera, Associate Vice President for Research, proposed an amendment to the Individual Conflict of Interest Policy in the Faculty Handbook. The amendment proposes to remove the financial disclosure requirement for special faculty who are not engaged in research. The amendment was approved by the Executive Committee. Prof. Dubin also reported that the Master in Nonprofit Organizations degree program previously offered through the Mandel Center for Nonprofit Organizations, will be offered by the Mandel School of Applied Social Sciences beginning in June of 2013. The Weatherhead School of Management will no longer be participating in this degree program.

### **Report from the Executive Committee**

Prof. Steven Garverick, chair-elect, Faculty Senate, reported that Mr. Bob McCullough, Director of Undergraduate Admissions, presented the FSCUE Admission and Aid Subcommittee's recommendation regarding minimum TOEFL scores for international students. In February of 2011, the Faculty Senate had approved a resolution that would increase the TOEFL score requirement to 100 for the fall of 2013. The new recommendation proposes to maintain the score requirement of 90 for the fall of 2013. The Executive Committee asked that the Office of Admissions provide more extensive data on the academic success of international students with TOEFL scores under 100. This data will be presented to the Executive Committee and Faculty Senate in January.

The Executive Committee voted to approve the awarding of honorary degrees to Mohammed Ibn Chambas, Geoffrey M. Duyk and Elon Musk, and also voted to increase the cap on the number of Distinguished University Professors (DUPs) from 3% of tenured faculty to 5%.

### **Report from Secretary of the Corporation**

Ms. Colleen Treml, deputy counsel, reported that the CWRU Board of Trustees Executive Committee, at their December meeting, approved/amended 5 endowments totaling approximately \$241,000. The committee approved thirteen junior and six senior faculty appointments, one faculty appointment and

one faculty reappointment to named professorships, five emeriti appointments and one transfer of a tenured appointment. The trustees approved new undergraduate majors in Chemical Biology and Dance and authorized the issuance of 701 degrees in January of 2013.

The Trustees approved a resolution amending the faculty handbook, which was proposed by the Faculty Senate, to:

1. Formalize the faculty conciliation and mediation program
2. Revise certain language in discipline/grievance procedures to make them consistent

The Trustees approved the Resolution to Authorize Amendment and Restatement of the University Employees Retirement Plan B effective July 1, 2012.

1. Restatement to include a series of amendments made previously
2. To incorporate certain new provisions required by the Pension Protection Act related to lump sum payments restricted under certain conditions

The Trustees approved the capital budget for fiscal year 2013.

### **Tuition Exchange Program**

Rick Bischoff, Vice President for Enrollment Management, provided additional information on the TEP. He started off by thanking the Staff Advisory Council and Sean McDonnell for introducing this opportunity to the university. He said that this is a scholarship opportunity and not a staff benefit. Each participating institution has its own eligibility requirements and admissions decisions are made by the host institutions. Staff/faculty must have two years of continuous service and be eligible for CWRU benefits in order to participate. Entering freshman may apply, but transfer students and those already enrolled in a participating institution may not. Mr. Bischoff stressed that each participating school has different application requirements and deadlines, and interested staff/faculty should conduct careful research. Information on the program will be posted on the Human Resources, Enrollment Management and Financial Aid websites. Jamie Ryan in Human Resources will be certifying applicants and Nancy Issa in Financial Aid will be administering the program once certification is complete. As President Snyder said, this will be a 4-year pilot project. All commitments to students who receive scholarships over the next four years will be honored.

### **CAS Department Merger-Mathematics and Statistics**

Professor David Singer, CAS, presented a proposal to merge the Departments of Mathematics and Statistics. The new department will be known as the Department of Mathematics, Applied Mathematics and Statistics. The department merger was unanimously approved by the voting faculty of the two departments, the executive committee and the full faculty of the College. The Faculty Senate voted to approve the merger. *Attachment.*

### **Report from ad hoc Committee on Appointments Outside the Constituent Faculties**

Professor Alan Levine, SOM, chair of the ad hoc committee, provided an update on the committee's activities to date. He stated that:

- The committee has met three times.
- The committee agrees that for historical reasons the faculty in PHED must be considered separately from other part-time or full-time faculty involved in SAGES, ROTC, online teaching, or in the Siegal Lifelong Learning Center.

- The committee recognizes that it would be appropriate for the PHED faculty to develop, seek approval for, and adopt a set of bylaws.
- Discussions about references to the Department of Physical Education within the Faculty Handbook have begun.
- Attention will now focus on these other categories of faculty, for which policy and process does not exist.

#### **Motion to Approve SAGES Governance Proposal**

Professor Christine Cano, CAS, chair of FSCUE, presented the SAGES governance proposal. The SAGES program has not had an articulated governance policy since its inception. The proposal was endorsed by FSCUE; discussed at a meeting of the Undergraduate Program Faculty (UPF) on November 26, 2012; and subsequently approved by a vote of the UPF. The governance proposal requires the endorsement of the Faculty Senate. The Senate voted to endorse the proposal. *Attachment.*

#### **Faculty Paid Parental Leave Policy**

Prof. Patricia Higgins, SON, chair, Faculty Senate Committee on Faculty Personnel, presented the Faculty Paid Parental Leave Policy. The policy would replace the current interim policy. The Faculty Senate By-Laws Committee had approved the language of the policy as well as its placement in the Faculty Handbook. The Faculty Senate voted to approve the Faculty Paid Parental Leave Policy. *Attachment.*

#### **Modified Workload Policy for Caregiving Responsibilities**

Professor Karen Farrell, Phys Ed & Athletics, chair of the Faculty Senate Committee on Women Faculty, presented the Modified Workload Policy for Caregiving Responsibilities. Prof. Farrell said that this policy is designed to provide a safety net for a faculty member trying to work and serve as the primary caregiver 1) for a child who requires care beyond basic parenting or 2) for another family member or other person whose care requires a significant time commitment. Prof. Farrell said that “other person” was intentionally not defined so as to provide flexibility. Under the policy, the department chair, dean and provost must approve the request for a modified workload. If the request is denied the faculty member would be entitled to file a grievance or work with the university’s conciliation counselor. The Faculty Senate approved the Modified Workload for Caregiving Responsibilities policy. *Attachment.*

#### **Report from the University Budget Committee**

Provost Baeslack provided the Senate with background information on the establishment of the University Budget Committee (UBC). He then introduced Professor Christopher Cullis, chair of the UBC, who provided an update on committee activities. Prof. Cullis said that the UBC had originally been established as an ad hoc committee and has now been formalized. The committee is charged with defining the relationship between the UBC and the Faculty Senate Budget Committee (FSBC). Proposed language renaming the FSBC and revising the committee’s charge has been reviewed and approved by the Faculty Senate By-Laws Committee. The proposed language will be brought before the Faculty Senate Executive Committee and Faculty Senate in January. Members of the UBC serve 3-year terms and the committee is working on establishing a rotation schedule. The UBC has made a number of recommendations regarding the financial planning process, undergraduate tuition allocations, graduate student tuition distribution and the overhead allocation policy, among others. In the future it will consider alternative budget models, resources for supporting the strategic plan, and will continue to engage in the budget process and multi-year planning. The UBC will report to the Faculty Senate once a year and the chair of the UBC will serve as a member of the newly named Faculty Senate Finance Committee.

### **Report from the Center for International Affairs**

David Fleshler, Associate Provost for International Affairs, updated the Senate on internationalization efforts at the university. The internationalization emphasis grew out of the Forward Thinking strategic plan with input from multiple constituents. Major initiatives in Phase One include:

- The creation of the Center for International Affairs in Tomlinson Hall (consolidation of three offices)
- Increasing the numbers of enrolled international students with strong academic backgrounds
- Strengthening and growing the undergraduate study abroad program
- The development of new services and programs to encourage and support faculty internationalization efforts

Plans for Phase Two include fundraising and development, increased support for graduate and professional students, an international database/faculty life cycle project and continuing efforts to create a university-wide presence in India, Brazil and ASEAN/Thailand.

The meeting was adjourned at 5:02 p.m.

Approved by the Faculty Senate



Rebecca Zirm  
Secretary of the University Faculty

## **PROPOSAL FOR A MERGER OF THE DEPARTMENTS OF MATHEMATICS AND STATISTICS**

We propose that the faculty members currently belonging to the Department of Mathematics and to the Department of Statistics be housed in a new merged department to be called the Department of Mathematics, Applied Mathematics, and Statistics.

This document addresses the following four questions from the College of Arts and Sciences' (2008) *Guidelines: Creating, Merging, or Splitting a Department*.

- 1) Why should this proposal be approved?
- 2) What resources will be needed and/or expected?
- 3) What impact will approval of this proposal have on the department(s), the college, and the university?
- 4) How should the proposed process and results be evaluated?

### **1) Why should this proposal be approved?**

This merger would create multiple opportunities not currently possible. Like other departments within the College, the departments of Mathematics and Statistics are smaller than corresponding departments in comparable institutions. This is a challenge to both departments. The Mathematics department needs to support growing undergraduate and graduate programs in mathematics and applied mathematics. Part of the service burden of the department has been handled by having introductory courses taught in large lecture format. Similarly, in Statistics, the small department size has presented challenges in course offerings, which have recently been met, in part, by the use of temporary faculty and graduate students. Due to the suspension of the statistics graduate program, there will be no more PhD students left who can teach by fall 2012. We believe that merging the two departments will allow the statistics graduate program to reopen, will facilitate cooperation and collaboration among members of the two departments, with respect to both education and research, will increase national visibility, and will create the best chance at the CWRU for national distinctiveness and educational and research opportunities in mathematics and statistics.

*Disciplinary Rationale for Merging the Departments:* The question of whether mathematics and statistics are different enough to necessitate the existence of two different departments, or have enough common points that can thrive in a single, inclusive department is not new, either nationally or at our own institution. At

CWRU, the departments of Mathematics and Statistics were once in one department. Nationally, some universities have separate departments in mathematics and statistics, respectively, some have combined departments. Whether they are merged or separate depends on what is the best for each university. An argument in support of joining forces and expertise beyond a university structure can be found by the way the National Science Foundation has addressed the issue, accounting for the two disciplines as belonging to the larger mathematical sciences division (DMS) and at the same time acknowledging the differences. An example of the potential for cooperation of the disciplines can be found at SAMSI (Statistical and Applied Mathematical Sciences Institute: see [www.samsi.info](http://www.samsi.info)), a part of the Mathematical Sciences Institutes program of DMS.

In the last decade there has been a shift in the mathematical community toward inclusion of interdisciplinary areas of research that had previously been the province of other departments. Among them one which particularly stands out is modeling, organizing and interpreting data, traditionally a forte of statistics and also of applied mathematics. In recent years synergies between statistical, numerical, and mathematical modeling within the sciences has steadily increased. Modern information technology has radically changed the landscape of exact sciences, the traditional application area of mathematics. Nowadays the massive data streams in almost all experimental fields call for expertise in statistical methods, a challenge that no serious institute of higher mathematical research and education can overlook. Indeed, the frontiers of sciences and national security desperately need expertise in mathematics and statistics. See, for example, “Mathematical and Statistical Challenges for Sustainability,” published by NSF ([http://dimacs.rutgers.edu/SustainabilityReport/SustainabilityReport\\_Final08-02.pdf](http://dimacs.rutgers.edu/SustainabilityReport/SustainabilityReport_Final08-02.pdf)). The Department of Mathematics at our institution has been part of this national trend: with the steep growth of applied mathematics at all levels, undergraduate, graduate and faculty, the use of probabilistic and statistical methods has become more and more commonplace, bringing the department de facto closer to the Department of Statistics. In fact, the training of graduate students in applied mathematics routinely includes anywhere from two to five graduate courses in statistics, and more than half of the most recent MS and PhD theses have contained significant elements of probability and statistics.

The present configuration of the mathematics department includes about half applied and half pure tenured or tenure track professors, with probability or stochastic processes being part of the research of several of them. Thus, in terms of research interests the two departments already have several points of contact,

which after a merger, could be the basis for new cooperative projects. The size of the Department of Mathematics, which currently has 18 tenured or tenure track faculty and one instructor, is small when compared to mathematics departments at peer institutions. This puts the department at a disadvantage when it comes to securing external funds, in particular for department-based programs as opposed to individual projects. The Department of Statistics is very small by any standard. It currently consists of two full professors and one instructor. It is expected that with a merger and new resources, it will be easier to meet the requests for statistics courses not only to the major and in the College, but also in the Weatherhead School, the Case School of Engineering and other schools in the university.

*Strategic Planning Rationale for Merging the Departments:* A compelling argument for merging the departments at this point in time arises from recent strategic planning and a realistic assessment of the scope of investments that the College can currently make. This has been discussed by the relevant CAS committees, most notably during the strategic planning process, and it has been determined that the level of investment needed to bring both departments to nationally competitive size is not possible under current conditions, nor is it anticipated that this would be possible in the near future. However, a preliminary internal assessment suggests that the addition of six (6) tenure or tenure-track faculty in the first three to four years after the merger would stabilize and solidify the new department, enhancing its chances to reach high national ranking. The six hires should include several to rebuild the statistics program. This does not account for the replacement of faculty who might retire or move.

There are reasons to expect that uniting the two departments will positively impact both research and educational programs. A number of faculty members in the Department of Mathematics have an interest in statistics and probability, either at a theoretical level or from an applied and computational perspective. This is an excellent premise for joint research activities with the faculty members in the Department of Statistics, whose knowledge of the subject matters is from a different perspective, but whose research makes extensive use of mathematical and computational tools. Research projects sustained by multidisciplinary, complementary expertise have a much higher chance to be externally funded.

Because of its relatively small size, the Applied Mathematics program has wisely relied on specialization in order to be competitive in the field in which larger schools gain visibility simply by the volume and with that their program can offer. For a small program with limited resources, careful planning of the program and maximizing the synergy is essential. Our program offers a rather unique

combination of scientific computing, modeling and probabilistic methods, including computational statistics. A merger with the Department of Statistics would be beneficial for Applied Mathematics and, in turn, by increasing the mathematical expertise, for Statistics also.

The current trend towards inclusion rather than fragmentation has motivated the ongoing effort towards removing barriers and artificial divisions between pure and applied mathematics, encouraging students to explore areas of mathematics related, albeit not central, to their topic of research. While the details of the organizational plan will have to be worked out jointly by the faculty members of the new department, it can be envisioned that a new educational structure will bring in new areas of concentrations focused on statistics which take advantage of the existing pertinent mathematical courses. The department will have three programs: mathematics, applied mathematics, and statistics for the BS, MS, and Ph.D. degrees, and majors each of the three area for the BA degree.

The disciplinary differences among mathematics, applied mathematics and statistics will be addressed in the guidelines for promotion and tenure of the new department, which should be formulated by the end of the first academic year following the formation of the new department.

Curricular issues also will be addressed in a preliminary manner prior to the completion of the merger, and finalized by the end of the first academic year following the formation of the new department. We will use existing courses and programs, reduce redundancies, and create new educational opportunities. We anticipate that educational programs will fall under the new department's umbrella, at the undergraduate, MS, and Ph.D. levels, with concentrations in the three programs (mathematics, applied mathematics, and statistics) available to students.

In sum, then, there are both disciplinary and practical reasons for merging these two departments. A merger of these two departments would allow for a synergy in fields that have a relationship to one another, but more importantly in which the fields could complement and enhance one another's capacities. There is every indication that this merger will benefit the department faculty and students, and thereby the College and University.

## **2) What resources will be needed and/or expected?**

As the Departments of Mathematics and Statistics become the Department of Mathematics, Applied Mathematics, and Statistics, it will be requested that the

College budget will not decrease the expenditures for the departments from their state as of 2006; the purpose of merger is to make both disciplines become more competitive. This would include faculty and graduate student funding (prior to the suspension in Statistics), support staff, adequate support for the computer lab for department programs, computer resources, and miscellaneous funding for department activities. It will be requested that the College consider increasing the faculty size commensurate with the responsibilities and needs of each component of the new department. More specifically, it is anticipated that at least six new tenure or tenure-track faculty will be hired in the new department. Due to the small number of PhD degrees awarded in Mathematics and Applied Mathematics over the last two decades, the Department of Mathematics is currently not NRC ranked. The Department of Statistics has had a successful statistics graduate program and is NRC ranked, although the program was recently suspended. This is another reason in support of a larger department which can be more prominently present in the educational landscape. It will be important for the College to provide support for a graduate program large enough to have national and international visibility. The new department will request the addition of 10 graduate assistantships that would move the new department closer to this goal. The supported graduate students also will play an important role in helping with the teaching obligations of the new unit.

### **3) What impact will approval of this proposal have on the department(s), the college, and the university?**

As discussed in response to Question 1, this proposal will:

- Enhance the capacity of the faculty in both departments for collaborative research.
- Improve the education of our students, both undergraduate and graduate, by consolidating the related expertise of the faculty, by increasing course offerings, and by creating new programs more in line with progress in the field. In connection with the merger, the guidelines of the applied mathematics curriculum will be revised, in particular in regard to what can constitute a professional core.
- Allow the reinstatement of a graduate program in Statistics.
- Enhance the reputation of the College and University by increasing research efforts and publications, and as reflected in national rankings.

### **4) How should the proposed process and results be evaluated?**

This proposed merger will require an evaluation of both process and outcome.

Process will be monitored by means of:

- Yearly (semiannual in the first year) report by the chair to the dean
- Yearly (semiannual in the first year) faculty meeting with the dean

The outcome will be evaluated starting from the third year after the merger by (as compared with baseline data collected the year prior to the merger):

- Number of research proposals submitted and amount of research dollars secured from agencies and foundations;
- Number of undergraduate majors and minors proportional to majors and minors in the College
- Number of MS and PhD awarded and placement of graduates
- Inclusion in NRC ranking of graduate programs
- National and international visibility of the department educational and research activities as measured by publications, presentations media and professional society publications, mentioning the program and number of citations of publications
- Size of the regular faculty in comparison to 2006 level



Cyrus C. Taylor, Ph.D.  
Dean and Albert A. Michelson Professor in Physics

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**MEMORANDUM**

TO: Rebecca Zirm  
Secretary to the University Faculty

FROM: Cyrus C. Taylor, Dean

DATE: December 4, 2012

SUBJECT: Endorsement of Proposal to Merge A&S  
Departments of Mathematics and Statistics

Please consider this memo my enthusiastic endorsement to merge the college's Department of Mathematics and Department of Statistics to become the new Department of Mathematics, Applied Mathematics, and Statistics. This proposal has been endorsed by the voting faculty in each department, by the college's Executive Committee (following review and endorsement from the standing committees of the college), and by the Faculty of the College.

I believe the proposal is now ready for review/approval at the university level by the Faculty Senate, the Provost and President, and finally the Board of Trustees. Please let me know if you have any questions or need anything else on this matter. I would appreciate it very much if you would keep me informed of the proposal's progress through the university reviews (with a copy to Cynthia Stilwell, as well).

# Ad hoc Committee on Appointments Outside the Constituent Faculties

- Our committee has met three times.
- We agree that for historical reasons the faculty in PHED must be considered distinct from other part time or full time faculty involved in SAGES, ROTC, in the future potentially in OnLine teaching, or the Siegel Life Long Learning Center.
- The Committee recognizes that it would be appropriate for the PHED faculty to develop, seek approval for, and adopt a set of bylaws.
- Discussions about references to the Department of Physical Education within the Faculty Handbook have begun.
- Attention will now focus on these other categories of faculty, for which policy and process does not exist.

## **SAGES Governance Policy**

1. Proposals for modifications to the SAGES Program from any source will be referred to the Faculty Senate Committee on Undergraduate Education (FSCUE). The FSCUE will ask its Curriculum Subcommittee to discuss the proposal and coordinate a consultative process with the body designated by each constituent faculty. Consultation with students will occur through the Undergraduate Student Government (USG), in addition to any consultations done within the constituent faculties and any additional consultations deemed appropriate by the FSCUE Curriculum Subcommittee. The recommendations from each group shall be provided in written form. Based on these consultations, the FSCUE Curriculum Subcommittee will develop a recommendation to the FSCUE that considers the recommendations from each constituent faculty, the USG, and any other groups consulted by the Subcommittee.
  
2. The Faculty Handbook outlines the process by which the president, the provost, the chair of the FSCUE, the chair of the Faculty Senate, or eligible voting members of the Undergraduate Program Faculty (UPF) may call for a meeting of the UPF to discuss important basic policies that govern undergraduate education at the University and extend beyond degree programs in a constituent faculty, such as the SAGES Program. Any change to the fundamental structure of the SAGES Program (as of November 26, 2012, the requirement of a First Seminar, two University Seminars, a Writing Portfolio, a Departmental Seminar, and a Capstone Project) will always require a vote of the UPF by electronic ballot, following a meeting of the UPF to discuss the merits of the proposed change. In addition, the FSCUE (upon the advice generated through the consultative process in item (1) above) or others (following the procedures outlined in the Faculty Handbook) may determine that a proposed change represents a sufficiently significant alteration to the pedagogic goals and/or pedagogic structure of the SAGES Program to warrant calling for a UPF vote by electronic ballot, following discussion of the proposal at a meeting of the UPF.

When proposed changes to the SAGES Program are referred to a vote of the UPF by electronic ballot following a meeting of the UPF, a summary of the discussion, prepared by the Secretary of the University Faculty, will be circulated with the ballot. The vote of the UPF, including the percentage of ballots cast, shall be forwarded to the Faculty Senate for final action.

The FSCUE has authority for changes to the SAGES Program that are not deemed to require a meeting and vote by the UPF. Because the FSCUE is a standing committee of the Faculty Senate, all such changes are subject to review by the Senate.

3. Based on its review of reports from the SAGES Program, discussions with the Director, and consultations with the constituent units, the FSCUE Curriculum Subcommittee may recommend changes to the SAGES Program, following the procedures outlined above.

4. The FSCUE Curriculum Subcommittee will invite the Director of the SAGES Program to share information and to meet with the Subcommittee as issues arise that would benefit from his or her perspective. In addition, the FSCUE Curriculum Subcommittee will provide consultation and advice to the Director of the SAGES Program, as requested by him or her.
5. The Director of the SAGES Program will be expected to submit an annual report to the FSCUE Curriculum Subcommittee on the state of the SAGES Program, indicating any issues that require special attention. It is also expected that the Director of SAGES will share with the FSCUE Curriculum Subcommittee any reports generated within the SAGES Program, such as the report arising from the annual review of students' writing portfolios. The representatives of the constituent units of the UPF will transmit these reports to their units. Time will be allotted for the FSCUE Curriculum Subcommittee to discuss these reports and any feedback from the units.
6. Day-to-day operational decisions within the SAGES Program will remain the responsibility of the Director of the SAGES Program.
7. The FSCUE Curriculum Subcommittee will report at least once a year to the FSCUE on the status of the SAGES Program. This report can be taken forward to other groups, as appropriate.
8. Amendments to SAGES governance policy must be approved by the Faculty Senate, following the processes, consultations, and UPF vote described in item (2) above.



CASE WESTERN RESERVE  
UNIVERSITY EST. 1826

## **FACULTY SENATE**

**December 19, 2012**

### **FACULTY SENATE RESOLUTION TO ADOPT SAGES GOVERNANCE PROCEDURES**

WHEREAS, the Faculty Senate Committee on Undergraduate Education, after much consideration and consultation, developed a recommendation dated November 4, 2012 for faculty governance of the University's SAGES program (the "Recommendation");

WHEREAS, a meeting of the Undergraduate Program Faculty (UPF) was held on November 26, 2012 to discuss the Recommendation, and the Recommendation was amended (the "Amended Recommendation") by unanimous approval of the UPF members in attendance;

WHEREAS, ballots containing the Amended Recommendation were subsequently sent by electronic means to all voting members of the UPF and the UPF voted to endorse the Amended Recommendation;

WHEREAS, on December 6, 2012, the Faculty Senate Executive Committee voted to place the Amended Recommendation on the agenda of the December 19, 2012 Faculty Senate meeting for consideration;

**NOW, THEREFORE, BE IT RESOLVED**  
that the Faculty Senate adopts the Amended  
Recommendation attached as Exhibit A.

## **Exhibit A**

### **Proposal on SAGES Governance**

1. Proposals for modifications to the SAGES Program from any source will be referred to the Faculty Senate Committee on Undergraduate Education (FSCUE). The FSCUE will ask its Curriculum Subcommittee to discuss the proposal and coordinate a consultative process with the body designated by each constituent faculty. Consultation with students will occur through the Undergraduate Student Government (USG), in addition to any consultations done within the constituent faculties and any additional consultations deemed appropriate by the FSCUE Curriculum Subcommittee. The recommendations from each group shall be provided in written form. Based on these consultations, the FSCUE Curriculum Subcommittee will develop a recommendation to the FSCUE that considers the recommendations from each constituent faculty, the USG, and any other groups consulted by the Subcommittee.
2. The Faculty Handbook outlines the process by which the president, the provost, the chair of the FSCUE, the chair of the Faculty Senate, or eligible voting members of the Undergraduate Program Faculty (UPF) may call for a meeting of the UPF to discuss important basic policies that govern undergraduate education at the University and extend beyond degree programs in a constituent faculty, such as the SAGES Program. Any change to the fundamental structure of the SAGES Program (as of November 26, 2012, the requirement of a First Seminar, two University Seminars, a Writing Portfolio, a Departmental Seminar, and a Capstone Project) will always require a vote of the UPF by electronic ballot, following a meeting of the UPF to discuss the merits of the proposed change. In addition, the FSCUE (upon the advice generated through the consultative process in item (1) above) or others (following the procedures outlined in the Faculty Handbook) may determine that a proposed change represents a sufficiently significant alteration to the pedagogic goals and/or pedagogic structure of the SAGES Program to warrant calling for a UPF vote by electronic ballot, following discussion of the proposal at a meeting of the UPF.

When proposed changes to the SAGES Program are referred to a vote of the UPF by electronic ballot following a meeting of the UPF, a summary of the discussion, prepared by the Secretary of the University Faculty, will be circulated with the ballot. The vote of the UPF, including the percentage of ballots cast, shall be forwarded to the Faculty Senate for final action.

The FSCUE has authority for changes to the SAGES Program that are not deemed to require a meeting and vote by the UPF. Because the FSCUE is a standing committee of the Faculty Senate, all such changes are subject to review by the Senate.

3. Based on its review of reports from the SAGES Program, discussions with the Director, and consultations with the constituent units, the FSCUE Curriculum Subcommittee may recommend changes to the SAGES Program, following the procedures outlined above.
4. The FSCUE Curriculum Subcommittee will invite the Director of the SAGES Program to share information and to meet with the Subcommittee as issues arise that would benefit from his or her perspective. In addition, the FSCUE Curriculum Subcommittee will provide consultation and advice to the Director of the SAGES Program, as requested by him or her.
5. The Director of the SAGES Program will be expected to submit an annual report to the FSCUE Curriculum Subcommittee on the state of the SAGES Program, indicating any issues that require special attention. It is also expected that the Director of SAGES will share with the FSCUE Curriculum Subcommittee any reports generated within the SAGES Program, such as the report arising from the annual review of students' writing portfolios. The representatives of the constituent units of the UPF will transmit these reports to their units. Time will be allotted for the FSCUE Curriculum Subcommittee to discuss these reports and any feedback from the units.
6. Day-to-day operational decisions within the SAGES Program will remain the responsibility of the Director of the SAGES Program.
7. The FSCUE Curriculum Subcommittee will report at least once a year to the FSCUE on the status of the SAGES Program. This report can be taken forward to other groups, as appropriate.
8. Amendments to SAGES governance policy must be approved by the Faculty Senate, following the processes, consultations, and UPF vote described in item (2) above.

December 3, 2012

*To replace Chapter 3, Part One, Article II, Section E (Teaching and Service Workload Release) of the Faculty Handbook*

*Section B (Other Leaves of Absence) of Article II will also be amended to remove the references to the Interim Paid Parental Leave Policy.*

## **Faculty Paid Parental Leave Policy**

### **I. Eligibility**

- A. All Tenured, Tenure Track, Non-Tenure Track and/or Special Faculty Members, as defined in Chapter 2, who are 1) full-time (at least 50% effort) and are benefits eligible, and 2) eligible for Family Medical Leave Act (“FMLA”) leave are eligible for Faculty Paid Parental Leave. FMLA requires that a faculty member be employed by the University for at least 12 months prior to the commencement of the leave and have worked at least 1,250 hours during the 12-month period prior to the leave.
- B. Any Tenured, Tenure Track, Non-Tenure Track and/or Special Faculty Members, who are full-time (at least 50% effort) and are benefits eligible, as defined in Chapter 2, and who are not eligible for FMLA leave may apply for an exception from the Provost’s office to be eligible for Faculty Paid Parental Leave. For these employees, CWRU will seek to make appropriate leave accommodations through a process administered by the Provost.
- C. Both a mother and a father, as well as domestic partners, who are faculty members may take this leave if they are eligible.

### **II. Amount of Leave Provided.**

- A. Up to sixteen (16) weeks of paid parental leave during the academic year for 1) faculty primary caregivers to care for and bond with a newborn, or 2) faculty primary caregivers to care for and bond with a newly adopted child or newly placed foster child under the age of six (6). For purposes of this policy, “primary caregiver” means an eligible faculty member who has primary responsibility for care-giving of a child within 12 months of the birth of that child, or of the adoption or foster placement of a child under the age of six (6).
- B. Up to 3 weeks of paid parental leave for the secondary caregiver to care for and bond with 1) a newborn, or 2) a newly adopted child or newly placed foster child under the age of six (6). For purposes of this policy, “secondary caregiver” means an eligible faculty member who has secondary responsibility for the care-giving of a child within 12 months of the birth of that child, or of the adoption or foster placement of a child under the age of six (6).

- C. The eligible faculty member(s) shall designate which parent is the primary caregiver and which one is the secondary caregiver for the birth or placement for adoption of that child.
- D. The faculty member will be relieved of their normal duties and responsibilities during the period of leave including research, scholarship, teaching, and service responsibilities.
- E. The leave period is expected to be continuous, unless other arrangements are agreed to by the parent/faculty member and the Dean of the respective School.
- F. The exact amount of paid parental leave available to be taken is determined by the amount of FMLA leave available to the parent/faculty member and any additional amount of paid parental leave available under this Policy and/or available under other University leave policies.
- G. FMLA leave shall first be exhausted prior to any additional time that is permitted under this policy or as permitted under any other University leave policy.
- H. If both parents/domestic partners are faculty members, the maximum paid parental leave for both faculty members together is nineteen (19) weeks (sixteen (16) weeks for the primary caregiver and three (3) weeks for the secondary caregiver). The actual amount of paid parental leave that may be provided in such circumstances will be determined by the amount of FMLA leave available to each parent/faculty member, per the FMLA Leave Policy. In the case of the birth of a child, if the primary caregiver is not the birth mother, the maximum total paid parental leave that may be provided to the two parents/faculty members related to the birth of the child will be nineteen (19) weeks; the amount of paid parental leave provided to the primary caregiver may be reduced by the amount of FMLA leave taken by the birth mother.
- I. If the faculty member becomes eligible for FMLA leave while on Faculty Paid Parental Leave, the FMLA leave shall be taken in accordance with the FMLA Leave policies.
- J. The Faculty Paid Parental Leave Policy can be used in combination with existing University non-FMLA Leave policies after FMLA leave has been exhausted. For example, a faculty member could request additional leave in the event of medical complications for the mother or child or during the birth or adoption.
- K. For purposes of the 16 consecutive weeks provided during an academic year, for a faculty on a nine-month contract, the academic year is defined as the first day of classes in August to graduation in May; for faculty on a twelve-month contract the academic year extends from July 1 to June 30; and for faculty who start mid-year, the academic year is defined as the faculty's start date until graduation in May for nine-month contracts or until June 30 for twelve-month contracts.

### **III. Salary and Benefit Provided During the Leave**

- A. The primary caregiver shall be entitled to up to a maximum of 16 weeks paid leave at 100% of his or her salary and benefits during the leave.
- B. The secondary caregiver is eligible for up to a maximum of 3 weeks of paid leave at 100% of his or her salary and benefits.

**IV. Requirements Applicable to Faculty Paid Parental Leave**

- A. The Faculty Paid Parental Leave must commence within 12 months of the live birth or of the adoption or placement of a foster child under the age of six (6) by the eligible faculty member.
- B. At the option of the faculty member, and with approval from the Dean, the parental leave provided by the Policy may be taken during the semester in which a child is born, adopted, or is placed as a foster child, across a portion of two semesters, or during any subsequent semester that begins no later than twelve months after the birth, adoption or placement of a foster child, allowing for the relief of up to sixteen weeks (equivalent to a semester). Faculty members who are eligible for paid parental leave for a birth or adoption that occurs during a semester should consult with their Dean and Employee Relations to schedule the paid parental leave so as to attempt to meet the leave period request of the faculty member and the needs of the School or department, whenever possible.
- C. Being on leave shall not adversely impact any faculty evaluation.
- D. The faculty member may seek a pre-tenure extension during the leave period, as provided for in the Faculty Handbook provisions on pre-tenure extensions (Chapter 3, Part One, Article I, G.5,6 and 7).
- E. Faculty Paid Parental Leave is separate from sick days taken under the University's Sick Days policy.
- F. The Faculty Paid Parental Leave Policy runs concurrently with the FMLA leave specified in the HR Policy Manual and the benefits afforded under this Policy must meet or exceed the rights afforded under the FMLA. The benefits afforded under this Policy are not in addition to those offered by the FMLA.

**V. Procedures**

The procedures below, as well as those outlined in the Human Resources Family and Medical Leave Policy and Other Leaves Policy, as specified in the Human Resources Policy Manual, apply to paid parental leave under this policy.

- A. Any eligible faculty member who wishes to use leave in accordance with this Policy should notify their supervisor or Dean's Office, and Human Resources

Employee Relations (“Employee Relations”) of the need for leave under this Policy. The supervisor or Dean’s Office and/or eligible faculty member must request from Employee Relations the appropriate form requesting leave. The completed leave form must be forwarded to Employee Relations for approval and processing at least thirty (30) days in advance of the requested leave, when practicable.

- B. The supervisor/Dean’s Office and the Employee Relations Office will work with the eligible faculty member in determining whether the request falls under this Policy.
- C. Employee Relations will communicate with the faculty member regarding eligibility for paid parental leave and rights and responsibilities under the FMLA, as provided in the FMLA Policy in the Human Resources Manual.
- D. Proof of the birth or placement of the child is required. Additional documentation of proof of eligibility may be requested by the Employee Relations Office.
- E. An eligible faculty member is entitled to have their benefits maintained during a leave under this Policy. During the leave, the faculty member’s contributions towards their benefits will be deducted from their paychecks.
- F. The faculty member is to communicate any changes in the leave terms to Employee Relations and/or the supervisor/Dean’s Office immediately upon learning of them. The supervisor/Dean’s Office will notify the Employee Relations Office of these changes.
- G. Employee Relations and/or the supervisor/Dean’s Office will confirm the return to work date. Upon the faculty member's return to work, the supervisor/Dean’s Office is to complete the appropriate portion of the leave form (Return to Work section) to be turned in to the Employee Relations Office.
- H. If the faculty member fails to return to work on the agreed upon date, the supervisor/Dean’s Office is to notify the Employee Relations Office.
- I. The supervisor/Dean’s Office is responsible for holding the position, or an equivalent position, of an eligible faculty member on approved leave. The paid parental leave under this policy shall be subject to the FMLA’s provisions on return to work, specifically the right (a) to be restored by the employer to the position of employment held by the employee when the leave commenced; or (b) to be restored to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment.
- J. Questions about Faculty Paid Parental Leave should be referred to Employee Relations.

## **Proposal for a Modified Workload Policy Related to Caregiving Responsibilities**

The University wishes to adopt policies to accommodate the needs of faculty members to balance work and family responsibilities. The Faculty Senate Committee on Women and the Personnel Committee, which have been involved in discussion on these issues for several years, recommend that a Modified Workload Policy Related to Caregiving Responsibility be adopted. The modified workload arrangement is to apply to primary caregiving responsibilities at a level beyond what would be considered basic parenting of a child or basic, occasional assistance to another adult. The faculty member requesting a modified workload shall have the obligation to explain the need for and basis of any request.

### **Modified Workload Request**

The Policy would allow a faculty member to request to modify his/her workload from what would be considered 100% to a workload equal to 50% or 75%, with a corresponding reduction in compensation. Faculty members working on a modified workload arrangement under this Policy will be considered to be a full-time faculty appointment under the Faculty Handbook and will carry full-time benefits in that 50% or more time of the faculty member will be devoted to approved academic activities. Therefore, benefits that are not proportional to salary, such as health insurance, will be continued as if the faculty member were full-time. A faculty member who wishes to request a modified workload shall submit the request to the department chair and dean, for consideration and approval. The request must include a discussion of requirements and expectations for teaching, research/scholarship, and service. The request should also specify the period of time a modified workload would be in effect. This policy allows periods of modified workload for periods of one semester to two years, with the possibility of renegotiating the agreement for another period of time if the faculty member, the department chair, the dean and the provost are all in support. If the faculty member requesting a modified workload arrangement is pre-tenure, the faculty member may request an extension of the pre-tenure period as well.

### **Modified Workload Agreement**

If the department chair, dean, and provost all agree with the proposed modified workload arrangement, they may enter into a Modified Workload Agreement with the faculty member. Since Modified Workload Agreements are intended to be a limited supplement to the rights of faculty members under the Family and Medical Leave Act, any request must be unanimously supported by the department chair, dean, and provost. Any such agreement must specify requirements and expectations for the faculty member's teaching, research/scholarship, and service, the duration of the Modified Workload Agreement, and any extension of the pre-tenure period, if applicable.

## PROPOSED AMENDMENTS to the Faculty Handbook Case Western Reserve University

### Chapter Three, Part One, Article II, Leaves of Absence

#### F. Modified Workload Policy

##### 1. Request for Modified Workload

A full-time faculty member who is tenured, in the tenure track, or in the non-tenure track may request, in writing, a temporary modification in his or her workload with a corresponding reduction in compensation in order to balance work with extenuating circumstances of serving as the primary caregiver 1) for a child who requires care beyond basic parenting or 2) for another family member or other person whose care requires a significant time commitment. Under this Modified Workload Policy, the usual workload as described in the faculty member's appointment would be reduced to 50% or 75% for a period ranging from one semester to two years. Benefits that are not proportional to salary, such as health insurance, will be continued as if the faculty member were full-time. This Modified Workload Policy runs concurrently with any Family and Medical Leave Act (FMLA) leave (including reduced leave or intermittent FMLA leave) as specified in the University's Human Resources Policies and Procedures, when the faculty member is eligible for such FMLA leave for the caregiving duties.

- a. The faculty member requesting a modified workload under this policy may be asked to submit supporting documentation to support the request for a Modified Workload Agreement. To the extent that medical information is provided, such information will be maintained by University Human Resources.
- b. The Faculty Member's request for a modified workload must include requirements and expectations for teaching, advising, research/scholarship and service.
- c. A Modified Workload under this policy shall be subject to the FMLA's provisions on return to work, specifically the right (a) to be restored by the employer to the position of employment held by the employee when the leave commenced; or (b) to be restored to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment.
- d. Pre-tenure faculty may request an extension of the pre-tenure period. The cumulative total of all pre-tenure extensions may not exceed three years, except for pre-tenure extensions based on the birth or adoption of each child, under provisions stated in Section I, G. 4 of the Faculty Handbook.

##### 2. Modified Workload Agreement

If the department chair and dean agree that a Modified Workload Request is appropriate and not burdensome to the University, school and department, the department chair and dean may, in their discretion, approve the Modified Workload Request. If the request is approved, it shall be documented in writing as a Modified Workload Agreement. Any Modified Workload Agreement must be unanimously agreed upon by the faculty member, the department chair, the dean, and the provost. The Modified Workload Agreement must specify:

- (a) The duration of the Modified Workload Agreement may be for a period ranging from one semester to two years. The Modified Workload Agreement must state the date the faculty member is expected to return to their normal workload;
- (b) The parties' agreement as to the faculty member's teaching, research/scholarship, and service obligations during the period of the Modified Workload Agreement. If an extension of a pre-tenure period is included in the Modified Workload Agreement, the period and terms of that extension must also be stated in writing.

In limited circumstances, a Modified Workload Agreement may be renegotiated or extended beyond its original end date with the unanimous agreement of the department chair, the dean, and the provost.

# University Budget Committee

Faculty Senate Meeting

12/19/2012

# History and activity

Set up as an Ad Hoc committee in response to the recommendations of the Strategic Budget Review Committee in January 2011

To be formalized and the relationship to the Senate Budget (Finance) Committee defined

The committee consists of seven senior faculty, one Dean, one School business officer, the vice president for Planning and Institutional Research and the vice president for Financial Planning.

# Membership

Christopher Cullis

Christine Ash

Jerry Goldberg

Erik Jensen

Kenneth Ledford

Alan D. Levine

Kenneth A. Loparo

Elizabeth Madigan

Ermin Melle

Karen Powers

Mark Taylor

# Recommendations

- Financial planning process
- Library
- Facilities
- Undergraduate tuition allocations
- Graduate student tuition distribution
- Exemptions from TDC for Calculating University Services Allocation
- Overhead Allocation Policy

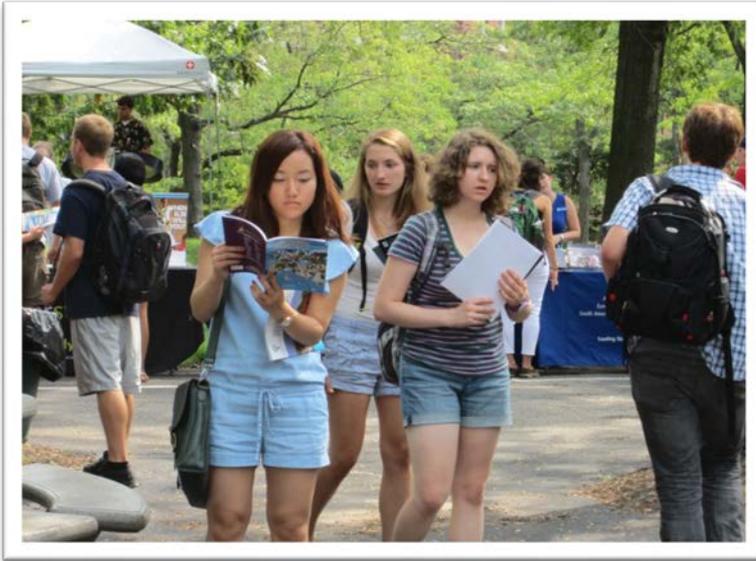
# Future

- Committee is considering alternative budget models
- Resources for supporting the strategic plan
- Continuing engagement with the ongoing budget process and multi-year planning

# Update on Internationalization at Case Western Reserve University

## Presentation to the Faculty Senate

December 19, 2012



CENTER FOR  
INTERNATIONAL AFFAIRS

# Why is Internationalization Important?

*“We believe that internationalization is necessary to the achievement of a primary goal and responsibility of institutions of higher education in the United States—to advance knowledge in order to **improve the lives of the world’s population** in a meaningful and sustainable way.”*

*-CWRU Plan for Internationalization  
January, 2012*



# Why is Internationalization Important?

*“Internationalization is also a **competitive issue** relative to other first-tier research universities in the United States and internationally. To attract leading students, faculty and staff, whether from the United States or other countries, CWRU must provide an environment where international experiences—on both the home campus and in other countries—are part of the university experience and where **global citizenship is the outcome of the educational process.**”*

-CWRU Plan for Internationalization

January, 2012

# The Plan for Internationalization

- Focus on internationalization was emphasized in *Forward Thinking: Our Strategic Plan for Case Western Reserve University (2008-2013)*
- Developed over two years, directly involving over 150 students, faculty and staff
- Input from scores of people through campus forums, email, daily articles, department meetings, etc.
- Endorsed by the Faculty Senate, adopted by the International Planning Committee and accepted by the Provost

# The Plan for Internationalization Phase I

*“Because the scope of internationalization is so broad, it was decided early on to focus primarily on an **initial global strategy for the university, undergraduate education and university-wide infrastructure.**”*

*-CWRU Plan for Internationalization  
January, 2012*



# Major Initiatives To-Date

## Creation of the Center for International Affairs

- Physical location in Tomlinson Hall
- Centralized support for international initiatives
- 3 Offices at CIA
  - The Office of International Student Services
  - The Office of Education Abroad
  - The Office of International Affairs



# Major Initiatives To-Date (cont.)

## International Undergraduate Students

- Increased number of undergraduate international students who have the academic background for a successful experience
  - Required SAT, increased TOEFL score
  - Increased the percentage of international undergraduate 1<sup>st</sup> year students from 3% (Fall, 2008) to 8% (Fall, 2012)
- Enrolled 15 Brazil “Science without Borders” visiting students and began supporting other exchange agreements and students  
<http://www.case.edu/international/brazil/>

# Major Initiatives To-Date (cont.)

## Undergraduate study abroad

- Provided \$10,000 in study abroad scholarships
- Built a robust website, search engine, and database for study abroad programs ([www.case.edu/studyabroad](http://www.case.edu/studyabroad))
- Increased students studying abroad from approximately 22% (2010/2011) to 31% (2011/2012)
- Creating financially neutral long-term study abroad program options
- Developing 2 new semester-long cohort programs in Jerusalem and London for Spring 2014
- Entering the first phase of consultation with faculty to identify select university study abroad partners

# Major Initiatives to Date (cont.)

- Worked with units to look for funding for innovative programs such as CSE program in Botswana, CAS program in Mid-East
  - Creation and activation of International Affairs Visiting Committee (IAVC)
    - IAVC is comprised of prominent business, legal, health-care, non-profit and other leaders from across the globe
- ([http://www.case.edu/international/about/visiting\\_committee.html](http://www.case.edu/international/about/visiting_committee.html))

# Services/Programs for Faculty

- Risk management for all student travel abroad and support for faculty abroad
- First faculty Fulbright Program interest session led by IIE in March, 2012; Fulbright Panel in November, 2012
- Faculty Seed Grants
  - Provided \$35,000 in faculty seed grants for internationalization efforts in 2012
  - Faculty seed grants again offered in 2013



# The Plan for Internationalization Phase II

*“Development of specific medium—and long-term internationalization strategies for the university...is a complex task that...should continue under the direction of the Associate Provost for International Affairs, the Center for International Affairs Advisory Council and the Center’s Visiting Committee. The range of initiatives should...expand to include **research and graduate/professional/post-doctoral education**. Recommendations for specific strategic initiatives should identify a **portfolio of geographic sites, university partners and types of engagement** (including the rationale for such recommendations)...”*

*-CWRU Plan for Internationalization*

*January, 2012*

# The Plan for Internationalization

## Phase II Initiatives

- International database/faculty life cycle project
- Fundraising/Development
- Increased support for graduate and professional students
- Creation of a process to assure quality of international partner universities
- Examination of locations for CWRU university-wide presence
- Follow up on opportunities to establish university-wide presence. Initial opportunities:
  - Brazil
  - ASEAN/Thailand
  - India



# The Plan for Internationalization

## Phase II Initiatives (cont.)

### Initial Goals of a Brazil Outreach

- Create awareness of CWRU among key government, university, corporate and civic leadership
- Recruit “Science Without Borders” Ph.D. students
  - 10,000 full Ph.D. scholarship students
  - 25,000 sandwich Ph.D. scholarship students
- Create significant joint program(s) and research between CWRU and Brazilian universities
- Enable increased development efforts



# The Plan for Internationalization Phase II Initiatives (cont.)

## Initial Goals of ASEAN/Thailand Office

- Create awareness of CWRU among key government, university, corporate and civic leadership, first in Thailand and then in other ASEAN countries
- Assist with and increase alumni engagement
- Facilitate undergraduate, graduate and professional recruitment
- Enable increased development efforts



# Conclusion

Opportunities for comprehensive university internationalization are virtually limitless. Our question must be how do we best focus limited resources to accomplish the mission of Case Western Reserve University.

