

Faculty Senate Meeting
Thursday, January 21, 2016
3:30p.m. – 5:30p.m. – Toepfer Room, Adelbert Hall,

3:30 p.m.	Re-Approval of Minutes from the September 28, 2015, October 21, 2015 and November 23, 2015 Senate Meetings; Approval of the December 21, 2015, Faculty Senate Meeting, <i>attachments</i>	Roy Ritzmann
3:35 p.m.	President and Provost's Announcements	Barbara Snyder Bud Baeslack
3:40 p.m.	Chair's Announcements	Roy Ritzmann
3:45 p.m.	Report from Secretary of the Corporation	Arlishea Fulton
3:50 p.m.	Report from the Executive Committee	Peter Harte
3:55 p.m.	Proposed Revisions to MSASS By-Laws, <i>attachment</i>	Gerald Mahoney
4:00 p.m.	Tobacco Free Campus Policy, <i>attachments</i>	Elizabeth Click Stan Gerson Jonathan Adler
4:25 p.m.	MA in Patent Practice/MS in Biochemistry Dual Degree Program, <i>attachment</i>	William Merrick
4:35 p.m.	Bioethics/Genetic Counseling Dual Degree Program, <i>attachment</i>	Aaron Goldenberg Anne Matthews
4:45 p.m.	CAS Graduate Plus-Minus Grading Policy Option, <i>attachment</i>	Paul MacDonald Daniel Cohen
4:55 p.m.	5-Year Review: Endowed Professorship Provision of Faculty Handbook; Senate By-Laws revision re Undergraduate Student Senator, <i>attachments</i>	David Carney
5:05 p.m.	Proposed Revisions to SOM By-Laws, <i>attachment</i>	David Carney
5:15 p.m.	Provost's Commission on Undergraduate Experience	Bud Baeslack Kimberly Emmons

Faculty Senate Meeting

Monday, September 28, 2015

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

Members Present

Alexis Abramson
Bud Baeslack
Cynthia Beall
Joy Bostic
Christine Cano
David Carney
Susan Case
Gary Chottiner
Heath Demaree
Peg DiMarco
Mitch Drumm
Robin Dubin
Kimberly Emmons
T. Kenny Fountain

Carol Fox
Peter Harte
David Hussey
Scott Fine
Susan Hinze
Jean Iannadrea
Sudha Iyengar
Cheryl Killion
Lisa Lang
Frank Merat
Carol Musil
Andres Pinto
Vasu Ramanujam
Andrew Rollins

Roy Ritzmann
Robert Savinell
Jessica Slentz
Barbara Snyder
Robert Stassfeld
Fahreen Velji
Horst von Recum
Gillian Weiss
Rebecca Weiss
Jo Ann Wise
Richard Zigmond
Christian Zorman

Members Absent

Amy Backus
Timothy Beal
Cathy Carlin
Juscelino Colares
Colleen Croniger
Lisa Damato
Michael Harris
Angelina Herin
Jessie Hill

Lee Hoffer
Megan Holmes
Zina Kaleinikova
Kurt Koenigsberger
Kenneth Ledford
Paul MacDonald
Gerald Mahoney
Meral Ozsoyoglu
Leena Palomo

Martin Palomo
Pushpa Pandiyan
Mary Quinn Griffin
Usha Stiefel
Philip Taylor
Nishant Uppal
Stuart Youngner
Amy Zhang

Others Present

Dan Anker
Katie Brancato
Jonathan Carlson
Don Feke
Arlisha Fulton

Arnold Hirshon
Marilyn Mobley
James Nauer
Arnold Hirshon
Dean Patterson

Suzanne Rivera
John Sideras
Lynn Singer
Jeff Wolcowitz

Call to Order

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

Approval of Minutes Hearing no objections, the minutes from the April 23, 2015 Faculty Senate meeting were approved as submitted.

President's Announcements

The President welcomed all faculty senators and made the following announcements:

- The incoming undergraduate class is a highly-talented group of students. The average SAT score is 1385 which is an increase from last year's average score of 1368.
- Fall Convocation was a success.
- The sexual misconduct climate survey results are available. Approximately 8% of CWRU students responded that sexual assault is a problem on campus. This figure is less than half the average reported among 150,000 students at 27 top universities that participated in the survey. 68% of CWRU students believe that the university takes reports of sexual assault seriously. Darnell Parker (new Title IX Coordinator) and Jean Gubbins in Institutional Research are analyzing the data and will report to the Senate at a later date.
- Fundraising efforts have reached \$166.9 million and broken 22 records to date.
- The Maltz Performing Arts Center opened yesterday with the Violins of Hope concert and is holding an open house today for the community.
- The President met with the Faculty Senate Finance Committee on September 24th to discuss the financing for the Health Education Campus.
- The Richey-Mixon building housing think[box]will be dedicated this week.
- The CWRU Board of Trustees are meeting on October 2-3.
- Homecoming is being held October 8-11th.
- The Innovation Summit is being held on October 26-28th at the Tinkham Veale University Center.
- The Center for International Affairs is sponsoring the Asian Mid-Autumn Festival today from 7-9pm in the Thwing Ballroom and Atrium.

Provost's Announcements

The Provost welcomed all senators and said that he anticipates that this will be a busy year.

Chair's Announcements

Prof. Ritzmann announced that an annual meeting of the university faculty will be held on Friday, October 30th from 1-2pm.

Report from the Executive Committee

Professor Peter Harte, vice chair of the Senate, reported on the September 14th Executive Committee meeting. The Executive Committee approved a nomination to award an honorary degree. The nomination will be presented to the Board of Trustees.

The USG is proposing a change to the Faculty Senate By-Laws to provide that the USG VP of Academic Affairs shall serve as the undergraduate student senator to the Faculty Senate. This will codify the current practice. The Executive Committee referred this matter to the Senate By-Laws Committee.

The Committee on Faculty Personnel had recommended revisions to the endowed professorship provision of the Faculty Handbook. The revisions were discussed by the Senate last spring and returned to the Executive Committee for further consideration. The issue relates to whether endowed professorship can be awarded to non-tenure track faculty. The Executive Committee agreed that the provision should retain the requirement for tenure for senior endowed professorships, but that exceptions can be made for non-tenure track faculty when requested by the donor or permitted by the terms of the endowment agreement. The Committee voted to return this issue to the By-Laws Committee.

Report from Secretary of the Corporation

Arlishea Fulton, senior counsel, gave the report from the Board of Trustees. The Trustees met 4 times since the April Faculty Senate meeting. Among other items, the Board approved the following Faculty Senate Resolutions:

- Master in Public Health and Master of Science in Nutrition Dual Degree Program
- Undergraduate major in Science of Origins
- Undergraduate major in Business Management
- Master of Arts in Research and Theory in Social Welfare

The Trustees also approved a Senate recommendation to amend the Faculty Handbook related to Human Research Protection. *Attachment*

Formation of Emeriti Academy

Professor Terry Hokenstad reported on a proposal to create an Emeriti Academy. The idea originated at a meeting of Distinguished University Professors. Prof. Hokenstad, Professor Sandra Russ and Professor Alan Rocke invited a number of Emeriti from each one of the schools to attend a focus group to consider the idea. The discussion was positive and a survey was sent to all Emeriti to gauge the broader interest. 107 Emeriti responded and 90 expressed interest in the Academy. Profs. Hokenstad, Russ and Rocke researched Emeriti Academies at other universities and reported on their findings to the Provost. The response from the President, Provost and deans have been positive. Prof. Sandra Russ said that the purpose of the Academy is to connect Emeriti with the university and with each other. An executive committee of eight Emeriti plus 2 DUPs will be formed. Activities will include talks and seminars (including presentations from Emeriti) and possible research collaborations. The Academy might utilize video conferencing to include Emeriti who live out of the area.

FSCUE: Secondary Major Proposal

Professor Cheryl Killion, chair of FSCUE, presented a Faculty Senate resolution to recognize a secondary major for undergraduate students. A secondary major would allow undergraduate students to complete a second major in a different degree program without having to complete the general education requirements for the secondary major (unless required for that major). This would allow most students to complete the secondary major within four years unlike a dual degree that typically requires an extra year. The secondary major will appear on the student's diploma. The proposal does not require a school or department to make changes to their curricula. Senators expressed concerns that the secondary major would discourage students from completing two majors in one degree program or from enrolling in dual degree

programs. Concerns were also expressed that within certain schools, the general education requirements are essentially prerequisites for the degree/major. Jeffrey Wolcowitz said that students are currently taking credit overloads or enrolling in dual degree programs which they are unable to complete. Neither one of these situations are optimal. The secondary major allows students to broaden their academic experiences by enrolling in a major within a different degree program. They would be required to take all prerequisites for the courses in the secondary major. If a department wishes to include one or more elements of the general education requirements as part of the major, it can do so by redefining major requirements for all students, regardless of degree program, to include those courses, following the usual process for changing major requirements. The Senate voted to approve the resolution with 2 opposed and 2 abstaining. *Attachment*

FSCUE: Proposal for Course Scheduling Grid

Prof. Killion presented a proposal to revise the university's course scheduling grid. The revised grid provides for 15-minutes between each time period, removes overlap during the MWF 8-10 time slots, creates more options for 75-minute time blocks, moves the exam block from Thursdays at 11:30am-12:45pm to a less popular teaching time, and standardizes and posts available evening time slots, including the possibility of 150-minute slots. With a larger class of undergraduate students, more time slots are required for classes. All UPF schools were provided an opportunity to review the revised grid and the feedback overall was positive. The Senate also reviewed a statement from FSCUE that strongly encourages faculty to adhere to the new grid. The new grid would be implemented in the fall of 2016. Faculty expressed concerns about students obtaining access to locked buildings in the evenings, and about security issues when they are leaving late in the evening. Faculty were also concerned that students wouldn't register for a 150 minute class scheduled for 7-9:30pm in the evening. It was pointed out that a 150 minutes class can begin in an earlier time slot and extend it into an evening slot. The Faculty Senate voted to endorse the revised grid with 2 senators abstaining. *Attachment*

Update on Course Evaluation Implementation

Professor Robin Dubin provided an update on the status of the course evaluation implementation process. The EvaluationKit course evaluation system was piloted last spring. The ad hoc committee charged with implementation oversight has recommended that the university not use the EvaluationKit system. They found that among other issues, adding questions to the EvaluationKit program was cumbersome and the vendor was not sufficiently responsive when contacted. The university will use a homegrown system which should be available at the end of the fall 2015 semester. The homegrown system will include platform mobility. Not all features of the course evaluation system will be ready to be implemented at the end of the semester. For instance, FSCUE had requested that students not be able to obtain their grades until they completed course evaluations. This will not be added to the system yet but can be added at a later date if needed to improve participation rates. Prof. Dubin said she believes that if course evaluations are rolled out with sufficient communication, and faculty understand that they can ask students to complete the evaluations in class, that the participation rate will increase without the need to withhold grades. Course evaluations will be open for two weeks prior to the final exam period. The Senate discussed whether to keep the

evaluations open during the final exam period. This would allow students to see their grades before they complete the course evaluations. Jeffrey Wolcowitz said that many courses do not have final exams and in those cases, the students would already know their final grade anyway. A straw poll was taken on this issue. There were 7 votes for leaving the course evaluations open during the final exam period, 6 opposed and the remaining senators abstained. Course evaluations will be open for two weeks prior to the final exam period.

5-Year Review: Proposed Revisions to Faculty Handbook

Professor David Carney, chair of the Senate By-Laws Committee, presented a number of proposed revisions to the Faculty Handbook and Senate By-Laws. The proposed revisions are as follows:

- 1. Faculty Handbook, Chapter 2, Article VI, Sec. A. (Executive Committee)**- clarification of how Senate Executive Committee representatives are selected by their constituent faculties. *The Senate voted unanimously to approve this revision. Attachment*
- 2. Faculty Handbook, Chapter 2, Article V (The Faculty Senate), Sec. F, Proposed new par. 6-** process for replacing the Senate chair and chair-elect when there is a vacancy. *The Senate voted unanimously to approve this revision. Attachment*
- 3. Faculty Handbook, Chapter 3, Part One, Article 1, Sec. K (Non-Renewal of Term Appointment)**- revision to notice provision allowing for overnight delivery of faculty non-renewal letters. A friendly motion was made to change the word “overnight” to “express” to cover a situation where the letter is not actually delivered the next day. The motion was seconded and approved by the Senate. The main motion was then seconded and approved. *Attachment*
- 4. Senate By-Law V, Item a.** - references the language described in par. 2 above relating to a Senate chair vacancy. *The Senate voted unanimously to approve this revision. Attachment*
- 5. Senate By-Law VI (Procedure for Election of Chair-Elect), proposed new par. 3-** provides that the chair-elect takes office after Commencement. *The Senate voted unanimously to approve this revision. Attachment*
- 6. Senate By-Law VII, Item b. (Executive Committee), par. 2-** process for selection of standing committee chair when there is a vacancy. *The Senate voted unanimously to approve this revision. Attachment*

The Senate charged the Committee on By-Laws with considering whether a faculty administrator within a school can also serve as chair of a Senate standing committee.

Campus Planning Presentation

Irwin Lowenstein, advising university architect, presented an update on the 2015 Campus Master Plan. The plan will be presented to the Board of Trustees at the October meeting. The last master plan was developed in 2005. That plan preceded the strategic plan of 2008. This time the plan has been developed as a result of the 2013 strategic plan. Undergraduate enrollment and quality have increased and this influences planning. Each one of the master plan principles directly relates to the one or more of the 2013 strategic plan goals. The plan principles are as follows:

1. Strengthen the unique sense of place in each campus district.
2. Embrace sustainable systems thinking for infrastructure and organizational processes.
3. Knit Campus Districts and City Neighborhoods into a clear, safe and vibrant environment.
4. Renew and replace deficient facilities with spaces and learning environments of high quality.
5. Locate facilities that catalyze collaboration and discovery at strategic crossroads.

The plan does not call for the acquisition of new land or additional space. The focus will be on increasing the quality of the current space and either maintaining or reducing the current building footprint. A senator asked whether the buildings that currently house the SODM and the SON would be demolished. Irwin Lowenstein responded by saying that this is an option, but that there aren't any definite plans yet. There may be alternate uses for these buildings. More of the current building space across campus may be allocated to classrooms given the increase in the undergraduate enrollment. A committee is being formed with representatives from all of the schools and with UCI to study the transportation needs for the Health Education Campus. The university and UCI are also collaborating on a study of the Euclid/Ford intersection where traffic is extremely congested. *Attachment*

Upon motion, duly seconded, the regular meeting was adjourned at 5:25 p.m.

The chair and vice chair of the Senate held a welcome for the new faculty senators.

Approved by the Faculty Senate

A handwritten signature in cursive script that reads "Rebecca Weiss".

Rebecca Weiss
Secretary of the University Faculty

Faculty Senate Meeting

Wednesday, October 21, 2015

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

Members PresentAlexis Abramson
Bud Baeslack
Amy Backus
Cynthia Beall
Christine Cano
Cathy Carlin
David Carney
Gary Chottiner
Heath DemareeRobin Dubin
Kimberly Emmons
Megan Holmes
Kurt Koenigsberger
Gerald Mahoney
Frank Merat
Roy Ritzmann
Robert Savinell
Barbara SnyderRobert Strassfeld
Philip Taylor
Nishant Uppal
Fahreen Velji
Horst von Recum
Gillian Weiss
Rebecca Weiss
Amy Zhang**Members Absent**Timothy Beal
Joy Bostic
Susan Case
Juscelino Colares
Colleen Croniger
Lisa Damato
Peg DiMarco
Mitch Drumm
Scott Fine
T. Kenny Fountain
Carol Fox
Peter Harte
Michael Harris
Angelina HerinJessie Hill
Susan Hinze
Lee Hoffer
David Hussey
Jean Iannadrea
Sudha Iyengar
Zina Kaleinikova
Cheryl Killion
Lisa Lang
Kenneth Ledford
Paul MacDonald
Carol Musil
Meral Ozsoyoglu
Leena PalomoMartin Palomo
Pushpa Pandiyan
Andres Pinto
Mary Quinn Griffin
Vasu Ramanujam
Andrew Rollins
Jessica Slentz
Usha Stiefel
Jo Ann Wise
Stuart Youngner
Richard Zigmond
Christian Zorman**Others Present**Megan Allen
Dan Anker
Amy Backus
Donna Davis Reddix
Don FekeSuzanne Healy
Marilyn Mobley
James Nauer
Dean Patterson
John SiderasLynn Singer
Jeff Wolcowitz
Sue Workman
Victoria Wright**Call to Order**

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

Approval of Minutes

Hearing no objections, the Faculty Senate meeting minutes of September 29, 2014 were approved as submitted.

President's Announcements

The President made the following announcements:

1. Mohammad Jamal, a first year student, died tragically in a car accident during fall break. Information on a university-wide memorial service will be provided in *the daily*.
2. The Richey-Mixon Building opened (home to think[box]), and there was a groundbreaking for the Health Education Campus with the Cleveland Clinic.
3. Roy Ritzmann gave a report to the CWRU Board of Trustees at the October Board meeting.
4. The Board of Trustees approved the university's campus master plan.
5. Alumni weekend was a success with over 2000 people attending.
6. This was the first time that the Inamori Prize was awarded to a scholar, Professor Martha Nussbaum, a world-renowned philosopher.
7. The President will be traveling to Japan in November for the Kyoto prize and to visit Tohoku University to continue to advance the university's partnership.
8. The Innovation Summit will take place at the end of the month. The President encouraged faculty to attend.
9. Changes to the Benelect program include increases in medical insurance premium rates which will go into effect on January 1, 2016. Benelect open enrollment begins in early November and goes through November 30. The Benefits Fair will be held on November 11-12th.
10. The HealthSpan medical plan will see the largest increase in premiums. Dental plan premiums will increase slightly and there won't be any increases in the vision plan.

Roy Ritzmann reminded the Senate about the university's wellness initiatives.

Provost's Announcements

The Provost made no announcements.

Chair's Announcements

Professor Roy Ritzmann introduced the University's new faculty diversity officer, Donna Davis Reddix. Ms. Reddix came from the law school where she served as Assistant Dean for Career Development.

Report from the Executive Committee

Professor Robert Savinell, past chair of the Senate, reported on the October 16th Executive Committee meeting.

1. Rick Bischoff reported on undergraduate enrollment and provided details about the new Coalition Application that was just announced. He was unavailable to attend the October Senate meeting but will report at the meeting in November.
2. Bias Reporting System- Dean Patterson and John Killings updated the Executive Committee on changes made to the bias reporting system as a result of faculty concerns. The Executive Committee discussed the changes and made a couple of additional suggestions. Three Senate standing committees (Women Faculty, Personnel and Minority Affairs) will be charged with reviewing the system and any additional comments or recommendations will be reported to the Executive Committee and the Senate.
3. David Carney reported on the By-Laws Committee's review of proposed revisions to the SOM By-Laws. A number of revisions were accepted by the By-Laws Committee and the Executive Committee voted to include them on the Senate agenda for approval. David Carney will be reporting on these later in the meeting. The By-Laws Committee decided that a number of other proposed revisions (including the language regarding a division with the status of a department) needed clarification and returned these to the SOM. The Executive Committee decided to postpone review of the Petition for Anatomy until the SOM provides clarity on the sections of the By-Laws that relate to that proposal.

Report from Secretary of the Corporation

Arlishea Fulton, senior counsel, gave the report from the Board of Trustees. The Full Board met on October 2-3. Among other items, the Board passed a resolution to name think[box]the Larry Sears and Sally Zlotnick Sears think[box] in honor of the gift that was made to the university. The Board also approved the award of an honorary degree to William Smokey Robinson as part of the Music Masters collaboration between the university and the Rock Hall. *Attachment*

Mediation and Conciliation Report

William Leatherberry, faculty conciliation counselor, reported that he had met with 14 faculty members during the 2014-15 academic year. One faculty member was a department chair and another 10 were faculty members that had conflicts with supervisors. An adverse party was unwilling to negotiate and that case resulted in a grievance filing. Three mediations were held with good results. Chairs of departments are encouraged to deal with conflicts early so that problems won't escalate. *Attachment*

Proposed Revisions to the SOM By-Laws

Professor David Carney, chair of the By-Laws Committee, reviewed proposed revisions to the SOM By-Laws that had been approved by the By-Laws Committee (see report by Prof. Savinell on the October 16th Executive Committee meeting). The Senate voted to approve the revisions with 2 senators abstaining. *Attachment*

Faculty Climate Survey

Deputy Provost Lynn Singer was asked to discuss how the results of the Faculty Climate Survey are used to make improvements across the university. Provost Singer said that the results of

the CWRU survey are compared with survey results from other AAU schools. Salary and gender information is reviewed and compared with other AAU schools. Salary differences between genders have been identified and improvements made in many of the schools. Survey results are shared with the President and Provost, the Dean's Council and the Faculty Senate Committees on Women and Faculty Personnel. A number of different initiatives have been developed based on the results of the survey. These include the Committee on Childcare, the Faculty Development Office, the department chairs group, the Asian Women Faculty Group, and the HERC. Survey results are posted on the Office of Institutional Research website. Provost Singer reminded the Senate that Jean Gubbins and Josh Terchek are available to analyze sub-data upon request.

Updates to Sexual Misconduct Policy

Peter Poulos, Chief Risk Management Officer and Chief Litigation Counsel, and Darnell Parker, Associate Vice President, Student Affairs, presented updates to the university's sexual misconduct policy. The changes are required under the most recent federal guidelines and regulations and include new definitions of intimate partner violence and stalking, and hearing process enhancements. The appeals process will now include a responsive statement from the other party. Darnell Parker will be responsible for determining whether there is sufficient cause in a particular case to warrant moving forward. *Attachment*

IT Strategic Planning Process

Sue Workman, Vice President for Information Technology and CIO, and Jess Shoop, IT Senior Project Director, provided information on the IT strategic planning process. They introduced Professor Steven Hauck (CAS) who will serve as the faculty representative for the planning process. They are seeking input from faculty, staff and students on the university's information technology services. The input will inform the planning process. Town hall forums will be held and a campus-wide survey will be distributed in November. IT will meet with any group that requests it and input can be provided online also. They hope to have a draft of the plan in December and a review team will work on the draft in early spring. IT will begin seeking approvals and endorsements of the plan during the summer of 2016. Professor Ritzmann encouraged members of the Executive Committee to inform their colleagues about this process. *Attachment*

Upon motion, duly seconded, the meeting was adjourned at 5:10 p.m.

Approved by the Faculty Senate



Rebecca Weiss
Secretary of the University Faculty



Faculty Senate Meeting
Monday, November 23, 2015
3:30-5:30 p.m. – Adelbert Hall, Toepfer Room

Members Present

Alexis Abramson
Bud Baeslack
Cynthia Beall
Christine Cano
David Carney
Susan Case
Gary Chottiner
Peg DiMarco
Robin Dubin
Kimberly Emmons
T. Kenny Fountain

Carol Fox
Peter Harte
Sudha Iyengar
Kenneth Ledford
Paul MacDonald
Frank Merat
Mary Quinn Griffin
Roy Ritzmann
Andrew Rollins
Robert Savinell
Jessica Slentz

Barbara Snyder
Robert Strassfeld
Philip Taylor
Nishant Uppal
Horst von Recum
Gillian Weiss
Rebecca Weiss
Amy Zhang
Christian Zorman
Jo Ann Wise

Members Not Present

Amy Backus
Timothy Beal
Joy Bostic
Cathy Carlin
Juscelino Colares
Colleen Croniger
Lisa Damato
Heath Demaree
Mitch Drumm
Scott Fine
Michael Harris
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Leena Palomo
Martin Palomo
Pushpa Pandiyan
Andres Pinto
Vasu Ramanujam
Usha Stiefel
Fahreen Velji
Stuart Youngner
Richard Zigmond

Others Present

Dan Anker
Rick Bischoff
Katie Brancato
Bob Brown

Donna Davis Reddix
Don Feke
Marilyn Mobley
Dean Patterson

John Sideras
Jeff Wolcowitz
Victoria Wright

Call to Order

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

Approval of Minutes

Hearing no objections, the Faculty Senate approved the minutes from the October 21, 2015 meeting.

President's Announcements

The President reminded the Senate about her email to the university community thanking everyone for their commitment to dialogue regarding recent world events. The President also wanted to make sure that everyone was aware of two events taking place that encourage continuing dialogue: *Day of Dialogue: Continuing to Build an Inclusive Campus* taking place today, and the forum this evening with Rick Bischoff to discuss whether the university should consider instituting a need-aware admissions policy. The President thanked Professor Elizabeth Click for her work on the tobacco free campus policy and welcomed Stan Gerson, director of the Case Comprehensive Cancer Center, who was in attendance to participate in the discussion of the policy.

The Benelect open enrollment period ends on November 30th and the Charity Choice campaign ends on December 18th.

Provost's Announcements

The Provost said that it has been a very busy semester and thanked all of the senators for their hard work.

Chair's Announcements

Prof. Ritzmann announced that there wouldn't be a report from the Secretary of the Corporation since the Executive Committee of the Board of Trustees did not meet in November. The amendments to the Faculty Handbook that had been sent to the University Faculty for a vote by electronic ballot passed but still require approval by the Board of Trustees.

Report from the Executive Committee

Professor Peter Harte, vice chair of the Senate, provided a report from the November 16th Executive Committee meeting:

1. Proposed revisions to MSASS By-Laws- Dean Grover Gilmore presented proposed revisions to the MSASS By-Laws. The Executive Committee voted to forward the proposed revisions to the Senate By-Laws Committee for review.
2. Higher Learning Commission Guidelines for Faculty Qualifications- the Higher Learning Commission has issued guidelines for institutions to follow when determining and evaluating faculty qualifications for the subjects they teach. The guidelines are applicable for all faculty who teach including part-time, adjunct, dual credit, temporary and/or non-tenure track faculty. The Executive Committee agreed with Professor Ritzmann's suggestion that an ad hoc

Committee be formed to discuss these guidelines particularly as they relate to using faculty experience as a basis for determining minimal qualifications.

3. Tobacco Free Campus Proposal- the Executive Committee discussed the Tobacco Free Campus proposal and received input from Professor Jonathan Adler from the Law School. Prof. Harte said that since Prof. Adler was not in attendance at today's Senate meeting, he wanted to mention Prof. Adler's objection to including e-cigarettes in the policy. Prof. Adler stated that e-cigarettes help many individuals who have been unable to quit smoking by any of the more traditional smoking cessation techniques, and that at this juncture there is insufficient evidence about the negative health effects of e-cigarettes to warrant prohibiting their use at CWRU.

Proposed Tobacco Free Campus Policy

Professor Elizabeth Click presented an overview of the most recent version of the tobacco free campus policy. The question for the Senate is whether CWRU should be tobacco free or not. The university is interested in a culture of health on campus and the policy is not punitive in nature. There is a growing trend among AAU schools for their campuses to become tobacco free and those policies include e-cigarettes. Prof. Click said that cessation resources are available at CWRU and they anticipate that more resources will be available in the future. Funds from the wellness budget will be available for signage and for marketing purposes. If the policy is adopted all current smoking areas would be dismantled. If approved by the Senate and eventually by the Board of Trustees, a broader advisory committee will be created in January of 2016 to prepare for implementation of the policy in the fall of 2017. Among the many issues that this committee will address will be how to work with international students who tend to use tobacco products at a higher rate. Safety issues for students forced to smoke off campus will also need to be addressed. Prof. Click said that after a year under the new policy her office will evaluate its impact. At that time, there may be new information on e-cigarettes also.

Stan Gerson said that smoking is extremely hazardous to your health. 36% of the citizens of Cleveland have been exposed to tobacco. Young adults are at greater risk because they have higher nicotine addiction receptors. They can also become addicted to e-cigarettes. A senator expressed concern about including e-cigarettes in the policy because he feels that they can be helpful to those struggling to quit. Also, they don't pose a health risk to others from second-hand smoke. The evidence is not clear yet about the health risks to the individuals using e-cigarettes. While 18 AAU schools adopted tobacco free policies, other schools have hybrid policies that may not prohibit e-cigarettes. A motion was made and seconded to strike e-cigarettes from the definition of tobacco in the policy and to state that e-cigarettes are permitted as long as they are used outdoors.

Professor Click said that we should err on the side of caution until we learn more about e-cigarettes. A senator recommended including language to this affect in the policy. The motion to remove e-cigarettes from the policy was defeated by a vote of 16 opposed and 6 in favor.

A senator commented that regulating e-cigarettes is paternalistic. Prof. Click said that since the university is self-insured, it is in everyone's best interests to prohibit substances that negatively impact an individual's health. Health insurance surcharges for smokers is not a viable option because the surcharge does not begin to cover the health costs resulting from tobacco use. A question was asked about how the policy will address different cultural expectations with respect to tobacco use and how visitors will be treated. Prof. Click said these issues are not addressed in the policy, but that they will be considered during the implementation planning period. The Senate voted to approve the tobacco free campus policy with 17 in favor, 3 opposed and 4 abstentions. *Attachment*

Enrollment Report and Coalition Application

Rick Bischoff, Vice President of Enrollment Management, provided an enrollment update for fall 2015. The enrollment target was 1250, and 1259 students matriculated. The university has met its enrollment targets for several years now. The admit rate dropped slightly this year along with the yield rate. This is related to the financial aid awards that are not as generous as those available at several of our competitors. The number of underrepresented minority students who matriculated this year decreased slightly (from 13.5% to 13%), but substantial progress has been made from four years ago. However this is an area that could be improved. The number of international students who matriculated increased from 147 in the fall of 2014 to 186 this fall. Our goal had been 176. This is the result of an intentional increase the size of financial aid awards to international students from diverse geographic areas. More applicants from outside of Ohio are applying to CWRU and just 21% of the entering undergraduate class is from Ohio. There is more competition from Ohio State University. OSU is pursuing aggressive tuition discounting strategies. The average SAT score increased from 1369 to 1386. This increase was not intentional on the part of the admissions office.

Rick Bischoff discussed the proposal to transition from need-blind admissions decisions to need-aware decisions. He said that CWRU's current financial aid policy is to admit students early action, early decision, pre-professional scholars program and regular decision need blind if they are US citizens or permanent residents. Need can be considered for international students and students admitted from the wait list. Under the current policy the university is unable to meet the full need of approximately 25% of enrolling students. These students often have to take on additional private student loans in order to pay tuition. Given the size and strength of the applicant pool, the university could choose to become need aware, and to meet the financial need for all enrolled students. In order for this to happen, two changes would have to be made: 1) for students on the margin between waitlist and admit, the Admissions office would consider the financial aid budget when making the decisions (it is estimated that this would impact about ten percent of the enrolling class), and 2) adjust the amount of the scholarships awarded to those students who do not qualify for financial aid or whose scholarship covers all of their need. These changes would have a positive impact on the lowest income students and on the creation of a more diverse class since financial aid awards would be better and the university could be more intentional in admitting low income students. The students most impacted by these changes would be students who need substantial financial

aid, but who are not among the lowest income. Maintaining a need-blind admissions policy and meeting student's financial need would be cost prohibitive.

Rick Bischoff said that the Coalition Application will be launched in the summer of 2016 for fall 2017 applicants. Application platforms are extremely important and many of the high ability students will be using the new application. He believes that the motivation behind the development of the new application is to assist high ability, low income students who often don't have support during the college application process. It is important for CWRU to be a member of the Coalition. *Attachment*

CAS Graduate Plus-Minus Grading Policy Option

Professor Paul McDonald, chair of the Senate Committee on Graduate Studies, presented the CAS graduate plus-minus grading policy option. The Graduate Studies Committee had discussed issues regarding implementation of the policy with the university registrar and had posed several questions which had been answered by the CAS. The committee had approved the policy option with the condition that a CAS committee be formed to work with the registrar on any remaining issues that may arise with respect to implementation. Professor Daniel Cohen, CAS, explained that the plus-minus option will allow faculty more flexibility in grading. Not all CAS departments wanted to adopt plus-minus grading so it was designed to be optional. The Senate voted to approve the plus-minus grading policy with one senator abstaining.

Attachments

Endowed Professorship Provisions of the Faculty Handbook

Professor David Carney, chair of the Senate By-Laws Committee, presented revisions to the endowed professorship provision of the Faculty Handbook. The Senate had considered the provision last spring but voted to return it to the By-Laws Committee for further modification. The issue pertained to whether non-tenure track faculty could be appointed to endowed professorships. The Senate Executive Committee had instructed the By-Laws Committee to include language providing for exceptions for non-tenure track faculty when requested by the donor or permitted by the terms of the endowment agreement. A senator asked whether a donor is permitted to designate the recipient of the award. This could be an issue if the recipient is not considered by other faculty to be eminent in his/her field. The President said that the college/schools make the decision about who receives the award. Another senator asked whether a professorship could be awarded to a non-tenure track faculty member when the endowment agreement is silent about the recipient. Prof. Ritzmann said that the professorship should be awarded to a tenure-track faculty member unless explicitly stated otherwise. The Senate voted to approve the new language by a vote of 15 in favor, 2 opposed and 5 abstentions. *Attachment*

Faculty Senate By-Laws Provision Regarding Election of the Undergraduate Student Senator

Prof. Carney reviewed the proposed change to Senate By-Law IV, Item d, Sec. 2, Par. a., which provides that the Undergraduate Student Government Vice President of Academic Affairs

would serve as the undergraduate student senator. This language codifies current practice. The Senate voted to approve the new language. *Attachment*

Senate Committee on Minority Affairs Survey

Professor Kenny Fountain, chair of the Minority Affairs Committee, reported on a survey being conducted by the Minority Affairs Committee. The survey was sent to all voting members of the university faculty seeking input from international and underrepresented faculty on their experience at CWRU and suggestions for ways to improve their experience. A senator said that the instructions were not clear regarding who should complete the survey. Prof. Fountain said that they would work on clarifying this issue and send out another email. He is working on finding a way to send the survey to all special faculty also. Once all of the data has been collected and reviewed (spring semester), Prof. Fountain will provide a summary report to the Senate.

Upon motion, duly seconded, the meeting was adjourned at 5:24 p.m.

Approved by the Faculty Senate

A handwritten signature in cursive script, appearing to read "Rebecca Weiss".

Rebecca Weiss
Secretary of the University Faculty



Faculty Senate Meeting
Thursday, January 21, 2016
3:30-5:30 p.m. – Adelbert Hall, Toepfer Room

Members Present

Alexis Abramson	Michael Harris	Mary Quinn Griffin
Amy Backus	Peter Harte	Vasu Ramanujam
Bud Baeslack	Susan Hinze	Roy Ritzmann
Cynthia Beall	Lee Hoffer	Andrew Rollins
Christine Cano	Megan Holmes	Robert Savinell
David Carney	David Hussey	Jessica Slentz
Susan Case	Jean Iannadrea	Barbara Snyder
Gary Chottiner	Kurt Kronigsberger	Usha Stiefel
Juscelino Colares	Lisa Lang	Philip Taylor
Colleen Croniger	Paul MacDonald	Nishant Uppal
Lisa Damato	Gerald Mahoney	Horst von Recum
Heath Demaree	Frank Merat	Rebecca Weiss
Peg DiMarco	Pete Moore	Jo Ann Wise
Mitch Drumm	Carol Musil	Stuart Youngner
Kimberly Emmons	Pushpa Pandiyan	Amy Zhang
Carol Fox	Andres Pinto	Christian Zorman

Members Not Present

Timothy Beal	Angelina Herin	Meral Ozsoyglu
Joy Bostic	Jessie Hill	Leena Palomo
Cathy Carlin	Sudha Iyengar	Martin Palomo
Robin Dubin	Zina Kaleinikova	Robert Strassfeld
Scott Fine	Cheryl Killion	Fahreen Velji
T. Kenny Fountain	Kenneth Ledford	Richard Zigmund

Others Present

Dan Anker	Carolyn Gregory	John Sideras
Katie Brancato	Arnold Hirshon	Lynn Singer
Bob Brown	Marilyn Mobley	Jeff Wolcowitz
Donna Davis Reddix	Dean Patterson	Sue Workman
Don Feke	Sue Rivera	Victoria Wright

Call to Order

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

Approval of Minutes

The Faculty Senate approved the minutes from the December 21, 2015 meeting. The Senate also approved the minutes from the September 28th, 2015, October 21st, 2015, and November 23rd, 2015 Senate meetings since there hadn't been a quorum at the October, November and December, 2015 Senate meetings.

President's Announcements

The President welcomed the Senate to the spring 2016 semester and announced that there would be a social hour for senators after the February 24th Faculty Senate meeting. Bryan Stevenson, founder and Executive Director of the Equal Justice Institute will give the keynote address tomorrow at the MLK Convocation. The Albert and Nora Geller Hillel Center just opened. The President also mentioned the welcome message that she had sent to the entire campus community on January 12th. The message reinforces the university's core value of diversity.

Provost's Announcements

The Provost announced that he and Professor Kimberly Emmons would report on the Provost's Commission on the Undergraduate Experience (CUE) if there is time at the end of the meeting.

Chair's Announcements

Prof. Ritzmann reported that Professor Gillian Weiss, the 2015-2016 CAS representative to the Senate Executive Committee, is unable to serve on the Committee because of new administrative responsibilities at the College. The Senate voted to approve Prof. Kimberly Emmons as a substitute for Prof. Gillian during the spring 2016 semester.

Prof. Ritzmann reminded the Senate that volunteers are still needed for the ad hoc committee to consider HLC guidelines regarding minimum faculty qualifications. Faculty interested in serving on this committee should let him know within the next two weeks.

Report from the Secretary of the Corporation

Arlishea Fulton, senior counsel, gave a report from the December 8th, 2015 and January 12th, 2016 Board of Trustees meetings. Among other items, the Executive Committee of the Board approved amendments to the Faculty Handbook relating to the following:

1. Procedures when there is a vacancy in the position of Faculty Senate chair
2. Revisions to the charge for the Faculty Senate Committee on Graduate Studies
3. Process for election by the college/schools of members for the Senate Executive Committee
4. Process for delivery of non-renewal of faculty appointment letters

The Executive Committee of the Board of Trustees also approved noting the completion of a secondary major on undergraduate student diplomas. *Attachment*

Report from the Executive Committee

Professor Peter Harte gave a report from the January 12th, 2016 Executive Committee meeting. At the meeting, the Committee heard reports from the SOM and SODM representatives on school activities.

Proposed Revisions to MSASS By-Laws

Professor Gerald Mahoney, MSASS, presented proposed revisions to the MSASS By-Laws. The first proposed change involves changing the ratio of tenure-track to non-tenure track faculty from 75/25 to 60/40 respectively. MSASS has a greater demand for faculty due to the online MSSA, the intensive weekend program and a larger enrollment of students overall. They have been hiring adjunct instructors to teach classes and they would like to hire more full-time non-tenure track faculty. The second proposed change is to add lecturers to the special faculty category. These faculty would have significant experience in social work practice and would be hired for short-term periods. The Senate voted to approve the By-Laws revisions by a vote of 36 in favor, 0 against and 4 abstaining. *Attachment*

Tobacco Free Campus Policy- Revote

Professor Elizabeth Click reintroduced the tobacco free campus policy. There is a growing trend among AAU schools to implement tobacco free campus policies and these policies prohibit e-cigarettes. Prof. Click said that after a year under the new policy her office will evaluate its impact. At that time, there may be new information on e-cigarettes.

Dr. Stan Gerson, Director of the Case Comprehensive Cancer Center, spoke again about the importance of adopting a tobacco free policy that includes e-cigarettes.

Professor Jonathan Adler (LAW) expressed his concern about including e-cigarettes in the policy. E-cigarettes have been proven to be more successful with cessation efforts than other resources. He said that there is empirical data showing that restricting e-cigarettes results in higher rates of smoking and fewer numbers of smokers able to quit. The research is contradictory about the health risks of e-cigarettes and decisions should be based on clear evidence of harm. Also, e-cigarettes don't pose a health risk to others from second-hand smoke.

A senator asked whether students had been given a sufficient opportunity to comment on the policy. Prof. Ritzmann said that since 2012, students have had numerous opportunities to express their opinions including forums and meetings with administrators. They also conducted two referenda to gauge student opinion. The President said that the policy still needs to be presented to the Board of Trustees and students may express their opinions at that time. They will also have an opportunity to help shape the final version of the policy prior to implementation which is anticipated in the fall of 2017.

A motion was made and seconded to amend the policy to strike e-cigarettes from the definition of tobacco, to state that e-cigarettes are permitted as long as they are used outdoors, and to revisit the decision in three years when more research is available. Prof. Ritzmann asked for discussion on the amendment and a faculty senator moved to call the question. Prof. Ritzmann allowed some additional comments to be made from the Senate, and then asked the senators to vote on whether to call the question. The Senate approved calling the question with 26 in favor, 2 opposed and 10 abstaining. The Senate then voted on the motion to amend the policy and the motion was defeated by a vote of 25 opposed, 11 in favor, and 6 abstaining. The Senate voted to endorse the policy by a vote of 31 in favor, 10 against and 1 abstaining.

Attachment

MA in Patent Practice/MS in Biochemistry Dual Degree Program

Professor Paul MacDonald reported that the Committee on Graduate Studies had approved the proposal for an MA in Patent Practice/MS in Biochemistry dual degree program. Professor William Merrick presented the program. Prof. Merrick said that the MA in Patent Practice enrolled its first class of students this year and that the program is doing well. They have also had success with the JD/MS in Biochemistry. This new program is designed for biochemistry students who are interested in careers as patent agents but who don't want to invest in a law degree. It is a 45-credit hour program (as opposed to the 66 credit hours it would require to complete both degrees independently) and can be completed in 18 months. The Senate voted to approve the dual degree program by a vote of 35 in favor, 0 opposed and 1 abstaining.

Attachment

Bioethics/Genetic Counseling Dual Degree Program

Prof. MacDonald, chair of the Committee on Graduate Studies, reported that the Committee on Graduate Studies had approved the proposal for a bioethics/genetic counseling dual degree program with a couple of contingencies. All contingencies had been satisfied. Professor Aaron Goldenberg from the Bioethics department and Professor Anne Matthews from Genetic Counseling presented the program. Northwestern has the only other program like this in the country. The goal is to train genetic counselors who will be able to apply principles of bioethics into their clinical practice and/or research. The students in both degree programs are enthusiastic about combining the degrees. It is anticipated that 2-3 students will enroll in the program at first. The UCITE office provided a grant that helped in the development of the program. The Faculty Senate voted to approve the dual degree program by a vote of 38 in favor, 0 opposed and 1 abstaining. *Attachment*

CAS Graduate- Plus Minus Grading Option- Revote

Prof. McDonald presented the CAS graduate plus-minus grading policy option. The Graduate Studies Committee had discussed issues regarding implementation of the policy with the university registrar and had posed several questions which had been answered by the CAS. The committee had approved the policy option with the condition that a CAS committee be formed to work with the registrar on any remaining issues that may arise with respect to implementation. Professor Daniel Cohen, CAS, explained that the plus-minus option will allow faculty more flexibility in grading. Not all CAS departments wanted to adopt plus-minus grading

so it was designed to be optional. The Senate voted to approve the plus-minus grading policy by a vote of 37 in favor, 0 opposed and 1 abstaining. *Attachments*

5-Year Review: Endowed Professorship Provision of the Faculty Handbook- Revote

Professor David Carney, chair of the Senate By-Laws Committee, presented revisions to the endowed professorship provision of the Faculty Handbook. The Senate had considered the provision last spring but voted to return it to the By-Laws Committee for further modification. The issue pertained to whether the Faculty Handbook should allow non-tenure track faculty to be appointed to endowed professorships. There are currently several non-tenure track faculty with endowed professorships. The Senate Executive Committee had instructed the By-Laws Committee to include language providing for exceptions for non-tenure track faculty when requested by the donor or permitted by the terms of the endowment agreement. A senator spoke against the policy stating that academic excellence should take precedence over the interests of donors. The Senate voted to approve the new language by a vote of 30 in favor, 3 opposed and 5 abstaining. *Attachment*

Faculty Senate By-Laws Provision Regarding Election of the Undergraduate Student Senator- Revote

Prof. Carney reviewed the proposed change to Senate By-Law IV, Item d, Sec. 2, Par. a., which provides that the Undergraduate Student Government Vice President of Academic Affairs would serve as the undergraduate student senator. This language codifies current practice. The Senate voted unanimously to approve the new language. *Attachment*

Proposed Revisions to SOM By-Laws- Revote

Professor David Carney, chair of the By-Laws Committee, reviewed proposed revisions to the SOM By-Laws that had been approved by the By-Laws Committee. The Senate voted unanimously to approve the revisions. *Attachment*

Provost's Commission on the Undergraduate Experience

The Provost reported on the newly-formed Commission on the Undergraduate Experience (CUE). The CUE will be faculty-led with Professor Kimberly Emmons (CAS) serving as chair, and faculty representation from the Undergraduate Program Faculty schools. The CUE will also include several key administrators and students. The CUE was established to advance the university's strategic planning goal of assessing and improving undergraduate education and the residential student experience. The quality and diversity of the undergraduate student body has increased dramatically and students have higher expectations for their educational experience. The work may take up to two years to complete and will lead the path for undergraduate education at CWRU for the next several years.

Prof. Emmons said the CUE is advisory to the Provost and its charge is three-fold:

1. Develop and articulate a philosophy for advancing CWRU's undergraduate experience including SAGES and general education requirements.
2. Explore how CWRU's residential campus environment could better support learning and provide a more intellectually vibrant experience for undergraduates.
3. Engage with consultants from the Art & Science Group LLC as they help CWRU to understand external perceptions about CWRU's undergraduate programs and how any changes that may be implemented would be perceived.

The website for the CUE is pcue@case.edu. Faculty senators should feel free to contact Prof. Emmons with any questions, comments or suggestions.

The meeting was adjourned at 5:28pm.

Approved by the Faculty Senate

A handwritten signature in cursive script that reads "Rebecca Weiss".

Rebecca Weiss
Secretary of the University Faculty

**MANDEL SCHOOL OF APPLIED SOCIAL SCIENCES
CASE WESTERN RESERVE UNIVERSITY**

Revised by MSASS Faculty – 9/20/2004
Ratified by Faculty Senate – 10/27/2004
Approved in Principle by the Faculty Senate 10/27/2004
Approved in Principle by the Faculty Senate 09/24/2008
[Revised by MSASS Faculty – 5/11/2015](#)

**STANDARDS FOR APPOINTMENT, REAPPOINTMENT, PROMOTION AND TENURE
FOR TENURED, TENURE TRACK, NON-TENURE TRACK AND SPECIAL FACULTY**

I. Faculty Titles and Definitions

Members of the faculty shall be all persons holding full-time tenured or tenure track, non-tenure track and full- or part-time special faculty appointments. MSASS faculty titles and ranks are described in the MSASS by laws (1:2:1) and are summarized in Table 1. Table 1 is consistent with provisions of the CWRU Faculty Handbook (Summer 2003) and MSASS by laws (approved 1/26/2004).

- [Per faculty resolution of May 11, 2015, the ratio of tenured/tenure track faculty to non-tenure track faculty must meet or exceed 60:40 at all times \(i.e., 60% must be tenured/tenure track\).](#)
- ~~[Per faculty resolution of April 14, 2003, the ratio of tenured/tenure track faculty to non-tenure track faculty must meet or exceed 75:25 at all times \(i.e., 75% must be tenured/tenure track\).](#)~~
- Voting faculty is defined as the tenured/tenure track and the non-tenure track. These two groups of faculty have voting privileges as stated in the CWRU Faculty Handbook. Special faculty members have no vote on matters coming before the MSASS faculty, unless specifically asked to vote on a particular issue by the voting faculty.

II. Qualifications and Standards

MSASS criteria for consideration of promotion and tenure are organized into four areas drawn from the CWRU Faculty Handbook. These are as follows:

1. Expert knowledge of their academic field and a commitment to continuing development of this competence
2. Effectiveness in facilitating learning
3. Implementation of a continuing program of research and scholarship

4. Assuming a fair share of school/university service and administrative tasks, including contributing to community and professional service

These criteria are applicable to each faculty member, but the emphasis and the types of evidence required to support achievement of each criterion depends on the nature and type of the initial faculty appointment (tenure track, non-tenure track, special). In accordance with the Faculty Handbook (Chapter 3, Part One, I, A.3), at the time of the initial appointment, the faculty member shall be provided with a general written description of 1) the criteria by which his/her performance will be judged, and 2) the teaching, research and scholarship, and service required to maintain faculty status and for renewal of appointment, promotion, and/or tenure, as applicable.

III. Promotion and Tenure

Table 2 illustrates the criteria, evidence, and sources as applied for appointment, reappointment, promotion, and consideration for tenure. The criteria, general evidence, and sources of evidence listed have sufficient detail to be applicable to all faculty. Table 2 also demonstrates how quality and excellence are maintained, while providing opportunities for advancement and career development for all types of faculty.

1. The first criterion, “expert knowledge of academic field and a commitment to continuing development of this competence,” applies to all MSASS faculty: tenure track, non-tenure track, and special.
2. Tenure track faculty should provide evidence that they can and will continue to satisfy all of the other three criteria (#s 2, 3, and 4).
3. Non-tenure track faculty should provide evidence that they can and will continue to satisfy at least two of the remaining three criteria (#s 2, 3, and/or 4), depending on their initial appointment.
4. Special faculty should provide evidence that they can and will continue to satisfy at least one of the other three criteria (#s 2, 3, and 4), depending on their initial appointment.
5. The criteria for promotion to associate professor are the same for all faculty types (tenure track, non-tenure track, and special), except that time limits do not apply to non-tenure and special tracks, and the focus of the initial appointment (teaching, research and/or service) may be different. MSASS provides an appropriate allocation of resources and time (taking into account rank and type of appointment) for scholarly growth, academic achievement and professional development.
6. Faculty hired in the tenure track must remain in the tenure track. Faculty in the non-tenure track can apply for an open tenure track position, but if they move into a tenure track position, they cannot move back to a non-tenure track status.

The provost's office must approve a transfer into the tenure track. MSASS policy of 2/2000 and approved by the CWRU Faculty Senate states: "Although a one time, one way movement from a non-tenure track to a tenure track position is possible, it is not allowable (a) to move back and forth between tenure track and non tenure track positions..... Someone appointed to a non-tenure track position may later be appointed to a tenure track position but then cannot move back to a non-tenure track position. Likewise, someone appointed to a tenure track position cannot move to a non-tenure track position and back to the tenure track".

7. MSASS by-laws (Section 4:3:2) state: "MSASS faculty members who have been denied tenure by the university may be given renewable term appointments not leading to tenure consideration contingent upon full financial support from non-university resources. Such faculty members would be in the special faculty category."
8. Faculty in the tenure track who have served six (6) years in the school without being granted tenure should be offered a terminal appointment (except as indicated in point 7 above).
9. Tenure should be granted only at the levels of associate and full professor.

Table 3 summarizes procedures for faculty review of tenured, tenure track, non-tenure track and special faculty who seek a promotion in rank and/or tenure. The chart also shows ways in which a faculty member may receive guidance and feedback on job performance, including annual reviews, formation of advisory committees (Faculty Development Committees), and in the case of tenure track faculty in the pre-tenure period, 3rd year reviews.

1. All faculty members, with the exception of part-time faculty, receive an annual review, as required by the CWRU Faculty Handbook.
2. A Faculty Development Committee offers career guidance to each tenure track faculty member during the pre-tenure period. The option of forming an advisory committee for the purpose of career guidance and development shall be available to tenured faculty seeking promotion, non-tenure track faculty, and special research, adjunct, and clinical faculty as well.
3. On recommendations involving promotion, only faculty of rank equal or superior to that being considered shall be eligible to vote. On recommendations involving tenure, only faculty with tenure shall vote.
4. Promotion considerations to the rank of assistant level and higher require external evaluations.

5. Procedures for initial appointments and renewals of secondary appointments are summarized, following the policy statement on secondary appointments approved by the MSASS faculty April 14, 2003 and listed later in this document.

IV. Procedures for Review for Promotion and/or Tenure Considerations

A. Review Committees

All candidates for promotion and/or tenure will be reviewed by all faculty who are eligible to vote at the rank being considered. On recommendations involving promotion of tenured or tenure track faculty, only tenured and/or tenure track faculty of rank equal or superior to the rank being considered shall be eligible to vote. On recommendations involving promotion of non-tenure track and special faculty, all voting faculty (tenured, tenure track, and non-tenure track) of rank equal or superior to the rank being considered shall be eligible to vote. On recommendations involving tenure of tenure-track faculty, only faculty with tenure shall vote. These faculty shall consider all promotions and awards of tenure to insure the application of equitable standards for assessing credentials and to insure compliance with the personnel policy guidelines established by the Faculty Senate. These faculty shall review candidates in accordance with the criteria for promotion and tenure and the procedures for promotion and tenure review established by the MSASS Faculty and the guidelines established by the Faculty Senate.

The faculty committee shall be chaired by the dean and shall make formal recommendations to the dean and the university administration. The dean's position should not be included in the vote of the faculty, but should be transmitted to the university in a separate report accompanying the formal recommendations submitted by the committees.

B. Review of Tenure Track, Pre-Tenure Faculty

There shall be a yearly review by the dean of all tenure track faculty during the pre-tenure period which will be reported to the university. At the end of the first three years of the faculty appointment, there shall be a review conducted by the tenured faculty, which will assess the progress of the faculty member toward meeting the criteria for tenure and indicate areas of strength and concern. This report will be given to the candidate. The review report will be sent to the provost's office.

The intent of the yearly reviews and the three-year review is to keep the faculty member informed as to his/her progress in meeting the criteria for tenure, offer suggestions related to areas of concern, and provide the faculty member an early evaluation so as to enable the faculty member to consider options prior to the end of six-year pre-tenure period.

C. Preliminary Procedures

1. At the time of the appointment, incoming faculty will receive a copy of the procedures and criteria for promotion and tenure.
2. A formal consideration for promotion and/or tenure will ordinarily occur at the time of the faculty member's automatic review date but, if circumstances warrant, may be initiated earlier. Consideration may be initiated at the request of either the faculty member or the dean. Faculty members whose automatic review dates for promotion or tenure occur within a particular year shall be notified by the dean. If warranted by special circumstances, individual extensions of the pre-tenure period may be made as described in the university's Faculty Handbook, subject to the provost's approval.
3. The list of candidates will be made known by the dean to all faculty by September 1 of each year in which there will be candidates. Colleagues may submit material regarding the performance of any person on the list to the dean by October 1. Submitted information will be included in the candidates' promotion and tenure materials in accordance with guidelines provided by the provost's office.
4. At no time shall an individual be considered for review without his/her knowledge.
5. Candidates may consult with members of review committees for guidance and advice regarding preparation of material prior to a scheduled review.
6. Candidates will receive both the MSASS criteria for promotion and tenure and the guidelines provided by the provost's office.

D. Material to be Reviewed

1. Candidates shall submit the following materials to the Dean:
 - a. A current and complete *vitae*;
 - b. written statements of self-evaluation covering the criteria for promotion and tenure;
 - c. a selection of publication reprints or manuscript copies that the candidate considers representative of his/her strengths and contributions plus any reviews or commentaries on the work;
 - d. a list of persons from whom the dean can request references. These should be persons who can comment knowledgeably about the capabilities and contributions of the candidate. Table 3 indicates the numbers of external letters required of promotion and/or tenure candidates; and
 - e. other material that the candidate believes will serve as evidence.

2. The dean's office shall submit the following material to the faculty eligible to review the candidate's promotion and/or tenure request:
 - a. The material submitted by the candidate;
 - b. if applicable, letters submitted by colleagues (internal and/or external to the school) solicited by the dean in consultation with the candidate and other colleagues;
 - c. evaluations requested from outside referees. The dean is responsible for the solicitation of letters or reference from outside referees. He/she assumes final responsibility for the content of the letters and for determining the referees that shall be solicited. Names of persons submitted by the candidate will be used selectively and will be supplemented by names submitted by members of the Faculty Committees for Promotion and Tenure;
 - d. the most recent three years of student ratings and written evaluations of the candidate's classroom and/or field teaching;
 - e. the responses from a random sample of current and former students who have taken courses from the candidate;
 - f. written review of the dean.
 - g. written third year review of the Faculty Committees for Promotion and Tenure.

The candidate may review submitted material with the exception of confidential evaluations from outside referees, colleague letters, and letters from students solicited by the school. He/She may provide a written rebuttal but cannot remove any material with which he/she disagrees.

V. Procedures for Secondary Appointments

Definition

The CWRU Faculty Handbook (Summer 2003) states that in cases where an appointment applies to more than one constituent faculty or department, or to an administrative office as well as academic unit, one constituent faculty or department shall be identified as that of the primary appointment, and the other as secondary. Secondary faculty appointments are designed for persons who hold primary appointments in other schools/departments within the university. Such appointments will range in title from instructor through professor. Secondary appointments are important for establishing working relationships with other schools or departments and conducting interdisciplinary studies.

Terms and Procedures for Appointment

1. No faculty member shall hold a secondary appointment at a rank higher than the rank held in his/her primary department or school.
2. Secondary appointments are made as special faculty appointments as described in Tables 1 and 3.
3. Persons holding secondary appointments will receive no individual financial compensation or office space as a function of the secondary appointment.
4. Those holding secondary appointments in MSASS only will not be voting members of the MSASS faculty.
5. Faculty members may nominate individual faculty members for a secondary appointment in writing for the dean's consideration. The dean may bring recommendations for initial secondary appointments to the faculty for their consideration. Faculty of the same or higher rank will review the candidate's credentials (which would ordinarily include a CV, statement of rationale for secondary appointment, and a copy of one recent published paper) and submit their recommendation to the dean. Initial appointments will be for one academic year. Re-appointments (renewals) may be made by the dean.
6. As expressed in the CWRU Faculty Handbook, the primary department or school continues to be responsible for the initiation of consideration of reappointment, promotion, tenure or termination.

Table 1: Categories and Titles of MSASS Faculty

Type	Modifier	Ranks	Appointment	Vote	Comments
TENURE TRACK/ TENURED	None	Assistant Professor Associate Professor Professor	Full time, Finite Full time, Indefinite	CWRU- yes MSASS- yes	No changes in procedure from our current policy. Criteria and standards for promotion have been developed for each rank.
NON-TENURE TRACK	None	Instructor Sr. Instructor Assistant Professor Associate Professor Professor	Full time, Finite	CWRU- yes MSASS- yes	Establishes a non-tenure career track.
SPECIAL	Visiting	Instructor Sr. Instructor Assistant Professor Associate Professor Professor	Full or part time—short term/ limited	CWRU-no MSASS- no, unless asked to vote	Appointment is at same rank as previous institution. If not from academia, title is Visiting Faculty; the modifier Distinguished Visiting may be used in special circumstances.
	Research	Assistant Professor Associate Professor Professor	Full or part time—Finite, dependent on research funding	CWRU-no MSASS- no, unless asked to vote	These individuals are established researchers who direct funded research and provide experiences for students.
	Adjunct	Instructor Sr. Instructor	Part time or full time with limited duties--Finite	CWRU-no MSASS- no, unless asked to vote	Perform limited educational duties such as teaching specified courses, seminars, or advising (field, academic, ABLE), etc. Typically primary appointment is elsewhere.
	Field Education	Instructor	Agency based	CWRU-no MSASS- no, unless asked to vote	Educate students in field placements. Employed by agencies, not CWRU.
	Lecturer	N/A		Full or part time	CWRU- no MSASS- no

Type	Modifier	Ranks	Appointment	Vote	Comments
	Named Professor, according to the terms of the professorship		Full time-finite	CWRU-no MSASS-no, unless asked to vote	Perform specified limited duties of named chair
	Clinical	Instructor, Sr. Instructor, Assistant Professor, Associate Professor, Professor	Full or part time-finite	CWRU-no MSASS-no, unless asked to vote	Established practitioners or administrators who direct projects and provide educational experiences for students.
SECONDARY	None	Instructor Sr. Instructor Assistant Professor Associate Professor Professor	Secondary, finite	CWRU-depends on primary apt. MSASS-no	Rank is not to exceed rank in primary department.

**Mandel School of Applied Social Sciences
Case Western Reserve University**

TABLE 2

**STANDARDS FOR APPOINTMENT, REAPPOINTMENT, PROMOTION AND TENURE
FOR TENURED, TENURE TRACK, NON-TENURE TRACK AND SPECIAL FACULTY**

(Numbers in parentheses refer to criteria area. Criteria 1 and 4 apply to all faculty.)

MSASS criteria for consideration of promotion and tenure are organized into four areas drawn from the CWRU Faculty Handbook, and one additional area pertinent to the social work profession. These are as follows:

1. Expert knowledge of their academic field and a commitment to continuing development of this competence
2. Effectiveness in facilitating learning
3. Implementation of a continuing program of research and scholarship
4. Assuming a fair share of school/university service and administrative tasks, including contributing to community and professional service

Tenured & Tenure Track (Criteria 1-4 apply for tenured and tenure track)	Non-Tenure Track & Special (where rank is applicable) (Criteria 1 applies to all. At least two of criteria 2, 3 & 4 apply to non-tenure track; at least one of criteria 2, 3 & 4 applies to special)
<u>INSTRUCTOR</u> This rank not applicable	<u>INSTRUCTOR</u> <ul style="list-style-type: none"> • Master’s degree in social work or related field. (1) • Evidence of professional expertise and excellence in an area of social welfare. (3) • Evidence of pedagogical abilities relevant to social work education. (2) • Willingness to participate in school service and administrative tasks. (4) • Community social welfare service orientation as evidenced by participation in local activities. (4)
<u>SR. INSTRUCTOR</u> This rank not applicable	<u>SR. INSTRUCTOR</u> <ul style="list-style-type: none"> • Master’s degree in social work or related field. (1)

<p style="text-align: center;">Tenured & Tenure Track (Criteria 1-4 apply for tenured and tenure track)</p>	<p style="text-align: center;">Non-Tenure Track & Special (where rank is applicable) (Criteria 1 applies to all. At least two of criteria 2, 3 & 4 apply to non-tenure track; at least one of criteria 2, 3 & 4 applies to special)</p>
	<ul style="list-style-type: none"> • Recognition of area of expertise by local/community professionals as evidenced by honors, publications, and/or presentations. (1) • Competence in pedagogical abilities relevant to social work education as evidenced by courses developed, new courses taken on, range of courses taught, teaching evaluations, etc. (2) • Contributions to development of social work education as evidenced by ABLE participation, continuing education, guest lectures for other courses, etc. (2) • Evidence of teaching competence over time as measured by attainment of performance goals set for teaching. (2) • Scholarly productivity as evidenced by local, state, and/or national presentations. (3) • Participation within the school in administrative and membership roles in committees, programs, and school initiatives. (4) <p>Participation in professional/community organizations and undertakings. (4)</p>
<p style="text-align: center;"><u>ASSISTANT PROFESSOR</u></p> <ul style="list-style-type: none"> • Earned doctorate. • Developing knowledge in one or more areas of knowledge, practice, research and/or education. (1) • Capacity for scholarly productivity as evidenced by research, demonstration or practice projects, professional presentations, teaching materials or other media, monographs, reports, papers, articles, book chapters or books. (3) • Service commitment as evidenced by school/ professional community membership, state and local activities. (4) • Excellence in teaching as evidenced by teaching evaluations, courses taught, etc. (2) 	<p style="text-align: center;"><u>ASSISTANT PROFESSOR</u></p> <ul style="list-style-type: none"> • Earned doctorate. • Developing knowledge in one or more areas of knowledge, practice, research and/or education. (1) • Capacity for scholarly productivity as evidenced by research, demonstration or practice projects, professional presentations, teaching materials or other media, monographs, reports, papers, articles, book chapters or books. (3) • Service commitment as evidenced by school/ professional community membership, state and local activities. (4) • Participation within the school and university by assuming administrative and other roles in key committees,

<p style="text-align: center;">Tenured & Tenure Track (Criteria 1-4 apply for tenured and tenure track)</p>	<p style="text-align: center;">Non-Tenure Track & Special (where rank is applicable) (Criteria 1 applies to all. At least two of criteria 2, 3 & 4 apply to non-tenure track; at least one of criteria 2, 3 & 4 applies to special)</p>
<ul style="list-style-type: none"> • A research area of expertise is evident. • Ability to attract funding for research. (3) 	<ul style="list-style-type: none"> programs, and initiatives. (4) • Excellence in teaching and/or practice. (2) • Development of area of teaching focus. (2)
<p style="text-align: center;"><u>ASSOCIATE PROFESSOR</u></p> <p>Achieving this rank requires continued fulfillment of all criteria at the assistant professor level, with the addition of the following:</p> <ul style="list-style-type: none"> • Achieved recognition as a scholar or expert in one or more areas of knowledge, practice, research, and education as evidenced by evaluation of external authorities and colleagues in the area of research practice or knowledge. (1) • Clear and explicit formulations of theoretical and value content bearing on a component of social work knowledge or practice as evidenced by research, demonstration or practice projects, professional presentations, teaching materials or other media, monographs, reports, papers, articles, book chapters or books, activities in workshops, continuing education, institutes, seminars, visiting professorships, advisory panels, etc. (1) • Mastery of pedagogical abilities relevant to social work education including development of teaching content and objectives in a clear and consistent fashion, coherent organization of content and effective presentation of classroom or field instruction content, responsiveness to learning needs and styles of students, and provision of opportunities for students' integration of knowledge, practice and values as evidenced by written self-evaluation (including such issues as philosophy/principles of education, assessment of teaching role and competence, aims and objectives, relationship with students, particular skills or mastery of content), student 	<p style="text-align: center;"><u>ASSOCIATE PROFESSOR</u></p> <p>(Note: the relevant criteria apply to non-tenure track & special faculty titles with this rank).</p> <p>Achieving this rank requires continued fulfillment of all criteria at the assistant professor level, with the addition of the following:</p> <ul style="list-style-type: none"> • Achieved recognition as a scholar or expert in one or more areas of knowledge, practice, research, and education as evidenced by evaluation of external authorities and colleagues in the area of research practice or knowledge. (1) • Clear and explicit formulations of theoretical and value content bearing on a component of social work knowledge or practice as evidenced by research, demonstration or practice projects, professional presentations, teaching materials or other media, monographs, reports, papers, articles, book chapters or books, activities in workshops, continuing education, institutes, seminars, visiting professorships, advisory panels, etc. (1) • Mastery of pedagogical abilities relevant to social work education including development of teaching content and objectives in a clear and consistent fashion, coherent organization of content and effective presentation of classroom or field instruction content, responsiveness to learning needs and styles of students, and provision of opportunities for students' integration of knowledge, practice and values as evidenced by written self-evaluation (including such issues as philosophy/principles of education,

<p style="text-align: center;">Tenured & Tenure Track (Criteria 1-4 apply for tenured and tenure track)</p>	<p style="text-align: center;">Non-Tenure Track & Special (where rank is applicable) (Criteria 1 applies to all. At least two of criteria 2, 3 & 4 apply to non-tenure track; at least one of criteria 2, 3 & 4 applies to special)</p>
<p>evaluation ratings and all written comments, responses from a random sample of current and former students who have taken courses from the candidate whose responses have been solicited by the dean, evaluations by colleagues such as specialization and/or concentration chairperson, team teachers, and others cognizant of the candidate's performance. (2)</p> <ul style="list-style-type: none"> • Contributions to education with regard to social work education field, in general, curriculum development, development of innovative approaches, extensions of teaching skill/knowledge to continuing education, workshops, seminars, lectures, etc. as evidenced by self-report of such activities, published articles, reports, monographs, course syllabi, and evaluations by colleagues and consumers, etc (2) • Participation in community welfare activities as evidenced by serving on boards and committees, giving speeches and workshops, providing consultation, serving on advisory panels. (4) • Assuming leadership roles in professional organizations and undertakings as evidenced by holding leadership positions in organizations and networks concerned with social welfare and social work. (4) • Scholarly work represents a significant contribution to the field of social work and social welfare as evidenced by articles published in refereed journals, books and book chapters, monographs, reports and papers, juried and invited presentations at professional meetings, external support for research and scholarship, evaluation of research and scholarships by external referees. (3) • Scholarly work demonstrates excellence, an ability to conduct independent scholarship, and a sustained focus that is 	<p>assessment of teaching role and competence, aims and objectives, relationship with students, particular skills or mastery of content), student evaluation ratings and all written comments, responses from a random sample of current and former students who have taken courses from the candidate whose responses have been solicited by the dean, evaluations by colleagues such as specialization and/or concentration chairperson, team teachers, and others cognizant of the candidate's performance. (2)</p> <ul style="list-style-type: none"> • Contributions to education with regard to social work education field, in general, curriculum development, development of innovative approaches, extensions of teaching skill/knowledge to continuing education, workshops, seminars, lectures, etc. as evidenced by self-report of such activities, published articles, reports, monographs, course syllabi, and evaluations by colleagues and consumers, etc (2) • Participation in community welfare activities as evidenced by serving on boards and committees, giving speeches and workshops, providing consultation, serving on advisory panels. (4) • Assuming leadership roles in professional organizations and undertakings as evidenced by holding leadership positions in organizations and networks concerned with social welfare and social work. (4) • Scholarly work represents a significant contribution to the field of social work and social welfare as evidenced by articles published in refereed journals, books and book chapters, monographs, reports and papers, juried and invited presentations at professional meetings, external support for research and scholarship, evaluation of research and scholarships by external

<p style="text-align: center;">Tenured & Tenure Track (Criteria 1-4 apply for tenured and tenure track)</p>	<p style="text-align: center;">Non-Tenure Track & Special (where rank is applicable) (Criteria 1 applies to all. At least two of criteria 2, 3 & 4 apply to non-tenure track; at least one of criteria 2, 3 & 4 applies to special)</p>
<p>likely to continue as evidenced by research and scholarly activities currently underway. (3)</p> <ul style="list-style-type: none"> • Participation in school service and administrative roles as evidenced by committee membership, leadership activities, proposals developed, administrative accomplishments and related documents. (4) • Participation in university service and administrative tasks as evidenced by committee service, leadership activities and administrative tasks. (4) 	<p>referees. (3)</p> <ul style="list-style-type: none"> • Scholarly work demonstrates excellence, an ability to conduct independent scholarship, and a sustained focus that is likely to continue as evidenced by research and scholarly activities currently underway. (3) • Participation in school service and administrative roles as evidenced by committee membership, leadership activities, proposals developed, administrative accomplishments and related documents. (4) • Participation in university service and administrative tasks as evidenced by committee service, leadership activities and administrative tasks. (4)
<p style="text-align: center;"><u>PROFESSOR</u></p> <p>Relevant criteria apply to all faculty titles with this rank.</p> <p>Achieving this rank requires continued fulfillment of all criteria at the Associate Professor level, with the addition of the following:</p> <ul style="list-style-type: none"> • Highly significant and sustained knowledge development and contributions in a specified area or areas bearing on a component of social welfare knowledge, practice, research and/or education as evidenced by evaluation of external authorities and colleagues. Quality and quantity of publications with an emphasis on sole and first authorship in top tier refereed journals will have the most weight. Collaborations with students are considered to be clear indications of the faculty member's work. (1) • National and/or international recognition as a scholar. (1) • Significant contributions to education 	<p style="text-align: center;"><u>PROFESSOR</u></p> <p>Relevant criteria apply to all faculty titles with this rank.</p> <p>Achieving this rank requires continued fulfillment of all criteria at the Associate Professor level, with the addition of the following:</p> <ul style="list-style-type: none"> • Highly significant and sustained knowledge development and contributions in a specified area or areas bearing on a component of social welfare knowledge, practice, research and/or education as evidenced by evaluation of external authorities and colleagues. Quality and quantity of publications with an emphasis on sole and first authorship in top tier refereed journals will have the most weight. Collaborations with students are considered to be clear indications of the faculty member's work. (1) • National and/or international recognition as a scholar. (1) • Significant contributions to education with

<p style="text-align: center;">Tenured & Tenure Track (Criteria 1-4 apply for tenured and tenure track)</p>	<p style="text-align: center;">Non-Tenure Track & Special (where rank is applicable) (Criteria 1 applies to all. At least two of criteria 2, 3 & 4 apply to non-tenure track; at least one of criteria 2, 3 & 4 applies to special)</p>
<p>with regard to social work education as evidenced by curriculum development, development of innovative approaches, extension of teaching skills/knowledge, dissertations chaired, national recognition as a teacher, national and or international influence with respect to social work education and profession. (2)</p> <ul style="list-style-type: none"> • Sustained and significant substantive scholarly contributions recognized nationally and/or internationally as evidenced by publications in refereed journals, consultations, honors, elections to scientific bodies, principal investigator of funded grants, authorship of a textbook. (3) • Excellence demonstrated by outstanding achievement and evidence that this level of excellence will be sustained. (1) • Influence on policy or practice at a national/ international level in one or more areas of knowledge, practice, research, or education. (4) • Major role and recognized leadership in key school, university, and professional committees/initiatives, as evidenced by assuming the role of chair, elected positions with the university, preparation of concept or position papers, administrative leadership activities and accomplishments. (4) • Evidence of influence on professional organizations, research, policy, or practice at the national and/or international level as evidenced by serving on national boards, being a consultant to government or scientific bodies, holding office in professional/scientific organizations, memberships on editorial boards or editorships. (4) • Assuming leadership roles in national and/or international professional organizations and undertakings. (4) 	<p>regard to social work education as evidenced by curriculum development, development of innovative approaches, extension of teaching skills/knowledge, dissertations chaired, national recognition as a teacher, national and or international influence with respect to social work education and profession. (2)</p> <ul style="list-style-type: none"> • Sustained and significant substantive scholarly contributions recognized nationally and/or internationally as evidenced by publications in refereed journals, consultations, honors, elections to scientific bodies, principal investigator of funded grants, authorship of a textbook. (3) • Excellence demonstrated by outstanding achievement and evidence that this level of excellence will be sustained. (1) • Influence on policy or practice at a national/ international level in one or more areas of knowledge, practice, research, or education. (4) • Major role and recognized leadership in key school, university, and professional committees/initiatives, as evidenced by assuming the role of chair, elected positions with the university, preparation of concept or position papers, administrative leadership activities and accomplishments. (4) • Evidence of influence on professional organizations, research, policy, or practice at the national and/or international level as evidenced by serving on national boards, being a consultant to government or scientific bodies, holding office in professional/scientific organizations, memberships on editorial boards or editorships. (4) • Assuming leadership roles in national and/or international professional organizations and undertakings. (4)

Table 3
Procedures for Faculty Review and Promotion/Tenure Considerations¹

✓ = applies

Faculty Category	Advisory Committee	Annual Review by Dean	3 Year Review	Submit Documents for Promotion	Which Faculty Review ²	External Evaluation Required ³	Provost Approval ⁴
Pre-tenure Period for tenure track faculty	Required	Includes review by Committee as well	✓	✓	Vote for promotion by faculty (tenured, and tenure track) at rank equal to or superior to that being considered. Vote for tenure by tenured faculty only.	✓ 3 letters for assistant professor 8 letters for associate professor 10 letters for full professor	✓
Tenured	Optional at associate level	✓	NA	✓	Vote for promotion by faculty (tenured and tenure track) of rank equal to or superior to that being considered	✓ 3 letters for assistant professor 8 letters for associate professor 10 letters for full professor	✓
Non-Tenure track	Optional	✓	NA	✓	Vote by faculty (tenured, tenure track & non-tenure track) of rank equal to or superior to that being considered	✓ 2 letters required for promotion to senior instructor (need not be external) 3 letters for assistant professor 8 letters for associate professor 10 letters for full professor	✓
Special: Visiting	NA	NA	NA	NA	NA	NA	NA
Special: Research	Optional	✓	NA	✓	Vote by tenured, tenure track, and non-tenure track faculty of rank equal to or superior to that being considered	✓ 3 letters for assistant professor 8 letters for associate professor 10 letters for full professor	NA
Special: Adjunct	Optional	Associate Dean	NA	✓	Vote by tenured, tenure track, and non-	NA	NA

Faculty Category	Advisory Committee	Annual Review by Dean	3 Year Review	Submit Documents for Promotion	Which Faculty Review ²	External Evaluation Required ³	Provost Approval ⁴
		Field Director for adjunct instructors who serve as field advisors			tenure track faculty of rank equal to or superior to that being considered		
Special: Field Education Instructors	NA	Field Office	NA	NA	NA Review of field education instructors is carried out via annual student evaluations and field advisor's agency assessments	NA	NA
Named Professors	NA	✓	NA	NA	NA	NA	✓
Clinical Special Faculty	Optional	✓	NA	✓	✓ Vote by tenured, tenure track and non-tenure track faculty of rank equal or superior to that being considered	✓ 2 letters required for promotion to senior instructor (need not be external) 3 letters for assistant professor 8 letters for associate professor 10 letters for full professor	NA
Secondary	NA	✓	NA	For initial appointments only	Vote by tenured, tenure track, and non-tenure track faculty of rank equal to or superior to that being considered for the initial appointment. Decisions of promotion and tenure rest with primary appointment. ⁵	Letter of approval required from chair or dean where candidate holds primary appointment	For initial appointment and renewals

1. This chart applies to promotions from one rank to the next higher rank, not necessarily initial appointments, except in the case of secondary appointments.

2. This column indicates which faculty vote on promotion for each category of faculty listed in the rows. MSASS bylaws state that promotion decisions are made by the faculty eligible to vote for the rank being considered. Tenure decisions are made by faculty with tenure.
3. These refer to evaluations by external authorities for the purpose of promotion/tenure considerations. Two letters **are** required for initial appointments of instructors and senior instructors, but these need not be external. To be hired at or promoted to the rank of assistant professor a national search is required, unless a waiver has been granted.
4. CWRU Faculty Handbook (Chapter 3, Part One, I) states that, with the exception of special faculty, all appointments, promotions, and tenure, and tenure transfer recommendations require approval by the Board of Trustees.
5. Faculty with secondary appointments may request consideration of promotion in the secondary department after a promotion has been granted in their primary department.

Approved by MSASS faculty

Revised September 20, 2004

Ratified by Faculty Senate

October 27, 2004

Approved in Principle by the Faculty Senate – 04/26/06

Approved in Principle by the Faculty Senate – 09/24/08

TOBACCO FREE CAMPUS POLICY PROPOSAL - FALL 2015



The Question

- Should CWRU become a Tobacco Free Campus?
 - Yes or No?
- Rationale
- Summary of Policy
 - Culture of health
 - Supportive environment
 - Compliance focus

Policy Planning Steps

Plan

- Tobacco Free Campus Advisory Committee led by CWRU Medical Director (Jan. 2016)
- Faculty, Staff, Student, Administration membership

Im-plement

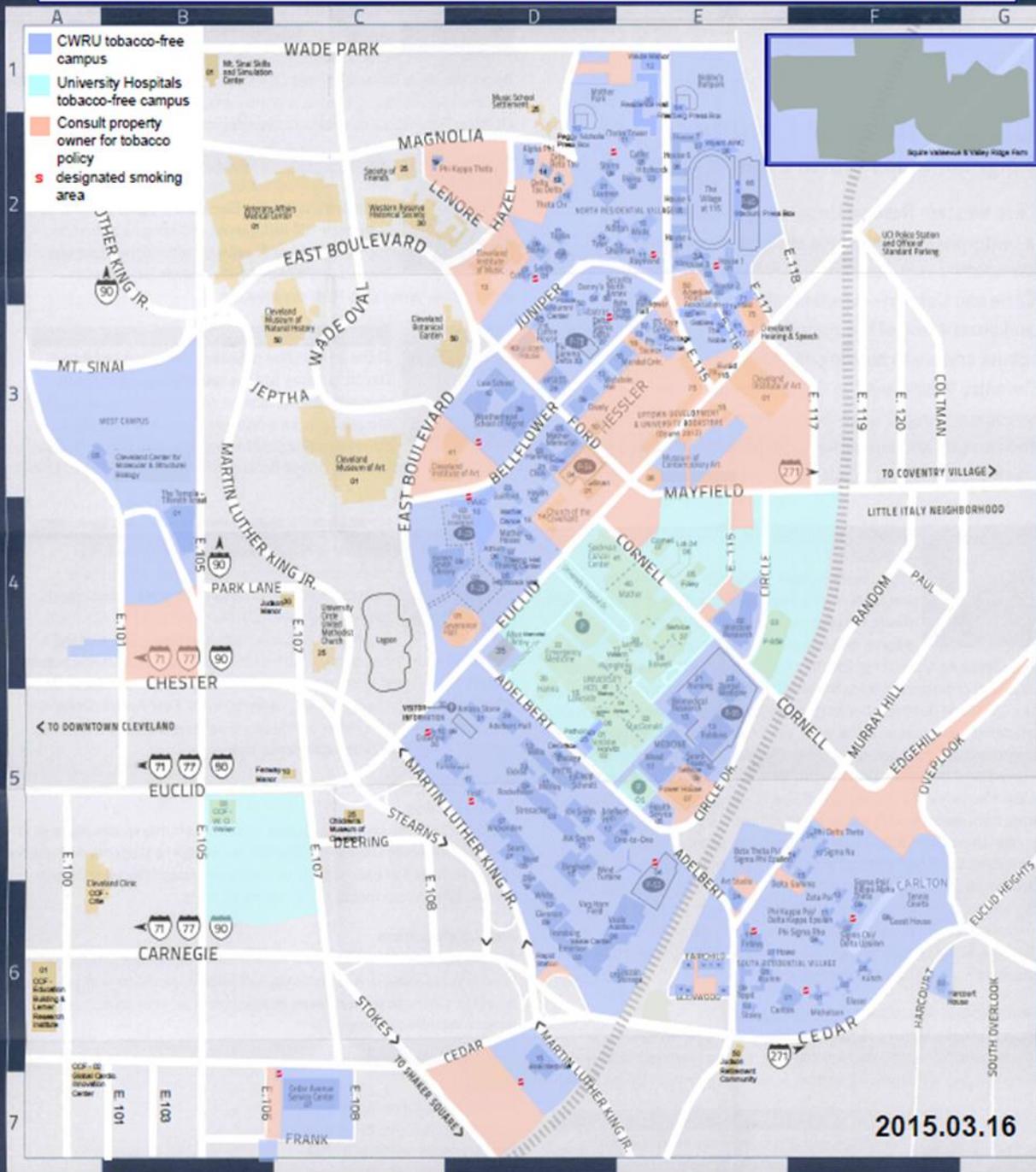
- 19 month timeframe (Fall 2017)
- Stakeholder group updates - quarterly

Evaluate

- Pre-/post- outcome measurements (Fall 2018)
- Stakeholder communication annually

CAMPUS MAP

Proposal would eliminate current designated smoking areas.



CESSATION RESOURCES

	FACULTY	STAFF	STUDENTS
GROUP PROGRAM ON CAMPUS			
TELEPHONE COACHING PROGRAM			TBD
MEDICAL PLAN RESOURCES			

Policy Rationale

Creating a tobacco-free campus environment at CWRU will reduce health risks and promote the health and well-being of all that work, learn, and live here. Each year, approximately one in five people in the United States die prematurely of diseases caused by tobacco use including complications from secondhand smoke and smokeless tobacco. There is no risk-free level of tobacco use; therefore, this policy is designed to include all tobacco products. Improving the health of members of the university community by providing resources for tobacco cessation is a critical component of this endeavor.

In addition to promoting public health, this campus-wide tobacco-free policy will be economically beneficial. Benefits may include reduced employee and student health care costs and absenteeism, increased employee productivity, and additional cost savings related to grounds and facility maintenance.

The decision to become tobacco free has been strongly influenced by local, state and national trends. Because of the public health, economic, and environmental benefits associated with being a tobacco free community, 48% of Association of American Universities have adopted tobacco-free policies. In addition, numerous local institutions have adopted similar policies.

CWRU TOBACCO-FREE CAMPUS POLICY

Definitions

For purposes of this policy, the terms set forth below shall have the following meaning:

“*Tobacco*” refers to any product containing tobacco in any form. Tobacco products include, but are not limited to, cigarettes (clove, bidis, kreteks, ecigarettes), cigars and cigarillos, pipes, all forms of smokeless tobacco, and any other smoking devices that use tobacco such as hookahs, and any other existing or future smoking, tobacco or tobacco-related products.

“*CWRU Property*” refers to all interior space owned, rented or leased by CWRU and all outside property or grounds owned or leased by CWRU, including parking areas and private vehicles while they are on CWRU property and CWRU vehicles.

Tobacco-Free Policy

This policy, effective as of _____, 2015, applies to all persons on CWRU property, regardless of their purpose for being there (e.g., staff, faculty, students, patients, visitors, contractors, subcontractors, etc.).

- A. CWRU prohibits the use of tobacco products at all times on campus property. See Attachment A for campus map.
- B. The university is committed to providing support to the entire population who wishes to stop using tobacco products. Staff, faculty and students have access to several types of assistance, including telephone or group counseling. Over the-counter tobacco cessation medications are offered free of charge to staff and faculty enrolled in a CWRU health plan. Eight weeks of free nicotine-replacement therapy is included in the telephonic coaching Quit Line program offered for benefits-eligible faculty and staff (1-800-QUITNOW). Supervisors are encouraged to refer staff and faculty to cessation services for which they are eligible. Students are encouraged to access cessation services offered in their health plans.
- C. The success of this policy requires a collaborative effort of the entire CWRU community. Staff, faculty, and students on campus will engage in positive and respectful communication and interactions in regards to this policy. Concerns will be addressed in a respectful and thoughtful manner.
- D. The sale, advertising, sampling and distribution of tobacco products and tobacco related merchandise is prohibited on all CWRU property.
- E. Use of university funds for purchase of tobacco or tobacco-related products is prohibited, unless such use is permitted under the exception stated below.
- F. Tobacco use may be permitted for authorized research with prior approval of the Provost’s Office, and in the case of smoking, the review and recommendation of the University Department of Environmental Health & Safety.

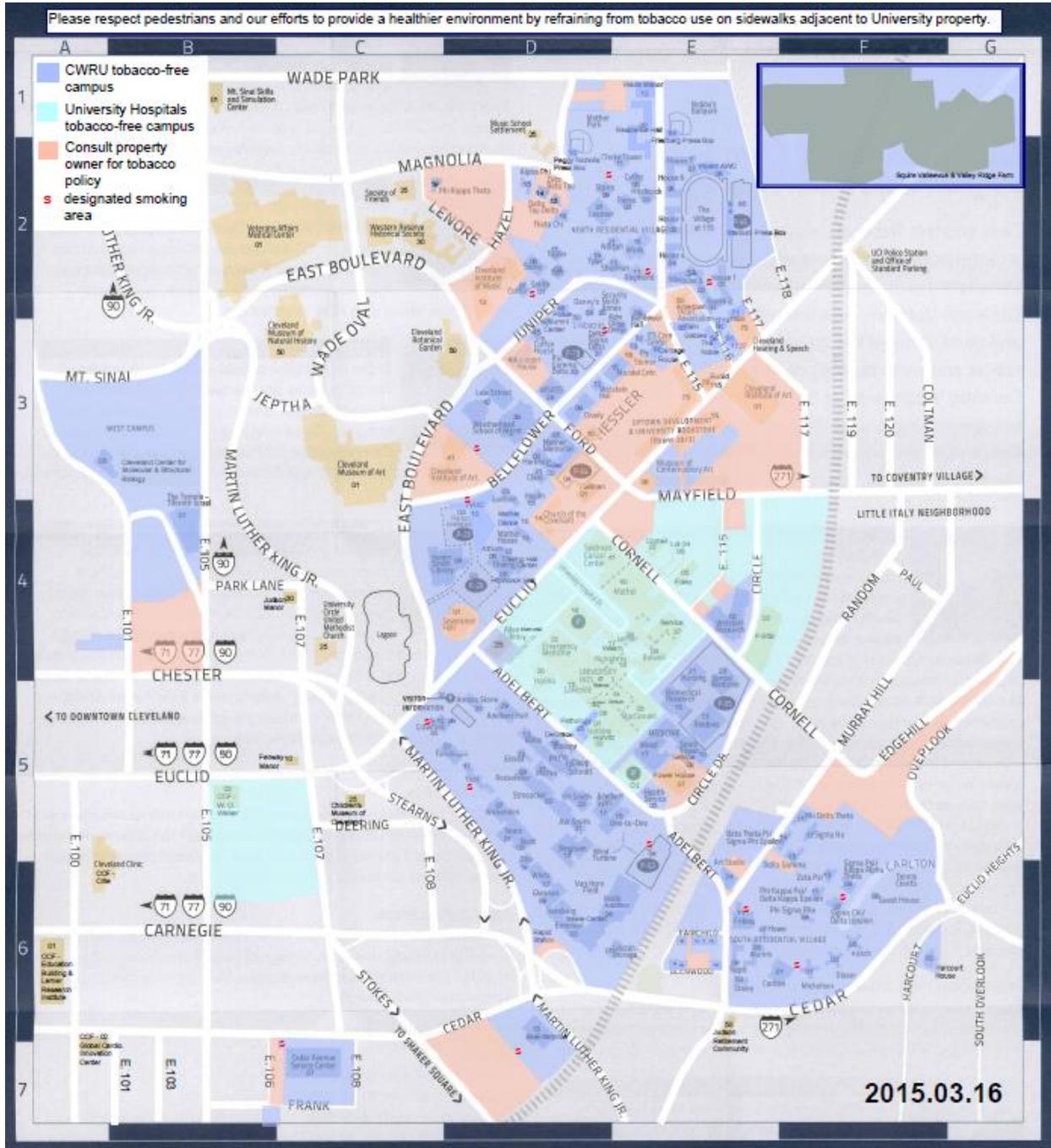
Compliance

Compliance with this policy is the responsibility of all members of the CWRU community. This policy will be enforced with all individuals present on the CWRU campus. An individual may inform someone using tobacco on campus property of this policy and request that the tobacco user comply. Repeated issues of non-compliance with this policy should be brought to the attention of the Office of Student Conduct and Compliance (with students) and by the Employee Relations area of Human Resources (with staff and faculty). Contractors, vendors, and visitors must also comply with this policy while on campus property.

DRAFT

ATTACHMENT A – CAMPUS MAP

(includes current designated smoking areas that would be eliminated with adoption of the new policy)



ATTACHMENT B – CESSATION RESOURCES

Group Program – Faculty, Staff & Students

Eight-week sessions are available each quarter throughout the year. A representative from ease@work, our Employee Assistance Program vendor, leads each session.

Goals of the program include:

- Assess readiness to end tobacco use
- Identify reasons for wanting to quit and the barriers to quitting. What are your motivations? How do you stay focused?
- Develop awareness around when you smoke in order to identify triggers and make a plan for behavior change

This program is a step-by-step program for ending nicotine use through self-discovery and group support, including aspects of behavior change, importance of good nutrition, exercise and stress management. Faculty, staff, and students can participate in the program. There is no out-of-pocket cost for this class, but registration is required.

Email Valerie Clause at vclause@easeatwork.com or call 216.325.9323 to register.

Quit Line Program - Individual Coaching – Faculty & Staff

The Tobacco Cessation Quit Line Program offers benefits-eligible employees science-based tools and resources so you can take control of your habit. You will be five times more likely to succeed than someone who does not enroll.

- No cost to you
- A personalized coaching program with a professional Quitline coach
- Up to five convenient-to-schedule calls with your coach, plus the option to call the QuitLine anytime you need help
- Coaches available from 8:00 a.m. to 1:00 a.m. EST
- Free Nicotine Replacement Therapy (NRT) - Patches, gum, or lozenges
- Clinical Guides on tips for quit success from the leading respiratory experts in the country

Enroll today: 1.800.QUIT.NOW

Insurance Carrier Resources – Faculty & Staff

Medical Mutual of Ohio

All CWRU faculty and staff covered by Medical Mutual of Ohio may consider participating in the *SuperWell® QuitLine*, a free telephone service to assist their members with quitting tobacco use. A 4 week supply of nicotine replacement therapy (NRT) is included at no cost. If you continue with coaching, you will receive a second 4 week supply, if needed. Call 1.866.845.7702 to take your first step toward quitting. Hours of operation are Monday – Friday 9:00 a.m. to 11:00 p.m., Saturday and Sunday 10:00 a.m. to 6:30 p.m. Hearing-impaired members can call TTY: 888.229.2182.

Anthem Blue Access

All CWRU faculty and staff covered by Anthem may consider participating in the *Health Assistant – Quit Tobacco Program*. The Health Assistant program provides an online experience similar to what happens in a one-to-one telephonic or in-person coaching session. Access from the “Health & Wellness” tab of the consumer portal.

CVS/Caremark

Beginning January 1, 2013, over-the-counter nicotine replacement products - such as patches and gums - and tobacco cessation support medications are available at no out-of-pocket cost to participants in the CVS Caremark prescription drug insurance plan; a prescription is required to qualify for this enhanced benefit. No prior authorization is required. An annual limit of two cycles (12 weeks per cycle) for any combination of brand or generic nicotine replacement products or medications applies.

Insurance Carrier Resources – Students

Medical plan coverage includes outpatient coaching. Outpatient cessation support through in network plan providers pays at 100% of the Negotiated Rate. Out of network, the plan pays at 60% of the Reasonable & Customary charges after a \$100 per policy year deductible. Services are subject to a combined limit of 8 individual or groups visits by any recognized provider per 12-month period.

Healthy Lifestyle Coaching Tobacco Free (these benefits will be rolled into the medical and prescription plans with Aetna Student Health for the 2015-2016 academic year)

Call [1-866-213-0153](tel:1-866-213-0153)

This discount program is outside of the medical plan and offers coaching as well as a free 8 week supply of nicotine replacement therapy after completing 3 sessions with a coach. Information is available in the Aetna Student Health website for the university.

Other available resources – Faculty, Staff & Students

- EASE@Work – Center for Families and Children (Faculty and Staff only)
 - Individual counseling with an addictions specialist, and/or hypnotherapist. 3 individual therapy sessions are covered under CWRU's contract. Available to CWRU employees and spouse/equivalent.
- www.smokefree.gov - National Cancer Institute – online Guide to Quitting and Smoking Quitline
- www.cancer.org - American Cancer Society. Under “Health Information Seekers,” select “quitting smoking.” Then select “Kick the Habit” Call (800) ACS-2345 for the number of the telephone “quitline” or other support in our area
- www.cdc.gov/tobacco - CDC Tobacco and Prevention Course
- www.lungusa.org - American Lung Association’s Freedom From Smoking online smoking cessation program
- www.tobaccofreecampus.org – The home for tobacco-free campus policy
- www.no-smoke.org – American Nonsmokers’ Rights Foundation list of Smokefree and Tobacco-Free U.S. and Tribal Colleges and Universities

AAU Benchmark Tobacco Policies - June 22, 2015

1) Bans smoking indoors, in University vehicles, and within 15-35 feet of building entrances, exits, windows and air intake vents = 23 (37%)

- | | |
|----------------------------------------|---------------------------------------|
| a. Brandeis University | m. The Johns Hopkins University* |
| b. Brown University* | n. The Pennsylvania State University# |
| c. California Institute of Technology* | o. The University of Chicago* |
| d. Columbia University | p. The University of Kansas*# |
| e. Cornell University# | q. Univ. of NC, Chapel Hill# |
| f. McGill University* | r. University of Wisconsin-Madison# |
| g. Michigan State | s. University of Pennsylvania* |
| h. New York University*# | t. University of Pittsburgh# |
| i. Northwestern University | u. University of Rochester |
| j. Rutgers* | v. University of Toronto |
| k. Stanford University*# | w. University of Virginia# |
| l. Stony Brook University | |

**Ten universities include an e-cigarette ban*

#Has a tobacco-free Medical/Health Campus

2) Bans smoking indoors and outdoors except in designated areas = 9 (14%)

- | | |
|--------------------------------------|--------------------------------------|
| a. Carnegie Mellon | f. Rice University* |
| b. Case Western Reserve University*# | g. University of Southern California |
| c. Duke University# | h. University of Washington* |
| d. MIT+ | i. Yale University |
| e. Purdue University | |

**Three universities include an e-cigarette ban*

#Has a tobacco-free Medical/Health Campus

+MIT allows smoking indoors in residences where all parties agree

3) Smoke free campus = 12 (19%) *These universities do not explicitly ban smokeless products*

- | | |
|--------------------------------|-----------------------------------------|
| a. Boston University# | g. The University of Iowa# |
| b. Harvard# | h. University of Buffalo |
| c. Iowa State University | i. University of Illinois at U-C* |
| d. Princeton* | j. University of Maryland, College Park |
| e. Texas A&M* | k. University of Michigan |
| f. The University of Arizona#+ | l. Vanderbilt*# |

**Four universities include an e-cigarette ban*

#Has a tobacco-free Medical/Health Campus

+University of Arizona allows e-cigarette use only 25 or more feet from building entrances

4) Tobacco free campus = 18 (29%)

- | | |
|------------------------------------------|---------------------------------------------|
| a. Emory University* | j. University of California, Los Angeles* |
| b. Georgia Institute of Technology* | k. University of California, San Diego* |
| c. Indiana University* | l. University of California, Santa Barbara* |
| d. The Ohio State University* | m. University of Colorado Boulder* |
| e. University of Texas at Austin* | n. University of Florida* |
| f. Tulane University* | o. University of Minnesota – Twin Cities* |
| g. University of California at Berkeley* | p. University of Missouri-Columbia* |
| h. University of California, Davis* | q. University of Oregon* |
| i. University of California, Irvine* | r. Washington University in St Louis* |

**All 18 universities include an e-cigarette ban*

MA in Patent Practice/MS in Biochemistry (plan B) Dual Degree Proposal

This document contains a proposal for a dual degree between the Department of Biochemistry in the School of Medicine (MS degree, plan B) and the Law School (MA in Patent Practice).

I. Background and Justification

The purpose of the degree program is to prepare a cadre of biochemistry students for successful careers as patent agents. In any given year, recently graduated engineers and scientists enroll in law school with the goal of becoming patent lawyers, but over the past few years, a growing number have become reluctant to invest in a three-year JD program. The proposed *Masters in Patent Practice* seeks to provide a viable alternative for these students, with a focus on students with a biological background. The most likely undergraduates would be science or engineering majors with the likelihood that biology and premed students who failed to enter medical school would predominate (in part based upon the requirements for entry). The one technological area of patent practice where an advanced degree leads to a significant difference in marketability is the life science field.

A career as a patent agent enables engineers and biomedical scientists to stay close to their technological specialty, yet provides a livelihood that has comparative advantages over that of a practicing engineer or bench scientist.¹ Indeed, the patent law landscape over the past 10 years has witnessed the growing importance of patent agents. Most IP boutique firms or IP practice groups within general firms have at least one, and oftentimes several, patent agents; and it is also common for patent agents to work in-house for corporations of all sizes. The *Masters in Patent Practice* will not only prepare the engineer and biomedical scientist to take the patent bar, but will introduce them to the nuances of patent searching, the complexities of patent drafting, and the arcana commonly associated with patent law doctrine and USPTO regulations.

Over the past several years, the United States Patent and Trademark Office has received increasingly more patent applications. In 2013, 571,612 patent applications were filed with the patent office. This compares with 456,321 in 2008 and 342,441 in 2000. Job postings for patent agents in intellectual property law journals and websites reflect these numbers. Anecdotal evidence also suggests a demand for patent agents.

Moreover, in the initial review of the MA in Patent Practice proposal, the Board of Regents review observed that there is a demand for patent agents (i.e. see

¹ For example, according to the American Intellectual Property Lawyers Association's "Report of the Economic Survey 2013," the average salary of a patent agent with fewer than five years of experience at a private law firm is \$92,250, with the first and third quartile range of \$55,500 to \$126,250.

www.intelproplaw.com/JobsAvailable/). For example, the University of Dayton reviewer wrote: “in the forty plus years that this reviewer has been practicing law, there has been a persistent shortage of people qualified and licensed by the United States Patent and Trademark Office to prepare, file and prosecute patent applications. The proposed Masters in Patent Practice will help alleviate that shortage. This program is unique to Ohio.” The reviewer from the University of Toledo stated “CWRU has clearly shown that there are jobs for patent agents and that patent applications are increasing and a growth field.” It is the intent of this program to provide individuals with a competitive edge to this professional discipline.

The formal acceptance of the stand alone MA in Patent Practice was approved by the Board of Regents in March 2015. This degree is currently advertised within the materials associated with admissions into the Law School.

II. Administration

School of Law Liaison: Craig Nard, Professor of Law, School of Law
Biochemistry Department Liaison: William Merrick, Professor of Biochemistry, Department of Biochemistry.

Professors Nard and Merrick will meet every other month during the initial phases of the program to best address problems these dual degree students might be having beyond those of the stand alone MA in Patent Practice (overseen by Professor Nard) and those in the stand alone or other dual degree programs associated with the MS in Biochemistry (overseen by Professor Merrick). In particular, there is a twelve year history with a similar program, the dual degree JD/ MS in Biochemistry.

III. Program Structure

If one were to acquire the MA and MS degrees independently, it would require the completion of 30 hours for the MA program and 36 hours for the MS program (a total of 66 credit hours). In the dual degree program, cross counting allows for a reduction in the total number of class hours to 45 credit hours for both degrees as described below. The 30 credit hour and 36 credit hour numbers are for the independent programs as accredited through the Board of Regents in Columbus.

The proposed dual degree requires students to complete 45 credit hours. The MS in Biochemistry requires 24 credit hours of coursework for the completion of the MS degree (plan B). The School of Law requires 21 credit hours of coursework for the completion of the MA program as part of the dual degree. To be compliant with the manner in which both degrees are certified by the Board of Regents, students will count 12 Law credit hours towards the MS in Biochemistry to reach a cumulative total of 36 credit hours and count 9 hours of Biochemistry credits toward the MA in Patent Practice. Thus, there is an approximately equal reduction in both

programs in accumulating the total number of credit hours that are required to satisfy the requirements of the stand alone programs as approved by the Board of Regents.

The advantage of this dual degree program over either an MA with certificate in Biochemistry or an MS in Biochemistry with a certificate in Patent Practice is that the student will receive a recognized degree (either MA or MS) rather than a certificate which has no true academic definition (i.e. some CWRU certificate programs are completed with as few as 10 to 12 hours).

It should be noted that the anticipated number of students, perhaps as many as 6 per year, will not add a sufficient burden for the Law School classes (the MA in Patent Practice in particular), the biomedical classes nor the administration such that no additional personnel (faculty or staff) will be required for this program in either the Law School or the School of Medicine.

IV. Dual Degree Curriculum: Examples

Students begin in the School of Law although the fundamental Biochemistry course is also taken (BIOC 407, 408). The anticipation is that the entering student will be practicing in patent law and therefore the primary guidance in terms of job placement will reflect advising from the School of Law. The advisor in Biochemistry will provide insight into the most recent developing areas of research and technology that the student would be likely to encounter in their future employment.

Year 1: First year curriculum.

Semester 1		Semester 2	
LAWS IP Survey	(3)	LAWS IP Elective course	(3)
LAWS Patent Law	(3)	LAWS Patent Preparation II	(2)
LAWS Patent Preparation I	(3)	BIOC elective	(3)
BIOC 407	(4)	BIOC 408	(4)

Year 2.	BIOC 412	(3)	LAWS Patent Bar Review	(4)
	BIOC elective	(3)	LAWS Experiential Elective**	(3)
	BIOC elective	(3)	BIOC elective	(3)
			EXAM 600	(1)

Alternate, 18 month fast track

Year 1: First semester

Semester 2

LAWS IP Survey	(3)	LAWS IP Elective course	(3)
LAWS Patent Law	(3)	LAWS Patent Preparation II	(2)
LAWS Patent Preparation I	(3)	LAWS Patent Bar Review	(4)
BIOC 407	(4)	BIOC elective	(3)
BIOC 412	(3)	BIOC 408	(4)

Year 2: First semester

LAWS Experiential Elective**	(3) or LAWS IP Venture Clinic	(3)
BIOC elective	(3)	
BIOC elective	(3)	
BIOC elective	(3)	
EXAM 600	(1)	

Biochemistry electives for the first and second year

BIOC 420 (3)	BIOC 601 (1-4)
BIOC 430 (1) Comp. Biol.	BIOC 454 (3)
NTRN 452 (3)	GENE 531 (2-3)
PHRM 409 (3)	BIOC 460 (3)
SYBB 411 (1-4)	SYBB 411 (1-4)
PHRM 528 (3)***	SYBB 459 (3)
BIOC 601 (1-4)	CLBY 450 (3)***
	PATH 416 (3)
	GENE 500

**The experiential elective refers to an externship with a corporation (i.e. Parker Hannifin, Cleveland Clinic Innovations, Bridgestone America, etc.) or a law firm.

***recommended by previous JD/MS students as being useful for patent law and also being good classes

A more complete description of the Biochemistry and Law required courses and electives is in the Appendix.

Alternatively, up to 6 credits of BIOC 601 could be taken during the summer after the first year freeing up time during the regular semesters. However, of the total 24 hours required in Biochemistry, 18 hours must be in courses that are letter graded.

Courses to count towards the MS in Biochemistry are Patent Law (3), Patent Preparation I (3), IP Survey (3) and Experiential elective (3) for a total of 12 credit hours.

Courses to count towards the MA in Patent Law would be either BIOC 407, BIOC 408 and one of the technically oriented BIOC electives (credit to be either 3 or 4 hours)

To fulfill the MS degree portion of the dual degree program, students will focus their capstone writing requirement (EXAM 600; see Appendix) on the subject of their work in the Department of Biochemistry. This proposal may reflect either a current research article, material from one of the graduate classes or research the student may have performed as part of BIOC 601 credit. The MS Advisor will serve as a (co-)supervisor of this proposal.

Successful completion of the program would require 45 credits:

Total Hours in the School of Law:	21
Total Hours in the Department of Biochemistry:	24
Total Hours in the Dual Degree Program:	45

V. Dual Degree Student Advising

Dual degree students will be advised concerning matters related to the MA in Patent Practice degree by Professor Craig Nard, Director of the Spangenberg Center for Law, Technology and the Arts. Dual degree students will be advised concerning matters related to the MS in Biochemistry by the Graduate Program Advisor as designated by the Graduate Education Committee of the Department of Biochemistry (currently Professor William Merrick). At the end of each semester, the student will meet with both the MA advisor and the MS advisor to discuss progress and to select classes for the coming semester.

By regulations of the School of graduate Studies, Master's students are required to maintain a GPA of 2.75 or greater within the School of Graduate Studies; this will apply to all courses taken towards the MS in Biochemistry degree. The MA in Patent Practice program requires a GPA of at least 2.75; this will apply to all courses taken towards the MA in Patent Practice degree.

Twice a year, immediately after the beginning of the fall and spring semesters, or more frequently if necessary, the Director of MA Patent Practice and the Graduate Program Advisor of the Department of Biochemistry will meet to discuss the progress of all students in the program.

VI. Admissions

Target enrollment in the program is about six students each year. Students wishing to enroll in the dual degree program apply to and are admitted into the dual degree program directly. As the MA in Patent Practice does not require the LSAT or other standardized exam, the MS in Biochemistry Program will accept either the GRE, MCAT or LSAT as the standardized exam for acceptance into the dual degree program. This is in lieu of the more standard GRE score that is used for admittance into the individual M. S. or Ph. D. programs in Biochemistry. Applications will be jointly reviewed by the directors of the two programs. Once students have been admitted, they will consult with the Department of Biochemistry Department Liaison and Law School Liaison to determine their appropriate course of MA study and the MS Advisor of the Department of Biochemistry to determine their appropriate program of MS study. In order that the admitted student can immediately take graduate courses in the biological sciences, they must have taken a full year course in each of the following: introductory chemistry, organic chemistry and introductory biology. Additional course work such as genetics, physics and calculus would enhance the applicant's portfolio.

Given the nature of this dual degree and the cost savings to the student (the equivalent of 20 credit hours), no financial aid will be offered by either the Law School or the Department of Biochemistry to students in this program.

VII. Tuition Revenue Mechanics:

A written agreement about the management of tuition revenues will exist between the Law School and the Department of Biochemistry. The text of this agreement is shown below:

Graduate student tuition revenues filter back to the student's home school. The MS Biochemistry student's home is based in the School of Medicine. The MA student's home is based within the School of Law. It is anticipated the dual MA/MS students will be home based in the School of Law. Tuitions paid to the School of Law will be fully retained by the Law School. Tuitions paid to the School of Medicine will be split 30% to the School of Law and 70% to the School of Medicine. This split reflects the primary advising role played by the School of Law in the final placement of the student into an employment opportunity.

VIII. Approval Signatures:

Interim Dean, School of Law <i>Michael Scharf or Jessica Berg</i>	X
Chair, Department of Biochemistry <i>Dr. Michael A. Weiss</i>	X
Dean, School of Medicine <i>Dr. Pamela B. Davis</i>	X
Dean, School of Graduate Studies <i>Dr. Charles Rozek</i>	X

IX. Student Activities:

It is noted that for either the experiential elective or the IP Venture Clinic, the student will have direct exposure to the workings of the patent process. The School of Law will assist in the placement of the student in the relevant environment.

Other appropriate activities for the MA/MS students include attending the weekly seminars, as well as annual named lectureships, participating in annual retreats, and one or more journal clubs (see also casemed.case.edu/gradprog/index.php). Within the Law School, students will be involved with informal networking experiences with potential employers and participate in Law School activities as they choose (see law.case.edu/StudentLife.aspx)

X. Advantages of the Joint Degree Program

There are several advantages to the students in the MA/MS program. The key advantage will be the integration of the two disciplines during the time that the students are receiving their training, thus allowing the students to develop a unique focus on their studies in each of the two disciplines. In addition, the usual Master's of Science in Biochemistry is a two year program but the students in the dual degree program will be able to complete the program requirements in just 12 months beyond the time required for obtaining the MA degree (or sooner if they take the alternate, accelerated track). This is reflected in the credit savings for the two degrees (36 + 30 = 66 hours) vs. the dual degree which requires 45 credit hours. This savings in credit hours is thus seen in both time (18 or 24 months vs. 3 years) and in expense, roughly the cost of an additional semester or two.

Appendix – Elective courses

Suggested Biochemistry Elective Courses

Fall Semester

BIOC 407 – Introduction to Biochemistry: From molecules to medical science. Overview of the macromolecules and small molecules key to all living systems. Topics include: protein structure and function; enzyme mechanisms, kinetics and regulation; membrane structure and function; bioenergetics; hormone action; intermediary metabolism, including pathways and regulation of carbohydrate, lipid, amino acid, and nucleotide biosynthesis and breakdown. The material is presented to build links to human biology and human disease. One semester of biology is recommended.

Offered as BIOC 307, BIOC 407, and BIOL 407.

BIOC 408 – Molecular Biology - An examination of the flow of genetic information from DNA to RNA to protein. Topics include: nucleic acid structure; mechanisms and control of DNA, RNA, and protein biosynthesis; recombinant DNA; and mRNA processing and modification. Where possible, eukaryotic and prokaryotic systems are compared. Special topics include yeast as a model organism, molecular biology of cancer, and molecular biology of the cell cycle. Current literature is discussed briefly as an introduction to techniques of genetic engineering. Recommended preparation: BIOC 307/407.

Offered as BIOC 308, BIOL 308, BIOC 408, and BIOL 408.

BIOC 412 – Proteins and Enzymes - Aspects of protein and nucleic acid function and interactions are discussed, including binding properties, protein-nucleic acid interactions, kinetics and mechanism of proteins and enzymes, and macromolecular machines.

Recommended Preparation: CHEM 301.

Offered as BIOC 312 and BIOC 412.

BIOC 420 – Current Topics in Cancer - The concept of cancer hallmarks has provided a useful guiding principle in our understanding of the complexity of cancer. The hallmarks include sustaining proliferative signaling, evading growth suppressors, enabling replicative immortality, activating invasion and metastasis, inducing angiogenesis, resisting cell death, deregulating cellular energetics, avoiding immune destruction, tumor-promoting inflammation, and genome instability and mutation. The objectives of this course are to (1) examine the principles of some of these hallmarks, and (2) explore potential therapies developed based on these hallmarks of cancer. This is a student-driven and discussion-based graduate course. Students should have had some background on the related subjects and have read scientific papers in their prior coursework. Students will be called on to present and discuss experimental design, data and

conclusions from assigned publications. There will be no exams or comprehensive papers but students will submit a one-page critique (strengths and weaknesses) of one of the assigned papers prior to each class meeting. The course will end with a full-day student-run symposium on topics to be decided jointly by students and the course director. Grades will be based on class participation, written critiques, and symposium presentations.

Offered as BIOC 420, MBIO 420, MVIR 420, PATH 422, and PHRM 420.

BIOC 430 – Computational Biology (Shoham module)- The course is designed for graduate students who will be focusing on one or more methods of structural biology in their thesis project. This course is divided into 3-6 sections (depending on demand). The topics offered will include X-ray crystallography, nuclear magnetic resonance spectroscopy, optical spectroscopy, mass spectrometry, cryo-electron microscopy, and computational and design methods. Students can select one or more modules. Modules will be scheduled so that students can take all the offered modules in one semester. Each section is given in 5 weeks and is worth 1 credit. Each section covers one area of structural biology at an advanced level such that the student is prepared for graduate level research in that topic.

Offered as BIOC 430, CHEM 430, PHOL 430, and PHRM 430.

BIOC 601 – Research – permission of the instructor is required (1-6 hours)

EXAM 600 – MS Qualifying exam - The M. S. qualifying exam is one that is based upon the student's generation of a research proposal that will have an Introduction (what is the history behind the proposal), Materials and Methods (an explanation of the techniques to be used in the proposal), Experimental Design (what are the actual experiments to be performed and what are the controls), and Discussion (what will be learned and how does this fit with the literature). This may be based upon the student's own research (taken as BIOC 601) or on a recent research article of the student's interest. The "preliminary data" that would start off the Experimental Design section could either be the student's lab data or the figures from the research article that the student has chosen as the basis for the proposal. For the qualifying exam, the student will prepare a 10 to 20 page document as described above and then defend the proposal to a committee of three faculty. Dr. Merrick will chair the committee and the two other faculty members will be selected based upon the research area of the proposal. In most instances, the defense of the proposal will take about 90 minutes.

NTRN 452 – Nutritional Biochemistry and Metabolism - Mechanisms of regulation of pathways of intermediary metabolism; amplification of biochemical signals; substrate cycling and use of radioactive and stable isotopes to measure metabolic rates. Recommended preparation: BIOC 307 or equivalent.

Offered as BIOC 452 and NTRN 452.

PHRM 409 – Principles of Pharmacology - Principles of Pharmacology

introduces the basic principles that underlie all of Pharmacology. The first half of the course introduces, both conceptually and quantitatively, drug absorption, distribution, elimination and metabolism (pharmacokinetics) and general drug receptor theory and mechanism of action (pharmacodynamics). Genetic variation in response to drugs (pharmacogenetics) is integrated into these basic principles. The second half of the course covers selected drug classes chosen to illustrate these principles. Small group/recitation sessions use case histories to reinforce presentation of principles and to discuss public perceptions of therapeutic drug use. Graduate students will be expected to critically evaluate articles from the literature and participate in a separate weekly discussion session. Recommended preparation for PHRM 409: Undergraduate degree in science or permission of instructor.
Offered as PHRM 309 and PHRM 409.

PHRM 528 – Contemporary Approaches to Drug Discovery - This course is designed to teach the students how lead compounds are discovered, optimized, and processed through clinical trials for FDA approval. Topics will include: medicinal chemistry, parallel synthesis, drug delivery and devices, drug administration and pharmacokinetics, and clinical trials. A special emphasis will be placed on describing how structural biology is used for in silico screening and lead optimization. This component will include hands-on experience in using sophisticated drug discovery software to conduct in silico screening and the development of drug libraries. Each student will conduct a course project involving in silico screening and lead optimization against known drug targets, followed by the drafting of an inventory disclosure. Another important aspect of this course will be inclusion of guest lectures by industrial leaders who describe examples of success stories of drug development.
Offered as BIOC 528, PHOL 528, and PHRM 528.

SYBB 411 A – D – Technologies in Bioinformatics - SYBB 311/411A is a 5-week course that introduces students to the high-throughput technologies used to collect data for bioinformatics research in the fields of genomics, proteomics, and metabolomics. In particular, we will focus on mass spectrometer-based proteomics, DNA and RNA sequencing, genotyping, protein microarrays, and mass spectrometry-based metabolomics. This is a lecture-based course that relies heavily on out-of-class readings. Graduate students will be expected to write a report and give an oral presentation at the end of the course.
SYBB 311/411A is part of the SYBB survey series which is composed of the following course sequence: (1) Technologies in Bioinformatics, (2) Data Integration in Bioinformatics, (3) Translational Bioinformatics, and (4) Programming for Bioinformatics. Each standalone section of this course series introduces students to an aspect of a bioinformatics project - from data collection (SYBB 311/411A), to data integration (SYBB 311/411B), to research applications (SYBB 311/411C), with a fourth module (SYBB 311/411D) introducing basic programming skills. Graduate students have the option of enrolling in all four courses or choosing the individual modules most relevant to their background and goals with the exception

of SYBB411D, which must be taken with SYBB411A.
Offered as SYBB 311A, BIOL 311A and SYBB 411A.

Spring Semester

BIOC 454 – Biochemistry and Biology of RNA - Systematic overview of RNA biochemistry and biology. Course provides solid foundation for understanding processes of post-transcriptional regulation of gene expression. Topics include: RNA structure, RNA types, RNA-protein interactions, eukaryotic RNA metabolism including mRNA processing, ribosome biogenesis, tRNA metabolism, miRNA processing and function, bacterial RNA metabolism, transcriptomics. BIOC 454 requires an additional research proposal. Recommended preparation for BIOC 354: Undergraduate Biology (1 semester minimum), equivalents of CHEM 301, BIOC 307 or 308, CHEM 223, CHEM 224.
Offered as BIOC 354 and BIOC 454.

BIOC 460 – Introduction to Microarrays - Microarray technology is an exciting new technique that is used to analyze gene expression in a wide variety of organisms. The goal of this course is to give participants a hands-on introduction to this technology. The course is intended for individuals who are preparing to use this technique, including students, fellows, and other investigators. This is a hands-on computer-based course, which will enable participants to conduct meaningful analyses of microarray data. Participants will gain an understanding of the principles underlying microarray technologies, including: theory of sample preparation, sample processing on microarrays, familiarity with the use of Affymetrix Microarray Suite software and generation of data sets. Transferring data among software packages to manipulate data will also be discussed. Importation of data into other software (GeneSpring and DecisionSite) will enable participants to mine the data for higher-order patterns. Participants will learn about the rationale behind the choice of normalization and data filtering strategies, distance metrics, use of appropriate clustering choices such as K-means, Hierarchical, and Self Organizing Maps.
Course Offered as BIOC 460, PATH 460, CNCR 460.

BIOC 601 – Research – permission of instructor required

CLBY 450 – Cells and Pathogens - Modern molecular cell biology owes a great debt to viral and bacterial pathogens as model systems. In some instances pathogens operate by faithful mimicry of host proteins, and other cases represent the result of extensive molecular tinkering and convergent evolution. This course will also explore numerous mechanisms utilized by pathogens to subvert the host and enhance their own survival. Topics covered include nuclear regulatory mechanisms, protein synthesis and stability, membrane-bound organelles, endocytosis and phagocytosis, and factors that influence cell behavior such as cytoskeleton rearrangements, cell-cell interactions, and cell migration. Additional topics include cell signaling and co-evolution of pathogens and host cell

functions. Students are expected to come to class prepared to discuss pre-assigned readings consisting of brief reviews and seminal papers from the literature. Student assessment will be based on effective class participation (approximately 80%) and successful presentation of an independent research topic (approximately 20%).

Offered as CLBY 450, MBIO 450, and MVIR 450.

EXAM 600 – MS Qualifying exam - The M. S. qualifying exam is one that is based upon the student's generation of a research proposal that will have an Introduction (what is the history behind the proposal), Materials and Methods (an explanation of the techniques to be used in the proposal), Experimental Design (what are the actual experiments to be performed and what are the controls), and Discussion (what will be learned and how does this fit with the literature). This may be based upon the student's own research (taken as BIOC 601) or on a recent research article of the student's interest. The "preliminary data" that would start off the Experimental Design section could either be the student's lab data or the figures from the research article that the student has chosen as the basis for the proposal. For the qualifying exam, the student will prepare a 10 to 20 page document as described above and then defend the proposal to a committee of three faculty. Dr. Merrick will chair the committee and the two other faculty members will be selected based upon the research area of the proposal. In most instances, the defense of the proposal will take about 90 minutes.

GENE 500 – Advanced Eukaryotic Genetics I - Fundamental principles of modern genetics; transmission, recombination, structure and function of the genetic material in eukaryotes, dosage compensation, behavior and consequences of chromosomal abnormalities, mapping and isolation of mutations, gene complementation and genetic interactions. Recommended preparation: BIOL 362.

GENE 531 – Cancer Genetics - This seminar will discuss basic concepts in cancer epidemiology, principles of cancer genetics, inherited cancer syndromes, cytogenetics of cancers, pedigree analysis for familial cancer risk and approaches to the differential diagnosis of inherited and familial cancers. Additionally, topics of risk assessment, genetic testing, screening, management and psychosocial issues in providing genetic counseling to patients with familial and inherited cancers will be discussed.

PATH 416 – Fundamental Immunology - Introductory immunology providing an overview of the immune system, including activation, effector mechanisms, and regulation. Topics include antigen-antibody reactions, immunologically important cell surface receptors, cell-cell interactions, cell-mediated immunity, innate versus adaptive immunity, cytokines, and basic molecular biology and signal transduction in B and T lymphocytes, and immunopathology. Three weekly lectures emphasize experimental findings leading to the concepts of modern immunology. An additional recitation hour is required to integrate the core material with

experimental data and known immune mediated diseases. Five mandatory 90 minute group problem sets per semester will be administered outside of lecture and recitation meeting times. Graduate students will be graded separately from undergraduates, and 22 percent of the grade will be based on a critical analysis of a recently published, landmark scientific article.
Offered as BIOL 316, BIOL 416, CLBY 416, and PATH 416.

SYBB 411 A – D – Technologies in Bioinformatics - SYBB 311/411A is a 5-week course that introduces students to the high-throughput technologies used to collect data for bioinformatics research in the fields of genomics, proteomics, and metabolomics. In particular, we will focus on mass spectrometer-based proteomics, DNA and RNA sequencing, genotyping, protein microarrays, and mass spectrometry-based metabolomics. This is a lecture-based course that relies heavily on out-of-class readings. Graduate students will be expected to write a report and give an oral presentation at the end of the course.

SYBB 311/411A is part of the SYBB survey series which is composed of the following course sequence: (1) Technologies in Bioinformatics, (2) Data Integration in Bioinformatics, (3) Translational Bioinformatics, and (4) Programming for Bioinformatics. Each standalone section of this course series introduces students to an aspect of a bioinformatics project - from data collection (SYBB 311/411A), to data integration (SYBB 311/411B), to research applications (SYBB 311/411C), with a fourth module (SYBB 311/411D) introducing basic programming skills.

Graduate students have the option of enrolling in all four courses or choosing the individual modules most relevant to their background and goals with the exception of SYBB411D, which must be taken with SYBB411A.

Offered as SYBB 311A, BIOL 311A and SYBB 411A.

SYBB 459 – Bioinformatics for Systems Biology - Description of omic data (biological sequences, gene expression, protein-protein interactions, protein-DNA interactions, protein expression, metabolomics, biological ontologies), regulatory network inference, topology of regulatory networks, computational inference of protein-protein interactions, protein interaction databases, topology of protein interaction networks, module and protein complex discovery, network alignment and mining, computational models for network evolution, network-based functional inference, metabolic pathway databases, topology of metabolic pathways, flux models for analysis of metabolic networks, network integration, inference of domain-domain interactions, signaling pathway inference from protein interaction networks, network models and algorithms for disease gene identification, identification of dysregulated subnetworks network-based disease classification.

Offered as EECS 459 and SYBB 459.

Required Law School Courses

LAWS 4300 – Intellectual Property Survey - This course is designed to provide students with an overview of several areas of law traditionally associated with intellectual property or IP, including copyright law, which pertains to the protection of literary, musical, and artistic creations and has issues replete with First Amendment implications; patent law and trade secret law, which focus on the protection of technological works ranging from chemical formulae, to software, to biotechnology; and trademark law, which relates to the goodwill associated with corporate identity and product recognition. We will also devote time to the study of the philosophy and economics of intellectual property keeping in mind, throughout the course, the need to strike an optimal balance between incentives to create and commercialize intellectual creations on the one hand and public access to these creations on the other hand.

LAWS 4302 – Patent Law - Basic concepts of patent law as property considered primarily in its substantive aspects, including the relationship to other forms of protection and intellectual property, infringement, and statutory requirements for patents.

LAWS 4311 - Patent Preparation and Drafting I: Patent preparation, drafting, and filing of a patent application are the fundamental aspects of patent practice. Students will learn how to conduct a client-inventor interview, what questions to ask the client-inventor and what information is most important to obtain prior to commencing the patent drafting process. Technical aspects of patentability searching will also be explored. In addition, the student will learn the various parts of the patent application and best practices associated with drafting each part. Emphasis will be placed on specification drafting and claim drafting, and how to claim around prior art. *Significant emphasis will be placed on USPTO Rules of Professional Conduct* – see www.uspto.gov/learning-and-resources/ip-policy/current-practitioners/uspto-rules-professional-conduct

LAWS 4312 - Patent Preparation and Drafting II: The course builds on *Patent Drafting and Prosecution I* and will focus on aspects of patent prosecution post-filing. In particular, students will learn how to respond to an Office Action rejecting the patent application as is typically encountered during the practice before the US Patent and Trademark Office. The student's response will take the form of an Amendment that will reflect changes made to the claims and arguments relating to patentability. The course will also cover the appeals process. *Significant emphasis will be placed on USPTO Rules of Professional Conduct* – see www.uspto.gov/learning-and-resources/ip-policy/current-practitioners/uspto-rules-professional-conduct.

LAWS 4820 - Bar Review: Passing the patent bar is a requirement for practicing before the U.S. Patent & Trademark Office (“USPTO”). This course will introduce students to 35 U.S.C. (the United States “patent laws”) and 37 C.F.R. (Code of

Federal Regulations encompassing the “patent rules”), followed by an in-depth study of the M.P.E.P. (Manual of Patent Examining Procedure), which is the Patent Office’s rule book that covers all the patent laws and rules as interpreted by the USPTO. In addition, the course will cover the particulars of the patent bar exam, including questions from prior exams; essential materials the students need to master to pass the exam, and provide students with several opportunities to hone their bar taking skills.

Suggested Law School Elective Courses

Fall Semester

LAWS 5341 – Commercialization and Intellectual Property Management - This interdisciplinary course covers a variety of topics, including principles of intellectual property and intellectual property management, business strategies and modeling relevant to the creation of start-up companies and exploitation of IP rights as they relate to biomedical-related inventions. The goal of this course is to address issues relating to the commercialization of biomedical-related inventions by exposing law students, MBA students, and Ph.D. candidates (in genetics and proteomics) to the challenges and opportunities encountered when attempting to develop biomedical intellectual property from the point of early discovery to the clinic and market. Specifically, this course seeks to provide students with the ability to value a given technological advance or invention holistically, focusing on issues that extend beyond scientific efficacy and include patient and practitioner value propositions, legal and intellectual property protection, business modeling, potential market impacts, market competition, and ethical, social, and healthcare practitioner acceptance. During this course, law students, MBA students, and Ph.D. candidates in genomics and proteomics will work in teams of five (two laws students, two MBA students and one Ph.D. candidate), focusing on issues of commercialization and IP management of biomedical-related inventions. The instructors will be drawn from the law school, business school, and technology-transfer office. Please visit the following website for more information: fusioninnovate.com.

Spring Semester

LAWS 4315 - Claim Drafting Lab - The patent claim is the most important part of the patent application, because it is the claim that represents the metes and bounds of inventor’s property right. This Lab is devoted to drafting claims, understanding the different types of claims, and how claims differ depending on the nature of the technology. A particular emphasis will be placed on computer-implemented (e.g., software) and biomedical-related inventions (e.g., life science and biomedical devices)

LAWS 5323 - IP Strategy - Intellectual property rights are legally created business

assets used by companies to provide a competitive advantage in the marketplace. Companies use intellectual property differently depending on many factors, such as industry, business strategy, culture and maturity. Intellectual property attorneys are considered valuable members of business teams, contributing to business strategy, business planning and other executive level business decisions. Indeed, IP is a boardroom issue.

This class will study the ways intellectual property is used by different companies and how the intellectual property laws impact not only the intellectual property assets, but also the business strategy and business planning. In addition to learning how intellectual property is being used by major corporations, universities, and entrepreneurs/start-ups, the students will pick one company and study how that company manages its intellectual property.

LAWS 6401 - Experiential Elective (IP Venture Clinic): In the IP Venture Clinic ("IPVC"), students, working under the supervision of faculty, represent start-up companies and entrepreneurs from the Blackstone LaunchPad initiative in Northeast Ohio. Students in the Masters of Patent Practice program will work up a general IP protection strategy, working with supervising practitioners to design and implement that strategy. Students will perform prior art searches, drafting claims and participating in the application and prosecution process with the U.S. Patent and Trademark Office (USPTO) and other patent offices worldwide. Importantly, the USPTO has selected Case Western Reserve University School of Law to participate in the Patent Law School Clinic Certification Program, which provides law students the opportunity to represent clients before the USPTO.

MA in Patent Practice/MS in Biochemistry (plan B) Dual Degree Proposal

This document contains a proposal for a dual degree between the Department of Biochemistry in the School of Medicine (MS degree, plan B) and the Law School (MA in Patent Practice).

I. Background and Justification

The purpose of the degree program is to prepare a cadre of biochemistry students for successful careers as patent agents. In any given year, recently graduated engineers and scientists enroll in law school with the goal of becoming patent lawyers, but over the past few years, a growing number have become reluctant to invest in a three-year JD program. The proposed *Masters in Patent Practice* seeks to provide a viable alternative for these students, with a focus on students with a biological background. The most likely undergraduates would be science or engineering majors with the likelihood that biology and premed students who failed to enter medical school would predominate (in part based upon the requirements for entry). The one technological area of patent practice where an advanced degree leads to a significant difference in marketability is the life science field.

A career as a patent agent enables engineers and biomedical scientists to stay close to their technological specialty, yet provides a livelihood that has comparative advantages over that of a practicing engineer or bench scientist.¹ Indeed, the patent law landscape over the past 10 years has witnessed the growing importance of patent agents. Most IP boutique firms or IP practice groups within general firms have at least one, and oftentimes several, patent agents; and it is also common for patent agents to work in-house for corporations of all sizes. The *Masters in Patent Practice* will not only prepare the engineer and biomedical scientist to take the patent bar, but will introduce them to the nuances of patent searching, the complexities of patent drafting, and the arcana commonly associated with patent law doctrine and USPTO regulations.

Over the past several years, the United States Patent and Trademark Office has received increasingly more patent applications. In 2013, 571,612 patent applications were filed with the patent office. This compares with 456,321 in 2008 and 342,441 in 2000. Job postings for patent agents in intellectual property law journals and websites reflect these numbers. Anecdotal evidence also suggests a demand for patent agents.

Moreover, in the initial review of the MA in Patent Practice proposal, the Board of Regents review observed that there is a demand for patent agents (i.e. see

¹ For example, according to the American Intellectual Property Lawyers Association's "Report of the Economic Survey 2013," the average salary of a patent agent with fewer than five years of experience at a private law firm is \$92,250, with the first and third quartile range of \$55,500 to \$126,250.

www.intelproplaw.com/JobsAvailable/). For example, the University of Dayton reviewer wrote: “in the forty plus years that this reviewer has been practicing law, there has been a persistent shortage of people qualified and licensed by the United States Patent and Trademark Office to prepare, file and prosecute patent applications. The proposed Masters in Patent Practice will help alleviate that shortage. This program is unique to Ohio.” The reviewer from the University of Toledo stated “CWRU has clearly shown that there are jobs for patent agents and that patent applications are increasing and a growth field.” It is the intent of this program to provide individuals with a competitive edge to this professional discipline.

The formal acceptance of the stand alone MA in Patent Practice was approved by the Board of Regents in March 2015. This degree is currently advertised within the materials associated with admissions into the Law School.

II. Administration

School of Law Liaison: Craig Nard, Professor of Law, School of Law
Biochemistry Department Liaison: William Merrick, Professor of Biochemistry, Department of Biochemistry.

Professors Nard and Merrick will meet every other month during the initial phases of the program to best address problems these dual degree students might be having beyond those of the stand alone MA in Patent Practice (overseen by Professor Nard) and those in the stand alone or other dual degree programs associated with the MS in Biochemistry (overseen by Professor Merrick). In particular, there is a twelve year history with a similar program, the dual degree JD/ MS in Biochemistry.

III. Program Structure

If one were to acquire the MA and MS degrees independently, it would require the completion of 30 hours for the MA program and 36 hours for the MS program (a total of 66 credit hours). In the dual degree program, cross counting allows for a reduction in the total number of class hours to 45 credit hours for both degrees as described below. The 30 credit hour and 36 credit hour numbers are for the independent programs as accredited through the Board of Regents in Columbus.

The proposed dual degree requires students to complete 45 credit hours. The MS in Biochemistry requires 24 credit hours of coursework for the completion of the MS degree (plan B). The School of Law requires 21 credit hours of coursework for the completion of the MA program as part of the dual degree. To be compliant with the manner in which both degrees are certified by the Board of Regents, students will count 12 Law credit hours towards the MS in Biochemistry to reach a cumulative total of 36 credit hours and count 9 hours of Biochemistry credits toward the MA in Patent Practice. Thus, there is an approximately equal reduction in both

programs in accumulating the total number of credit hours that are required to satisfy the requirements of the stand alone programs as approved by the Board of Regents.

The advantage of this dual degree program over either an MA with certificate in Biochemistry or an MS in Biochemistry with a certificate in Patent Practice is that the student will receive a recognized degree (either MA or MS) rather than a certificate which has no true academic definition (i.e. some CWRU certificate programs are completed with as few as 10 to 12 hours).

It should be noted that the anticipated number of students, perhaps as many as 6 per year, will not add a sufficient burden for the Law School classes (the MA in Patent Practice in particular), the biomedical classes nor the administration such that no additional personnel (faculty or staff) will be required for this program in either the Law School or the School of Medicine.

IV. Dual Degree Curriculum: Examples

Students begin in the School of Law although the fundamental Biochemistry course is also taken (BIOC 407, 408). The anticipation is that the entering student will be practicing in patent law and therefore the primary guidance in terms of job placement will reflect advising from the School of Law. The advisor in Biochemistry will provide insight into the most recent developing areas of research and technology that the student would be likely to encounter in their future employment.

Year 1: First year curriculum.

Semester 1		Semester 2	
LAWS IP Survey	(3)	LAWS IP Elective course	(3)
LAWS Patent Law	(3)	LAWS Patent Preparation II	(2)
LAWS Patent Preparation I	(3)	BIOC elective	(3)
BIOC 407	(4)	BIOC 408	(4)

Year 2.	BIOC 412	(3)	LAWS Patent Bar Review	(4)
	BIOC elective	(3)	LAWS Experiential Elective**	(3)
	BIOC elective	(3)	BIOC elective	(3)
			EXAM 600	(1)

Alternate, 18 month fast track

Year 1: First semester

Semester 2

LAWS IP Survey	(3)	LAWS IP Elective course	(3)
LAWS Patent Law	(3)	LAWS Patent Preparation II	(2)
LAWS Patent Preparation I	(3)	LAWS Patent Bar Review	(4)
BIOC 407	(4)	BIOC elective	(3)
BIOC 412	(3)	BIOC 408	(4)

Year 2: First semester

LAWS Experiential Elective**	(3) or LAWS IP Venture Clinic	(3)
BIOC elective	(3)	
BIOC elective	(3)	
BIOC elective	(3)	
EXAM 600	(1)	

Biochemistry electives for the first and second year

BIOC 420 (3)	BIOC 601 (1-4)
BIOC 430 (1) Comp. Biol.	BIOC 454 (3)
NTRN 452 (3)	GENE 531 (2-3)
PHRM 409 (3)	BIOC 460 (3)
SYBB 411 (1-4)	SYBB 411 (1-4)
PHRM 528 (3)***	SYBB 459 (3)
BIOC 601 (1-4)	CLBY 450 (3)***
	PATH 416 (3)
	GENE 500

**The experiential elective refers to an externship with a corporation (i.e. Parker Hannifin, Cleveland Clinic Innovations, Bridgestone America, etc.) or a law firm.

***recommended by previous JD/MS students as being useful for patent law and also being good classes

A more complete description of the Biochemistry and Law required courses and electives is in the Appendix.

Alternatively, up to 6 credits of BIOC 601 could be taken during the summer after the first year freeing up time during the regular semesters. However, of the total 24 hours required in Biochemistry, 18 hours must be in courses that are letter graded.

Courses to count towards the MS in Biochemistry are Patent Law (3), Patent Preparation I (3), IP Survey (3) and Experiential elective (3) for a total of 12 credit hours.

Courses to count towards the MA in Patent Law would be either BIOC 407, BIOC 408 and one of the technically oriented BIOC electives (credit to be either 3 or 4 hours)

To fulfill the MS degree portion of the dual degree program, students will focus their capstone writing requirement (EXAM 600; see Appendix) on the subject of their work in the Department of Biochemistry. This proposal may reflect either a current research article, material from one of the graduate classes or research the student may have performed as part of BIOC 601 credit. The MS Advisor will serve as a (co-)supervisor of this proposal.

Successful completion of the program would require 45 credits:

Total Hours in the School of Law:	21
Total Hours in the Department of Biochemistry:	24
Total Hours in the Dual Degree Program:	45

V. Dual Degree Student Advising

Dual degree students will be advised concerning matters related to the MA in Patent Practice degree by Professor Craig Nard, Director of the Spangenberg Center for Law, Technology and the Arts. Dual degree students will be advised concerning matters related to the MS in Biochemistry by the Graduate Program Advisor as designated by the Graduate Education Committee of the Department of Biochemistry (currently Professor William Merrick). At the end of each semester, the student will meet with both the MA advisor and the MS advisor to discuss progress and to select classes for the coming semester.

By regulations of the School of graduate Studies, Master's students are required to maintain a GPA of 2.75 or greater within the School of Graduate Studies; this will apply to all courses taken towards the MS in Biochemistry degree. The MA in Patent Practice program requires a GPA of at least 2.75; this will apply to all courses taken towards the MA in Patent Practice degree.

Twice a year, immediately after the beginning of the fall and spring semesters, or more frequently if necessary, the Director of MA Patent Practice and the Graduate Program Advisor of the Department of Biochemistry will meet to discuss the progress of all students in the program.

VI. Admissions

Target enrollment in the program is about six students each year. Students wishing to enroll in the dual degree program apply to and are admitted into the dual degree program directly. As the MA in Patent Practice does not require the LSAT or other standardized exam, the MS in Biochemistry Program will accept either the GRE, MCAT or LSAT as the standardized exam for acceptance into the dual degree program. This is in lieu of the more standard GRE score that is used for admittance into the individual M. S. or Ph. D. programs in Biochemistry. Applications will be jointly reviewed by the directors of the two programs. Once students have been admitted, they will consult with the Department of Biochemistry Department Liaison and Law School Liaison to determine their appropriate course of MA study and the MS Advisor of the Department of Biochemistry to determine their appropriate program of MS study. In order that the admitted student can immediately take graduate courses in the biological sciences, they must have taken a full year course in each of the following: introductory chemistry, organic chemistry and introductory biology. Additional course work such as genetics, physics and calculus would enhance the applicant's portfolio.

Given the nature of this dual degree and the cost savings to the student (the equivalent of 20 credit hours), no financial aid will be offered by either the Law School or the Department of Biochemistry to students in this program.

VII. Tuition Revenue Mechanics:

A written agreement about the management of tuition revenues will exist between the Law School and the Department of Biochemistry. The text of this agreement is shown below:

Graduate student tuition revenues filter back to the student's home school. The MS Biochemistry student's home is based in the School of Medicine. The MA student's home is based within the School of Law. It is anticipated the dual MA/MS students will be home based in the School of Law. Tuitions paid to the School of Law will be fully retained by the Law School. Tuitions paid to the School of Medicine will be split 30% to the School of Law and 70% to the School of Medicine. This split reflects the primary advising role played by the School of Law in the final placement of the student into an employment opportunity.

VIII. Approval Signatures:

Interim Dean, School of Law <i>Michael Scharf or Jessica Berg</i>	X
Chair, Department of Biochemistry <i>Dr. Michael A. Weiss</i>	X
Dean, School of Medicine <i>Dr. Pamela B. Davis</i>	X
Dean, School of Graduate Studies <i>Dr. Charles Rozek</i>	X

IX. Student Activities:

It is noted that for either the experiential elective or the IP Venture Clinic, the student will have direct exposure to the workings of the patent process. The School of Law will assist in the placement of the student in the relevant environment.

Other appropriate activities for the MA/MS students include attending the weekly seminars, as well as annual named lectureships, participating in annual retreats, and one or more journal clubs (see also casemed.case.edu/gradprog/index.php). Within the Law School, students will be involved with informal networking experiences with potential employers and participate in Law School activities as they choose (see law.case.edu/StudentLife.aspx)

X. Advantages of the Joint Degree Program

There are several advantages to the students in the MA/MS program. The key advantage will be the integration of the two disciplines during the time that the students are receiving their training, thus allowing the students to develop a unique focus on their studies in each of the two disciplines. In addition, the usual Master's of Science in Biochemistry is a two year program but the students in the dual degree program will be able to complete the program requirements in just 12 months beyond the time required for obtaining the MA degree (or sooner if they take the alternate, accelerated track). This is reflected in the credit savings for the two degrees (36 + 30 = 66 hours) vs. the dual degree which requires 45 credit hours. This savings in credit hours is thus seen in both time (18 or 24 months vs. 3 years) and in expense, roughly the cost of an additional semester or two.

Appendix – Elective courses

Suggested Biochemistry Elective Courses

Fall Semester

BIOC 407 – Introduction to Biochemistry: From molecules to medical science. Overview of the macromolecules and small molecules key to all living systems. Topics include: protein structure and function; enzyme mechanisms, kinetics and regulation; membrane structure and function; bioenergetics; hormone action; intermediary metabolism, including pathways and regulation of carbohydrate, lipid, amino acid, and nucleotide biosynthesis and breakdown. The material is presented to build links to human biology and human disease. One semester of biology is recommended.

Offered as BIOC 307, BIOC 407, and BIOL 407.

BIOC 408 – Molecular Biology - An examination of the flow of genetic information from DNA to RNA to protein. Topics include: nucleic acid structure; mechanisms and control of DNA, RNA, and protein biosynthesis; recombinant DNA; and mRNA processing and modification. Where possible, eukaryotic and prokaryotic systems are compared. Special topics include yeast as a model organism, molecular biology of cancer, and molecular biology of the cell cycle. Current literature is discussed briefly as an introduction to techniques of genetic engineering. Recommended preparation: BIOC 307/407.

Offered as BIOC 308, BIOL 308, BIOC 408, and BIOL 408.

BIOC 412 – Proteins and Enzymes - Aspects of protein and nucleic acid function and interactions are discussed, including binding properties, protein-nucleic acid interactions, kinetics and mechanism of proteins and enzymes, and macromolecular machines.

Recommended Preparation: CHEM 301.

Offered as BIOC 312 and BIOC 412.

BIOC 420 – Current Topics in Cancer - The concept of cancer hallmarks has provided a useful guiding principle in our understanding of the complexity of cancer. The hallmarks include sustaining proliferative signaling, evading growth suppressors, enabling replicative immortality, activating invasion and metastasis, inducing angiogenesis, resisting cell death, deregulating cellular energetics, avoiding immune destruction, tumor-promoting inflammation, and genome instability and mutation. The objectives of this course are to (1) examine the principles of some of these hallmarks, and (2) explore potential therapies developed based on these hallmarks of cancer. This is a student-driven and discussion-based graduate course. Students should have had some background on the related subjects and have read scientific papers in their prior coursework. Students will be called on to present and discuss experimental design, data and

conclusions from assigned publications. There will be no exams or comprehensive papers but students will submit a one-page critique (strengths and weaknesses) of one of the assigned papers prior to each class meeting. The course will end with a full-day student-run symposium on topics to be decided jointly by students and the course director. Grades will be based on class participation, written critiques, and symposium presentations.

Offered as BIOC 420, MBIO 420, MVIR 420, PATH 422, and PHRM 420.

BIOC 430 – Computational Biology (Shoham module)- The course is designed for graduate students who will be focusing on one or more methods of structural biology in their thesis project. This course is divided into 3-6 sections (depending on demand). The topics offered will include X-ray crystallography, nuclear magnetic resonance spectroscopy, optical spectroscopy, mass spectrometry, cryo-electron microscopy, and computational and design methods. Students can select one or more modules. Modules will be scheduled so that students can take all the offered modules in one semester. Each section is given in 5 weeks and is worth 1 credit. Each section covers one area of structural biology at an advanced level such that the student is prepared for graduate level research in that topic.

Offered as BIOC 430, CHEM 430, PHOL 430, and PHRM 430.

BIOC 601 – Research – permission of the instructor is required (1-6 hours)

EXAM 600 – MS Qualifying exam - The M. S. qualifying exam is one that is based upon the student's generation of a research proposal that will have an Introduction (what is the history behind the proposal), Materials and Methods (an explanation of the techniques to be used in the proposal), Experimental Design (what are the actual experiments to be performed and what are the controls), and Discussion (what will be learned and how does this fit with the literature). This may be based upon the student's own research (taken as BIOC 601) or on a recent research article of the student's interest. The "preliminary data" that would start off the Experimental Design section could either be the student's lab data or the figures from the research article that the student has chosen as the basis for the proposal. For the qualifying exam, the student will prepare a 10 to 20 page document as described above and then defend the proposal to a committee of three faculty. Dr. Merrick will chair the committee and the two other faculty members will be selected based upon the research area of the proposal. In most instances, the defense of the proposal will take about 90 minutes.

NTRN 452 – Nutritional Biochemistry and Metabolism - Mechanisms of regulation of pathways of intermediary metabolism; amplification of biochemical signals; substrate cycling and use of radioactive and stable isotopes to measure metabolic rates. Recommended preparation: BIOC 307 or equivalent.

Offered as BIOC 452 and NTRN 452.

PHRM 409 – Principles of Pharmacology - Principles of Pharmacology

introduces the basic principles that underlie all of Pharmacology. The first half of the course introduces, both conceptually and quantitatively, drug absorption, distribution, elimination and metabolism (pharmacokinetics) and general drug receptor theory and mechanism of action (pharmacodynamics). Genetic variation in response to drugs (pharmacogenetics) is integrated into these basic principles. The second half of the course covers selected drug classes chosen to illustrate these principles. Small group/recitation sessions use case histories to reinforce presentation of principles and to discuss public perceptions of therapeutic drug use. Graduate students will be expected to critically evaluate articles from the literature and participate in a separate weekly discussion session. Recommended preparation for PHRM 409: Undergraduate degree in science or permission of instructor.
Offered as PHRM 309 and PHRM 409.

PHRM 528 – Contemporary Approaches to Drug Discovery - This course is designed to teach the students how lead compounds are discovered, optimized, and processed through clinical trials for FDA approval. Topics will include: medicinal chemistry, parallel synthesis, drug delivery and devices, drug administration and pharmacokinetics, and clinical trials. A special emphasis will be placed on describing how structural biology is used for in silico screening and lead optimization. This component will include hands-on experience in using sophisticated drug discovery software to conduct in silico screening and the development of drug libraries. Each student will conduct a course project involving in silico screening and lead optimization against known drug targets, followed by the drafting of an inventory disclosure. Another important aspect of this course will be inclusion of guest lectures by industrial leaders who describe examples of success stories of drug development.
Offered as BIOC 528, PHOL 528, and PHRM 528.

SYBB 411 A – D – Technologies in Bioinformatics - SYBB 311/411A is a 5-week course that introduces students to the high-throughput technologies used to collect data for bioinformatics research in the fields of genomics, proteomics, and metabolomics. In particular, we will focus on mass spectrometer-based proteomics, DNA and RNA sequencing, genotyping, protein microarrays, and mass spectrometry-based metabolomics. This is a lecture-based course that relies heavily on out-of-class readings. Graduate students will be expected to write a report and give an oral presentation at the end of the course.
SYBB 311/411A is part of the SYBB survey series which is composed of the following course sequence: (1) Technologies in Bioinformatics, (2) Data Integration in Bioinformatics, (3) Translational Bioinformatics, and (4) Programming for Bioinformatics. Each standalone section of this course series introduces students to an aspect of a bioinformatics project - from data collection (SYBB 311/411A), to data integration (SYBB 311/411B), to research applications (SYBB 311/411C), with a fourth module (SYBB 311/411D) introducing basic programming skills. Graduate students have the option of enrolling in all four courses or choosing the individual modules most relevant to their background and goals with the exception

of SYBB411D, which must be taken with SYBB411A.
Offered as SYBB 311A, BIOL 311A and SYBB 411A.

Spring Semester

BIOC 454 – Biochemistry and Biology of RNA - Systematic overview of RNA biochemistry and biology. Course provides solid foundation for understanding processes of post-transcriptional regulation of gene expression. Topics include: RNA structure, RNA types, RNA-protein interactions, eukaryotic RNA metabolism including mRNA processing, ribosome biogenesis, tRNA metabolism, miRNA processing and function, bacterial RNA metabolism, transcriptomics. BIOC 454 requires an additional research proposal. Recommended preparation for BIOC 354: Undergraduate Biology (1 semester minimum), equivalents of CHEM 301, BIOC 307 or 308, CHEM 223, CHEM 224.
Offered as BIOC 354 and BIOC 454.

BIOC 460 – Introduction to Microarrays - Microarray technology is an exciting new technique that is used to analyze gene expression in a wide variety of organisms. The goal of this course is to give participants a hands-on introduction to this technology. The course is intended for individuals who are preparing to use this technique, including students, fellows, and other investigators. This is a hands-on computer-based course, which will enable participants to conduct meaningful analyses of microarray data. Participants will gain an understanding of the principles underlying microarray technologies, including: theory of sample preparation, sample processing on microarrays, familiarity with the use of Affymetrix Microarray Suite software and generation of data sets. Transferring data among software packages to manipulate data will also be discussed. Importation of data into other software (GeneSpring and DecisionSite) will enable participants to mine the data for higher-order patterns. Participants will learn about the rationale behind the choice of normalization and data filtering strategies, distance metrics, use of appropriate clustering choices such as K-means, Hierarchical, and Self Organizing Maps.
Course Offered as BIOC 460, PATH 460, CNCR 460.

BIOC 601 – Research – permission of instructor required

CLBY 450 – Cells and Pathogens - Modern molecular cell biology owes a great debt to viral and bacterial pathogens as model systems. In some instances pathogens operate by faithful mimicry of host proteins, and other cases represent the result of extensive molecular tinkering and convergent evolution. This course will also explore numerous mechanisms utilized by pathogens to subvert the host and enhance their own survival. Topics covered include nuclear regulatory mechanisms, protein synthesis and stability, membrane-bound organelles, endocytosis and phagocytosis, and factors that influence cell behavior such as cytoskeleton rearrangements, cell-cell interactions, and cell migration. Additional topics include cell signaling and co-evolution of pathogens and host cell

functions. Students are expected to come to class prepared to discuss pre-assigned readings consisting of brief reviews and seminal papers from the literature. Student assessment will be based on effective class participation (approximately 80%) and successful presentation of an independent research topic (approximately 20%).

Offered as CLBY 450, MBIO 450, and MVIR 450.

EXAM 600 – MS Qualifying exam - The M. S. qualifying exam is one that is based upon the student's generation of a research proposal that will have an Introduction (what is the history behind the proposal), Materials and Methods (an explanation of the techniques to be used in the proposal), Experimental Design (what are the actual experiments to be performed and what are the controls), and Discussion (what will be learned and how does this fit with the literature). This may be based upon the student's own research (taken as BIOC 601) or on a recent research article of the student's interest. The "preliminary data" that would start off the Experimental Design section could either be the student's lab data or the figures from the research article that the student has chosen as the basis for the proposal. For the qualifying exam, the student will prepare a 10 to 20 page document as described above and then defend the proposal to a committee of three faculty. Dr. Merrick will chair the committee and the two other faculty members will be selected based upon the research area of the proposal. In most instances, the defense of the proposal will take about 90 minutes.

GENE 500 – Advanced Eukaryotic Genetics I - Fundamental principles of modern genetics; transmission, recombination, structure and function of the genetic material in eukaryotes, dosage compensation, behavior and consequences of chromosomal abnormalities, mapping and isolation of mutations, gene complementation and genetic interactions. Recommended preparation: BIOL 362.

GENE 531 – Cancer Genetics - This seminar will discuss basic concepts in cancer epidemiology, principles of cancer genetics, inherited cancer syndromes, cytogenetics of cancers, pedigree analysis for familial cancer risk and approaches to the differential diagnosis of inherited and familial cancers. Additionally, topics of risk assessment, genetic testing, screening, management and psychosocial issues in providing genetic counseling to patients with familial and inherited cancers will be discussed.

PATH 416 – Fundamental Immunology - Introductory immunology providing an overview of the immune system, including activation, effector mechanisms, and regulation. Topics include antigen-antibody reactions, immunologically important cell surface receptors, cell-cell interactions, cell-mediated immunity, innate versus adaptive immunity, cytokines, and basic molecular biology and signal transduction in B and T lymphocytes, and immunopathology. Three weekly lectures emphasize experimental findings leading to the concepts of modern immunology. An additional recitation hour is required to integrate the core material with

experimental data and known immune mediated diseases. Five mandatory 90 minute group problem sets per semester will be administered outside of lecture and recitation meeting times. Graduate students will be graded separately from undergraduates, and 22 percent of the grade will be based on a critical analysis of a recently published, landmark scientific article.
Offered as BIOL 316, BIOL 416, CLBY 416, and PATH 416.

SYBB 411 A – D – Technologies in Bioinformatics - SYBB 311/411A is a 5-week course that introduces students to the high-throughput technologies used to collect data for bioinformatics research in the fields of genomics, proteomics, and metabolomics. In particular, we will focus on mass spectrometer-based proteomics, DNA and RNA sequencing, genotyping, protein microarrays, and mass spectrometry-based metabolomics. This is a lecture-based course that relies heavily on out-of-class readings. Graduate students will be expected to write a report and give an oral presentation at the end of the course.

SYBB 311/411A is part of the SYBB survey series which is composed of the following course sequence: (1) Technologies in Bioinformatics, (2) Data Integration in Bioinformatics, (3) Translational Bioinformatics, and (4) Programming for Bioinformatics. Each standalone section of this course series introduces students to an aspect of a bioinformatics project - from data collection (SYBB 311/411A), to data integration (SYBB 311/411B), to research applications (SYBB 311/411C), with a fourth module (SYBB 311/411D) introducing basic programming skills.

Graduate students have the option of enrolling in all four courses or choosing the individual modules most relevant to their background and goals with the exception of SYBB411D, which must be taken with SYBB411A.

Offered as SYBB 311A, BIOL 311A and SYBB 411A.

SYBB 459 – Bioinformatics for Systems Biology - Description of omic data (biological sequences, gene expression, protein-protein interactions, protein-DNA interactions, protein expression, metabolomics, biological ontologies), regulatory network inference, topology of regulatory networks, computational inference of protein-protein interactions, protein interaction databases, topology of protein interaction networks, module and protein complex discovery, network alignment and mining, computational models for network evolution, network-based functional inference, metabolic pathway databases, topology of metabolic pathways, flux models for analysis of metabolic networks, network integration, inference of domain-domain interactions, signaling pathway inference from protein interaction networks, network models and algorithms for disease gene identification, identification of dysregulated subnetworks network-based disease classification.
Offered as EECS 459 and SYBB 459.

Required Law School Courses

LAWS 4300 – Intellectual Property Survey - This course is designed to provide students with an overview of several areas of law traditionally associated with intellectual property or IP, including copyright law, which pertains to the protection of literary, musical, and artistic creations and has issues replete with First Amendment implications; patent law and trade secret law, which focus on the protection of technological works ranging from chemical formulae, to software, to biotechnology; and trademark law, which relates to the goodwill associated with corporate identity and product recognition. We will also devote time to the study of the philosophy and economics of intellectual property keeping in mind, throughout the course, the need to strike an optimal balance between incentives to create and commercialize intellectual creations on the one hand and public access to these creations on the other hand.

LAWS 4302 – Patent Law - Basic concepts of patent law as property considered primarily in its substantive aspects, including the relationship to other forms of protection and intellectual property, infringement, and statutory requirements for patents.

LAWS 4311 - Patent Preparation and Drafting I: Patent preparation, drafting, and filing of a patent application are the fundamental aspects of patent practice. Students will learn how to conduct a client-inventor interview, what questions to ask the client-inventor and what information is most important to obtain prior to commencing the patent drafting process. Technical aspects of patentability searching will also be explored. In addition, the student will learn the various parts of the patent application and best practices associated with drafting each part. Emphasis will be placed on specification drafting and claim drafting, and how to claim around prior art. *Significant emphasis will be placed on USPTO Rules of Professional Conduct* – see www.uspto.gov/learning-and-resources/ip-policy/current-practitioners/uspto-rules-professional-conduct

LAWS 4312 - Patent Preparation and Drafting II: The course builds on *Patent Drafting and Prosecution I* and will focus on aspects of patent prosecution post-filing. In particular, students will learn how to respond to an Office Action rejecting the patent application as is typically encountered during the practice before the US Patent and Trademark Office. The student's response will take the form of an Amendment that will reflect changes made to the claims and arguments relating to patentability. The course will also cover the appeals process. *Significant emphasis will be placed on USPTO Rules of Professional Conduct* – see www.uspto.gov/learning-and-resources/ip-policy/current-practitioners/uspto-rules-professional-conduct.

LAWS 4820 - Bar Review: Passing the patent bar is a requirement for practicing before the U.S. Patent & Trademark Office (“USPTO”). This course will introduce students to 35 U.S.C. (the United States “patent laws”) and 37 C.F.R. (Code of

Federal Regulations encompassing the “patent rules”), followed by an in-depth study of the M.P.E.P. (Manual of Patent Examining Procedure), which is the Patent Office’s rule book that covers all the patent laws and rules as interpreted by the USPTO. In addition, the course will cover the particulars of the patent bar exam, including questions from prior exams; essential materials the students need to master to pass the exam, and provide students with several opportunities to hone their bar taking skills.

Suggested Law School Elective Courses

Fall Semester

LAWS 5341 – Commercialization and Intellectual Property Management - This interdisciplinary course covers a variety of topics, including principles of intellectual property and intellectual property management, business strategies and modeling relevant to the creation of start-up companies and exploitation of IP rights as they relate to biomedical-related inventions. The goal of this course is to address issues relating to the commercialization of biomedical-related inventions by exposing law students, MBA students, and Ph.D. candidates (in genetics and proteomics) to the challenges and opportunities encountered when attempting to develop biomedical intellectual property from the point of early discovery to the clinic and market. Specifically, this course seeks to provide students with the ability to value a given technological advance or invention holistically, focusing on issues that extend beyond scientific efficacy and include patient and practitioner value propositions, legal and intellectual property protection, business modeling, potential market impacts, market competition, and ethical, social, and healthcare practitioner acceptance. During this course, law students, MBA students, and Ph.D. candidates in genomics and proteomics will work in teams of five (two laws students, two MBA students and one Ph.D. candidate), focusing on issues of commercialization and IP management of biomedical-related inventions. The instructors will be drawn from the law school, business school, and technology-transfer office. Please visit the following website for more information: fusioninnovate.com.

Spring Semester

LAWS 4315 - Claim Drafting Lab - The patent claim is the most important part of the patent application, because it is the claim that represents the metes and bounds of inventor’s property right. This Lab is devoted to drafting claims, understanding the different types of claims, and how claims differ depending on the nature of the technology. A particular emphasis will be placed on computer-implemented (e.g., software) and biomedical-related inventions (e.g., life science and biomedical devices)

LAWS 5323 - IP Strategy - Intellectual property rights are legally created business

assets used by companies to provide a competitive advantage in the marketplace. Companies use intellectual property differently depending on many factors, such as industry, business strategy, culture and maturity. Intellectual property attorneys are considered valuable members of business teams, contributing to business strategy, business planning and other executive level business decisions. Indeed, IP is a boardroom issue.

This class will study the ways intellectual property is used by different companies and how the intellectual property laws impact not only the intellectual property assets, but also the business strategy and business planning. In addition to learning how intellectual property is being used by major corporations, universities, and entrepreneurs/start-ups, the students will pick one company and study how that company manages its intellectual property.

LAWS 6401 - Experiential Elective (IP Venture Clinic): In the IP Venture Clinic ("IPVC"), students, working under the supervision of faculty, represent start-up companies and entrepreneurs from the Blackstone LaunchPad initiative in Northeast Ohio. Students in the Masters of Patent Practice program will work up a general IP protection strategy, working with supervising practitioners to design and implement that strategy. Students will perform prior art searches, drafting claims and participating in the application and prosecution process with the U.S. Patent and Trademark Office (USPTO) and other patent offices worldwide. Importantly, the USPTO has selected Case Western Reserve University School of Law to participate in the Patent Law School Clinic Certification Program, which provides law students the opportunity to represent clients before the USPTO.

MA in Patent Practice/MS in Biochemistry (plan B) Dual Degree Proposal

This document contains a proposal for a dual degree between the Department of Biochemistry in the School of Medicine (MS degree, plan B) and the Law School (MA in Patent Practice).

I. Background and Justification

The purpose of the degree program is to prepare a cadre of biochemistry students for successful careers as patent agents. In any given year, recently graduated engineers and scientists enroll in law school with the goal of becoming patent lawyers, but over the past few years, a growing number have become reluctant to invest in a three-year JD program. The proposed *Masters in Patent Practice* seeks to provide a viable alternative for these students, with a focus on students with a biological background. The most likely undergraduates would be science or engineering majors with the likelihood that biology and premed students who failed to enter medical school would predominate (in part based upon the requirements for entry). The one technological area of patent practice where an advanced degree leads to a significant difference in marketability is the life science field.

A career as a patent agent enables engineers and biomedical scientists to stay close to their technological specialty, yet provides a livelihood that has comparative advantages over that of a practicing engineer or bench scientist.¹ Indeed, the patent law landscape over the past 10 years has witnessed the growing importance of patent agents. Most IP boutique firms or IP practice groups within general firms have at least one, and oftentimes several, patent agents; and it is also common for patent agents to work in-house for corporations of all sizes. The *Masters in Patent Practice* will not only prepare the engineer and biomedical scientist to take the patent bar, but will introduce them to the nuances of patent searching, the complexities of patent drafting, and the arcana commonly associated with patent law doctrine and USPTO regulations.

Over the past several years, the United States Patent and Trademark Office has received increasingly more patent applications. In 2013, 571,612 patent applications were filed with the patent office. This compares with 456,321 in 2008 and 342,441 in 2000. Job postings for patent agents in intellectual property law journals and websites reflect these numbers. Anecdotal evidence also suggests a demand for patent agents.

Moreover, in the initial review of the MA in Patent Practice proposal, the Board of Regents review observed that there is a demand for patent agents (i.e. see

¹ For example, according to the American Intellectual Property Lawyers Association's "Report of the Economic Survey 2013," the average salary of a patent agent with fewer than five years of experience at a private law firm is \$92,250, with the first and third quartile range of \$55,500 to \$126,250.

www.intelproplaw.com/JobsAvailable/). For example, the University of Dayton reviewer wrote: "in the forty plus years that this reviewer has been practicing law, there has been a persistent shortage of people qualified and licensed by the United States Patent and Trademark Office to prepare, file and prosecute patent applications. The proposed Masters in Patent Practice will help alleviate that shortage. This program is unique to Ohio." The reviewer from the University of Toledo stated "CWRU has clearly shown that there are jobs for patent agents and that patent applications are increasing and a growth field." It is the intent of this program to provide individuals with a competitive edge to this professional discipline.

The formal acceptance of the stand alone MA in Patent Practice was approved by the Board of Regents in March 2015. This degree is currently advertised within the materials associated with admissions into the Law School.

II. Administration

School of Law Liaison: Craig Nard, Professor of Law, School of Law
Biochemistry Department Liaison: William Merrick, Professor of Biochemistry, Department of Biochemistry.

Professors Nard and Merrick will meet every other month during the initial phases of the program to best address problems these dual degree students might be having beyond those of the stand alone MA in Patent Practice (overseen by Professor Nard) and those in the stand alone or other dual degree programs associated with the MS in Biochemistry (overseen by Professor Merrick). In particular, there is a twelve year history with a similar program, the dual degree JD/ MS in Biochemistry.

III. Program Structure

If one were to acquire the MA and MS degrees independently, it would require the completion of 30 hours for the MA program and 36 hours for the MS program (a total of 66 credit hours). In the dual degree program, cross counting allows for a reduction in the total number of class hours to 45 credit hours for both degrees as described below. The 30 credit hour and 36 credit hour numbers are for the independent programs as accredited through the Board of Regents in Columbus.

The proposed dual degree requires students to complete 45 credit hours. The MS in Biochemistry requires 24 credit hours of coursework for the completion of the MS degree (plan B). The School of Law requires 21 credit hours of coursework for the completion of the MA program as part of the dual degree. To be compliant with the manner in which both degrees are certified by the Board of Regents, students will count 11-12 Law credit hours towards the MS in Biochemistry and count 9 hours of Biochemistry credits toward the MA in Patent Practice. Thus, there is an approximately equal reduction in both programs in accumulating the

total number of credit hours that are required to satisfy the requirements of the stand alone programs as approved by the Board of Regents.

The advantage of this dual degree program over either an MA with certificate in Biochemistry or an MS in Biochemistry with a certificate in Patent Practice is that the student will receive a recognized degree (either MA or MS) rather than a certificate which has no true academic definition (i.e. some CWRU certificate programs are completed with as few as 10 to 12 hours).

It should be noted that the anticipated number of students, perhaps as many as 6 per year, will not add a sufficient burden for the Law School classes (the MA in Patent Practice in particular), the biomedical classes nor the administration such that no additional personnel (faculty or staff) will be required for this program in either the Law School or the School of Medicine.

IV. Dual Degree Curriculum: Examples

Students begin in the School of Law although the fundamental Biochemistry course is also taken (BIOC 407, 408). The anticipation is that the entering student will be practicing in patent law and therefore the primary guidance in terms of job placement will reflect advising from the School of Law. The advisor in Biochemistry will provide insight into the most recent developing areas of research and technology that the student would be likely to encounter in their future employment.

Year 1: First year curriculum.

Semester 1		Semester 2	
LAWS IP Survey	(3)	LAWS IP Elective course	(3)
LAWS Patent Law	(3)	LAWS Patent Preparation II	(2)
LAWS Patent Preparation I	(3)	BIOC elective	(3)
BIOC 407	(4)	BIOC 408	(4)

Year 2.	BIOC 412	(3)	LAWS Patent Bar Review	(4)
	BIOC elective	(3)	LAWS Experiential Elective**	(3)
	BIOC elective	(3)	BIOC elective	(3)
			EXAM 600	(1)

Alternate, 18 month fast track

Year 1: First semester

Semester 2

LAWS IP Survey	(3)	LAWS IP Elective course	(3)
LAWS Patent Law	(3)	LAWS Patent Preparation II	(2)
LAWS Patent Preparation I	(3)	LAWS Patent Bar Review	(4)
BIOC 407	(4)	BIOC elective	(3)
BIOC 412	(3)	BIOC 408	(4)

Year 2: First semester

LAWS Experiential Elective**	(3) or LAWS IP Venture Clinic	(3)
BIOC elective	(3)	
BIOC elective	(3)	
BIOC elective	(3)	
EXAM 600	(1)	

Biochemistry electives for the first and second year

BIOL 426 (3)	BIOL 424 (3)***
BIOC 420 (3)	BIOL 426 (3)
BIOC 430 (1) Comp. Biol.	BIOC 454 (3)
NTRN 452 (3)	GENE 531 (2-3)
PHRM 409 (3)	BIOC 460 (3)
SYBB 411 (1-4)	SYBB 411 (1-4)
PHRM 528 (3)***	SYBB 459 (3)
BIOC 601 (1-4)	CLBY 450 (3)***
	PATH 416 (3)
	BIOC 601 (1-4)

**The experiential elective refers to an externship with a corporation (i.e. Parker Hannifin, Cleveland Clinic Innovations, Bridgestone America, etc.) or a law firm.

***recommended by previous JD/MS students as being useful for patent law and also being good classes

A more complete description of the Biochemistry and Law required courses and electives is in the Appendix.

Alternatively, up to 6 credits of BIOC 601 could be taken during the summer after the first year freeing up time during the regular semesters. However, of the total 24 hours required in Biochemistry, 18 hours must be in courses that are letter graded.

Courses to count towards the MS in Biochemistry are Patent Law (3), Patent Preparation I (3), IP Survey (3) and Experiential elective (3) for a total of 12 credit hours.

Courses to count towards the MA in Patent Law would be either BIOC 407, BIOC 408 and one of the technically oriented BIOC electives (credit to be either 3 or 4 hours)

To fulfill the MS degree portion of the dual degree program, students will focus their capstone writing requirement (EXAM 600; see Appendix) on the subject of their work in the Department of Biochemistry. This proposal may reflect either a current research article, material from one of the graduate classes or research the student may have performed as part of BIOC 601 credit. The MS Advisor will serve as a (co-)supervisor of this proposal.

Successful completion of the program would require 45 credits:

Total Hours in the School of Law:	21
Total Hours in the Department of Biochemistry:	24
Total Hours in the Dual Degree Program:	45

V. Dual Degree Student Advising

Dual degree students will be advised concerning matters related to the MA in Patent Practice degree by Professor Craig Nard, Director of the Spangenberg Center for Law, Technology and the Arts. Dual degree students will be advised concerning matters related to the MS in Biochemistry by the Graduate Program Advisor as designated by the Graduate Education Committee of the Department of Biochemistry (currently Professor William Merrick). At the end of each semester, the student will meet with both the MA advisor and the MS advisor to discuss progress and to select classes for the coming semester.

By regulations of the School of graduate Studies, Master's students are required to maintain a GPA of 2.75 or greater within the School of Graduate Studies; this will be applied to the combined GPA for Biochemistry or approved Biochemistry elective courses. The MA in Patent Practice program requires a GPA of at least 2.75; this will apply to all courses taken towards the MA in Patent Practice degree.

Twice a year, immediately after the beginning of the fall and spring semesters, or more frequently if necessary, the Director of MA Patent Practice and the Graduate Program Advisor of the Department of Biochemistry will meet to discuss the progress of all students in the program.

VI. Admissions

Target enrollment in the program is about six students each year. Students wishing to enroll in the dual degree program apply to and are admitted into the dual degree program directly. As the MA in Patent Practice does not require the LSAT or other standardized exam, the MS in Biochemistry Program will accept either the GRE, MCAT or LSAT as the standardized exam for acceptance into the dual degree program. This is in lieu of the more standard GRE score that is used for admittance into the individual M. S. or Ph. D. programs in Biochemistry. Applications will be jointly reviewed by the directors of the two programs. Once students have been admitted, they will consult with the Department of Biochemistry Department Liaison and Law School Liaison to determine their appropriate course of MA study and the MS Advisor of the Department of Biochemistry to determine their appropriate program of MS study. In order that the admitted student can immediately take graduate courses in the biological sciences, they must have taken a full year course in each of the following: introductory chemistry, organic chemistry and introductory biology. Additional course work such as genetics, physics and calculus would enhance the applicant's portfolio.

Given the nature of this dual degree and the cost savings to the student (the equivalent of 20 credit hours), no financial aid will be offered by either the Law School or the Department of Biochemistry to students in this program.

VII. Tuition Revenue Mechanics:

A written agreement about the management of tuition revenues will exist between the Law School and the Department of Biochemistry. The text of this agreement is shown below:

Graduate student tuition revenues filter back to the student's home school. The MS Biochemistry student's home is based in the School of Medicine. The MA student's home is based within the School of Law. It is anticipated the dual MA/MS students will be home based in the School of Law. Tuitions paid to the School of Law will be fully retained by the Law School. Tuitions paid to the School of Graduate studies will be split 20% to the School of Law and 80% to the School of Medicine. This split reflects the primary advising role played by the School of Law in the final placement of the student into an employment opportunity.

VIII. Approval Signatures:

Interim Dean, School of Law <i>Michael Scharf or Jessica Berg</i>	X
Chair, Department of Biochemistry <i>Dr. Michael A. Weiss</i>	X

Dean, School of Medicine <i>Dr. Pamela B. Davis</i>	X
Dean, School of Graduate Studies Dr. Charles Rozek	X

IX. Student Activities:

It is noted that for either the experiential elective or the IP Venture Clinic, the student will have direct exposure to the workings of the patent process. The School of Law will assist in the placement of the student in the relevant environment.

Other appropriate activities for the MA/MS students include attending the weekly seminars, as well as annual named lectureships, participating in annual retreats, and one or more journal clubs (see also casemed.case.edu/gradprog/index.php). Within the Law School, students will be involved with informal networking experiences with potential employers and participate in Law School activities as they choose (see law.case.edu/StudentLife.aspx)

X. Advantages of the Joint Degree Program

There are several advantages to the students in the MA/MS program. The key advantage will be the integration of the two disciplines during the time that the students are receiving their training, thus allowing the students to develop a unique focus on their studies in each of the two disciplines. In addition, the usual Master's of Science in Biochemistry is a two year program but the students in the dual degree program will be able to complete the program requirements in just 12 months beyond the time required for obtaining the MA degree (or sooner if they take the alternate, accelerated track). This is reflected in the credit savings for the two degrees (36 + 30 = 66 hours) vs. the dual degree which requires 45 credit hours. This savings in credit hours is thus seen in both time (18 or 24 months vs. 3 years) and in expense, roughly the cost of an additional semester or two.

Appendix – Elective courses

Suggested Biochemistry Elective Courses

Fall Semester

BIOL 426 – Genetics - Transmission genetics, nature of mutation, microbial genetics, somatic cell genetics, recombinant DNA techniques and their application to genetics, human genome mapping, plant breeding, transgenic plants and animals, uniparental inheritance, evolution, and quantitative genetics. Offered as BIOL 326 and BIOL 426.

BIOC 407 – Introduction to Biochemistry: From molecules to medical science. Overview of the macromolecules and small molecules key to all living systems. Topics include: protein structure and function; enzyme mechanisms, kinetics and regulation; membrane structure and function; bioenergetics; hormone action; intermediary metabolism, including pathways and regulation of carbohydrate, lipid, amino acid, and nucleotide biosynthesis and breakdown. The material is presented to build links to human biology and human disease. One semester of biology is recommended. Offered as BIOC 307, BIOC 407, and BIOL 407.

BIOC 408 – Molecular Biology - An examination of the flow of genetic information from DNA to RNA to protein. Topics include: nucleic acid structure; mechanisms and control of DNA, RNA, and protein biosynthesis; recombinant DNA; and mRNA processing and modification. Where possible, eukaryotic and prokaryotic systems are compared. Special topics include yeast as a model organism, molecular biology of cancer, and molecular biology of the cell cycle. Current literature is discussed briefly as an introduction to techniques of genetic engineering. Recommended preparation: BIOC 307/407. Offered as BIOC 308, BIOL 308, BIOC 408, and BIOL 408.

BIOC 412 – Proteins and Enzymes - Aspects of protein and nucleic acid function and interactions are discussed, including binding properties, protein-nucleic acid interactions, kinetics and mechanism of proteins and enzymes, and macromolecular machines. Recommended Preparation: CHEM 301. Offered as BIOC 312 and BIOC 412.

BIOC 420 – Current Topics in Cancer - The concept of cancer hallmarks has provided a useful guiding principle in our understanding of the complexity of cancer. The hallmarks include sustaining proliferative signaling, evading growth suppressors, enabling replicative immortality, activating invasion and metastasis, inducing angiogenesis, resisting cell death, deregulating cellular energetics, avoiding immune destruction, tumor-promoting inflammation, and genome

instability and mutation. The objectives of this course are to (1) examine the principles of some of these hallmarks, and (2) explore potential therapies developed based on these hallmarks of cancer. This is a student-driven and discussion-based graduate course. Students should have had some background on the related subjects and have read scientific papers in their prior coursework. Students will be called on to present and discuss experimental design, data and conclusions from assigned publications. There will be no exams or comprehensive papers but students will submit a one-page critique (strengths and weaknesses) of one of the assigned papers prior to each class meeting. The course will end with a full-day student-run symposium on topics to be decided jointly by students and the course director. Grades will be based on class participation, written critiques, and symposium presentations.

Offered as BIOC 420, MBIO 420, MVIR 420, PATH 422, and PHRM 420.

BIOC 430 – Computational Biology (Shoham module)- The course is designed for graduate students who will be focusing on one or more methods of structural biology in their thesis project. This course is divided into 3-6 sections (depending on demand). The topics offered will include X-ray crystallography, nuclear magnetic resonance spectroscopy, optical spectroscopy, mass spectrometry, cryo-electron microscopy, and computational and design methods. Students can select one or more modules. Modules will be scheduled so that students can take all the offered modules in one semester. Each section is given in 5 weeks and is worth 1 credit. Each section covers one area of structural biology at an advanced level such that the student is prepared for graduate level research in that topic.

Offered as BIOC 430, CHEM 430, PHOL 430, and PHRM 430.

BIOC 601 – Research – permission of the instructor is required (1-6 hours)

EXAM 600 – MS Qualifying exam - The M. S. qualifying exam is one that is based upon the student's generation of a research proposal that will have an Introduction (what is the history behind the proposal), Materials and Methods (an explanation of the techniques to be used in the proposal), Experimental Design (what are the actual experiments to be performed and what are the controls), and Discussion (what will be learned and how does this fit with the literature). This may be based upon the student's own research (taken as BIOC 601) or on a recent research article of the student's interest. The "preliminary data" that would start off the Experimental Design section could either be the student's lab data or the figures from the research article that the student has chosen as the basis for the proposal. For the qualifying exam, the student will prepare a 10 to 20 page document as described above and then defend the proposal to a committee of three faculty. Dr. Merrick will chair the committee and the two other faculty members will be selected based upon the research area of the proposal. In most instances, the defense of the proposal will take about 90 minutes.

NTRN 452 – Nutritional Biochemistry and Metabolism - Mechanisms of

regulation of pathways of intermediary metabolism; amplification of biochemical signals; substrate cycling and use of radioactive and stable isotopes to measure metabolic rates. Recommended preparation: BIOC 307 or equivalent. Offered as BIOC 452 and NTRN 452.

PHRM 409 – Principles of Pharmacology - Principles of Pharmacology introduces the basic principles that underlie all of Pharmacology. The first half of the course introduces, both conceptually and quantitatively, drug absorption, distribution, elimination and metabolism (pharmacokinetics) and general drug receptor theory and mechanism of action (pharmacodynamics). Genetic variation in response to drugs (pharmacogenetics) is integrated into these basic principles. The second half of the course covers selected drug classes chosen to illustrate these principles. Small group/recitation sessions use case histories to reinforce presentation of principles and to discuss public perceptions of therapeutic drug use. Graduate students will be expected to critically evaluate articles from the literature and participate in a separate weekly discussion session. Recommended preparation for PHRM 409: Undergraduate degree in science or permission of instructor. Offered as PHRM 309 and PHRM 409.

PHRM 528 – Contemporary Approaches to Drug Discovery - This course is designed to teach the students how lead compounds are discovered, optimized, and processed through clinical trials for FDA approval. Topics will include: medicinal chemistry, parallel synthesis, drug delivery and devices, drug administration and pharmacokinetics, and clinical trials. A special emphasis will be placed on describing how structural biology is used for in silico screening and lead optimization. This component will include hands-on experience in using sophisticated drug discovery software to conduct in silico screening and the development of drug libraries. Each student will conduct a course project involving in silico screening and lead optimization against known drug targets, followed by the drafting of an inventory disclosure. Another important aspect of this course will be inclusion of guest lectures by industrial leaders who describe examples of success stories of drug development. Offered as BIOC 528, PHOL 528, and PHRM 528.

SYBB 411 A – D – Technologies in Bioinformatics - SYBB 311/411A is a 5-week course that introduces students to the high-throughput technologies used to collect data for bioinformatics research in the fields of genomics, proteomics, and metabolomics. In particular, we will focus on mass spectrometer-based proteomics, DNA and RNA sequencing, genotyping, protein microarrays, and mass spectrometry-based metabolomics. This is a lecture-based course that relies heavily on out-of-class readings. Graduate students will be expected to write a report and give an oral presentation at the end of the course. SYBB 311/411A is part of the SYBB survey series which is composed of the following course sequence: (1) Technologies in Bioinformatics, (2) Data Integration in Bioinformatics, (3) Translational Bioinformatics, and (4) Programming for

Bioinformatics. Each standalone section of this course series introduces students to an aspect of a bioinformatics project - from data collection (SYBB 311/411A), to data integration (SYBB 311/411B), to research applications (SYBB 311/411C), with a fourth module (SYBB 311/411D) introducing basic programming skills.

Graduate students have the option of enrolling in all four courses or choosing the individual modules most relevant to their background and goals with the exception of SYBB411D, which must be taken with SYBB411A.

Offered as SYBB 311A, BIOL 311A and SYBB 411A.

Spring Semester

BIOL 424 – Introduction to Stem Cell Biology –This discussion-based course will introduce students to the exciting field of stem cell research. Students will first analyze basic concepts of stem cell biology, including stem cell niche, cell quiescence, asymmetric cell division, cell proliferation and differentiation, and signaling pathways involved in these processes. This first part of the course will focus on invertebrate genetic models for the study of stem cells. In the second part of the course, students will search for primary research papers on vertebrate and human stem cells, and application of stem cell research in regenerative medicine and cancer. Finally, students will have the opportunity to discuss about ethical controversies in the field. Students will rotate in weekly presentations, and will write two papers during the semester. Students will improve skills on searching and reading primary research papers, gain presentation skills, and further their knowledge in related subjects in the fields of cell biology, genetics and developmental biology. This course may be used as a cell/molecular subject area elective for the B.A. and B.S. Biology degrees.

Offered as BIOL 324 and BIOL 424.

BIOL 426 - Genetics - Transmission genetics, nature of mutation, microbial genetics, somatic cell genetics, recombinant DNA techniques and their application to genetics, human genome mapping, plant breeding, transgenic plants and animals, uniparental inheritance, evolution, and quantitative genetics.

Offered as BIOL 326 and BIOL 426.

BIOC 454 – Biochemistry and Biology of RNA - Systematic overview of RNA biochemistry and biology. Course provides solid foundation for understanding processes of post-transcriptional regulation of gene expression. Topics include: RNA structure, RNA types, RNA-protein interactions, eukaryotic RNA metabolism including mRNA processing, ribosome biogenesis, tRNA metabolism, miRNA processing and function, bacterial RNA metabolism, transcriptomics. BIOC 454 requires an additional research proposal. Recommended preparation for BIOC 354: Undergraduate Biology (1 semester minimum), equivalents of CHEM 301, BIOC 307 or 308, CHEM 223, CHEM 224.

Offered as BIOC 354 and BIOC 454.

BIOC 460 – Introduction to Microarrays - Microarray technology is an exciting

new technique that is used to analyze gene expression in a wide variety of organisms. The goal of this course is to give participants a hands-on introduction to this technology. The course is intended for individuals who are preparing to use this technique, including students, fellows, and other investigators. This is a hands-on computer-based course, which will enable participants to conduct meaningful analyses of microarray data. Participants will gain an understanding of the principles underlying microarray technologies, including: theory of sample preparation, sample processing on microarrays, familiarity with the use of Affymetrix Microarray Suite software and generation of data sets. Transferring data among software packages to manipulate data will also be discussed. Importation of data into other software (GeneSpring and DecisionSite) will enable participants to mine the data for higher-order patterns. Participants will learn about the rationale behind the choice of normalization and data filtering strategies, distance metrics, use of appropriate clustering choices such as K-means, Hierarchical, and Self Organizing Maps.

Course Offered as BIOC 460, PATH 460, CNCR 460.

BIOC 601 – Research – permission of instructor required

CLBY 450 – Cells and Pathogens - Modern molecular cell biology owes a great debt to viral and bacterial pathogens as model systems. In some instances pathogens operate by faithful mimicry of host proteins, and other cases represent the result of extensive molecular tinkering and convergent evolution. This course will also explore numerous mechanisms utilized by pathogens to subvert the host and enhance their own survival. Topics covered include nuclear regulatory mechanisms, protein synthesis and stability, membrane-bound organelles, endocytosis and phagocytosis, and factors that influence cell behavior such as cytoskeleton rearrangements, cell-cell interactions, and cell migration. Additional topics include cell signaling and co-evolution of pathogens and host cell functions. Students are expected to come to class prepared to discuss pre-assigned readings consisting of brief reviews and seminal papers from the literature. Student assessment will be based on effective class participation (approximately 80%) and successful presentation of an independent research topic (approximately 20%).

Offered as CLBY 450, MBIO 450, and MVIR 450.

GENE 531 – Cancer Genetics - This seminar will discuss basic concepts in cancer epidemiology, principles of cancer genetics, inherited cancer syndromes, cytogenetics of cancers, pedigree analysis for familial cancer risk and approaches to the differential diagnosis of inherited and familial cancers. Additionally, topics of risk assessment, genetic testing, screening, management and psychosocial issues in providing genetic counseling to patients with familial and inherited cancers will be discussed.

PATH 416 – Fundamental Immunology - Introductory immunology providing an overview of the immune system, including activation, effector mechanisms, and

regulation. Topics include antigen-antibody reactions, immunologically important cell surface receptors, cell-cell interactions, cell-mediated immunity, innate versus adaptive immunity, cytokines, and basic molecular biology and signal transduction in B and T lymphocytes, and immunopathology. Three weekly lectures emphasize experimental findings leading to the concepts of modern immunology. An additional recitation hour is required to integrate the core material with experimental data and known immune mediated diseases. Five mandatory 90 minute group problem sets per semester will be administered outside of lecture and recitation meeting times. Graduate students will be graded separately from undergraduates, and 22 percent of the grade will be based on a critical analysis of a recently published, landmark scientific article.

Offered as BIOL 316, BIOL 416, CLBY 416, and PATH 416.

SYBB 411 A – D – Technologies in Bioinformatics - SYBB 311/411A is a 5-week course that introduces students to the high-throughput technologies used to collect data for bioinformatics research in the fields of genomics, proteomics, and metabolomics. In particular, we will focus on mass spectrometer-based proteomics, DNA and RNA sequencing, genotyping, protein microarrays, and mass spectrometry-based metabolomics. This is a lecture-based course that relies heavily on out-of-class readings. Graduate students will be expected to write a report and give an oral presentation at the end of the course.

SYBB 311/411A is part of the SYBB survey series which is composed of the following course sequence: (1) Technologies in Bioinformatics, (2) Data Integration in Bioinformatics, (3) Translational Bioinformatics, and (4) Programming for Bioinformatics. Each standalone section of this course series introduces students to an aspect of a bioinformatics project - from data collection (SYBB 311/411A), to data integration (SYBB 311/411B), to research applications (SYBB 311/411C), with a fourth module (SYBB 311/411D) introducing basic programming skills.

Graduate students have the option of enrolling in all four courses or choosing the individual modules most relevant to their background and goals with the exception of SYBB411D, which must be taken with SYBB411A.

Offered as SYBB 311A, BIOL 311A and SYBB 411A.

SYBB 459 – Bioinformatics for Systems Biology - Description of omic data (biological sequences, gene expression, protein-protein interactions, protein-DNA interactions, protein expression, metabolomics, biological ontologies), regulatory network inference, topology of regulatory networks, computational inference of protein-protein interactions, protein interaction databases, topology of protein interaction networks, module and protein complex discovery, network alignment and mining, computational models for network evolution, network-based functional inference, metabolic pathway databases, topology of metabolic pathways, flux models for analysis of metabolic networks, network integration, inference of domain-domain interactions, signaling pathway inference from protein interaction networks, network models and algorithms for disease gene identification, identification of dysregulated subnetworks network-based disease classification.

Offered as EECS 459 and SYBB 459.

Required Law School Courses

LAWS 4300 – Intellectual Property Survey - This course is designed to provide students with an overview of several areas of law traditionally associated with intellectual property or IP, including copyright law, which pertains to the protection of literary, musical, and artistic creations and has issues replete with First Amendment implications; patent law and trade secret law, which focus on the protection of technological works ranging from chemical formulae, to software, to biotechnology; and trademark law, which relates to the goodwill associated with corporate identity and product recognition. We will also devote time to the study of the philosophy and economics of intellectual property keeping in mind, throughout the course, the need to strike an optimal balance between incentives to create and commercialize intellectual creations on the one hand and public access to these creations on the other hand.

LAWS 4302 – Patent Law - Basic concepts of patent law as property considered primarily in its substantive aspects, including the relationship to other forms of protection and intellectual property, infringement, and statutory requirements for patents.

LAWS 4311 - Patent Preparation and Drafting I: Patent preparation, drafting, and filing of a patent application are the fundamental aspects of patent practice. Students will learn how to conduct a client-inventor interview, what questions to ask the client-inventor and what information is most important to obtain prior to commencing the patent drafting process. Technical aspects of patentability searching will also be explored. In addition, the student will learn the various parts of the patent application and best practices associated with drafting each part. Emphasis will be placed on specification drafting and claim drafting, and how to claim around prior art. *Significant emphasis will be placed on USPTO Rules of Professional Conduct* – see www.uspto.gov/learning-and-resources/ip-policy/current-practitioners/uspto-rules-professional-conduct

LAWS 4312 - Patent Preparation and Drafting II: The course builds on *Patent Drafting and Prosecution I* and will focus on aspects of patent prosecution post-filing. In particular, students will learn how to respond to an Office Action rejecting the patent application as is typically encountered during the practice before the US Patent and Trademark Office. The student's response will take the form of an Amendment that will reflect changes made to the claims and arguments relating to patentability. The course will also cover the appeals process. *Significant emphasis will be placed on USPTO Rules of Professional Conduct* – see www.uspto.gov/learning-and-resources/ip-policy/current-practitioners/uspto-rules-professional-conduct.

LAWS 4820 - Bar Review: Passing the patent bar is a requirement for practicing before the U.S. Patent & Trademark Office (“USPTO”). This course will introduce

students to 35 U.S.C. (the United States “patent laws”) and 37 C.F.R. (Code of Federal Regulations encompassing the “patent rules”), followed by an in-depth study of the M.P.E.P. (Manual of Patent Examining Procedure), which is the Patent Office’s rule book that covers all the patent laws and rules as interpreted by the USPTO. In addition, the course will cover the particulars of the patent bar exam, including questions from prior exams; essential materials the students need to master to pass the exam, and provide students with several opportunities to hone their bar taking skills.

Suggested Law School Elective Courses

Fall Semester

LAWS 5341 – Commercialization and Intellectual Property Management - This interdisciplinary course covers a variety of topics, including principles of intellectual property and intellectual property management, business strategies and modeling relevant to the creation of start-up companies and exploitation of IP rights as they relate to biomedical-related inventions. The goal of this course is to address issues relating to the commercialization of biomedical-related inventions by exposing law students, MBA students, and Ph.D. candidates (in genetics and proteomics) to the challenges and opportunities encountered when attempting to develop biomedical intellectual property from the point of early discovery to the clinic and market. Specifically, this course seeks to provide students with the ability to value a given technological advance or invention holistically, focusing on issues that extend beyond scientific efficacy and include patient and practitioner value propositions, legal and intellectual property protection, business modeling, potential market impacts, market competition, and ethical, social, and healthcare practitioner acceptance. During this course, law students, MBA students, and Ph.D. candidates in genomics and proteomics will work in teams of five (two laws students, two MBA students and one Ph.D. candidate), focusing on issues of commercialization and IP management of biomedical-related inventions. The instructors will be drawn from the law school, business school, and technology-transfer office. Please visit the following website for more information: fusioninnovate.com.

Spring Semester

LAWS 4315 - Claim Drafting Lab - The patent claim is the most important part of the patent application, because it is the claim that represents the metes and bounds of inventor’s property right. This Lab is devoted to drafting claims, understanding the different types of claims, and how claims differ depending on the nature of the technology. A particular emphasis will be placed on computer-implemented (e.g., software) and biomedical-related inventions (e.g., life science and biomedical devices)

LAWS 5323 - IP Strategy - Intellectual property rights are legally created business assets used by companies to provide a competitive advantage in the marketplace. Companies use intellectual property differently depending on many factors, such as industry, business strategy, culture and maturity. Intellectual property attorneys are considered valuable members of business teams, contributing to business strategy, business planning and other executive level business decisions. Indeed, IP is a boardroom issue.

This class will study the ways intellectual property is used by different companies and how the intellectual property laws impact not only the intellectual property assets, but also the business strategy and business planning. In addition to learning how intellectual property is being used by major corporations, universities, and entrepreneurs/start-ups, the students will pick one company and study how that company manages its intellectual property.

LAWS 6401 - Experiential Elective (IP Venture Clinic): In the IP Venture Clinic ("IPVC"), students, working under the supervision of faculty, represent start-up companies and entrepreneurs from the Blackstone LaunchPad initiative in Northeast Ohio. Students in the Masters of Patent Practice program will work up a general IP protection strategy, working with supervising practitioners to design and implement that strategy. Students will perform prior art searches, drafting claims and participating in the application and prosecution process with the U.S. Patent and Trademark Office (USPTO) and other patent offices worldwide. Importantly, the USPTO has selected Case Western Reserve University School of Law to participate in the Patent Law School Clinic Certification Program, which provides law students the opportunity to represent clients before the USPTO.



SCHOOL OF MEDICINE
CASE WESTERN RESERVE
UNIVERSITY

Michael A. Weiss, MD, PhD, MBA
Chairman
Department of Biochemistry
Distinguished Research Professor of Biochemistry and Medicine

December 16, 2014

Dean Pamela Davis
Case Western Reserve School of Medicine
10900 Euclid Avenue
Cleveland, OH 44106

Cowan-Blum Professor of
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10900 Euclid Avenue
Cleveland, Ohio 44106-4935

Visitors and Deliveries
Wood 437

Phone 216.368.5991

Fax 216.368.3419

Email michael.weiss@case.edu

Re: New dual degree SOM-Law School Master's

Dear Pam:

It is with great enthusiasm that I endorse and recommend the proposal by Prof. William Merrick (Vice Chair for Education) to develop a new Master's Program in Biochemistry in coordination with the graduate curriculum of the CWRU School of Law. The proposed dual MA in Patent Practice/MS in Biochemistry Program would enhance the career opportunities of students keen to engage in intellectual-property and patent-related activities in biotechnology or to have focused roles in law firms.

There are rich educational synergies between respective scientific curricula in Biochemistry and the School of Law. As outlined in Bill's proposal, these include the training of leading lawyers in IP fields with knowledge of biochemical principles and the training of scientists with an understanding of legal principles related to IP and patent law. The rationale for this program reflects a change in student needs. Whereas in past decades recently graduated engineers and scientists often enrolled in law school with the goal of becoming patent lawyers, over the past few years a growing number have become reluctant to invest in a three-year JD program. The proposed *Masters in Patent Practice* thus seeks to provide a viable alternative for these students, with a focus on students with a biochemistry background.

My colleagues and I anticipate that there will be a significant pool of applicants at this interface for whom the existence of a combined degree program will enhance the competitiveness of CWRU relative to peer institutions. The educational approach of the School of Law, with its many small groups, is in general accord with the educational philosophy of the School of Medicine and congruent in particular with how we teach in Biochemistry.

The existence of such an attractive joint-degree program promises to enhance both the educational environment and the tuition revenue of the Department of Biochemistry. Please note that a senior faculty member at the CWRU School of Law, Craig Nard (Galen J. Roush Professor of Law; Director of the Center for Law, Technology and the Arts) contributed to the design of this joint program and shares our enthusiasm.

Thank you for your consideration. With warm regards for the Holiday Season,

A handwritten signature in cursive script that reads "Mike Weiss".

cc. Christopher Masotti (CFO)
Prof. Mark Chance (Vice Dean for Research)



SCHOOL OF LAW

CASE WESTERN RESERVE
UNIVERSITY

Jessica Berg, Co-Dean
Tom J.E. and Bette Lou Walker
Professor of Law

Michael Scharf, Co-Dean
Joseph C. Hostetler-BakerHostetler
Professor of Law

Case Western Reserve University
School of Law
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E-mail lawdeans@case.edu

November 19, 2015

Paul MacDonald, Ph.D.
Chair, Graduate Education Committee
Case Western Reserve University

Dear Dr. MacDonald:

We are writing to express our strong support for the proposed dual degree — the Master of Science in Biochemistry and Master of Arts in Patent Practice. This dual degree is consistent with the strategic plan of the law school and the interdisciplinary objectives of the Spangenberg Center for Law, Technology & the Arts.

Sincerely yours,

Two handwritten signatures in cursive script. The first signature is for Jessica Berg and the second is for Michael Scharf.

Jessica Berg and Michael Scharf
Co-Deans, School of Law



Office of the Dean

10900 Euclid Avenue
Cleveland, Ohio 44106-4915

Visitors and Deliveries
Biomedical Research Bldg., - Rm. 113

Phone 216-368-2825
Fax 216-368-2820

<http://casemed.case.edu>

October 19, 2015

Roy Ritzmann, PhD
Chair, Faculty Senate
c/o Rebecca Weiss, Secretary of the University Faculty
Adelbert Hall
7001

Dear Dr. Ritzmann:

As noted in the accompanying memo from Dr. Mark Aulisio, Chair of the School of Medicine's Faculty Council during the 2014-2015 academic year, the Faculty Council has recommended approval of a Master of Patent Practice/Master of Science in Biochemistry Dual Degree Program.

This program will graduate highly trained and competitive public health practitioners who have the skill and ability to develop evidence based policy and programs to address our society's chronic diseases such as cardiovascular disease, diabetes, and obesity. The departments and faculty have experience with the management and coordination necessary for successful dual degree programs.

The proposal approval process is outlined in Dr. Aulisio's memo. An ad hoc Committee was convened to review this new program and after revisions, the program was approved by the Faculty Council.

I concur with the Faculty of Medicine and recommend approval of these amendments.

Please submit the proposed dual degree program to the appropriate committees for their review at their earliest opportunity. I would be pleased to answer any questions that might arise during the review process.

Thank you.

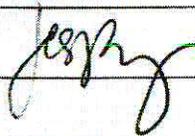
Sincerely,

Pamela B. Davis, MD, PhD

c: Dr. Mark Aulisio, Chair, Faculty Council
Nicole Deming, Assistant Dean for Faculty Affairs and Human Resources, SOM

enclosures

VIII. Approval Signatures:

Co-Dean, School of Law <i>Michael Scharf or Jessica Berg</i>	X	
Chair, Department of Biochemistry <i>Dr. Michael A. Weiss</i>	X	
Dean, School of Medicine <i>Dr. Pamela B. Davis</i>	X	
Dean, School of Graduate Studies <i>Dr. Charles Rozek</i>	X	

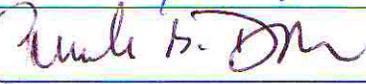
IX. Student Activities:

It is noted that for either the experiential elective or the IP Venture Clinic, the student will have direct exposure to the workings of the patent process. The School of Law will assist in the placement of the student in the relevant environment.

Other appropriate activities for the MA/MS students include attending the weekly seminars, as well as annual named lectureships, participating in annual retreats, and one or more journal clubs (see also casemed.case.edu/gradprog/index.php). Within the Law School, students will be involved with informal networking experiences with potential employers and participate in Law School activities as they choose (see law.case.edu/StudentLife.aspx)

X. Advantages of the Joint Degree Program

There are several advantages to the students in the MA/MS program. The key advantage will be the integration of the two disciplines during the time that the students are receiving their training, thus allowing the students to develop a unique focus on their studies in each of the two disciplines. In addition, the usual Master's of Science in Biochemistry is a two year program but the students in the dual degree program will be able to complete the program requirements in just 12 months beyond the time required for obtaining the MA degree (or sooner if they take the alternate, accelerated track). This is reflected in the credit savings for the two degrees (36 + 30 = 66 hours) vs. the dual degree which requires 45 credit hours. This savings in credit hours is thus seen in both time (18 or 24 months vs. 3 years) and in expense, roughly the cost of an additional semester or two.

Chair, Department of Biochemistry <i>Dr. Michael A. Weiss</i>	X 
Dean, School of Medicine <i>Dr. Pamela B. Davis</i>	X 
Dean, School of Graduate Studies Dr. Charles Rozek	X

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Proposal for a Dual Degree between Bioethics (MA) and the Genetic Counseling Training Program (MS)

Dual Degree Program Directors: Aaron Goldenberg, PhD & Anne Matthews, PhD

A. Brief Summary

We are proposing the creation of a Dual Degree between the Masters in Bioethics and Genetic Counseling Programs that will establish a comprehensive curriculum integrating foundational principles of genetics and ethics. The goal of this program would be to train Genetic Counselors who could also apply Bioethics into their clinical practice and/or research.

B. Rationale for a Joint Degree and a New Course in Bioethics and Genetic Counseling

Advances in next generation sequencing technologies, such as whole exome and whole genome sequencing and multiplex testing, have the potential to spur better integration of genetics and genomics into patient care. However, appropriate utilization of these technologies will require the capacity to manage, interpret, and communicate very large amounts of personal genetic information. Moreover, the integration of genomic technology into clinical and research settings raises a number of ethical issues related to privacy of genomic data, the impact of genomic information on families, and utility of genomic information. Additionally, there are a number of important questions regarding equity and access to these new technologies among underserved or uninsured families. This raises questions about the potential negative impact that differential access to these technologies may have on health disparities. Addressing these issues requires comprehensive education and counseling for patients and families going through various forms of genetic screening. Genetic Counselors will need to not only interpret the genetic/genomic findings themselves, but to contextualize those findings within the broader social and ethical impact of these technologies. Nevertheless, there is currently only one academic program in the U.S. that fully integrates training in Genetic Counseling and Bioethics in a dual degree program.

We are very fortunate at Case to have prominent Masters Programs in both Genetic Counseling and Bioethics. The collaborative nature between the two programs is well established. For many years faculty from both programs have taught in each other's courses, been mentors to each other's students, and collaborated in grants and other scholarly activities. In addition, we have had one graduate from our Bioethics Master's Program accepted to the Genetic Counseling Training Program. A number of Genetic Counseling students have chosen to do their thesis/capstone research project on an ethics related topic. However, even with the increasing relevance of Bioethics to the Genetic Counseling curriculum, and strong interest among student from both programs, there is no formal collaborative training program. We are proposing a dual degree program between the MA program in Bioethics and the MS in Genetic Counseling.

While genetic counseling programs all provide some ethics training to their students, the ethics curricula tend to focus on ethical issues that arise in practice and professional life. The dual degree program however, will allow students to pursue a broader exploration into bioethics scholarship, develop methodological empirical ethics skills, and deeply explore topics of genetics and health systems, genomics research, and public health genomics. The dual degree program will allow graduates to engage in both contemplative analysis and application of

knowledge in the counseling of patients, for example, deciding whether to pursue genomic screening with a trained eye for the personal and ethical implications of the results. Graduates will be more prepared to participate in the ongoing national dialogue about the ethical, legal, and social implications of advances in genomic technology. Additionally, many genetic counselors are becoming more involved in research within their home institutions and with other counselors nationwide. This research frequently focuses on patient uptake and perceptions of new genetic testing technology, patient preferences regarding genetic services, and issues related to genetic discrimination, privacy, and the return of genetic and genomic results. All of these topic areas raise unique ethical, legal, and social implications. A Dual Degree in Genetic Counseling and Bioethics would enhance a graduate's ability to engage in these issues and increase the value and skill set they bring to the research team.

The MS GC Degree is a “terminal” degree in the sense that persons with the degree will be able to pursue a variety of career paths. The MA in bioethics is not traditionally a “terminal degree” in that it enhances careers in other fields – e.g. law, medicine, nursing, public health or in this case, genetic counseling. Thus, the dual bioethics-genetic counseling degree would fuel careers in every aspect of genetics, genomics and health, clinical genetics, and health policy.

C. Institutional Partners

This project would be developed within the contexts of two primary institutional and programmatic partners:

1. The Masters in Bioethics Program, Department of Bioethics (Plan B)

The Department of Bioethics Master of Arts program in Bioethics emphasizes the multi- and interdisciplinary nature of the field. The master's degree programs reflect our values: to provide excellent education in bioethics to students and professionals in the School of Medicine and throughout the University; contribute outstanding research and scholarship to the world literature in bioethics; provide local, regional, and national service to health professionals, policy makers, and the public; and to promote international bioethical dialogue through research collaborations, training programs, and institutional partnerships. The program has an excellent track record of training students in Bioethics. Since its inception the program has graduated over 185 students. Many of these students have gone on to PhD programs, medical school, law school, or work in the areas of bioethics research, research oversight, or clinical ethics. Moreover, the Department of Bioethics has a very strong track record regarding dual degree programs and currently offers programs in Medicine, Law, Public Health, Nursing, Social Work, and Genetics. The stand-alone Bioethics MA is 27 credits and includes a Final Project/Paper that allows the student to engage in an in-depth exploration of a bioethics topic of their choosing.

2. The Genetic Counseling Training Program, Department of Genetics and Genome Sciences (Plan B)

The Genetic Counseling Training Program, leading to a Master of Science degree in Genetics, is a two-year academic program comprised of course work, laboratory exposure, extensive clinical training and research experience. The overall objective of the Program is to prepare students with the appropriate knowledge and experiences to function as genetic counselors in a wide range of settings and roles. The Program is accredited by the Accreditation Council for Genetic Counseling and graduates are eligible to sit for the national certification examination

administered by the American Board of Genetic Counseling (ABGC). The Program strives to train students who can interface between patients, clinicians and molecular and human geneticists. The stand-alone Genetic Counseling degree is 40 credits and includes both a written and oral comprehensive exam given in their second year and the completion of a research project. The Program has had an excellent track record: approximately 50-60 applications are received each year; since 2000, 60 students have graduated; there has been a 98% pass rate on the ABGC certification examination; and 90+% are employed as genetic counselors throughout the US and Canada.

D. Dual Degree Program Leadership and Anticipated Participation

The dual Degree in Genetic Counseling and Bioethics will be co-directed by Dr. Anne Matthews, Professor of Genetics and Genome Sciences and Dr. Aaron Goldenberg, Associate Professor of Bioethics. It will utilize the expertise of other genetics and bioethics faculty. We anticipate that we will accept up to two students each year for the Genetic Counseling/Bioethics Dual Degree Program (currently the Genetic Counseling Training Program can accommodate six students). In the future, we may be able to accommodate more students depending on the size of the genetic counseling program (the Genetic Counseling Program is planning on expanding their program to eight students per year within the next two years) and available faculty.

E. Dual Degree Requirements

The curriculum for the Dual Genetic Counseling/Bioethics Degree will consist of 59 credit hours to be completed in 2.5 years (Option 2) *See Appendix A*. This program will allow an enrolled student to finish the program in 5 full time semesters. Students enrolled in the dual degree program will spend their first year taking courses entirely within the Genetic Counseling Program and then will spread out their Bioethics coursework over the next 1.5 years.

The reduction in total credit hours is accounted for through the counting of the BETH 412: Ethical Issues in Genetics and Genomics course (3 credits) and GENE 601 Research Hours (6 credits) towards both degrees. Both of these elements will be key elements of the dual degree program:

1. Core Genomics and Ethics Course

One of the centerpieces of the Joint Degree between Bioethics and the Genetic Counseling Program is the new core course on the Ethical, Legal, and Social issues associated with advancements in Genetics and Genomics. For many years the Department of Bioethics had a Course on Ethical Issues in Genetics (BETH 412). However, with the departure of the course director in 2009, the course had not been taught in over 4 years. With recent advances in genomic technology and the integration of genetics into clinical care, we believed it was vital that the University offer a new course on the Ethical Implications of these advances.

BETH 412, Ethical Issues in Genetics and Genomics, is designed as an interactive seminar with the goal of exposing graduate students to the ethical, legal, and social implications of advances in genomics and genetics. The Course is designed to utilize multimedia, peer led discussions, and presentations from local/national experts. The curriculum focuses on two major areas; 1) *Genomics in Research Settings* and 2) *Genomics*

in Clinical Settings. Topics for the course include the predictive genomic screening, prenatal diagnosis, genetic privacy, implications for incidental findings, human genetic variation research and health disparities, and implications of genetic testing in pediatric settings. It also includes sessions on the history of genetics and ethics, to better contextualize current controversies. BETH 412 has now been taught for two semesters with excellent evaluations/reviews from both bioethics students and genetic counseling students. Students have consistently rated the interactive nature of the course and its focus on both historical and current topics in genetics and ethics very highly.

While the Genomics and Ethics Course is required for students enrolled in the Genetic Counseling Training Program, thus required for those students enrolled in the dual Degree Program, it will also be available to other students in the Bioethics Program, the Genetics Department and other graduate programs across the CWRU campus. To date, students from Bioethics, genetic Counseling, Medical Physiology, and Nursing have enrolled in the course.

2. Genetics-Ethics Research Project

Currently, the Genetic Counseling Program is under Plan B of the School for Graduate Studies. In addition to both a written and oral comprehensive examination, the Program requires a research project be carried out for the completion of the Program. This scholarly project may be literature-based, a clinical or counseling project, or laboratory-based project and must relate to some aspect of genetic counseling. At the completion of the project there is a committee oral defense. The final research project is submitted to the research committee in manuscript format suitable to submit for consideration for publication.

For the dual degree, students will be required to choose a research project that includes ethical, legal, or social issues of genetic counseling practice, clinical genetics or genomics, or genetic research. Students will also be required to include at least one Bioethics Faculty member on their Research Project Committee.

F. Dual Degree Governance

The program will be administered by the Directors of the MA Program in Bioethics (Goldenberg) and the Director of the Genetic Counseling Training Program (Matthews). Drs. Goldenberg and Matthews will act as student advisors for each of the two program individually, but will meet monthly to assess student progress, address any student or faculty concerns, and assure that student progress in each of the programs, and their overlapping components, are being achieved.

G. Admissions

Students who would like to enroll in the dual degree program will apply and be admitted into each program separately. While admissions committees for each program will communicate with each other regarding applicants, each admissions committee will decide independently about the suitability of the applicant to their program. Fulfillment of the requirements for admission to the School of Graduate Studies at Case Western Reserve University must be met as

well as those required by the Genetic Counseling Training and Bioethics Programs. There may also be situations in which a first year genetic counseling student may wish to add the bioethics degree to his or her program. Because the first year of the dual degree consists of only genetic counseling coursework, this would be possible. In these cases, the students would still need to apply to the Bioethics program and be admitted to pursue the dual degree. In addition to applicants who have completed their undergraduate and/or graduate degrees, students in the Integrated Graduate Studies program (IGS) at CWRU would be eligible for consideration for admission into the Genetic Counseling/Bioethics dual degree program.

Admission requirements for the Genetic Counseling Program include successful completion of the following:

- Prerequisite courses: Biology - minimum of one year; Genetics - minimum of one semester; Biochemistry - minimum of one semester; Statistics - minimum of one semester and Psychology - minimum of one semester
- Results of Graduate Record Examination scores on the general examination.
- Advocacy Experiences. Counseling experiences that are relevant to genetics, medical genetics and genetic counseling are highly recommended. Such experiences as counseling with a crisis hot line, Planned Parenthood program, peer/community counseling centers (paid or volunteer), working with individuals with disabilities and shadowing a genetic counselor are examples of experiences that highly desirable. Experience working in a DNA/molecular genetics/cytogenetic laboratory, or teaching assistant positions in biology or genetics courses are also very appropriate. The applicant should strive for experiences that provide for one-on-one interactions with others. Moreover, in the application personal statement, applicants should demonstrate an understanding of the field of genetic counseling, what led to choosing this field as a career and discuss how previous experiences have enriched his or her understanding of the profession of genetic counseling.
- Interview. A personal interview is required. All interviews are by invitation only to assess maturity, written and oral communication skills, an awareness of the professional role of the genetic counselor and the genetic counseling profession.

Admission requirements for the Bioethics Program include successful completion of the following:

- Results of Graduate Record Examination scores on the general examination.
- Interview. A personal interview is required. All interviews are by invitation only to assess maturity, written and oral communication skills, an ability to complete graduate level work.

Program Evaluation and Outcome Assessment

Outcomes data to assess the dual degree Program's efficacy will be evaluated based on graduates' performance on the American Board of Genetic Counseling certification examination and graduates' employment and professional activities following graduation. Graduates will be contacted on a yearly basis and asked to update their contact information and provide a short narrative of their current activities. They will also be queried via an on-line survey approximately two years after graduation and asked to provide information about their employment, the types of positions they hold, their involvement in national organizations, types of research they have participated in and how their ethics training has expanded or promoted their professional roles.

Appendix A: Dual Degree Curriculum

Total Credit Hours = 59

Genetic counseling = 32 hrs; Bioethics = 18; Count for both = 9 (BETH 412 - 3; GENE 601 Research - 6)

	FALL			SPRING			SUMMER	
	Course #	Name	Credit Hrs	Course #	Name	Credit Hrs		
YEAR 1	GENE 524	AMG: Cyto/Molecular Genetics	2	GENE 529	Psychosocial Genetic Counseling	3	GENE 532 Clinical Practicum 3	
	GENE 526	AMG: Quant/Genomics	2	GENE 525	AMG: Clinical Genetics	2		
	GENE 528	Principles Genetic Counseling	3	GENE 531	Clinical Cancer Genetics	2		
	SASS 477	Practice Foundation Methods & Skills	3	GENE 601	Research – Seminar	2		
			Total Credit Hours = 10				Total Credit Hours = 9	Total Credit Hours = 3
YEAR 2	GENE 532	Clinical Practicum	4	GENE 532	Clinical Practicum	4	GENE 601 - Research 3 credit hrs	
	GENE 527	AMG: Metabolism	2	BETH 412	Ethical Issues Genetics / Genomics	3		
	2BETH 401	Foundations in Bioethics I	6	BETH 402	Foundations in Bioethics II	6		
			Total Credit Hours = 12				Total Credit Hours = 13	Total Credit Hours = 3
YEAR 3	GENE 601	Research	3					
	BETH 405	Clinical Ethics Rotation I & II	3					
	BETH	Elective	3					
			Total Credit Hours = 9					

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

Dean

Senior Vice President for Medical Affairs

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November 4, 2015

Roy Ritzmann, PhD
Chair, Faculty Senate
c/o Rebecca Weiss, Secretary of the University Faculty
Adelbert Hall
7001

Dear Dr. Ritzmann:

As noted in the accompanying memo from Dr. Bill Schilling, Chair of the School of Medicine's Faculty Council, the Faculty Council has recommended approval of a Master of Arts in Bioethics and a Master of Science in Genetic Counseling Dual Degree Program.

This program will establish a comprehensive curriculum integrating foundational principles of genetics and ethics through the collaborative efforts between two nationally renowned programs. The departments and faculty have experience with the management and coordination necessary for successful dual degree programs.

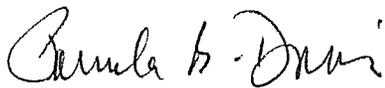
The proposal approval process is outlined in Dr. Schilling's memo. An ad hoc Committee was convened to review this new program and after revisions, the program was approved by the Faculty Council.

I concur with the Faculty of Medicine and recommend approval of this dual degree program.

Please submit the proposed dual degree program to the appropriate committees for their review at their earliest opportunity. I would be pleased to answer any questions that might arise during the review process.

Thank you.

Sincerely,



Pamela B. Davis, MD, PhD

c: Dr. Bill Schilling, Chair, Faculty Council
Nicole Deming, Assistant Dean for Faculty Affairs and Human Resources, SOM

enclosures



SCHOOL OF MEDICINE

CASE WESTERN RESERVE
UNIVERSITY

DATE: 3/17/15

TO: CAS Executive Committee

FROM: CAS Graduate Committee

RE: Plus-Minus Grading Questions in Response to Faculty Senate

The CAS faculty voted to approve graduate student plus-minus grading in those departments that wanted this option. In response, the Faculty Senate Graduate Committee discussed this issue and posed a series of questions (below) to the CAS Graduate Committee. John Protasiewicz asked that the CAS Graduate Committee forward their response to the CAS Executive Committee meeting prior to its next meeting (March 20, 2015).

The CAS Graduate Committee met on March 16 and is forwarding the responses and recommendations below to the CAS Executive Committee.

In addition to the recommendations below, the CAS Graduate Committee suggests that the CAS Executive Committee consider forwarding their decisions to all CAS departments. We recommend that all departments receive this information because additional departments to those that originally signaled their interest may be considering this option now that it is a possibility.

The following 6 items (in bold) were posed by the Faculty Senate Graduate Committee. The Graduate Committee responses follow each question.

(1) Is the plus-minus grading option intended to apply to a department's COURSES without regard to the department in which the STUDENT is enrolled? Is the plus-minus grading option intended to apply to a department's STUDENTS without regard to the department from which the COURSE is offered? Or, is the plus-minus grading option intended to apply only to a department's students taking a department's courses? What about graduate level cross listed courses in the case where one dept. adopts plus/minus and the other dept. does not? What about students in dual programs that have course work double counted and internally transferred? For example, if the Biology department decides to opt-in to +/- grading, should ALL graduate students (Biology students or otherwise) taking BIOL 415 be eligible for +/- grades? Should all graduate Biology students be eligible for +/- grades for ALL graduate courses (Biology courses or otherwise)? Only graduate Biology students in graduate Biology courses? What about graduate level cross listed courses (e.g, if MATH opts in and PHIL opts out, what should happen with MATH/PHIL 406 student grades)?

Graduate Committee Recommendation:

Grading (+/-) will follow the department designation.

1. Once a department determines that it will institute +/- grading for its graduate level courses, ALL graduate level courses in that Department will be graded on a +/- basis (Note: This is consistent with the CAS vote)

Hypothetical Illustration:

- a) History has voted for +/- grading; Anthropology has not. All courses in History but not in Anthropology will be graded on a +/- basis.
 - b) If a course is cross-listed in History and Anthropology, the instructor will grade all students on the +/- basis with the grades converted to the students' department's grading system, as consistent with how this is currently managed at MSASS, which has +/- grading.
 - c) If the course is in History and not cross-listed with Anthropology, but some Anthropology students register for the course, all students will be graded on a +/- basis. When grades are submitted, the History students' transcript will show +/- grades but the Anthropology students' transcript will be converted to a non +/- grade (because this is the grading scheme in Anthropology).
 - d) Dual History-Anthropology degree students will have +/- grading, or not, by the same rules as a)-c).
2. Courses offered at a 300/400 level will require separate grading for undergraduate and graduate students and this should be reflected in the syllabus and submitted as a change for the Bulletin.
 3. If the course is cross-listed with another department or outside program, +/- grading will apply to the departmental listings only for those departments that have voted for +/- grading.
 4. If the course is not cross-listed, +/- grading will apply to all students registered for the course regardless of their departmental home. The Registrar in recording the grades will convert to the grading scheme of the student's departmental home. (Note: This is consistent with MSASS' +/- grading.)
 5. The same will apply to students in dual programs

(2) When are the changes intended to become effective?

Graduate Committee Recommendation:

Fall, 2015 (or Fall 2016 if 2015 not possible so that the change begins with the academic year)

(3) Will there be an approval process needed to enable a department to elect this option? Or would the department just contact the University Registrar to request it? What about discontinuing use of the option?

Graduate Committee Recommendation:

Departments electing +/- grading will be required to submit this change to the Committee on Educational Programs (CEP) in order to make Bulletin changes for the department, programs, and courses. This process also applies if +/- grading is discontinued.

The usual process of programs and courses being reviewed by the FSCUE following the CEP will also be followed.

(4) How will the changes be communicated to students? How will grading options for each course be shared with students?

Graduate Committee Recommendation:

Departments electing +/- grading will be responsible for contacting all students in the department when a change occurs (to institute or to discontinue +/- grading). Departments will also be responsible for ensuring that all relevant Bulletin changes occur.

Note: Students who enter under one set of rules are entitled to continue under those rules until they complete their degrees or to a period during which they should be able to complete their degrees and are given advance notice of the change. This means that the instituting or discontinuing of +/- grading may be a lengthy process to accommodate existing students, and that departments electing +/- grading may have students being graded under both systems for a period of time.

(5) We wondered in regard to communicating this policy to students about the impact on student GPA and instances where one student might earn a B+ and another student from a dept. not adopting the policy would earn a B in the same course.

Graduate Committee Recommendation:

The grading policy for all courses is already required on the syllabus.

Appropriate language and explanations should be included in the Graduate Handbook, including how grades will be represented on the transcript.

The Graduate Committee recommends that the transformation of the grade retain the letter grade regardless of the +/- designation. Thus, a B+ and a B- both transform to a B, for example.

(6) There were a few other technical questions, such as how to convey this information on the transcript key, that the committee noted but did not feel was within our scope to examine the policy in light of SGC perspective.

Graduate Committee Recommendation:

CAS will work with the Registrar to work out these more technical questions.

Finally, the Graduate Committee recommends that the grade of A+ should be included in +/- grading. This will allow faculty to reward outstanding student work, and may help to ensure that the grading changes do not have an overall negative impact on graduate student grade point averages.

Date	School	For the school (e.g. School of Graduate Studies) at which you aggregate graduate student grades (i.e. there is a transcript page, GPA, etc.) do you allow different programs within the school to have their own grading systems?	Any helpful comments for me that can be passed along to the committee that is researching this issue?	Please indicate whether or not your School of Graduate Studies (or equivalent) uses +/- grades.	If you have +/- grades in your School of Graduate Studies (or equivalent), do you have an A+ grade?	If you have an A+ grade in your School of Graduate Studies (or equivalent), how many quality points are assigned for it?
3/1/2013	University of California-Santa Barbara	No, same grading system for all programs within a school		Both +/- grades and "whole" letter grades are used	Yes	4.0
3/1/2013	California Institute of Technology	No, same grading system for all programs within a school		Both +/- grades and "whole" letter grades are used	Yes	4.3, 4.33, 4.333 or similar
3/1/2013	Brown University			There are no +/- grades -- ONLY "whole" letter grades		
3/1/2013	Harvard University (College)	No, same grading system for all programs within a school		Both +/- grades and "whole" letter grades are used	No	
3/2/2013	University of Southern California	No, same grading system for all programs within a school	Good luck with the outcome.	Both +/- grades and "whole" letter grades are used	No	
3/2/2013	Ohio State University-Columbus	No, same grading system for all programs within a school		Both +/- grades and "whole" letter grades are used	No	
3/2/2013	University of Oregon	No, same grading system for all programs within a school		Both +/- grades and "whole" letter grades are used	Yes	4.3, 4.33, 4.333 or similar
3/2/2013	Brandeis University	For our Grad Arts & Science and Business schools all have the same grading system, however for our Social Policy school PhD programs use an S/U system while Masters use the standard +/-	Strongly advise against using distinct grading systems by program unless the courses are entirely distinct and populations will not mix. Our experience is that mixed courses with mixed grading systems lead to confusion and regular grade changes to make corrections for faculty who do not pay attention.	Both +/- grades and "whole" letter grades are used	Yes	4.0
3/3/2013	State University of New York-Stony Brook	No, same grading system for all programs within a school		Both +/- grades and "whole" letter grades are used	No	
3/3/2013	Iowa State University	No, same grading system for all programs within a school		There are no +/- grades -- ONLY "whole" letter grades		
3/3/2013	Pennsylvania State University	No, same grading system for all programs within a school		Both +/- grades and "whole" letter grades are used	No	
3/3/2013	University of North Carolina-Chapel Hill	No, same grading system for all programs within a school		Our Graduate School grading basis is not A-F, but rather H,P,L, and F, with no +/- grades.		
3/4/2013	Rutgers University	No, same grading system for all programs within a school	Minus grades and A+ grade used only in our Law Schools and Graduate Business Schools. C+ and B+ grades used in all other Graduate Schools	Both +/- grades and "whole" letter grades are used	Yes	4.3, 4.33, 4.333 or similar
3/4/2013	University of Michigan-Ann Arbor	No, same grading system for all programs within a school	90 percent of our graduate programs are on a 9.0 scale. A few are on a 4.0 scale. In the 9 point scale, an A+ is 9 points, A is 8 points. For the 4 point scale, an A+ and A both earn 4 quality points. We are discussing moving off the 9 point scale to a 4 point scale. How we will treat A+ and A grades has not been finalized.	Both +/- grades and "whole" letter grades are used	Yes	Most use a 9 point grade basis. 9 = A+, 8 = A; some use a 4.0 basis and have an A+ but earns only 4 quality points, same as an A.
3/4/2013	University of Arizona			There are no +/- grades -- ONLY "whole" letter grades		
3/4/2013	University of Maryland-College Park	No, same grading system for all programs within a school	Having one grading system for all schools and levels standardizes the grading process, avoids confusion, and lessens student complaints. Whatever decisions are made, make sure they are thoroughly vetted by all stakeholders and widely communicated to them.	Both +/- grades and "whole" letter grades are used	Yes	4.0
3/4/2013	University of Virginia	Same for all schools/programs in a career	We have a graduate career, an undergraduate career, a Medicine career, a Law career and a Graduate Business career	Both +/- grades and "whole" letter grades are used	Yes	4.0
3/4/2013	Michigan State University	No, same grading system for all programs within a school		There are no plus or minus grades - only numeric		
3/4/2013	Vanderbilt University	No, same grading system for all programs within a school	The institution is trying to move away from A+ grading except in the Law School where an A+ = 4.3.	Both +/- grades and "whole" letter grades are used	Yes	4.0
3/5/2013	Duke University	No, same grading system for all programs within a school		Both +/- grades and "whole" letter grades are used	No	
3/6/2013	University of Colorado-Boulder	No, same grading system for all programs within a school		Both +/- grades and "whole" letter grades are used	No	
3/11/2013	State University of New York-Buffalo			Both +/- grades and "whole" letter grades are used	No	
3/11/2013	University of Chicago	No, same grading system for all programs within a school	The University of Chicago does not have a Graduate School so each graduate division is allowed to create their own policy as it relates to grading and other matters as well. Each graduate division is made up of similar disciplines (i.e. Humanities, Social Sciences, Physical Sciences, and Biological Sciences) and then there is a Divinity School. Our professional schools include Law, Med, Business, and Public Policy. So it is not really the case where each "department" can have their own grading policy but each "division" or "school" can do so.	Both +/- grades and "whole" letter grades are used	No	
3/11/2013	University of Wisconsin-Madison	No, same grading system for all programs within a school		There are no +/- grades -- ONLY "whole" letter grades	No	
3/12/2013	University of Minnesota-Twin Cities	No, same grading system for all programs within a school		Both +/- grades and "whole" letter grades are used	No	
3/12/2013	Purdue University	No, same grading system for all programs within a school	We have a +/- grading system but only the Undergraduate level uses it. I recommend that what ever is used that is consistent across all courses. For example, we have issues at the undergraduate level with some sections of a course where +/- is used and other sections of the same course that do not use +/-.	There are no +/- grades -- ONLY "whole" letter grades	No	We do not have
3/12/2013	Boston University	No, same grading system for all programs within a school		Both +/- grades and "whole" letter grades are used	No	
3/12/2013	University of Missouri-Columbia	No, same grading system for all programs within a school	C+ is considered failure	There are no +/- grades -- ONLY "whole" letter grades		
3/12/2013	University of Iowa	No, same grading system for all programs within a school	Each professional school is graded differently--grad and undergrad is the same	Both +/- grades and "whole" letter grades are used	Yes	4.3, 4.33, 4.333 or similar
3/12/2013	Indiana University-Bloomington	No, same grading system for all programs within a school		Both +/- grades and "whole" letter grades are used	Yes	4.0
3/12/2013	Northwestern University	No, same grading system for all programs within a school	The available grades are based on the school/program of the student, not the class. In situations where a student's school does not offer +/- grading but the school of the class does the faculty awarding grades will not see +/- grades as an option.	Both +/- grades and "whole" letter grades are used	No	

3/12/2013	University of Florida	No, same grading system for all programs within a school	<p>Grading is a key function of any academic institution. while different disciplines may arrive at the grades differently the constant has to be the assigned grades to assure that those reviewing the work of one of our students can with some confidence judge how they did with respect to others at the institution. Having different grades for different programs is like having different speed limits for different makes of automobiles. Good Luck!</p>	Both +/- grades and "whole" letter grades are used	No	
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From the Survey background statement that was presented to respondents:

CWRU has a few schools that use +/- grading and several that do not. I had sent a survey about undergraduate grading in 2008. This survey concerns grading for students in *graduate* (i.e. not professional) programs. At CWRU, students in our School of Graduate Studies comprise those seeking Masters and PhD degrees from our College of Arts and Sciences and also from our Schools of Engineering, Medicine, Management and any other professional school that also has a PhD program. Within our School of Graduate Studies, there has been discussion about moving from a "whole grades only" to a +/- grading system. However, there has not been agreement among programs within the School of Graduate Studies regarding the potential shift.

This survey pertains to grading for the school at which you aggregate graduate student grades (i.e. there is a separate transcript page, cumulative GPA, etc.).

Graduate Studies Plus-Minus Grading Option for Departments of the College of Arts and Sciences Clarifying Questions

The College of Arts and Sciences has recently approved the use of plus-minus grades. The language received by the Office of the University Registrar is as follows:

CAS Approval of Use of Plus-Minus Grading

Motion: The Faculty of the College of Arts and Sciences recommends that the departments of the college shall have the option to report grades for graduate studies including designations of “plus” and “minus.” Departments may individually decide whether or not to participate in “plus-and-minus grading.” Should a department elect the “plus-minus” option, that option must be available to all graduate programs in the department.

Approved: A&S Executive Committee May 9, 2014
Faculty of the College of Arts and Sciences October 31, 2014
Cyrus C. Taylor, Dean of the College November 14, 2014

Additional Background:

Plus-minus grading is already in use in the schools of Law, Dental Medicine, and Applied Social Sciences. So, if an MBA student takes a Law course, and a grade of B+ is earned, a grade of B is recorded for the MBA student. And, if a Law student takes an MBA course, there is no option to award a plus-minus grade.

There is a standard conversion for the university between letter grades and GPA points: A = 4.0, A- = 3.666, B+ = 3.333, B = 3.0, B- = 2.666, etc.

Two additional documents are provided for reference: 1) “Transcript Key.xls”, the current version of CWRU’s transcript key and 2) “AAU Graduate School Grading.xls”, the results of a survey of other AAU graduate school grading practices. This survey was done in 2013 at the request of Daniel Cohen, Associate Professor of History & Director of Graduate Studies.

The Student Information System (SIS) is able to accommodate and apply multiple grading schemes across several dimensions. SIS grading set up needs to be performed and thoroughly tested prior to scheduling for the term in which the change is to take effect. The questions below are intended to elicit clarification of intent so that SIS can be set up accurately and as intended. The answers to the questions will also help determine whether or not potential modifications to SIS would be required and could impact how soon the options could become available.

Questions:

1. Is the plus-minus grading option intended to apply to a department’s COURSES without regard to the department in which the STUDENT is enrolled? Is the plus-minus grading option intended to apply to a department’s STUDENTS without regard to the department from which the COURSE is offered? Or, is the plus-minus grading option intended to apply only to a department’s students taking a department’s courses?

A. Hypothetical Scenario 1

- The Anthropology department elects to participate in plus-minus grading for graduate students
 - The Psychology department elects NOT to participate in plus-minus grading for graduate students
 - An Anthropology graduate student registers for ANTH 402 and PSCL 409
 - A Psychology graduate student also registers for ANTH 402 and PSCL 409
1. Should the Anthropology student be able to receive a B+ in PSCL 409? Should the Psychology student be able to receive a B+ in ANTH 402?
 2. What if an undergraduate or MBA student is enrolled in ANTH 402?
 3. What if an Anthropology graduate student takes an undergraduate course? An MBA course?
 4. What if ANTH 402 is also offered as ANTH 302?
 5. What if an IGS student takes ANTH 402 and earns a B+? Since IGS students take courses that show on both the undergraduate and graduate record, would the B+ show on the graduate transcript and a B show on the undergraduate transcript?
 6. What about students in other dual programs that need to have credit internally transferred across schools?

7. Suppose Student X takes 3 courses having +/- grading and is allowed to keep the +/- grading on the transcript. This student receives a C-, and two B-'s for a GPA of 2.333, which is below "good standing" threshold for first-year graduate students. Student Y is also a first-year graduate student, takes the same set of three courses, and receives the same set of grades, but comes from a department that does not allow +/- grades on the transcript. One C and two B's would be recorded, for a term GPA of 2.666 which is above the "good standing" threshold. Is it fair that identical performance in the courses could lead to a different good-standing status?

B. *Hypothetical Scenario 2*

- *Topics in Evolutionary Biology* is a course that has multiple offerings as follows: ANTH 367/467, BIOL 368/468, EEPS 367/467, PHIL 367/467, PHOL 467. This course is "owned" by the Anthropology department.
 - The Anthropology department elects to participate in plus-minus grading for graduate students.
 - The Biology department elects NOT to participate in plus-minus grading for graduate students.
1. Since the department of Anthropology "owns" this course, does plus-minus grading apply to all cross-listed versions of the course? If not, and ...
 2. If Anthropology graduate student A registers for this course as ANTH 467 and earns a grade of C- and Anthropology graduate student B registers for this course as BIOL 468 and earn a grade if C-, should the BIOL 468 grade stand as C- or be truncated to C?
 3. If Anthropology graduate student Y has a GPA that is just below 2.0, and if the student petitions to retroactively change registration to BIOL 468 so that the C- can be truncated to C, what should be the result of the petition? Would students petition to use plus-minus grading in situations where it is not enabled by the department? Could departmental grading choices potentially impact student registration choices?
 4. How would a graduate student taking BIOL 468 feel if the same amount of work is done as a student who takes ANTH 467 but the student in ANTH 467 can have a higher GPA because of a plus grade and they cannot?
 5. How would an undergraduate student in ANTH 367 feel if a graduate student with the same level of performance can have a higher GPA because of a plus grade and they cannot?
2. **How should the university portray grading options on the transcript key? (see transcript key attachment)**
The transcript key currently shows all possible grades and the schools that use those grades. If a department elects to use plus-minus grading, would it be important to show which departments elect the option so that a transcript reviewer understands what to expect as a potential grade? How does this impact a reviewer of CWRU transcripts?
 3. **When are the changes intended to become effective?** Summer and Fall 2015 courses become "live" on February 1, 2015. Spring 2016 courses become "live" on October 1, 2015. Depending on the answers to question 1, there would be a minimum lead time needed for building grading bases and rules for each scenario, thorough testing (and perhaps for transcript key changes as well). If modifications to SIS are required, additional time for writing technical specifications, coding requirements, testing and turnover would also need to be accommodated.
 4. **Will there be an approval process needed to enable a department to elect this option? Or would the department just contact the University Registrar to request it? What about discontinuing use of the option?**
 5. **How will the changes be communicated to students? How will grading options for each course be shared with students?**
 6. **For courses in which +/- grades are offered, is it the intention to have the transcript show A0, A-, B+, B0, B-, etc. to distinguish A, B, C grades in courses graded with whole letters from A0, B0, C0 for courses graded with +/- grades?**

Case Western Reserve University
College of Arts and Sciences

Approval of Use of Plus-Minus Grading

Motion: The Faculty of the College of Arts and Sciences recommends that the departments of the college shall have the option to report grades for graduate studies including designations of “plus” and “minus.” Departments may individually decide whether or not to participate in “plus-and-minus grading.” Should a department elect the “plus-minus” option, that option must be available to all graduate programs in the department.

Approved: A&S Executive Committee
Faculty of the College of Arts and Sciences
Cyrus C. Taylor, Dean of the College

May 9, 2014
October 31, 2014
November 14, 2014

**Departmental Responses:
Option of Adopting Plus/Minus Grading for Graduate Programs
March 31, 2014**

From XCom Minutes 6-14-13:

The college's Graduate Committee recently considered a proposal to establish a plus/minus grading option for graduate programs in the college. In February 2013 the committee submitted its report to this committee. A number of arguments in support of this proposal were presented, as were arguments in opposition to the proposal. While the Graduate Committee did not make a recommendation to the Executive Committee, it noted in its report feedback received from several university officials "...advocating that plus/minus grading be established as an option to be exercised (or not) at the departmental (rather than the individual program) level, so that all graduate programs based in a given department would have a uniform grading system." The members of the Executive Committee asked Mrs. Stilwell to send the information provided by the Graduate Committee to the departments in the college with a request that each department faculty consider whether it is supportive of adopting this option for its graduate programs. The departments will be asked to provide their evaluation to the Executive Committee by November 30, 2013.

From XCom Minutes 12-20-13:

The members discussed the very low response rate from the A&S departments and instructed Mrs. Stilwell to send the report from the Graduate Committee electronically to the Faculty of the College on January 6, 2014 with a request that it be carefully reviewed and discussed at a departmental faculty meeting. Departments will be asked to provide a reply by February 28, 2014.

The following departmental responses have been received:

Anthropology

The Department of Anthropology has reviewed this issue and believes that nothing is to be gained by changing to a plus/minus grading system. We also have no objection to it being optional if the technical issues can be resolved to everyone's satisfaction.

Art History and Art

Plus/Minus Grading Option for Graduate Students Discussion by Art History Faculty January 2014--The possibility of a plus-minus grading option for graduate students was greeted enthusiastically and a unanimous faculty vote supported this possibility. In the discussion it was suggested that the various points made against having such an option reflected differing disciplinary attitudes more than compelling pedagogical or administrative reasons. The fact that plus/minus (inflected) grading systems are common elsewhere in the humanities was noted: no one could think of a single other art history graduate program that did not have an inflected grading system. We would like to be able to make the kinds of distinctions in work that are reflected, for instance, in the range of B-, B, and B+ grades. It was also suggested that the lack of these options leads to grade inflation: if someone has an 88 or 89 average, they are frequently "bumped up" to an A because a straight B seems too harsh a grade. Finally it was pointed out that transcripts are required for most fellowships and postdoctoral positions, and there too, the reviewers will be far more used to seeing inflected grades. We also surveyed our graduate students, who support the option of an inflected system overwhelmingly. Our graduate students are almost all used to such a system from their undergraduate studies, and find the current system unhelpful. As they pointed out, their professors give them inflected grades during the semester, which the students find helpful in determining how successful their work is, yet the course grade may not reflect precisely their performance.

Astronomy

Just a short note on the grad \pm grading option issue. We talked about this in an Astronomy faculty meeting, and the responses were all quite positive that we'd like an opportunity to give \pm grades to the grads (and to the undergrads as well, but that's a different issue). There were some concerns with exactly how \pm grades translated to a numerical score, but that these were technical or procedural questions that could be worked out. The ability to give more finely determined grade information seemed a significant advantage over the current system. So Astronomy is very strongly in favor of having the option.

Biology

Here is the response from Biology taken from the minutes of the faculty meeting. The Committee on Graduate Affairs brought the following summary and recommendation to the meeting:

Biology Committee on Graduate Affairs: Robin Snyder:

There has been a proposal to have +/- grading for graduate students. Some university's permit +/- grading for graduate students and professors in some departments thought that their students were being disadvantaged when it came to apply for fellowships because their students would get an "A" when someone else would get an "A+". The proposal was to let each department decide if they wanted to go with a +/- system or a straight A,B,C etc. system. Graduate Affairs felt like this would be confusing especially since students often take courses from other departments which may have a +/- system when we don't. Our suggestion is that we DO NOT go for the +/-, but we are not going to block other departments from doing so. The majority of the faculty agreed that Biology is NOT in favor of the +/- grading system and that the grading should be consistent within the departments.

Chemistry

The Chemistry Department discussed the proposal for plus/minus grading of graduate courses and voted unanimously against it. The Department saw no advantage over the current grading system.

Dance

The Department of Dance is in favor of instituting plus/minus grading for graduate students.

Earth, Environmental, and Planetary Sciences

The faculty in the Department of Earth, Environmental, and Planetary Sciences do not have strong feelings either way, but have voted to not establish plus/minus grading for graduate courses. They note that 1) the current system is working, so don't fix it; 2) there is little need for it, because grades simply aren't a significant motivator or a measure of achievement at the graduate level; 3) to our knowledge the School of Engineering, where our graduate students take a lot of their coursework, is not considering adopting a +/- system. We believe a potentially greater concern for our students is what other departments would choose to do. We may be a little anomalous in the larger fraction of courses outside the Department that our students take. Therefore, our students could be substantively subject to a grading system different from that in the Department when they take multiple classes in Anatomy, Biology, Math, Materials Science, Mech. Eng., Civil Eng., Chemistry, etc. So in some sense the plus/minus system gets implemented for our students even if we don't adopt the system. The question would be whether that difference could result in a bias that might play out in the expected grades and GPAs of our students for satisfactory progress toward a degree. Obviously this is mainly an issue for students flirting with the minimum requirements, but this does happen, and most often in their first year of graduate school. I don't think that this is an issue that we could solve *a priori* because it depends on the choices of other Departments as much as it depends upon our own, but it is one that we might find ourselves needing to *react* to in some fashion if our choice differed from a large fraction of the Departments that our graduate students often take courses in.

English

The English Department would like to have the SIS question firmly resolved before this question is considered seriously. This was referring to the technical question about how the plus-minus grades would be handled in SIS, especially if it turns out that some departments adopt this policy and others don't.

History

The History Department discussed and voted on this in September.... The History Department supports the initiative.”

Music

Following up on the request we received from Cynthia, the Department of Music discussed the pros and cons of moving to a plus/minus grading system for graduate programs. Our straw poll ended 11-1 in favor of adopting that system. Those in favor noted that such a system allows greater nuance and also fairness in grading. (Frankly, I never did get a clear read on the dissenting person's position. I could ask that person for a clear explanation, if you need it.)

Physics

The Physics faculty discussed the question of the adoption of +/- grades for our graduate courses in our last faculty meeting. We have been using +/- grades internally for the last 15 years in some of our courses, at the discretion of the individual instructors, and as a department find them useful for calibrating our students' progress, especially at the end of the first year of completion of the PhD program. Our consensus is that we do not find it essential to have the +/- system adopted officially, but have no objection to that proposal, especially if their adoption is left to the discretion of the individual instructor. We find that a student's GPA is not an important factor for future employers of our graduate students who complete the PhD program.

Political Science

On Thursday, January 16, a meeting of faculty of the Department of Political Science adopted the following statement, in response to the request for responses to the proposed institution of +/- grading for graduate courses: "The Department of Political Science does not want to stand in the way of departments making their own pedagogical judgments. We are uncomfortable with the idea of having two different grading metrics for undergraduate and graduate students, when some of the latter are IGS students. We also would want to know more about how this would be processed on SIS and understood by students and faculty."

Psychological Sciences

The Department of Psychological Sciences faculty have unanimously voted against the proposed change to allow plus/minus grading in graduate courses. The number of potential problems this change could create far outweigh the potential benefits.”

Sociology

Sociology faculty have discussed this issue and I have also invited the views of our faculty on sabbatical. Overall, Sociology faculty are in support of the proposed change. This support is conditioned on the assumption that this can be done without creating undue logistical problems given that the change may be implemented at the department level and hence not apply to courses taken in other departments, to grad courses taken by undergrads, etc., etc. Support for the change is universal among our faculty, but it is the view of a strong majority.

Theater

The Department of Theater faculty met today for a general meeting. We added the suggested change in grading for graduate programs to our agenda and had a thorough discussion of the proposal. In short, the faculty of the Department of Theater is unanimously in support of the change to a plus/minus system for graduate students. There was a consensus that it is a very useful tool for both incentivizing and warning in terms of student progress, and we didn't feel there was any clear down-side to the idea. One comment that was

particularly agreed upon enthusiastically was that it was objectively unfair for someone who is doing “80% work” to get the same quantitative GPA as someone doing “89% work” and that the current grading system does not permit that sort of nuanced assessment.

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MEMORANDUM

To: CAS Executive Committee

From: Department of History

Date: January 24, 2014

Subject: History Department Resolution in Support of the Plus/Minus Grading Proposal (fully incorporating the "CAS Graduate Committee Report on the Plus/Minus Grading Initiative," as supplemented by History Department rebuttals of the arguments in opposition)

Background of the Plus/Minus Grading Proposal (as reprinted from the original CAS Graduate Committee Report):

Beginning in September 2011, the CAS Graduate Committee began considering a proposal to establish a plus/minus grading option for graduate programs in the College.

In April 2012, it formally requested that the CAS Executive Committee delegate the Graduate Committee to investigate the issue further, seek feedback from other bodies, and develop a proposal to bring back to the Executive Committee (see Document #1).

The Executive Committee approved this request at a meeting held on 13 September 2012 (see Document #2).

In the months that followed, members of the Graduate Committee solicited additional information and feedback from various University bodies and officials (see Documents #3-9).

Finding no consensus on the issue among the current members of the Graduate Committee, the Graduate Committee has decided to submit a report to the CAS Executive Committee that first summarizes arguments *in support* of the proposal and then summarizes arguments *in opposition* to the proposal. This Report and its Appended Documents have the unanimous endorsement of the five voting members of the Graduate Committee present at the meeting on February 13, 2013 (one voting member absent) as a summary of arguments for and against the proposal and as a compilation of related feedback and documentation.

Please note that, in response to feedback from Vice Provost and Dean of SGS Chuck Rozek, Vice Provost Don Feke, and Registrar Amy Hammett, supporters of the proposal on the Committee are now advocating that plus/minus grading be established as an *option* to be exercised (or not) at the *departmental* (rather than the individual *program*) level, so that all graduate programs based in a given department would have a uniform grading system.



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History Department Resolution in Support of the Plus/Minus Grading Option:

At a meeting held on January 24, 2014, the History Department faculty unanimously endorsed the proposal to establish a plus/minus grading system as a departmental option for graduate programs in the College of Arts and Sciences. Our support is based both on the twelve arguments in favor of the proposal contained in the “CAS Graduate Committee Report on the Plus/Minus Grading Initiative,” dated February 20, 2013 (reproduced immediately below) and on our own rebuttals of the arguments against the proposal also contained in the “CAS Graduate Committee Report” (reproduced below, with our rebuttals interspersed).

Arguments in Support of the Plus/Minus Grading Option:

(1) Flexibility and Accuracy: The current grading system, in effect, allows for only two acceptable grades at the graduate level (A & B) and therefore does not provide sufficient flexibility to accurately reflect the range of actual graduate student academic performance. The addition of “plus” and “minus” grades would allow faculty to recognize—and distinguish among—the several levels of graduate student achievement that fall between work that is truly outstanding and work that is merely adequate.

(2) Leverage to Improve Performance: The availability of “plus” and “minus” grades would provide faculty with greater leverage to encourage graduate students to improve their academic performance both within individual courses and over the duration of their graduate careers.

(3) Transparency: “Plus” and “minus” grades would provide greater transparency for graduate students, enabling them to better gauge their standing in the eyes of program faculty.

(4) Equity: Under the current grading system, it is very common in many graduate programs for a student who works extraordinarily hard and performs on a very high level to earn the very same grade (“A”) as students who work much less diligently and perform significantly less well. This is simply unfair to the more diligent or more accomplished graduate students.

(5) “Best Practices”: The overwhelming majority of American research universities employ plus/minus grading systems in both their undergraduate and graduate courses. For example, a telephone survey taken in January 2013 in conjunction with the Graduate Committee’s study of this issue found that graduate programs at Brandeis, Carnegie Mellon, Chicago, Emory, New York University, University of Rochester, Washington University (St. Louis), and Ohio State University all use plus/minus grading in their Colleges of Arts & Sciences (or equivalent) graduate programs. Likewise, a 2008 survey of AAU universities conducted by CWRU’s registrar, Amy Hammett, found that 34 of 40 (or 85% of) responding schools used plus/minus grading for their undergraduates (see Document #9). Registrar Hammett is currently conducting a similar survey of grading systems in graduate programs at AAU universities.

(6) Reluctance to Assign the “B” Grade: Given the preponderance of plus/minus grading in graduate programs at American research universities, faculty in some CWRU departments report that the flat “B” grade is widely interpreted in their disciplines as denoting marginal, or barely passable, work on the part of graduate students (“A”=excellent; “A-“=very good; “B+”=good; “B”=fair/passing). As a result, the flat “B” grade carries a stigma in their disciplines comparable to that carried by the “C” or even “D” grade among undergraduates. Hence, faculty members are very reluctant to assign a “B” grade to their graduate students, lest they significantly damage their professional prospects. This fear may help explain why between 90% and 100% of all letter grades assigned in many CAS graduate programs in AY 2011-12 were “A”s (see Documents #6 and 7)—a pattern that only further exacerbates the problems with the existing grading system outlined in arguments (1), (2), (3), and (4) above.

(7) Damage to Program Credibility and Institutional Reputation: The existing pattern of often awarding flat “A”s 90% or even 100% of the time in graduate courses will, over time, inevitably undercut the credibility of some CAS graduate programs (and perhaps the reputation of CWRU as a whole) as professors at other universities begin to notice that less-than-stellar graduate students at CWRU routinely receive flat “A”s in all or most of their courses.

(8) Principle of Faculty Control of Pedagogy: A core principle of university governance is that faculty should control pedagogic practices in their own courses and programs; grading is a core component of pedagogy. Since the faculty in different departments appear to disagree on the issue of plus/minus grading, the establishment of a departmental plus/minus *option* is the best policy to allow for the faculty in all departments across CAS to exercise control over their respective grading practices.

(9) Broad Faculty Support: The faculty of the History and Political Science departments have already registered their support for the plus/minus option in department meetings (in the case of the History Department, the vote was unanimous). Vice Provost Rozek reported in October 2012 that, when plus/minus grading was informally discussed at a meeting of the Faculty Senate Graduate Studies Committee, “many were in favor of the system” (see Document #5)

(10) Technical and Administrative Feasibility: Both Vice Provost Donald Feke and Registrar Amy Hammett confirm that the new SIS system introduced in 2008 can accommodate a plus/minus grading system. Plus/minus systems are already in use at the Schools of Applied Social Science, Dental Medicine, and Law. Registrar Hammett explains that plus/minus grading not only can—but *already does*—coexist with flat letter grading at CWRU, thanks to the flexibility of the new SIS system. When an undergraduate or a current CAS graduate student takes a course in a unit of the University with plus/minus grading (such as the Law School), the SIS system simply suppresses any “plus” or “minus” that might otherwise appear on his or her transcript (see Documents #8 and 9).

(11) Advantages of Plus/Minus Option at *Departmental* Level: Since some CAS departments house as many as half a dozen different graduate programs, the establishment of a plus/minus graduate grading option at the *departmental* (as opposed to *program*) level would minimize

potential administrative “challenges” or confusion over interpreting transcripts—such as the concerns expressed by Registrar Hammett (Documents #8 and 9). It would, in particular, minimize the likelihood of confusion in cases where students moved from one graduate program to another at CWRU (since most such movements are between programs housed in the same department, as when a students move from an MA program to a PhD program within the same discipline).

(12) Possible Introduction of A+ Grade: The introduction of the “A+” grade as a component of the plus/minus grading option might ameliorate the concern expressed by some graduate students that “plus” and “minus” grades would exert a net downward pull on GPAs. Some delegates to the Graduate Student Senate seemed to be more supportive of a plus/minus system if it could be accompanied by inclusion of the “A+” grade (see Document #4).

Arguments in Opposition to the Plus/Minus Grading Option:

(1) Current System is Working: The current “flat” letter-grade system is working well and there is no need to change it.

Rebuttal A: The faculty in some departments and graduate programs may believe that the current graduate system is working satisfactorily; however, the faculty in other departments and graduate programs disagree. The advantage of this proposal to establish a plus/minus grading *option* is that those departments whose faculty members believe the current system is working well can leave it alone, while those whose faculty members believe that the existing system is not working well can change it. Please note, by contrast, that the current system (by systematically precluding plus and minus grades) does *not* allow for such flexibility or for such even-handed deference to the preferences of faculty across all A&S departments.

Rebuttal B: The suggestion that the current system is working well appears to be belied by the grade distributions summarized in Document #6 (appended to this report), which shows that over 80% of all course grades assigned in *most* A&S graduate programs are “A’s” and that between 90% and 100% of all course grades assigned in *several* A&S graduate programs are “A’s.” At CWRU the grade of “A” denotes “Excellent.” The label “excellent” is implicitly comparative in that the verb “excel” means to “surpass” or “outdo.” It is definitionally impossible for 80% or 90% or 100% of a group to “surpass” or “outdo” the bulk of their peers in that group for much the same reason that (alluding to Garrison Keillor’s famous quip) it is logically impossible for all of the children in Lake Wobegone to be “above average.” The current grading system is clearly *not* working as an accurate or effective gauge of graduate student performance in those programs whose faculty members routinely assign the grade of “A” to eighty or ninety or even one-hundred percent of the graduate students taking their courses.

(2) Grades of Little Importance at the Graduate Level: Graduate students are primarily motivated by factors other than grades, and grades are of little significance in determining the subsequent career success of graduate students (e.g. on the job market). Given those realities, the

finer distinctions in performance provided by “plus” and “minus” grades are superfluous and might prove distracting to students.

Rebuttal A: Faculty members who believe that graduate students are not significantly motivated by grades or that grades are of little significance in determining subsequent career success are free to decline to adopt the “plus/minus” option in their graduate programs; correspondingly, those faculty members who believe otherwise should be free to institute a “plus/minus” grading system in their programs. Different academic disciplines may, indeed, function quite differently, and the faculty in one discipline should defer to the expertise of faculty members in another discipline when the latter propose to make pedagogic decisions (e.g. in designing grading systems) *in their own disciplines*; the proposed “plus/minus” option allows faculty members across A&S departments to show such deference to their colleagues in other disciplines; the existing grading system does not.

Rebuttal B: Grades clearly *are* of significance in influencing the careers of graduate students, if for no other reason than that graduate students are placed on probation or “separated” from graduate programs at CWRU if their grade point average falls below a certain level. Further, the fact that 80%, 90%, or even 100% of all course grades assigned in many CWRU graduate programs are “A’s” provides indirect circumstantial evidence that grades are important in influencing “the subsequent career success of graduate students” in the following sense: at least in the History Department, faculty members will often confess (albeit in confidence) that they are reluctant to give any course grade lower than an “A” for fear of hurting a student’s standing in the program or damaging their subsequent career prospects. Our suspicion is that the overwhelming preponderance of “A’s” in many other A&S graduate programs reflects, at least in part, a similar reluctance to give course grades lower than “A” based on similar underlying assumptions concerning the potential impact of grades on subsequent graduate student careers. Finally, while many graduate students may indeed be “primarily motivated by factors other than grades,” our own experience in the History Department is that many of our graduate students are quite upset at the prospect of receiving a course grade of “B” (let alone an even lower grade)—and are highly motivated to do everything in their power to avoid receiving one.

(3) Most CWRU Graduate Students Deserve “A”s: Students should not be admitted to CWRU graduate programs unless they are highly self-motivated and fully capable of doing excellent coursework in their chosen fields. In fact, CWRU graduate students in most programs deserve the “A”s that they receive in the vast majority of their courses—and, hence, there is no need for finer distinctions further down the grading scale in order to leverage improved performance.

Rebuttal: While we agree that most of our graduate students are “highly self-motivated” and capable of doing good work in their chosen fields (or we would not have admitted them), we in the History Department have not found that *all* of our students perform *equally well* in our courses. For this reason, we support a plus/minus grading option to

enable us to register the several different levels of achievement reflected in the coursework of our students.

(4) Lack of Broad Faculty Support: Although there may be support for plus/minus grading in one or two departments, there is no broad enthusiastic support among faculty members across most departments of CAS. To the contrary, most faculty reactions to the proposal appear to range from lukewarm to indifferent. In the absence of a broader groundswell of support, such a major change should not be attempted and could not be successfully implemented.

Rebuttal: We are aware of at least three A&S departments that have formally endorsed the plus/minus grading option (History, Astronomy, and Political Science [Political Science's departmental support was registered in feedback to the A&S Graduate Committee last AY]) and are aware of only one that is officially opposed (Psychological Sciences). Anthropology's response indicates that it has no interest in instituting a plus/minus grading system for itself but has "no objection to it being optional if the technical issues can be resolved to everyone's satisfaction." Earth, Environmental, and Planetary Sciences expresses concern that "in some sense the plus/minus system gets implemented for our students even if we don't adopt the system." This concern is misplaced in that the SIS system can be automatically programmed to suppress the "plus" or the "minus" in a course grade based on the grading policy of the student's "home" program (overriding the grading policy of the unit or department in which a course is based) [as explained in "Argument in Support" #10, above].

(5) Administrative Challenges: Introduction of a plus/minus grading system in CAS would result in several administrative questions as to how grades would be handled when undergraduates or graduate students in schools not subject to plus/minus grading took graduate courses in CAS that were subject to plus/minus grades. Vice Provost Rozek notes that even supporters of plus/minus grading recognize "the challenges of cross registration between schools etc" (see Documents #5, 8, and 9).

Rebuttal: As affirmed in "Arguments in Support" #10 and #11, the administrative challenges can be satisfactorily handled by CWRU's existing SIS system. Especially given the very substantial capabilities of the SIS system, mere administrative convenience should not override the fundamental academic principle of faculty control over pedagogy (including grading). Implementing a plus/minus grading option does not require "thinking beyond the possible" but is already entirely feasible within the existing SIS system.

(6) Particular Problems Posed by Plus/Minus Option: Beyond the general complications of changing grading systems, any attempt to implement a plus/minus *option* on a program-by-program basis within CAS would pose additional challenges. As Vice Provost Feke puts it: "I think it might be confusing and complicated to try to implement +/- grades on a program-by-program basis. I believe the decision should be made at the school level. If +/- grades are an option across the board for all CAS graduate courses . . . and if a particular program decides not

to use +/- grading for its courses, those faculty members teaching in that program would have the option to assign only whole letter grades.” (Document #5).

Rebuttal: Although an across-the-board plus/minus grading system in all graduate courses in the College of A&S would obviously be *easier* to administer than a plus/minus option *by department*, it would violate the overriding principle of faculty control over pedagogy (in much the same way that the current system does, albeit with a different set of oxes being gored). Only a plus/minus *option* vindicates that overriding principle for the faculty in *all* departments—and the responses of Registrar Hammett (Appended Documents #8 and #9) confirm that it is technically feasible, despite some potential administrative complications. But if uniformity really *has* to be imposed across the College, a plus/minus system would be for more consistent with the principle of faculty control over pedagogy, since the faculty in any given department could simply decide, as a matter of departmental policy, not to give plus or minus grades in their own courses (even if they are made available by the SIS system); please note that *the reverse is not the case*.

(7) Difficulties of Explaining System on Transcript: Registrar Hammett points out that it might be challenging for students or others to interpret transcripts if a plus/minus option were introduced. In particular, she notes, it would be difficult to fit a listing of departments offering plus/minus grades onto the “Transcript Key” that appears on the back of every transcript (Documents #8 and 9).

Rebuttal: Surely the “Transcript Key” can be reconfigured to fit a list of departments offering the plus/minus option—especially if only a few departments choose to adopt it (as opponents of the proposal seem to assume will be the case).

(8) Endangering Academic Standing of Some PhD Students: Introduction of the “B-“ grade would pose a particular threat to the academic standing of some PhD students. As Vice Provost Rozek explains: “I am a bit concerned about the introduction of the B- grade which would be a passing grade but falls below the 3.0 GPA threshold for Ph.D students. An accumulation of B-grades would present a challenge for PhD students to raise their GPA” (Document #5).

Rebuttal: Our guess is that the downward impact of potential “B-“ grades would be largely offset by the upward impact of potential “B+” grades. But if it turned out that the introduction of plus/minus grading actually placed additional pressure on marginal or underperforming students to keep their GPA above the 3.0 threshold that would, in our judgment, be a very good thing, not a bad thing.

(9) Generating Requests for Exceptions: Conversely, Registrar Hammett expresses concern that students in programs without plus/minus grading who earned B+ grades in a department that offered such grades might “request consideration for grading exceptions if they were in a borderline situation with their GPA?” Would it be fair to other students if that student was granted an exception?” (Document #8)

Rebuttal: Such requests for exceptions could simply be denied as a matter of uniform College policy. Problem solved.

(10) Downward Pressure on GPAs: Several delegates to the Graduate Student Senate expressed concern that the introduction of “plus” and “minus” grades would inevitably tend to drag down graduate students’ GPAs (Document #4).

Rebuttal: If the faculty in some programs are seriously concerned about this objection, they are free to retain the current grading system. In the field of History (and in the admissions and hiring policies of most History graduate programs with which we are familiar), small differences in GPA have a negligible impact in determining admissions, fellowship, hiring, and other significant decisions. (By contrast, the presence of just a few flat “B” grades on an applicant’s transcript can have a significant impact on such decisions—since a flat “B” is widely perceived to be a damning grade at the graduate level, roughly equivalent to a “C” or “D” at the undergraduate level.) Finally, the History Department faculty are open to the possibility of introducing the grade of “A+” if it would assuage widespread concerns over the potential of a plus/minus system to exercise a downward bias on GPAs in disciplines where small distinctions in GPA may be of greater significance than they are in History.

(11) Detrimental Student Distraction: One delegate to the Graduate Student Senate expressed concern that the institution of a plus/minus grading system might have the detrimental effect of causing students to focus too heavily on their academic performance in the classroom at the expense of valuable extracurricular or professional-development activities.

Rebuttal: The History Department faculty believe that anything which leads graduate students to focus more intently on their academic performance in the classroom is a good thing, not something to be avoided. Under the proposed plus/minus option, faculty in other departments who prefer to prioritize extracurricular activities over academic performance are free to retain the existing grading system.

(12) Need for Grading Consistency Among All CWRU Students: Some faculty members would strongly support a plus/minus grading system if it could be implemented across-the-board at CWRU—among both undergraduates and graduate students—but, since there is too much opposition among undergraduates to allow for such a sweeping reform, they conclude that it would be neither advisable nor workable to establish it on a piecemeal basis (for some of the administrative reasons alluded to above).

Rebuttal: As already noted repeatedly above (and detailed in Appended Documents #8 and #9), the existing SIS system is sufficiently powerful and flexible to allow a plus/minus system to be introduced in some units or departments of the University without it being imposed across-the-board. Our graduate programs should not be held hostage by a regrettable undergraduate grading system. (Even many faculty opponents of the plus/minus grading option for graduate students deplore the existing undergraduate grading system.)

We hope that this History Department memorandum (fully incorporating the original CAS Graduate Committee Report and its Appended Documents) will prove useful to the Executive Committee as it weighs whether or not to proceed with the plus/minus grading proposal.

CAS Graduate Committee Report on Plus/Minus Grading Option

List of Appended Documents:

1. Memo from Corbin Covault, Chair, CAS Graduate Committee to CAS Executive Committee, 12 April 2012.
2. Email from Jill Korbin, CAS Associate Dean, 12 October 2012, conveying Executive Committee's response to Covault memo.
3. Memo from Michael Clune, Chair, CAS Graduate Committee to Chuck Rozek, Vice Provost and Dean of Graduate Studies, 5 October 2012. Nearly identical memo also sent to Graduate Student Senate.
4. Email from Daniel Cohen, Member, CAS Graduate Committee, 6 October 2012, reporting on meeting with Graduate Student Senate Assembly.
5. Email from Chuck Rozek, Vice Provost and Dean of Graduate Studies, 16 October 2012, replying to Clune memo, with accompanying email from Donald Feke, Vice Provost, 15 October 2012.
6. Compilation of data on letter grades in selected CAS graduate programs for AY 2011-12 (compiled by Daniel Cohen from raw data supplied by Registrar's Office; see next document).
7. Spreadsheet with raw data on CAS graduate program grades for AY 2011-12 supplied by Registrar's Office.
8. First exchange of emails between Daniel Cohen and Amy Hammett, University Registrar, 19 & 24 January 2013 (numbered questions by Cohen, replies by Hammett). "Transcript Key" attached.
9. Second exchange of email between Daniel Cohen and Amy Hammett, University Registrar, 25 & 28 January 2013 (numbered questions by Cohen, replies by Hammett).



CASE WESTERN RESERVE
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COLLEGE OF ARTS AND SCIENCES

Graduate Committee

College of Arts and Sciences
Case Western Reserve University
10900 Euclid Avenue
Cleveland, Ohio 44106-7068

MEMORANDUM

To: Executive Committee, College of Arts and Sciences

From: Corbin Covault, Chair, Graduate Committee, College of Arts and Sciences

Date: April 12, 2012

Subject: Plus/ Minus Grading Initiative

During the 2011/2012 academic year, the Graduate Committee considered a proposal to establish an option for the plus/minus grading for graduate programs in the College of Arts and Sciences. The Dean also brought this to the attention of Chair Council. There appears to be adequate support for considering this proposal, and we are bringing this now to the Executive Committee for consideration. The Graduate Committee recommends that there are other bodies that need to be consulted: the Graduate Student Senate, graduate departments, School of Graduate Studies, the Faculty Senate, and the Office of the Registrar. Would the Executive Committee like to delegate to the Graduate Committee the task of consulting with the relevant bodies and further developing this proposal to bring back to the Executive Committee?

Document # 2



Daniel Cohen < dac37@case.edu >

Plus-Minus Grading Proposal Update

2 messages

Jill E. Korbin < jek7@case.edu >

Fri, Oct 12, 2012 at 6:02 PM

To: Chandel Smith < cms218@case.edu >

Cc: "Chiel, Hillel" < hjc@case.edu >, "Clune, Michael" < mwc33@case.edu >, "Cohen, Daniel" < dac37@case.edu >, "Connell, Arin" < amc76@case.edu >, "Melaku, Absera" < axm211@case.edu >, "Moore, Peter" < pwm10@case.edu >, "Somersalo, Erkki" < ejs49@case.edu >, Cynthia Stilwell < cynthia.stilwell@case.edu >, Cyrus Taylor < cct@cwru.edu >, Beverly Saylor < bzs@case.edu >

Dear Graduate Committee: (with copies to Beverly Saylor, Chair, Executive Committee, Cyrus Taylor and Cynthia Stilwell):

My apologies for not being at our meeting this past week. I have talked with Cynthia and let me clarify the process for the plus-minus grading proposal.

As copied below from the Executive Committee Meeting minutes of September 13, 2012, the Graduate Committee was given the go-ahead to consult and develop a proposal. Based on the feedback from the Graduate Student Senate Dan received at their meeting, and any further feedback we get from Chuck, the Graduate Committee may proceed with this work if it so decides and submit the proposal to the Executive Committee when ready.

The Graduate Committee does not have the authority to send a proposal directly to the Faculty Senate. Just in case there is any misunderstanding, I will write to Chuck Rozek to clarify that the proposal was sent to him for feedback and comment, but not as a formal proposal to proceed through the Faculty Senate process until it is sent forward from the Executive Committee of the College.

Chandel will keep this on the agenda for the next Graduate Committee meeting and the Graduate Committee can decide how they want to proceed with the proposal to submit to the Executive Committee. The Executive Committee delegated this work to the Graduate Committee and so does not need to hear from the Graduate Committee until the Graduate Committee submits its proposal for consideration.

Best, Jill

Copied:

Executive Committee Minutes from September 13, 2012 Meeting:

Plus/Minus Grading Initiative

During the 2011/2012 academic year, the Graduate Committee considered a proposal to establish an option for the plus/minus grading for graduate programs in the College of Arts and Sciences. The Dean also brought this to the attention of Chair Council. There appears to be adequate support for considering this proposal. The Graduate Committee suggested that there are other bodies that should be consulted: the Graduate Student Senate, graduate departments, School of Graduate Studies, the Faculty Senate, and the Office of the Registrar. The members of the Executive Committee approved the recommendation that the Graduate Committee consult with the relevant bodies and further develop this proposal to bring back to the Executive Committee.

Jill E. Korbin, Ph.D.
Associate Dean, College of Arts and Sciences
Professor of Anthropology
Director, Schubert Center for Child Studies
Director, Childhood Studies Program

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COLLEGE OF ARTS AND SCIENCES

Graduate Committee

College of Arts and Sciences
Case Western Reserve University
10900 Euclid Avenue
Cleveland, Ohio 44106-7068

MEMORANDUM

To: Chuck Rozek, Vice Provost and Dean of Graduate Studies

From: Michael Clune, Chair, CAS Graduate Committee

Date: October 5, 2012

Subject: Plus Minus Grading Initiative

During the 2011-12 academic year, the Graduate Committee of the College of Arts and Sciences considered a proposal to establish an option for “plus/minus” grading for graduate programs in the College of Arts and Sciences. At the Committee’s request, the Dean also brought this proposal to the attention of the Chair’s Council; department chairs were, in turn, asked to discuss the matter with their faculty colleagues. Finding sufficient support for the proposal, the Graduate Committee brought it to the attention of the Executive Committee of the College of Arts and Sciences, requesting authorization to consult with other interested parties. Earlier this month, the Executive Committee approved the Graduate Committee’s request, and we are therefore bringing the proposal to your attention. Here is a brief statement of the proposal and its rationale:

The proposal is to allow individual graduate programs within the College of Arts and Sciences *the option* of adopting a grading system that includes “plus” and “minus” grades. Rationale: (1) The current grading system which, in effect, allows for only two passing grades at the graduate level (A & B) does not provide sufficient flexibility to accurately reflect the range of actual graduate student academic performance. The addition of “plus” and “minus” grades would allow faculty to recognize—and distinguish among—the several levels of student achievement that fall between work that is truly outstanding and work that is merely adequate. (2) The option of “plus” and “minus” grades would also provide faculty with greater leverage to encourage students to improve their academic performance both within individual courses and over the duration of their graduate careers. (3) “Plus” and “minus” grades provide greater transparency for students, enabling them to better gauge their standing in the eyes of program faculty. In writing recommendations for students and making decisions on fellowships, faculty members must often draw fine distinctions among students. A more flexible and precise grading system would help students to have a better sense of “where they stand” and better enable them to adjust their efforts and expectations accordingly. (4) Graduate student grades can impact various types of graduate, pre-doctoral, and post-doctoral fellowship applications (both internal and external), admission to other graduate programs or professional schools, and job applications. The roles played by grades in these several venues, however, vary considerably by discipline.

This proposal accounts for those disciplinary variations—and for different departmental “grading cultures”—by allowing each graduate program to either adopt the “plus” and “minus” option, or retain the current grading system, depending on the program faculty’s collective judgment as to which system better serves the interests of its graduate students.

The Graduate Committee would welcome your thoughts concerning this proposal and would be glad to send representatives of our committee to discuss this proposal with you in person.

Dear Colleagues,

I wanted to report back to you on my appearance before the GSS General Assembly last Wednesday, which was somewhat different than I had expected. It was a much larger group than I had anticipated (perhaps 40 or so?), many of whom represented graduate programs outside of the college of Arts & Sciences. Also, the attendees had not yet been given copies of the draft memo (due to an oversight by the presiding officer). Finally, I had assumed that my appearance at 4:50 would be the last item on the agenda, whereas it was actually slipped in near the beginning of the meeting and expected to last just 10 minutes--to be followed by many other pieces of business.

I made a quick decision to distribute copies of the draft memo (even though it had not yet then been formally approved by our committee), briefly summarized its contents as the copies were making their way around the large meeting room, and invited the delegates to ask questions and to make comments or suggestions. Please note that I had no way to distinguish among comments made by graduate students in the College of A&S and those outside it. (Of course, I could have asked speakers to identify themselves by program, but I didn't think of that at the time!) Most of the comments took the form of questions, though some of these seemed to have either negative (or, at least, apprehensive) or positive slants. I would generally divide the comments/questions into four categories:

(1) A few basically neutral questions dealt with procedural details or issues. For example, one woman asked whether the new grading system, if adopted as an option, would apply to students already in graduate programs or only to students who matriculated after the "option" was adopted by a particular program. I honestly hadn't thought about this before--and answered that I didn't know, but that I also thought other parties, such as the SGS or the registrar, might have a say on that sort of issue. At that point, I myself raised the somewhat similar technical issue of whether a student from a program which had NOT adopted plus/minus grades who took a course in a department which HAD would be subject to plus/minus grades. I speculated that this, too, might be an issue where the registrar would have the final say (depending, for example, on whether the "option" would be implemented by the registrar based on departmental course prefixes OR on the program affiliation of the individual students taking a given course).

(2) Several delegates asked questions or expressed concerns regarding the impact that the plus/minus option might have on grade-point averages. I tried to assuage this concern in various ways, but mostly by emphasizing my own experiences, both as a student and as a member of admissions, fellowship, and job search committees in History (where flat-B grades can damage applicants or candidates but where *minor* differences in grade point averages never play a significant role)--but, of course, as I repeatedly stressed throughout, I could not speak to practices in other disciplines. This, of course, is why the proposal is being made as an option for individual programs, rather than as an across-the-board plan.

(3) The concern over the possible impact of plus/minus grades on GPAs was somewhat offset by a few questions or comments--with a generally positive slant--pertaining to the possibility of instituting an A+ grade. Of course, such a grade would presumably counteract the downward bias in GPA anticipated by some of the students in the event that plus/minus grades were

allowed. Again, this was something to which I had not given a lot of thought--but, I said that, *speaking for myself*, if allowing for A+ grades assuaged concerns and facilitated the adoption of the plus/minus option, I would support it. But I also indicated that the registrar (or other parties) might raise objections. . . . I seem to recall that, at our last meeting, one of you seemed to assume that the plus/minus option might encompass the A+ grade, but I don't believe we discussed this beyond that passing mention.

(4) The last student to speak raised the concern that the institution of plus/minus grades might have the detrimental effect of causing students to obsess too heavily on their classroom academic performance (narrowly conceived) at the expense of such extracurricular graduate student activities as participation in the GSS. Since the discussion had already far exceeded the 10-minute slot that I had been given, I did not respond to this point in any meaningful way.

SO, BOTTOM LINE: There was concern over the possible impact of the plus/minus option on student GPAs which was somewhat offset by hopeful interest in the possibility of instituting the grade of A+. There were also a couple of technical or procedural questions which we still need to iron out. In short, there was neither strong instant opposition nor strong instant support for the proposed option.

Because GSS is a broad body that extends well beyond the College of A&S, my own sense is that any future efforts to gauge graduate student opinion should probably be directed through faculty members and/or department chairs or graduate directors--***focusing on the views of students within individual programs***. This might be especially useful, in my judgment, because the proposal itself (if adopted) is an option to be decided on and enacted (or not) by individual graduate programs. Indeed, it might be useful to somehow build the possibility of such consultations into future presentations, or redactions, of the proposal itself.

I am reporting on my appearance in such detail, in part, because I recently realized that I am going to be in transit to a professional conference in Germany on the day of our next meeting (Oct. 11). This is a commitment that I made many months ago, but I failed to make the connection to our committee's meeting schedule until several days ago. Because we just sent our memo on the matter to Chuck Rosek, I'm not certain that we will be able to do much with respect to the grading proposal at that meeting anyway, but just in case I wanted to provide you with this update. I apologize for not noticing this scheduling conflict sooner. I hope you will let me know if any of you have follow-up responses; in retrospect, I might have handled my appearance somewhat differently, but I had to make a snap judgment as to how to proceed and I didn't want to have to wait until the following month's meeting. . . .

-- Dan

Document # 5



Chandel Smith <cms218@case.edu>

Plus Minus Grading Initiative

Jill E. Korbin <jek7@case.edu>

Tue, Oct 16, 2012 at 10:41 AM

To: Michael Clune <mwc33@case.edu>

Cc: Charles Rozek <cer2@case.edu>, chandel Smith <cms218@case.edu>

Yes Chuck, thanks very much. Again, this is not a proposal until it comes from the Executive Committee. And the Graduate Committee will keep all of this in mind. Best, Jill

On 10/16/2012 8:54 AM, Michael Clune wrote:

Thanks, Chuck. This is very helpful, and I'll bring your feedback to the committee. Your concern regarding GPA echoes what we heard from the graduate student organization. Best, Michael

On Tue, Oct 16, 2012 at 8:20 AM, Charles Rozek <cer2@case.edu> wrote:

Jill and Michael,

I consulted with Don Feke who is familiar with policies in the Registrar's Office on your initiative to consider a +/- grading system.

As he outlines below, there are several issues to consider. I agree with all of them. Additionally, I am a bit concerned about the introduction of the B- grade which would be a passing grade but falls below the 3.0 GPA threshold for Ph.D students. An accumulation of B- grades would present a challenge for Ph.D students to raise their GPA.

We had an informal discussion of the matter at our Faculty Senate Graduate Studies Committee meeting and many were in favor of the system but recognized the challenges of cross registration between schools etc. One faculty member from MSSAS recounted the somewhat contentilous discussions in that school when the grading was adopted.

Whatever you finally propose, it would be good to consult with Amy Hammett regarding best practices and how the system could potentially be managed at CWRU.

Regards,

Chuck

----- Forwarded message -----

From: Donald Feke <dfl4@case.edu>

Date: Mon, Oct 15, 2012 at 10:16 AM

Subject: Re: Fwd: Plus Minus Grading Initiative

To: Charles Rozek <cer2@case.edu>

Chuck,

Yes, +/- grading is now used at CWRU in a couple of places - the Law School, MSASS, (and maybe Dental Medicine?). SIS can indeed accommodate +/- grading.

A couple of things popped into mind as I read the proposal. First, I think it might be confusing and complicated to try to implement +/- grades on a program-by-program basis. I believe the decision should be made at the school level. If +/- grades are an option across the board for all CAS graduate courses (course codes > 400) and if a particular program decides not to use +/- grading for its courses, those faculty members teaching in that program would have the option to assign only whole letter grades.

Would the option for +/- grading apply to the individual course, or to the program in which the student is studying? For example, suppose English wants to use +/- grading, but Political Science does not. If a PhD student in Political Science takes an English course and receives a B+, would that course be translated to a B on the student's transcript?

Another question is about undergraduates who take a graduate course. Suppose the student earns an A- in the graduate course. On the undergraduate transcript, that course would appear as an A. Would that A go into the undergraduate GPA calculation as having the quality points of a full A (4.0) even though a grad student receiving the same grade would get a smaller number of quality points (3.67) on her/his transcript?

I believe the process for approval would go through the Senate Graduate Studies Committee. (I believe the MSASS switch to +/- grading happened relatively recently, and all it took was Senate Grad Studies Committee approval and a report at the full Senate.)

Does this help?

Don

—
Charles E. Rozek, Ph. D
Vice Provost and Dean of Graduate Studies and Postdoctoral Affairs
Case Western Reserve University
216-368-4390

This email message and any attachments that it may contain, is intended only for the person or entity for which it is addressed and may contain

Selected College of Arts & Sciences Graduate Program Grade Distributions, AY 2011-12 (calculated by D. A. Cohen; excludes CR/P/NP/F grades)

Program	A	B	C	D	F
EarlyMusicPerf. MA	100% (38)				
Music Education PhD	100% (7)				
English PhD	98% (49)	2% (1)			
Musicology PhD	94% (48)	6% (3)			
Theater Arts (MFA)	92% (106)	5% (6)	3% (3)		
Art Hsty & Museum St.	91% (51)	9% (5)			
Applied Mathematics	91% (40)	9% (4)			
Anthropology MA	90% (18)	10% (2)			
History MA	90% (9)	10% (1)			
History PhD	89% (49)	11% (6)			
Psychology PhD	89% (97)	11% (12)			
Anthropology PhD	87% (34)	10% (4)	3% (1)		
Music Education MA	86% (94)	14% (15)			
Physics PhD	83% (74)	16% (14)	1% (1)		
Physics MS	81% (21)	4% (1)	12% (3)	4% (1)	
English MA	80% (28)	20% (7)			
Biology PhD	78% (35)	22% (10)			
Sociology PhD	75% (43)	23% (13)	2% (1)		
Chemistry PhD	63% (77)	31% (38)	5% (6)	2% (2)	
Biology MS	58% (88)	32% (49)	9% (14)	1% (2)	
Chemistry MS	52% (43)	39% (32)	9% (7)		



Daniel Cohen < dac37@case.edu >

Attention: AMY S. HAMMETT, UNIVERSITY REGISTRAR (from College of Arts & Sciences Graduate Committee)2 messages

Amy Hammett < amy.hammett@case.edu >
To: Daniel Cohen < dac37@case.edu >
Cc: "Donald L. Feke" < dlf4@case.edu >

Thu, Jan 24, 2013 at 11:54 AM

Hello Professor Cohen,

Thank you for taking the time to provide detailed questions regarding potential grading scenarios. I am appreciative for the opportunity to provide information on this topic. Prior to the replacement of our student information system in 2008, it would have been extremely difficult to implement most, if not all, of the items suggested below. However, with the new system we have more flexibility. I will add comments under each question below.

Amy Hammett

On Sat, Jan 19, 2013 at 4:11 PM, Daniel Cohen < dac37@case.edu > wrote:
Dear Registrar Hammett:

I am a member of the College of Arts & Sciences Graduate Committee, which has been considering a proposal to establish a system whereby individual graduate programs within the College would have the option of establishing a plus/minus grading system. I have been delegated by that Committee to draft a report on the issue. Earlier, in soliciting feedback on this proposal, we contacted Chuck Rosek (Dean of the School of Graduate Studies) who, in turn, consulted with Don Feke (Vice Provost). Don confirmed that "SIS can indeed accommodate +/- grading" (which, as he noted, is already in use at the Law School and at the MSASS), but he pointed out certain issues that would have to be resolved in order to implement it as an A&S graduate program *option*.

Chuck suggested that we should consult with you regarding how such a system could be implemented at Case. Here are several questions that

we would greatly appreciate your answering for us:

(1) Would it be possible for SIS (or the Registrar) to code all courses that carried the prefix of a particular department (e.g. HSTY for History) and that were above a certain number (e.g. greater than 399) to provide the full gamut of plus/minus grades (A, A-, B+, B, B-, etc.) on their grade rosters (in much the same way that some courses are currently coded to offer S/U, rather than letter grades)?

Yes this would be possible. Actually, we have courses coded as "graduate" level courses independently of their numbering scheme, so we could use this designation to make the distinction for showing the +/- grades on grade rosters. I would guess that a change would involve only those graduate courses that are currently graded A-F and that courses currently graded as P/NP or S/U would stay the same. Is that correct?

(2) If that was done and an UNDERGRADUATE took such a course, could the SIS system be coded so as to "suppress" a plus or the minus if such a grade were assigned? In other words, for example, if an undergraduate was given permission to take a graduate course and the professor gave that student a B+ or a B-, could the SIS system be coded to suppress the "+" or the "-" so that the grade would appear on his or her transcript as a flat "B."

Yes. SIS could be set up so that an undergraduate students taking a graduate level course would not receive +/- grades. Faculty would be able to assign +/- grades, but the system would convert them to their truncated versions before posting to the students final record. This (undergraduate students taking graduate level courses) could happen often. There would also be students in undergraduate/graduate dual degree programs such as Integrated Graduate Studies (IGS) and BSMS programs that would be impacted.

(3) Similarly, if a graduate student from a program that had NOT adopted the plus/minus option took a graduate course in a program that HAD adopted the plus/minus system, could you code the SIS grading system to suppress a "plus" or a "minus" in that student's course grade (as with the hypothetical undergraduate in question 2)?

Yes, this is theoretically possible. There would be some challenges in this approach (adopting +/- grading by program vs. adopting +/- grading by school). One of the challenges to the "by program" approach would be that transcript recipients would have a challenge in determining which grades are applicable for a given student. I have attached a current version of our transcript key so you can see what I mean. Not only would we have a challenge in fitting the grading explanation on the key, but we would also have a difficult time conveying expectations for any given student. Although each student's program is shown on the transcript, only the most current value is shown. Students sometimes move from one program to another, and if grading options change from program to program, it would not be clear to a reviewer which system was in place at the time the grades were issued.

(4) If the answers to any of the first three questions is "no," can you suggest another procedure that could achieve the same result—that is, another procedure within the SIS system that could differentiate among students who were in programs that had opted for plus/minus grading and those who (although taking a particular course offered by a "plus/minus" graduate program) were not themselves subject to plus/minus grades?

Again, it is possible in SIS. I would not advocate for different grading systems across programs. I do not think it is possible to provide enough clarity for transcript reviewers. Another challenge that could arise is with students requesting grading exceptions. If a student was in a program that had regular A-F grading (and perhaps received a B) and took a course in which a +/- grade was issued (perhaps B+), might the

student then want to request consideration for grading exceptions if they were in a borderline situation with their GPA? Would it be fair to other students if that student was granted an exception? What criteria could/would be put into place to ensure objectivity? I will also comment further below with regard to bench marking. Overall, it is more common for universities to have +/- grades across the board, or by school, than it would be to have +/- grades across some programs within a school. In fact, I have never heard of this -- did you happen to come across any as you were researching this?

(5) Are Case undergraduates ever given permission to take courses at MSASS or at the Law School (or at any other unit of CWRU that currently uses a plus/minus system) and, if so, how are they graded (that is, are they subject to plus/minus grades or not)?

Yes, although fairly rare, this has happened before. Undergraduate students receive a +/- grade from the instructor, but their official grade is converted to the truncated version of the grade. Grading follows the rules of the student's school vs. the course's school.

(6) In researching grading system for graduate programs at Case's peer institutions, I found that Carnegie Mellon, Emory, Brandeis, Washington Univ. (St. Louis), NYU, U. of Chicago, Rochester, and (in a separate category) Ohio State ALL used plus/minus grading in their graduate courses. (In other words, based on that limited sample, Case currently appears to be an outlier in this regard among private research universities.) Are you aware of any central database or institutional report or professional organization which might have comprehensive—or, at least, more extensive—information on the prevalence of different types of grading systems at American research universities?

I am not aware of a central database or report that would have this information. I have information on AAU schools with +/- grading for undergraduate students from a survey from 2008 (25 of 31 respondents said "yes" and 6 of 31 said "no".) I would be happy to poll other AAU schools to learn about +/- grading for graduate students if you would like. Based on transcript keys that I have seen, I am not aware of any universities that allow for separate grading systems across programs within a graduate school.

On behalf of the Graduate Committee, I would like to thank you very much for your answers to these questions—and for any other information or advice that you can provide us on this issue.

Sincerely,

Dan Cohen

Daniel A. Cohen

Associate Professor of History & Director of Graduate Studies

—
Amy Hammett | University Registrar & Dir., Student Info Systems & Services | (216) 368-4310
Office of the University Registrar | Case Western Reserve University | How's our service?

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TRANSCRIPT KEY

ACCREDITATION

Case Western Reserve University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. In addition, many of its programs are accredited by nationally recognized individual accrediting associations.

RELEASE OF INFORMATION

This educational record is subject to the Family Educational Rights and Privacy Act of 1974, as amended. It is released on the condition that the recipient will not permit any other party to have access to such information without the written consent of the student.

CALENDAR

The normal academic calendar is expressed in semester hours and consists of two semesters (Fall and Spring). There is also an optional summer term.

HISTORICAL GRADING SYSTEMS

Grading systems in use prior to Fall 2008 and other grading systems in use for Case Western Reserve University schools, colleges and predecessors are described further at <http://www.case.edu/registrar/grades.html>.

FIRST TIME FIRST YEAR UNDERGRADUATE STUDENTS

Effective Fall 1987, first time first year full-time undergraduate students are eligible during their first two semesters of enrollment to have courses with grades of F, NP or W suppressed from the transcript. Effective Fall 2006, only courses with a grade of W are eligible for transcript suppression.

ACADEMIC HONORS, ACADEMIC PROBATION, DISMISSAL/SEPARATION AND OTHER DESIGNATIONS

Each school within the University has specific academic policies for determining term honors, academic probation or academic dismissal/separation. Contact the University Registrar's office for further information.

TRANSCRIPT AUTHENTICITY

Official transcripts bear the printed University seal, the signature of the University Registrar and are printed on blue security paper.

GRADING SYSTEM

As of Fall 2008 the following grading system is in use:

Grade	Meaning	Quality Points	Notes
A	Excellent	4.000	
A-		3.666	
B+		3.333	
B	Good	3.000	
B-		2.666	
C+		2.333	
C	Fair	2.000	
C-		1.666	
D+		1.333	
D	Passing	1.000	
D-		0.666	
F	Failure	0.000	
AD	Successful audit	n/a	
AE	Achieves or exceeds competencies	n/a	
AP	Advanced placement	n/a	
AS	Advanced subsidiary	n/a	
COM	Commendable	n/a	
CR	Earns credit, credit/no credit course	n/a	
H	Honors	n/a	
I	Incomplete	n/a	
IB	International baccalaureate	n/a	
M	Meets or exceeds expectations	n/a	
NC	No credit, credit/no credit course	n/a	
NG	Unsuccessful audit	n/a	
NOG	Non-graded course	n/a	
NP	No pass	n/a	
P	Pass	n/a	
PR	Proficiency	n/a	
R	In progress or extends > one term	n/a	
RPT	Repeated course (until Summer 2006)	n/a	
S	Satisfactory	n/a	
SA	Special audit or alumni/senior audit	n/a	
TR	Transfer	n/a	
U	Unsatisfactory	n/a	
W	Withdrawal from the class	n/a	
WD	Withdrawal from all classes	n/a	
WF	Withdrawn under Acad Regs 5 & 6	n/a	
1-69	Nonpassing grade	n/a	
70-100	Passing grade	n/a	

Notes

- 1 - Schools of Applied Social Science, Dental Medicine, Law only
- 2 - Schools of Dental Medicine, Law only
- 3 - Not applicable for Schools of Applied Social Science, Nursing
- 4 - Test credit or transfer credit only
- 5 - School of Medicine only
- 6 - Schools of Law (L.L.M.) and Medicine only
- 7 - School of Law only
- 8 - Master's/doctoral theses, EMBA seminar courses, Schools of Law, Medicine, School of Dental Medicine (M.S.D.) only
- 9 - Included in hours attempted, but not in hours earned or GPA
- 10 - School of Dental Medicine only; not included in GPA

COURSE NUMBERING

- 100 - 199 Elementary Courses
- 200 - 299 Intermediate Courses
- 300 - 399 Advanced Undergraduate Courses
- 400 & up Graduate Courses

The above numbering system does not apply to the schools of Dental Medicine, Law, Medicine (see below) and Nursing.

SCHOOL OF MEDICINE

GRADING SYSTEM

University Track: Core clerkship and clinical electives are graded H, COM, S, AE or U. Electives in years I and II are graded Pass/No Pass. Preclinical courses are graded M or U through June 2009. Beginning July 2009 preclinical courses are graded AE or U.

College Track (Cleveland Clinic Lerner College of Medicine): All courses graded M or U through June 2009. Beginning July 2009 all courses graded AE or U. Competencies are used to assess performance and are described further at: http://www.case.edu/registrar/CCLCM_competencies.pdf

Note: Cumulative Grade Point Average (GPA) is not applicable to the School of Medicine.

COURSE NUMBERING

Series	Description
1000	1 st year level courses
2000	2 nd year level courses
3000	3 rd year level courses
4000	4 th year level courses
8000	Unlisted electives/Away elective
9000	Years I and II (preclinical, optional) electives
alpha suffix	Courses offered at area hospitals

For additional standards and accreditation information, please see: <http://www.case.edu/registrar/grades.html>.

QUESTIONS

Questions regarding transcripts may be directed to the University Registrar's Office, (216) 368-4310, registrar@case.edu. For grades not listed on this key see <http://www.case.edu/registrar/grades.html>. For general information see <http://www.case.edu/registrar>.



Daniel Cohen < dac37@case.edu >

Thanks! -- and Follow-Up6 messages

Amy Hammett < axh4@case.edu >
To: Daniel Cohen < dac37@case.edu >
Cc: "Donald L. Feke" < dlf4@case.edu >

Mon, Jan 28, 2013 at 10:07 PM

Hello Professor Cohen,

Please see my responses below.

Amy

On Fri, Jan 25, 2013 at 6:26 PM, Daniel Cohen < dac37@case.edu > wrote:

Dear Registrar Hammett,

I greatly appreciate your thoughtful and detailed responses to my several questions concerning plus/minus grading. It sounds as though the new system introduced in 2008 provides CWRU with tremendous technical flexibility in its grading policies—though, of course, it cannot eliminate all potential administrative challenges. From your replies, it seems clear that a plus/minus grading system for graduate students could coexist rather easily in the current SIS system with a flat letter grade system for undergraduates—and, indeed, that such a dual system occasionally already operates at CWRU today, with plus/minus grades simply truncated to flat letter grades when undergraduates take graduate courses in programs that have plus/minus grading (e.g. MSASS).

The main challenges thus appear to arise with respect to the possibility of instituting a plus/minus grading *option*, on a program by program basis, within the College of Arts and Sciences. On that issue, I have a few follow up questions to which I hope you will be able to respond. (As you may have already guessed, the Graduate Committee is looking so closely at the possibility of a plus/minus *option* because the faculty in different departments within the College have different views on the issue, with some departments supportive, others opposed, and still others undecided. The advantage of an option would be that it would allow the faculty in each program

to adopt the grading system most appropriate to its particular discipline and pedagogic goals—and would avoid a potentially divisive faculty fight within the College over which single system would prevail.) Here are the follow-up questions:

(1) Aren't there occasionally cases *under the current system* where graduate students in programs with flat letter grade systems take courses for credit in graduate schools with plus/minus grading? For example, my impression is that graduate students in the History Ph.D. program have occasionally in the past taken courses for credit in the Law School (and perhaps also in MSASS). In such cases, are any resulting plus/minus grades simply truncated into flat letter grades (as in the case of undergraduates taking such courses), or are they recorded with pluses and minuses and incorporated as such into the student's GPA, or are they handled in some third way? In other words (and more broadly), aren't some of the issues potentially raised by a graduate plus/minus option already being faced—and dealt with successfully (albeit on a smaller scale)—under the existing grading system? (I am currently looking into this question from the History side with respect to the past experiences of our own graduate students, but you may know the answer already based on your much broader familiarity with CWRU's many graduate programs and graduate schools).

Yes, this is already happening. Since grading follows the rules of the student's school, graduate students taking classes in the law school would be assigned +/- grades by the instructor, but the grade (and associated quality points) that is permanently recorded onto the student's record is the truncated version.

(2) Given the sheer number of graduate programs within the College of Arts & Sciences (about 40), I can see how the prospect of having to explain a "mixed" grading system on the "Transcript Key" could indeed be "challenging"! But what if plus/minus grading was offered only as a *departmental* option, in which each department would make a blanket decision as to whether or not all of its graduate programs would adopt plus/minus grading? For example, the Music Department would make a decision that would govern all six of the graduate programs that it sponsors (Musicology [PhD], Music Education [MA], Music Education [PhD], Music History [MA], Early Music Performance [DM], Early Music Performance [MA]). This would reduce the number of units potentially exercising the option from about 40 to about a dozen or so. And, since the flat grade system would remain CWRU's default grading system, only those departments adopting the plus/minus option would have to be noted on the "Transcript Key."

Here is one way this might be done. Currently the first note below the central column of the transcript key reads as follows:

1 – Schools of Applied Social Science, Dental Medicine, Law only

If, for example (and this is purely hypothetical), four departments in the College of Arts and Sciences adopted plus/minus grading, this note could simply be expanded to read:

1 – Schools of Applied Social Science, Dental Medicine, Law, and the graduate programs of the following departments in the College of Arts and Sciences only: Anthropology, Art History, History, Sociology

Perhaps initially, during a transition period lasting several years, it might be necessary to indicate on the key the year of inception of

the new grading policy (as I assume may have been the case when MSASS adopted plus/minus grading several years ago). In the above hypothetical scenario, the key might be adjusted to read:

1 – Schools of Applied Science, Dental Medicine, Law, and the graduate programs of the following departments in the College of Arts and Sciences only (starting years listed in parentheses): Anthropology (2015), Art History (2014), History (2014), Sociology (2016)

Would such language, or something similar to that, be feasible?

As is, the one page transcript key barely fits on one page. Adding any additional lines in the notes area (even if it is only a few departments) would necessitate some tough decisions about what could stay on the key vs. what would have to be edited off the key. The attachment I sent makes it look like more text could appear at the bottom of the document. This is actually not the case because there are special statements printed here related to security paper authenticity.

(3) Another challenge that you mention would be in dealing with potential confusion in interpreting the transcripts of graduate students who moved from one CWRU graduate program to another. Since most such moves take place between programs *run by a single department* (most often, from an MA to a PhD program), wouldn't the adoption of an option at the *departmental* (as opposed to individual program) level (as outlined in point #2 above) greatly reduce that potential problem? And in those relatively rare cases where a graduate student moved between programs in different departments (e.g. where an MA student in History switched to the MA program in Art History or to the PhD program in English), wouldn't such moves already—under the current system—have to be denoted in some clear way on the transcript that would minimize the potential for confusion with respect to grading systems?

It would be relatively rare and would be denoted that a program has changed. It is uncommon for a grading system to be different *within* a school, so I just wanted to point out potential points of confusion.

(4) I would be *very* grateful to see the results of the AAU survey from 2008 regarding undergraduate grading systems at 31 schools. Thank you for bringing it to my attention!

The survey I have was one that I sent to other AAU Registrars in 2008. Surveys aren't usually shared outside the group unless we let folks know ahead of time that their answers will be shared. Since I did not conduct the survey in that context, I am a little hesitant to share it all verbatim, but I will include some more detail below. I hope you understand. Would it be better if I did a new survey specifically about grading systems for graduate schools within AAU universities? I could let folks know that I wanted to share results so that there would be no issues with passing it along. The group is very responsive and I could probably get results within a week or so after sending.

Some details from the 2008 UGRD grading survey:

Schools with +/- grading for undergraduates: Brandeis, California Institute of Technology, Cornell, Duke, Emory, Harvard, Iowa State, Johns Hopkins, Northwestern, Penn State, Princeton, Purdue, Rutgers, Stanford, Syracuse, Univ of TX Austin, UC Irvine, UC Santa Barbara, USC, Univ of Chicago, Univ of Colorado Boulder, Univ of FL, Univ of Illinois Urbana Champaign, Univ of Iowa, Univ of MD, Univ of MN, Univ of Missouri, Univ of Nebraska, Univ of Oregon, Univ of Pennsylvania, Univ of Pittsburgh, Univ of Rochester, UVA, Washington University. (Looks like I miscounted the first time, sorry about that!)

Schools that do not have +/- grading for undergraduates: Carnegie Mellon, CWRU, Michigan State Univ, Texas A&M, Univ of Arizona, Univ of Wisconsin-Madison.

(5) The Graduate Committee had originally considered the possibility of instituting an "A+" grade in conjunction with establishing a

plus/minus system as a way of mitigating the concern expressed by some students that plus/minus grades would exert a downward bias on GPAs. However, in looking into this matter, the schools located thus far that offer "A+" code it identically with "A" (as 4) on the GPA scale; if so, it is difficult to see how introducing "A+" would offset the feared downward bias. Are you aware of any alternative way of calculating "A+" grades? Or, at American universities, is it always converted to 4 (identical to "A") on the GPA scale?

From what I have seen, of the schools that have an A+ grade, some equate A+ to 4.333 and most equate it, along with the A grade, to 4.0. Schools that use 4.0 for both A+ and A usually do so that that they can maintain comparability with the previous grading system that did not have +/- options. So, for most schools, the A+ does not offset the downward bias, but it does introduce a way to show exceptional merit without creating the comparability issue.

Thanks again for your patience—and for your willingness to share your expertise on these somewhat complex issues.

Sincerely, Dan Cohen

Daniel A. Cohen

Associate Professor of History & Director of Graduate Studies

--
Amy Hammett | *University Registrar & Dir., Student Info Systems & Services* | (216) 368-4310
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TRANSCRIPT KEY

ACCREDITATION

Case Western Reserve University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. In addition, many of its programs are accredited by nationally recognized individual accrediting associations.

RELEASE OF INFORMATION

This educational record is subject to the Family Educational Rights and Privacy Act of 1974, as amended. It is released on the condition that the recipient will not permit any other party to have access to such information without the written consent of the student.

CALENDAR

The normal academic calendar is expressed in semester hours and consists of two semesters (Fall and Spring). There is also an optional summer term.

HISTORICAL GRADING SYSTEMS

Grading systems in use prior to Fall 2008 and other grading systems in use for Case Western Reserve University schools, colleges and predecessors are described further at <http://www.case.edu/registrar/grades.html>.

FIRST TIME FIRST YEAR UNDERGRADUATE STUDENTS

Effective Fall 1987, first time first year full-time undergraduate students are eligible during their first two semesters of enrollment to have courses with grades of F, NP or W suppressed from the transcript. Effective Fall 2006, only courses with a grade of W are eligible for transcript suppression.

ACADEMIC HONORS, ACADEMIC PROBATION, DISMISSAL/SEPARATION AND OTHER DESIGNATIONS

Each school within the University has specific academic policies for determining term honors, academic probation or academic dismissal/separation. Contact the University Registrar's office for further information.

TRANSCRIPT AUTHENTICITY

Official transcripts bear the printed University seal, the signature of the University Registrar and are printed on blue security paper.

GRADING SYSTEM

As of Fall 2008 the following grading system is in use:

Grade	Meaning	Quality Points	Notes
A	Excellent	4.000	
A-		3.666	1
B+		3.333	1
B	Good	3.000	
B-		2.666	1
C+		2.333	1
C	Fair	2.000	
C-		1.666	1
D+		1.333	2
D	Passing	1.000	3
D-		0.666	2
F	Failure	0.000	
AD	Successful audit	n/a	9
AE	Achieves or exceeds competencies	n/a	5
AP	Advanced placement	n/a	4
AS	Advanced subsidiary	n/a	4
COM	Commendable	n/a	5
CR	Earns credit, credit/no credit course	n/a	
H	Honors	n/a	6
I	Incomplete	n/a	
IB	International baccalaureate	n/a	4
M	Meets or exceeds expectations	n/a	5
NC	No credit, credit/no credit course	n/a	7
NG	Unsuccessful audit	n/a	9
NOG	Non-graded course	n/a	
NP	No pass	n/a	
P	Pass	n/a	
PR	Proficiency	n/a	
R	In progress or extends > one term	n/a	
RPT	Repeated course (until Summer 2006)	n/a	
S	Satisfactory	n/a	8
SA	Special audit or alumni/senior audit	n/a	9
TR	Transfer	n/a	4
U	Unsatisfactory	n/a	8
W	Withdrawal from the class	n/a	
WD	Withdrawal from all classes	n/a	
WF	Withdrawn under Acad Regs 5 & 6	n/a	
1 - 69	Nonpassing grade	n/a	10
70 - 100	Passing grade	n/a	10

Notes

- 1 - Schools of Applied Social Science, Dental Medicine, Law only
- 2 - Schools of Dental Medicine, Law only
- 3 - Not applicable for Schools of Applied Social Science, Nursing
- 4 - Test credit or transfer credit only
- 5 - School of Medicine only
- 6 - Schools of Law (LL.M.) and Medicine only
- 7 - School of Law only
- 8 - Master's/doctoral theses, EMBA seminar courses, Schools of Law, Medicine, School of Dental Medicine (M.S.D.) only
- 9 - Included in hours attempted, but not in hours earned or GPA
- 10 - School of Dental Medicine only; not included in GPA

COURSE NUMBERING

Course Number	Description
100 - 199	Elementary Courses
200 - 299	Intermediate Courses
300 - 399	Advanced Undergraduate Courses
400 & up	Graduate Courses

The above numbering system does not apply to the schools of Dental Medicine, Law, Medicine (see below) and Nursing.

SCHOOL OF MEDICINE

GRADING SYSTEM

University Track: Core clerkship and clinical electives are graded H, COM, S, AE or U. Electives in years I and II are graded Pass/No Pass. Preclinical courses are graded M or U though June 2009. Beginning July 2009 preclinical courses are graded AE or U.

College Track (Cleveland Clinic Lerner College of Medicine): All courses graded M or U through June 2009. Beginning July 2009 all courses graded AE or U. Competencies are used to assess performance and are described further at: http://www.case.edu/registrar/CCLCM_competencies.pdf

Note: Cumulative Grade Point Average (GPA) is not applicable to the School of Medicine.

COURSE NUMBERING

Series	Description
1000	1 st year level courses
2000	2 nd year level courses
3000	3 rd year level courses
4000	4 th year level courses
8000	Unlisted electives/Away elective
9000	Years I and II (preclinical, optional) electives
alpha suffix	Courses offered at area hospitals

For additional standards and accreditation information, please see: <http://www.case.edu/registrar/grades.html>.

QUESTIONS

Questions regarding transcripts may be directed to the University Registrar's Office, (216) 368-4310, registrar@case.edu. For grades not listed on this key see <http://www.case.edu/registrar/grades.html>. For general information see <http://www.case.edu/registrar>.

Chapter 3: Part II

ARTICLE VII. Endowed Professorships ~~and other Chairs~~*

An ~~senior~~ endowed ~~chair professorship~~ for a tenured full professor is designed to recognize eminence in a given field, primarily through demonstrated scholarship and excellence in teaching. When the Board of Trustees is advised to bestow an ~~endowed professorship chair~~, it is on the premise that the individual has earned a national reputation for scholarly distinction in his or her field and shares that expertise in his or her teaching. Such a professorship signifies to the external as well as internal academic community the highest standards for scholarship and teaching the school has to offer.

~~Appointments to endowed professorships for tenure-track faculty at the rank of assistant professor or associate professor are intended to recognize exceptional faculty potential and merit and to add special strength to particular areas of teaching and research.~~

~~In special circumstances, when requested by the donor or permitted by the terms of the endowment agreement, non-tenure track faculty may be appointed to an endowed professorship to recognize eminence in a given field.~~

There are occasions when appointments to ~~senior-endowed professional chairs professorships~~ are coterminous with administrative appointments. The criterion of scholarship continues to hold in such cases but may be interpreted more flexibly. ~~Appointments to endowed chairs at assistant professor and associate professor levels are of a specified duration. Endowed chairs at the full professor level may be of a specified duration. These Junior-endowed professorship appointments are intended to recognize exceptional faculty potential and merit and to add special strength to particular areas of teaching and research.~~

Appointments to endowed professorships are of a specified duration, unless the terms of the endowment state otherwise.

Appointments to visiting ~~chairs professorships~~ may be at any faculty rank and do not lead to tenure consideration.

**Office of the President 11/7/86; amended 2/18/87; approved by the Faculty Senate 3/25/09.*

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Current FS By-law IV, Item d. Student Membership

2) Procedures for the election of student senators shall be as follows:

a. Undergraduate. Each year, the Secretary shall request the Vice President of Student Affairs to solicit letters of undergraduate student candidacy for membership for the following year by media available to all undergraduate students in the University, to administer a referendum for the election of one of the candidates so identified, to conduct a runoff election in the event of a tie vote, and to report to the Secretary the name of the undergraduate student so elected not later than May 1.

Proposed revision:

a. Undergraduate. The Undergraduate Student Government Vice President of Academic Affairs, who is elected each year from among members of the undergraduate student body, shall serve as the student senator. The Vice President of Student Affairs will report his/her name to the Secretary of the University Faculty no later than May 1 each year.

M E M O R A N D U M

To: Faculty Senate Executive Committee

From: David Carney
Chair, Faculty Senate Bylaws Committee

Date: October 14, 2015

Re: **Medical school Bylaws Issues / Anatomy Petition**

Members of the Faculty Senate Executive Committee:

Our meeting Friday will include a discussion of the medical school bylaws revision process, and an update on what these changes mean with respect to the pending Anatomy petition. Here's a quick summary – the longer documents on the google site have more detail.

The FS Bylaws Committee met this summer to discuss the Medical school Bylaws. We tried to divide the changes into (a) uncontroversial minor modifications and (b) more controversial provisions implicating faculty rights and privileges, or the pending anatomy petition. We approved the uncontroversial changes, but declined to adopt any language we felt was unclear, vague, or confusing, especially in light of the anatomy petition.

Approved Changes: The approved changes include:

- (a) minor changes to the composition of the faculty CAPT committee;
- (b) changes to the election of student representatives to the faculty;
- (c) provisions designed to improve governance transparency and notice, including provisions requiring the electronic dissemination of meeting notices, agendas, and minutes;
- (d) Other provisions reserving time each year for faculty-initiated concerns at faculty council meetings and meetings with departmental chairs;
- (e) So other minor adjustments, including, for example, the removal of references to the “combined achievement track” for non-tenured faculty.

Each proposed change is included in the redlined version of the medical school bylaws, with a comment bubble indicating if the change was approved by central

bylaws, and reflecting a few minor edits we made to correct grammar errors or clarify the meaning of the provision. I will present each of these changes on Friday.

Rejected Changes to the Medical School Bylaws.

The bylaws committee declined to approve a number of other provisions that were vague or ambiguous, especially in light of the pending anatomy petition. For more detail, please consult my memo to Dan Anker and Nicole Deming.

To summarize, the bylaws committee felt that the medical school bylaws had some vague language and internal inconsistencies, and that those problems were made worse by the proposed changes and/or the pending anatomy provision. The medical school's complex governance structure divides powers between the faculty as a whole, the Faculty Council as the faculty's representatives, and the dean. Because the bylaws have been repeatedly edited as changes were made to the governance structure, it is not always clear which body has which power, or which body must approve organizational changes.

The bylaws committee was concerned regarding committee responsibilities and oversight, and more concerned that the bylaws did not clearly delineate the organization of the medical school faculty into departments, divisions, and other "academic or research units." Thus, the medical school has (or proposes to have) departments, divisions with the status of departments, "other" divisions, "academic or research units", and centers, but the bylaws fail to specify what procedure applies when any non-departmental organization is created, disbanded, or converted from one entity into another. Indeed, the anatomy petition proposes to "convert" anatomy from a department to a "division" or one type or another, but the bylaws do not use the word convert, nor do they specify if such conversions must be approved by the faculty council or the faculty as a whole, or if the dean could unilaterally undertake such a conversion. As explained in much more depth in the memo to Dan Anker and Nicole Deming, the FS Bylaws committee felt that the medical school bylaws should be amended to resolve these ambiguities before any action could be taken on the anatomy petition.

BYLAWS

THE FACULTY OF MEDICINE

CASE WESTERN RESERVE
UNIVERSITY

ADOPTED BY THE FACULTY OF MEDICINE, AUGUST 25, 1978
RATIFIED BY THE FACULTY SENATE, DECEMBER 13, 1978

AMENDED BY THE FACULTY OF MEDICINE, MARCH 25, 1998
RATIFIED BY THE FACULTY SENATE, APRIL 23, 1998

AMENDED BY THE FACULTY OF MEDICINE JUNE 25, 1999 AND JUNE 30, 2000
RATIFIED BY THE FACULTY SENATE, NOVEMBER 6, 2000

AMENDED BY THE FACULTY OF MEDICINE, JANUARY 31, 2003
RATIFIED BY THE FACULTY SENATE, APRIL 27, 2003

AMENDED BY THE FACULTY OF MEDICINE, APRIL 22, 2005
RATIFIED BY THE FACULTY SENATE, FEBRUARY 27, 2006

AMENDED BY THE FACULTY OF MEDICINE, JANUARY 11, 2010
RATIFIED BY THE FACULTY SENATE, APRIL 21, 2010

AMENDED BY THE FACULTY OF MEDICINE, AUGUST 26, 2011
RATIFIED BY THE FACULTY SENATE, FEBRUARY 22, 2012

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ARTICLE 1 -PURPOSE

These bylaws and all amendments adopted as hereinafter provided shall henceforth constitute the rules and regulations governing the conduct and procedures of the Faculty of Medicine in the performance of its duties and in the exercise of its authorized powers, as specified by the constitution of the University Faculty of Case Western Reserve University. They are intended also to facilitate the participation of the clinical and adjunct faculty in organizing and executing the curriculum of the School of Medicine.

ARTICLE 2 - THE FACULTY OF MEDICINE

2:1 Membership of the Faculty of Medicine

The Faculty of Medicine shall consist of (1) regular faculty, defined as all persons who hold full-time appointments in the School of Medicine and who have unmodified titles at the rank of professor, associate professor, assistant professor, senior instructor, instructor, ~~and~~ (2) special faculty, those who hold these ranks modified by the adjective clinical, adjunct, visiting, or emeritus. ~~In addition, and (3) fifteen students, three-two~~ elected from and by ~~each each of the four University Program medical school classes, two elected at-large from and by Cleveland Clinic Lerner College of Medicine (CCLCM) students, two elected from and by M.D.-Ph.D. students, and one-three~~ elected from and by medical school graduate students, shall act as non-voting student representatives. The president of the university, a vice-president of the university responsible for medical school activities, and an administrative officer from and selected by each affiliated hospital shall be members of the faculty *ex officio*. The dean of the School of Medicine shall furnish annually to the secretary of the University Faculty a list of all full-time members of the faculty. (A full-time faculty member is one who is a member of the University Faculty as defined in the Faculty Handbook of Case Western Reserve University.) The Faculty of Medicine shall create a Faculty Council to conduct such business for it as is described below.

2:2 Officers of the Faculty

The president of the university and, in the president's absence or by the president's designation, the dean of the School of Medicine or the dean's representative, shall be chair of the Faculty of Medicine. The chair of the Faculty Council shall serve as vice-chair of the Faculty of Medicine. The Faculty of Medicine shall have a secretary who shall be appointed by the dean. The secretary shall provide due notice of all faculty meetings and the agenda thereof to the members of the faculty and distribute to the members the minutes of each meeting. The office of the dean shall be requested to supply appropriate administrative support for these functions.

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2:3 Authorities and Powers of the Faculty of Medicine

a. Authorities. Those authorities delegated by the University Faculty to the Faculty of Medicine for the educational, research, and scholarly activities of the School of Medicine shall reside in the Faculty of Medicine.

b. Powers Reserved. The regular faculty members of Faculty of Medicine shall make recommendations to the University Faculty concerning the establishment, discontinuance, or separation of any constituent school or college, or concerning the merging of such organizational units, and concerning any matter of import referred by the Faculty Council to the Faculty of Medicine for the determination of its recommendation.

Commented [djc2]: Reserved powers and powers to approve reorganizations are either vague or not fully consistent with powers given to Faculty Council. See memo to Dan Anker and Nicole Deming.

The regular faculty members of the Faculty of Medicine shall have the power to recommend approval of amendments to these bylaws and the power and obligation to elect (1) senators to the University Faculty Senate; (2) a majority of the members of the Faculty Council; and (3) a majority of the voting members of the standing committees listed in section 2:6a.

2:4 Meetings of the Faculty

a. Regular Meetings. The faculty shall schedule meetings at least ~~two~~ **three times each academic year. The dean of the School of Medicine shall be asked to describe the state of the medical school generally at one of the meetings. Another meeting shall have as its main business a program relating to medical education. A third meeting will have an agenda approved by the Faculty Council with at least one-half of the meeting devoted to open forum items.**

Commented [WU3]: Approved by bylaws 7 28 15

Meeting dates and times will be coordinated to accommodate appropriate schedules. In the event that inclement weather or other unforeseen event forces the university to close, a faculty meeting scheduled for that day shall be rescheduled. The Faculty Council may cancel a scheduled meeting of the faculty in the event there is no business to be conducted.

b. Special Meetings. The Faculty of Medicine shall also meet on the call of the president or the dean, or on written petition of at least 10 faculty members presented to the Faculty Council, or at the request of the Faculty Council.

2.5. Voting Privileges

a. A quorum of the faculty for both regular and special meetings shall consist of 100 members who are eligible to vote on the issue before the faculty as defined below (2:5c-2:5e). Proxies are not acceptable for purposes of either establishing a quorum or voting.

b. Special meetings of the faculty shall be conducted according to Robert's Rules of Order, Newly Revised. A majority of those present and voting shall be necessary to effect action.

c. Special faculty whose titles are modified by the adjectives adjunct or clinical may vote at meetings only on matters concerning the planning and approval of the curriculum, the execution of the instructional program, the formulation of policies with regard to student affairs, appointment and promotion of special faculty; the election of members of committees dealing with such issues, and the election of their representatives to the Faculty Council.

d. Emeritus and visiting faculty members shall not be eligible to vote.

~~e. Student members of the faculty, elected in accordance with Bylaw Article 2:1, shall vote only on matters concerning the planning and approval of the curriculum, the execution of the instructional program, the formulation of policies with regard to student affairs and the election of members of committees dealing with such issues.~~

f. Prior to faculty meetings, Faculty Council will determine which faculty are eligible to vote on each issue scheduled for a vote, guided by 2:5c-2:5e above. If an issue is raised and brought to a vote *ad hoc* at a faculty meeting, the person chairing the meeting will determine who is eligible to vote based on the above criteria.

2:6 Functions and Duties of the Faculty

~~a.~~ All powers and obligations of the Faculty of Medicine shall be delegated to the Faculty Council and exercised by it, with the exception of those powers and obligations reserved above. These delegated powers and obligations shall include but not be limited to the planning and execution of educational programs and the formulation of policies concerning curricula, student admissions, and the conduct of research. The Faculty Council shall also have the responsibility to review the requirements for the M.D. degree and to approve student standings and student promotions.

~~b.~~ The Faculty Council shall make recommendations to the dean for consideration and transmittal to the University Faculty Senate with regard to the establishment or discontinuance of departments and may, at its discretion, make its own recommendation concerning the establishment, discontinuance, or merging of units larger than a single department but smaller than a constituent school or college or refer such matters to the Faculty of Medicine for its recommendation. The Faculty Council shall advise the dean with regard to the establishment, discontinuance, or merging of academic or research units of the School of Medicine that are not required by the Faculty Handbook, at Chapter 2, Article V, Sec. A., Par. 2, c., 2, to be brought before the Faculty Senate. The Faculty Council, through the Committee on Appointments, Promotions, and Tenure, shall make recommendations to the dean for consideration and transmittal to the president of the university with regard to faculty promotions to the ranks of associate professor and professor, initial appointments to those ranks, and granting of tenure.

Commented [DJC4]: No action recommended in this section – med school to revise.

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Commented [D6]: This sentence has been moved to 3:1(a)(iii)

Commented [D7]: This sentence has been moved to 3:1(a)(v)

c. The Faculty Council shall advise the president with regard to the appointment of the dean, as well as an interim or acting dean (see Section 3:6c for procedures), shall advise the dean with regard to recommendations to the president concerning the appointment of academic department chairs, as well as interim or acting chairs (for procedures see 4:3a and 4:3b), and shall advise the dean concerning appointments of directors of hospital departments and major interdepartmental academic officers.

Commented [D8]: This section has been moved to 3:1(a)(iv)

2:7 Committees of the Faculty

a. The majority of the voting members of each standing committee dealing with faculty responsibilities shall be elected by the faculty. The number of non-voting members shall not exceed the number of voting members. The chair of the Faculty Council shall solicit recommendations for committee chair appointments from each standing committee, and then shall normally appoint one of the elected members to be the chair of each such committee, unless other provisions for appointment of chairs are made in these Bylaws. However, but with approval on an annual basis by the Faculty Council, the chair may appoint the dean of the School of Medicine or another faculty member to serve as chair of a standing committee. Standing committees dealing with areas of faculty responsibility shall include the following: Admissions Committee; Bylaws Committee; Committee on Budget, Finance, and Compensation; Committee on Appointments, Promotions, and Tenure; Committee on Medical Education; Committee on Students; Lecture Committee; and Research Committee.

Commented [DJC9]: Changes to 2:7(a) not voted on, subject to other revisions by Medical School.

b. The Faculty Council shall recommend the establishment, discontinuance, and representative composition (e.g., by rank, department, or institution) of standing committees and the length of terms of office of the members, and shall nominate candidates for committee membership. The faculty shall vote upon the nominees and shall elect the majority of voting committee members. Additional members of any standing committee may be appointed by the dean in accordance with the prescribed structure of each such committee. The number of appointed voting members shall be less than the number of elected voting members. The standing committees shall be reviewed by the Faculty Council at least once every five years. In the event that an elected member of a standing committee of the faculty resigns during the term, the nominating committee of the Faculty Council shall appoint a replacement. The first choice should be the faculty member who received the next highest number of votes in the most recent election for this committee position. Should that individual be unwilling or unable to serve, the nominating committee shall appoint an alternate of its choosing to the committee. In either case, this appointee may stand for election to the committee for the remainder of the term of the resigning member at the next regularly scheduled faculty election.

c. The dean shall be a member of all standing committees *ex officio* and may be the chair of any such committee if so appointed by the chair of the Faculty Council with the approval of the Faculty Council. Persons holding the office of assistant or associate dean may be regular members of any of these committees, as long as their number does not exceed 25% of the membership. These persons may not be chairs, but may be executive officers of these committees. Membership rosters of all standing committees shall be published annually.

d. Any action taken in the name of a standing committee shall be made by majority vote. All members of a committee shall be supplied with minutes of the meetings of the committee and with copies of official recommendations of the committee.

e. The meetings of the Faculty Council and of all standing committees shall be open to all members of the faculty except for those of the Steering Committee, the Admissions Committee, the Committee on Students, and the Committee on Appointments, Promotions and Tenure. Chairs of other committees may declare a meeting or part of a meeting closed to faculty attendance only if confidential personnel matters are to be discussed.

f. *Ad hoc* committees of the faculty may be created by the Faculty Council at its discretion.

ARTICLE 3: THE FACULTY COUNCIL

3:1 Purpose and Functions of the Faculty Council

a. There shall be a Faculty Council of the Faculty of Medicine, which shall meet regularly to exercise all powers of the Faculty of Medicine not reserved to the Faculty of Medicine itself. The powers and obligations of the Faculty Council shall include but not be limited to those following:

i) to act for the Faculty of Medicine regarding the planning and execution of educational programs and the formulation of policies concerning curricula, student admissions, and the conduct of research. [It shall also have the responsibility to review the requirements for the M.D. degree and to approve student standings and student promotions.

ii) The Faculty Council shall make recommendations to the dean for consideration and transmittal to the University Faculty Senate with regard to the establishment or discontinuance of departments and may, at its discretion, make its own recommendation concerning the establishment, discontinuance, or merging of units larger than a single department but smaller than a constituent school or college or refer such matters to the Faculty of Medicine for its recommendation.

iii) The Faculty Council shall advise the dean with regard to the establishment, discontinuance, or merging of academic or research units of the School of Medicine that are not

Commented [D10]: Moved to 3:1(a)(x) below.

Commented [D11]: Moved from 2:6(b).

Commented [DJC12]: Not approved – unclear what an “Academic or research unit” means,

required by the Faculty Handbook, at Chapter 2, Article V, Sec. A., Par. 2, c., 2, to be brought before the Faculty Senate.

Commented [D13]: Moved from 2:6(b)

iv) The Faculty Council shall advise the president with regard to the appointment and reappointment of the dean, as well as an interim or acting dean (see Section 3:6c for procedures), shall advise the dean with regard to recommendations to the president concerning the appointment of academic department chairs, as well as interim or acting chairs (for procedures see 4:3a and 4:3b), and shall advise the dean concerning appointments of directors of hospital departments and major interdepartmental academic officers.

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v) The Faculty Council, through the Committee on Appointments, Promotions, and Tenure, shall make recommendations to the dean for consideration and transmittal to the president of the university with regard to faculty promotions to the ranks of associate professor and professor, initial appointments to those ranks, and granting of tenure.

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vi) The Faculty Council, through the Lecture Committee, shall organize appropriate lectures;

vii) The Faculty Council, through the Bylaws Committee, shall periodically review and make recommendations concerning the amendment of these bylaws and standing committee charges;

viii) The Faculty Council, through the Nomination and Elections Committee, shall oversee the nomination and election process for standing and ad hoc faculty committees and elections of representatives to the Faculty Senate;

ix) The Faculty Council, through the Committee on Budget, Finance, and Compensation, shall consider matters relating to the SOM's budget, finance, and faculty compensation plan.

x) The Faculty Council shall also have the responsibility to review the requirements for the M.D. degree and to approve student standings and student promotions.

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~~xi~~xi) The Faculty Council shall hear reports of the committees of the faculty and of the Faculty Council and recommend action on such reports;

~~xii~~xii) ~~The Faculty Council shall~~ determine the establishment, discontinuance, and representative composition (e.g., by rank, department, or institution) of the membership, length of term for membership, and charge of all faculty standing committees;

~~ixiii)~~ ~~The Faculty Council shall~~ elect a chair, a chair-elect, members of the Steering Committee, and the Faculty Council members of the ~~Nominating-Nomination and Elections~~ Committee;

~~xiv)~~ ~~Through the Faculty Council Steering Committee, the Faculty Council shall~~ determine the agenda for its own meetings and the agenda for the meetings of the faculty;

~~xv)~~ ~~The Faculty Council shall~~ classify any issue requiring a vote of the faculty so as to determine the eligibility of the adjunct/clinical and student members to vote on that issue (per 2:4biii and 2:4bv).

~~xvi)~~ The Faculty Council may appoint standing and *ad hoc* committees to make recommendations concerning its various functions and duties (see Article 3:6d).

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3:2 Membership of the Faculty Council

a. Voting Members. Voting members of the Faculty Council shall include one representative of each academic department (When more than one autonomous department exists within a single academic discipline, as per section 4:3 below, a representative of each such department shall be elected to the Faculty Council.) and of each division with departmental status. (All references hereafter to academic departments include divisions with departmental status.) These representatives shall be referred to as department representatives. Other voting members shall include two representatives from the special faculty whose titles are modified by the adjective adjunct or clinical, one representative from each affiliated institution and 10 representatives of the regular faculty elected at large. All these representatives shall be members of the faculty.

b. Non-voting Members. Non-voting members of the Faculty Council shall be the president of the university, a vice-president of the university responsible for medical school activities, the dean of the School of Medicine, the associate dean for medical education of the School of Medicine, the chair of the Committee on Medical Education, and student members who shall include not more than two undergraduate medical students, one M.D.-Ph.D. student, and one Ph.D. graduate student. The student members shall be chosen by their respective groups. In addition, if a senator to the university Faculty Senate is not included in the Faculty Council as a voting member, the chair of the Faculty Council shall appoint one of the School of Medicine senators to be an *ad hoc* member of the Faculty Council. The chair of the Faculty Council may invite other persons to attend designated meetings. Faculty Council meetings shall be open to the faculty. Faculty members may at any time request hearings before Faculty Council, but a request by a faculty member for a hearing before the Faculty Council must be made to the chair prior to the meeting of the Faculty Council.

3:3 Election of the Members of the Faculty Council

(For more details concerning elections, see Article 3:6b, paragraph 3.)

a. Shall be held no later than April 30 of each year, with newly elected members beginning their terms of office on the following July 1.

b. Upon notification by the dean, the full-time faculty members of each academic department of the School of Medicine shall elect as a department representative to the Faculty Council one of their full-time members who holds a primary appointment in that department. The election shall be held by democratic process. Complaints concerning the occurrence of undemocratic selections of representatives shall be brought to the attention of the chair of the Faculty Council.

c. Upon notification by the dean, full-time faculty based at each affiliated institution shall choose, by a method of their own design, one of their members who has a primary base at that institution and who has not been elected a department representative to be a representative to the Faculty Council.

d. The at-large representatives shall be nominated by a nominating committee (see Article 3:6b) and shall be elected by the full-time members of the faculty. The dean shall be requested to supply the nominating committee with a list of the preclinical and clinical science departments and rosters of the full-time faculty members with primary appointments in each department. Five at-large representatives shall be from preclinical departments and five shall be from clinical science departments. There shall be at least two nominees for each of these positions. Those nominees who are not elected shall serve as alternates in the order of votes received (see 3:4). In each three-year cycle beginning with the adoption of these amendments, one preclinical and one clinical at-large representative shall be elected the first year, and two preclinical and two clinical at-large representatives shall be elected in each of the second and third years. Upon adoption of these amendments, the at-large representatives who are then serving may complete their terms of office.

e. The Nominating Committee (see Article 3:6b) shall nominate at least four members of the special faculty whose titles are modified by the adjective adjunct or clinical as candidates for representative to the Faculty Council. Two of these nominees shall be elected by the special faculty whose titles are modified by the adjective adjunct or clinical. The remaining nominees will serve as alternates in the order of votes received.

3:4 Terms of Office of Faculty Council Representatives

Representatives shall serve for a period of three years. Representatives may not serve consecutive terms but may be reelected after an absence of one year. A department

representative who is unable for any reason to complete a term of office shall be replaced by a full-time faculty member from the same academic department, elected by democratic process within that department. The new member shall complete the term of the former member and shall be eligible for reelection if the remaining term so completed has been less than two years. A departmental member on leave of absence shall be replaced during that leave by a faculty member from the same academic department, elected by democratic process within that department. Upon return from leave, the returned faculty member shall complete the original term of office. An at-large representative who is unable for any reason to complete a term of office shall be replaced by an alternate (per 3:3d) who shall serve during the remainder of the term or during the leave of the representative, as outlined for department representatives. A representative of the special faculty who is unable for any reason to complete a term shall be replaced by an alternate (see Article 3:3e) who shall serve during the remaining term or during the leave of the representative. A representative of an affiliated institution who is unable for any reason to complete a term shall be replaced by a full-time faculty member with a primary base at the same institution. That individual shall be chosen by the same mechanism as the original representative, and shall serve for the remaining term or during the leave of the original member, as outlined above for department representatives.

Members who have three absences from Faculty Council meetings in one year must resign from the Faculty Council unless their absences were excused by the chair of the Faculty Council. A warning letter will be sent to the Faculty Council member after two absences, with a copy to the department chair. Selection of replacements for members who resign is discussed in the preceding paragraph.

3:5 Officers of the Faculty Council

Each year the Faculty Council shall elect a chair-elect from the members who have at least two years of their terms remaining. The chair-elect shall serve as vice-chair of the Faculty Council during the first year following election and succeed to the chair the following year. The chair of the Faculty Council (or the vice-chair of the Faculty Council in the absence of the chair) shall preside over the Faculty Council and shall be vice-chair of the Faculty of Medicine. Following completion of this term of office, the immediate past chair of the Faculty Council shall serve one additional year as a member of the Faculty Council and as a member of its Steering Committee. For procedures to be followed in the election of the officers and committees of the Faculty Council, see article 3:6b. The dean shall be requested to provide administrative support to these officers.

3:6 Committees of the Faculty Council

a. Steering Committee. The Steering Committee shall consist of eight members: the chair of the Faculty Council, the vice-chair of the Faculty Council, the immediate past chair of the Faculty Council, and five other Faculty Council members who shall be elected by the Faculty Council for one-year terms. These members may be reelected successively to the Steering Committee for the duration of their terms as members of the Faculty Council. The chair of the Faculty Council (or the vice-chair of the Faculty Council in the absence of the chair) shall serve as chair of the Steering Committee. The Steering Committee shall set the agenda for meetings of the Faculty Council. The Steering Committee shall be empowered to act for the Faculty Council between meetings. The Steering Committee shall report all actions and recommendations to the Faculty Council. The Steering Committee shall act for the Faculty Council and faculty in reviewing actions of the Committee on Appointments, Promotions and Tenure in order to ensure equity, adherence to published guidelines, and proper procedure. The Steering Committee shall consult with the dean on such matters as the dean brings before it. The Steering Committee shall advise the president concerning the appointment of an interim or acting dean of the School of Medicine.

b. ~~Nominating-Nomination and Elections~~ Committee. ~~The Nominating Committee~~This committee shall consist of eleven members: the dean, the chair of the Faculty Council, the vice-chair of the Faculty Council, four other Faculty Council members, two each from the preclinical and clinical sciences, and four full-time faculty members who are not members of the Faculty Council, two each from the preclinical and clinical sciences. The four Faculty Council members of the ~~Nominating-Nomination and Elections~~ Committee shall be elected at large by the Faculty Council and shall serve for the duration of their terms as Faculty Council members. The four non-members of the Faculty Council shall be elected by ballot by the Faculty of Medicine and shall serve three-year terms. The chair will be elected from the members of the committee annually. ~~The dean shall serve as chair of the Nominating Committee.~~

The ~~Nomination and Elections~~Nominating Committee shall nominate (1) candidates for the chair-elect of the Faculty Council, (2) candidates for the Steering Committee, and (3) candidates for the standing committees of the Faculty Council. Ballots listing the nominees and leaving space for write-in candidates shall be sent to all members of the Faculty Council. The election of the chair-elect and the members of the Steering Committee, the Faculty Council members of the ~~Nomination and Elections~~Nominating Committee and the members of other standing committees of the Faculty Council will be carried out at the June meeting of the Faculty Council. Additional nominations for all these offices shall be invited from the floor. The consent of the nominee must be obtained in order for a write-in or floor nomination to be valid. Faculty Council members who cannot attend the June meeting may vote by mail (noting that wherever mail voting or distribution is mentioned in these Bylaws, voting or distribution by email or other method well-calculated to reach voters shall be considered satisfactory). Candidates for chair-

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elect will also be candidates for the Steering Committee and will be so listed on mail ballots. Faculty Council members shall vote for one nominee for chair-elect and for six members of the Steering Committee. The five persons with the highest number of votes, excluding the person elected to the office of chair-elect, shall be elected to serve on the Steering Committee. Both mail ballots and ballots collected at the Faculty Council meeting shall be counted, whether or not a quorum is present at the meeting. If the total number of ballots received does not equal or exceed 50% of the members of Faculty Council, ballots may be solicited from absentee members. If either the Steering Committee or the Nomination and Elections~~Nominating~~ Committee perceives a significant deficit in the representation of faculty constituencies within its membership following the annual election, either committee may ask the chair of Faculty Council to appoint a single ad hoc voting member to serve on the respective committee for the remainder of the year. In the case of the Steering Committee, the appointee should be a current member of the Faculty Council. In the case of the Nomination and Elections~~Nominating~~ Committee, the appointee should be a regular member of the Faculty of Medicine.

In addition, the Nomination and Elections~~Nominating~~ Committee shall nominate (1) candidates for the at-large representatives to the Faculty Council, (2) candidates for the representatives of the special faculty whose titles are modified by the adjective adjunct or clinical to the Faculty Council, (3) candidates for standing committees of the Faculty of Medicine, and (4) candidates for senator to the University Faculty Senate. In the case of at-large representatives, senators, or members of the Committee on Appointments, Promotions, and Tenure, the number of nominees shall be at least twice the number of positions to be filled. Electees shall be chosen by mail ballot. Ballots listing candidates for Faculty Council, senators, and standing committees of the faculty shall be mailed to all full-time members of the faculty. Ballots listing candidates for the representatives of the special faculty on the Faculty Council shall be mailed to all special faculty whose titles are modified by the adjective adjunct or clinical. Ballots listing candidates for committees dealing with the planning and approval of the curriculum, the execution of the instructional program, and the formulation of policies with regard to student affairs shall be mailed to all members of the faculty. Elections shall be conducted as far in advance of the completion of the terms of sitting members as is practicable. Elections may be conducted through the campus and first class mail or by email or other electronic means. All ballots shall provide space for write-in candidates. At least two weeks shall be allowed between the distribution of all ballots and the close of the election and determination of election results. Distribution of the ballots and the determination and publication of the election results shall be the responsibility of the Nomination and Elections~~Faculty Council~~ Committee. After each election, the Committee will count the votes and publish all the vote totals. Any irregularities or issues in the conduct of the elections shall be investigated and resolved by the Committee. The

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~~Nominations and Elections Committee shall report its investigation and resolution -and reported to the Faculty Council and the Faculty of the School of Medicine. The dean shall be requested to supply administrative support for the elections.~~

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c. Special Committee to Nominate Candidates for the Search Advisory Committee to the President on the Selection of the Dean of the School of Medicine. This special nominating committee shall be formed when needed and shall consist of the chair of Faculty Council, three other members of the Steering Committee of the Faculty Council, three elected members of the Nominating Committee, and ~~three four~~ academic department chairs (~~two Basic Science, two Clinical~~) of the School of Medicine. The chair of the Faculty Council shall serve as chair of this special nominating committee, and the ~~other nine ten~~ members shall be elected by their respective groups. The majority of the nominees for the Search Advisory Committee selected by this special nominating committee shall be full-time members of the Faculty of Medicine. The president is requested to consider these nominees when appointing members of the Search Advisory Committee.

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In the early stages of the search for the dean of the School of Medicine, the chair of the Faculty Council shall solicit recommendations, opinions, and advice regarding selection of the dean from members of the Faculty of Medicine by mail and submit these views directly to the Search Advisory Committee. When a final list of candidates for the position of dean has been selected, the Search Advisory Committee is requested to solicit the views and advice of the Steering Committee of the Faculty Council on the ranking of the candidates.

d. Other Committees of the Faculty Council. The Faculty Council may create other standing and *ad hoc* committees of the Faculty Council to carry out specific functions and duties assigned to it. These committees may include members who are not Faculty Council members.

3:7 Meetings of the Faculty Council

a. The Faculty Council shall meet at least once every two months from September through June of each academic year. Special meetings may be called by a majority vote of the Steering Committee, by a written petition of 10 members of the faculty addressed to the chair of the Faculty Council, or by the dean.

b. The agenda for each meeting shall be prepared by the Steering Committee ~~and posted electronically and sent electronically to all faculty members distributed to all members~~ at least one week in advance of regular meetings and at least two days in advance of special meetings ~~the agenda shall also be posted electronically and sent electronically to all faculty members~~

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~~made available to department chairs and academic deans and shall be posted in conspicuous places about the School of Medicine and the affiliated hospitals.~~

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c. Minutes of the meetings shall be kept and shall be distributed in a timely fashion to Faculty Council members, to the dean, to all department chairs, and to such others as the Faculty Council may determine each member of the Faculty of Medicine. Approved minutes shall be posted electronically and sent electronically to available to all faculty members. The dean is requested to provide administrative support for this purpose.

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d. The meetings shall be conducted according to Robert's Rules of Order, Newly Revised. A quorum of the Faculty Council shall consist of 50% of the voting members. Elected members may not designate alternates for council meetings or vote by proxy in council meetings. Faculty Council members may vote *in absentia* by mail in the election of officers and standing committees of the Faculty Council (see article 3:6b).

3:8 Annual Report of the Faculty Council

Each year the chair of the Faculty Council shall submit to the faculty a report on the activities of the Faculty Council.

ARTICLE 4 – DEPARTMENTS

4:1 Organization of the Faculty into Departments

The Faculty of Medicine may be organized into departments representing each academic discipline as specified in the Constitution of the University Faculty, Article VII, Sec. B. Divisions with the status of a department may be established.* Each member of the faculty shall normally have an appointment in a department or in a division having the status of a department. Faculty in a division with the status of a department have all the rights, responsibilities and privileges of Faculty in Departments as specified in the Faculty Handbook. Departments have a three prong mission; research, teaching, and service (Faculty Handbook Chapter 2, Art 7, Sec B Par 2), while Divisions have a more specific focus (e.g. research and service or teaching and service). The head of a Division with the status of a department, or the heads of centers within a division, may nominate faculty for appointment and promotion in the division or nominate faculty for award of tenure in the School of Medicine.

Commented [ND23]: Amendment – passed SOM Faculty Vote March 5, 2015

Commented [djc24]: Amendment not approved by bylaws due to perceived ambiguities regarding organizational structure within medical school.

* The divisions established by affiliated hospitals and within Departments are distinct from the divisions referred to in this section and are not CWRU academic units.

4:2 Function of Departments

Each department shall provide a central administration for its academic disciplines. Each department shall be responsible for the teaching in its discipline in the School of Medicine, through the core academic program's committee structure and the other units of the undergraduate medical curriculum and in the affiliated hospitals. This responsibility shall be

exercised by the academic department chairs in conformity with the curricular policies, organization, and components that are specified by the faculty and the dean. Each department may assume responsibility for teaching in its discipline in the other schools of the health sciences and in the undergraduate and graduate curricula of the university as determined by need and negotiation. Where appropriate, each department shall plan and implement graduate programs leading to such graduate degrees as are authorized by the university and shall be responsible for the content of the curricula in its discipline in the several programs specified above. Each department shall plan and execute programs of research and of professional activity and shall train medical students, undergraduate students, and graduate students in its disciplines. Each department shall maintain and staff the facilities which lie within its jurisdiction and shall enlist the cooperation of other departments or of affiliated teaching institutions where this shall be necessary for the execution of its mission. Each department shall elect one representative to the Faculty Council.

a. Each department or, at the request of the hospital affiliate's Associate Dean or Executive Dean and with the consent of the Dean of the School of Medicine, each affiliated hospital, shall establish a Department or Affiliated Hospital Committee on Appointments, Promotions, and Tenure (or Appointments and Promotions only, if appropriate) (all hereinafter "DCAPT"s) for the purpose of making recommendations concerning appointments and promotions and if appropriate awards of tenure. The department chair or affiliated hospital associate dean or executive dean shall nominate faculty annually for service on the DCAPT for the SOM Dean's approval. The department chair shall also nominate a faculty member holding a primary appointment in the department (or the affiliated hospital, if appropriate), preferably at the rank of tenured Associate Professor or Professor, to serve as the DCAPT committee chair.

b. DCAPTs may comprise all the faculty members holding full-time primary appointment in the department, except as provided in paragraph 4.2(c), and may also include faculty holding secondary appointments in the department but holding primary appointments outside the department or school in any of the university's constituent faculties. Alternatively, department chairs may nominate a committee of at least three faculty members from among the primary full-time faculty (and other faculty) to serve as the committee.

c. Department chairs themselves shall not be members of their respective department's DCAPTs. Instead, they shall serve as the initiator for the appointment, promotion, and tenure of candidates, attending DCAPT meetings for the purpose of presenting candidates for the committee's consideration, entering into discussion with the committee and answering its questions, and otherwise being excused from the room. Department chairs shall not be present for DCAPT voting. Should a faculty member take advantage of the self-initiation process, the DCAPT chair shall invite the department chair as well as an advocate, selected by the candidate.

from among the CWRU faculty, to the meeting at which the self-initiated promotion or tenure award is discussed to provide the department chair and advocate with the opportunity to offer his or her perspectives. The advocate and department chair shall present separately and neither shall be present for the vote.

d. The paragraph above, however, shall not restrict department chairs from serving on an affiliated hospital's committee concerned with appointments, promotions, or tenure. Where department chairs serve on such committees, they may serve as the as described above and they may remain present during the discussion and voting, but in no case shall a department chair (or other committee member) cast a vote regarding the appointment, promotion, or tenure of a candidate whom she or he initiated for appointment, promotion, or tenure.

e. Department chairs have wide discretion to nominate faculty for service on the DCAPT, but the following principles should be observed. If at all possible, at least two-thirds of the committee should be composed of tenured faculty in the department at the rank of associate professor or professor. The DCAPT's membership should include both tenured and non-tenured faculty; each committee, with the exception of the Cleveland Clinic Lerner College of Medicine Committee (CCLCM), shall include at least three tenured faculty members, so tenure votes are not determined by only one or two voters. Preference shall be given to tenured faculty holding primary appointment in the department. Tenured faculty holding secondary appointment in the department ("tenured secondary faculty") may be appointed to the committee 1) in addition to all tenured faculty holding primary appointment in the department ("tenured primary faculty") in order to reach the minimum of three or 2) to exceed it, but in this case the number of tenured secondary faculty may not exceed the number of tenured primary faculty on the committee. Women and minority faculty should be represented if at all possible; adjunct and/or clinical faculty may be nominated for committee membership at the chair's discretion to vote on promotion of special faculty.

f. Department or affiliated hospital CAPTs shall review faculty holding or proposed for holding primary appointment in the department/affiliated hospital in order to make recommendations concerning 1) appointment, promotion, and/or award of tenure; 2) third and sixth year pretenure reviews for tenure track faculty; 3) concerning readiness for promotion for each full-time assistant and associate professor in the non-tenure track no later than six years after appointment or promotion to that rank and at least every six years thereafter; and 4) other actions as appropriate. Copies of reviews under 2) and 3) above shall be provided to the individual faculty member reviewed; copies of all reviews shall be provided to the dean's office.

g. DCAPT recommendations shall be made by the DCAPT chair (unless he or she is the candidate) after a vote by the DCAPT. The DCAPT chair shall convene a meeting for the purpose of voting, for which notification shall be made sufficiently in advance to allow those unable to

Commented [djc25]: All remaining changes (elimination of "combined achievement track" language, tenure advocate, CAPT changes, etc., were unanimously approved by central bylaws 7 28 15 or 8 11 15

attend to vote by written absentee vote. All members of the committee may participate in discussion of all recommendations for appointment, promotion, and tenure. On recommendations involving promotion, only faculty of rank equal to or superior to that being considered shall be eligible to vote. On recommendations involving tenure, only faculty with tenure shall vote. Recommendations shall require a majority (more than half) of those eligible to vote. In order for a recommendation to be made, at least three eligible committee members must cast a vote.

h. Affirmative recommendations for faculty appointments and all other recommendations from a DCAPT shall be communicated to the department chair by the DCAPT chair in a letter which records the numerical vote and reflects the deliberations of the DCAPT, pro and con. Before transmission, this letter shall be made available for inspection by the faculty members who participated in the vote. If a faculty member believes the letter to express inadequately the committee's deliberations, he or she may send independently to the DCAPT chair a statement of such opinion, which shall be appended to the committee's letter for higher reviews. The department chair shall forward the DCAPT recommendation letter to the dean and is expected to add his or her recommendation, which may or may not be the same as the DCAPT's recommendation, in a separate letter to the dean.

i. DCAPT meetings shall be conducted in confidence. All votes shall be conducted by written secret ballot and shall be tabulated by the committee secretary. Candidates shall not be present at committee meetings (or portions thereof) at which their candidacy is discussed and/or voted upon. Committee deliberations and votes are confidential and must not be discussed outside the committee with anyone, including the candidates.

j. Recommendations concerning appointment, promotion, and tenure shall be governed by the then-current Qualifications and Standards for Appointment, Promotion, and the Award of Tenure for Faculty Members in The School Of Medicine, Case Western Reserve University (Appendix I of the these Bylaws) and the relevant sections of the Faculty Handbook. Committee discussions shall be confined to matters relevant under the Standards and Qualifications. Specifically prohibited from discussion are such matters as gender, race, minority status, disability status, veterans status, and sexual orientation or marital/partner status.

4:3 Academic Department Chairs

a. Each academic department shall have an academic chair appointed by the president of the university on recommendation of the dean. In order to select candidates, the dean will appoint a search committee in consultation with Faculty Council, which shall normally be multi-departmental in composition, to provide a slate of candidates from which the selection will normally be made. The search committee shall include representation from the full-time faculty

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of the department in question. The department faculty representation shall consist of at least one full-time faculty member elected by the full-time faculty of that department. The search committee shall identify its membership to the academic department and indicate its ready availability, particularly that of the elected full-time departmental representative member(s) of the search committee, to receive suggestions, views and advice from interested individual department members or from the entire academic department throughout the search process. Verbal and/or written suggestions, views, and advice directed to any member of the search committee should be transmitted promptly to the whole search committee, unless specified otherwise by the departmental member offering such suggestions, views and advice.

All department chairs shall be selected in strict accordance with the university policy governing affirmative action.

The president will appoint acting or interim department chairs after receiving the recommendations of the dean. Before making recommendations, the dean ~~is requested to~~ shall seek the advice of a committee consisting of the Steering Committee of the Faculty Council and the Faculty Council representative from the department for which an acting or interim chair is to be appointed. When a member of the Steering Committee or the Faculty Council representative is a candidate for acting or interim department chair, the chair of the Faculty Council shall designate an alternate member from the department to serve on the advisory committee. The advisory committee shall identify expeditiously its membership to the academic department and indicate its ready availability, particularly that of the representative from the department, to receive suggestions, views and advice from interested individual department members or from the entire academic department. Verbal and/or written suggestions, views and advice directed to any member of the advisory committee should be transmitted promptly to the whole advisory committee, unless specified otherwise by the departmental member offering such suggestions, views and advice. This process shall take place as expeditiously as possible before the advisory committee makes its recommendations to the dean.

b. Each department chair or head of a division with departmental status or an appropriate designee shall meet annually with each full-time faculty member to review performance and to set future goals. The department chair or the appropriate designee shall then provide a written summary of each evaluation to the faculty member, with a copy provided to the dean. For departments that choose to use the Faculty Activity Summary Form (FASF), any changes to that form must be approved by Faculty Council prior to their incorporation into the document.

c. The chair of an academic department may reside at the School of Medicine or at any one of its affiliated institutions.

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d. Any individual service of an established academic department in an affiliated teaching institution may petition the Faculty of Medicine for independent status as a separate academic department, autonomously representing the academic discipline. The chair of each such independently established academic department shall be selected in accordance with section 4:3a and appointed by the president on recommendation of the dean. The dean is requested to seek the advice of the Steering Committee and elected departmental member(s), as outlined in article 4:3a, before making recommendations to the president.

e. All chairs of academic departments and all directors of individual services of affiliated institutions within a single discipline should meet regularly to coordinate their university-related functions.

f. At least once a year, the Department Chair will call a meeting of their faculty for the purpose of identifying and defining issues pertinent to the mission of the Department.

4:4 Establishment and Discontinuance of Academic Departments

Petitions to establish or discontinue academic departments shall be presented to the Faculty Council. Such petitions shall include the rationale for the change. Recommendations of the Faculty Council for establishment or discontinuance shall be referred to the University Faculty Senate, upon approval of the dean.

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4:5 Review of Academic Departments

Periodic review of each department by persons external to the department is important for evaluation of the functioning of that department by the faculty and the dean. A committee appointed by the dean shall review each academic department at intervals no greater than 10 years. The review committee shall include at least one outside consultant. The dean shall transmit the review committee's report and recommendations to the chair of the Faculty Council. Departmental faculty shall be provided with an executive summary.

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4:6 The Department of Biomedical Engineering

The Department of Biomedical Engineering is currently unique among the departments. Created by action of the Board of Trustees in 1968, it is a single department jointly based in the School of Medicine and the School of Engineering. The department chair will designate each faculty member, at the time of initial appointment, as being principally based in the School of Medicine or the School of Engineering. The principal designation will determine which School's pretenure period and which School's process and qualifications and standards for appointment, promotion, and award of tenure shall govern the appointment. In other respects, faculty in the

department shall enjoy the rights and privileges and duties and responsibilities of faculty in both Schools.

ARTICLE 5 – FACULTY APPOINTMENTS, PROMOTION, AND GRANTING OF TENURE

5.1: Classification of Appointments

An appointment shall be classified as initial, renewal, or continuing (for appointments with tenure or for appointments past the first year of several year terms).

An appointment shall be classified as full-time or part time. Eligibility for appointment or reappointment to the full-time faculty is subject to approval by the dean and requires that (1) 50% or more time be devoted to approved academic activities and (2) the academic activities must be conducted at an approved site. If 50% or more of compensation is paid through the university, the full-time faculty member is eligible for fringe benefits.

An appointment shall be classified by academic title and whether the appointment is (a) with tenure, (b) without tenure but leading to tenure consideration (tenure-track), (c) without tenure and not leading to tenure consideration (non-tenure track, ~~known within the School of Medicine as the combined achievement track~~); or (d) special, which will include the prefix adjunct, clinical, visiting, or emeritus. If the appointment leads to consideration for tenure, the appointment letter shall specify clearly the academic year in which this consideration will become mandatory. With regard to special faculty appointments, adjunct appointments usually refer to part-time faculty members devoting their time to research and/or teaching in the basic science departments. Clinical appointments usually refer to faculty members devoting their time to patient care and teaching. Visiting faculty appointments are issued for specified terms of one year or less than one year and can be full- or part-time. Special faculty are not eligible for tenure.

The dean of the School of Medicine and the provost of the university must approve available tenured or tenure track slots. The School of Medicine is exempt from the Faculty Handbook ruling that the majority of the members of each constituent faculty must be tenured or on the tenure track (Chapter 2, Article I, Sec. D, p. 15), as approved by the University Faculty Senate and the provost (January, 2004).

If the appointment applies to more than one constituent faculty, or department, or to an administrative office as well as an academic unit, the appointment may be identified either (1) as a primary-secondary appointment or (2) as a joint appointment. For a primary-secondary appointment arrangement, one constituent faculty or department shall be identified as the primary appointment and the other as secondary. Responsibility for the initiation of consideration of re-appointment, promotion, award of tenure, or termination shall rest with the

primary unit. Faculty with joint appointments have full rights as a faculty member in both constituent faculties or departments. The notice of appointment shall be issued jointly by the two constituent faculties or departments. Consideration of appointment, reappointment, promotion, and/or tenure for joint appointment arrangements shall be as described in the Faculty Handbook sections pertaining to such appointments.

5.2: Terms of Appointment

Appointments with tenure shall be of unlimited duration until retirement, subject only to termination for just cause (see below). Tenure-track appointments shall normally be made for a term of one to five years and may be renewed until the end of the pre-tenure period. Non-tenure eligible ~~“combined achievement track track”~~ appointments are renewable and shall normally be made for a term of one to five years. Special appointments shall be made for terms of one year or less.

Commented [DJC31]: all “combined achievement track” deletions approved.

5.3: Academic Freedom

Academic freedom is a right of all members of the Faculty of Medicine, and applies to university activities, including teaching and research. Specifically, each faculty member may consider in his or her classes any topic relevant to the subject matter of the course as defined by the appropriate educational unit. Each faculty member is entitled to full freedom of scholarly investigation and publication of his or her findings.

5.4 Tenure

The basic purpose of tenure is to provide the assurance of academic freedom throughout the university. Another important purpose of tenure is to attract and retain outstanding faculty through continued commitment of the university to these faculty members. Tenured faculty members are protected explicitly against dismissal or disciplinary action because their views are unpopular or contrary to the views of others. Non-tenure-eligible ~~“combined achievement track”~~ colleagues shall derive protection by general extension of these principles of academic freedom.

When awarded, academic tenure rests at the constituent faculty level.

The award of academic tenure to a faculty member is a career commitment that grants that faculty member the right to retain his or her appointment without term until retirement. The appointment of a tenured faculty member may be terminated only for just cause. In the event that a tenured faculty member's school, department or other unit of the university in which the faculty member's appointment rests is closed or reduced in size, the university shall make all reasonable attempts to provide a tenured faculty member with an appointment of unlimited duration until retirement.

Examples of just cause for the termination of any faculty member (tenured, tenure track, non-tenure eligible ~~“combined achievement track,”~~ or special) include (a) grave misconduct or serious neglect of academic or professional responsibilities as defined through a fair hearing; (b) educational considerations as determined by a majority vote of the entire constituent faculty of the affected individual which lead to the closing of the academic unit of the university or a part thereof in which the faculty member has a primary appointment; and (c) financial exigent circumstances that force the university to reduce the size of a constituent faculty in which the faculty member has a primary appointment.

A tenured faculty member may be terminated for financial exigent circumstances only after all faculty members who are not tenured in that constituent faculty have been terminated in the order determined by the dean of the School of Medicine in consultation with the department chairs, the Faculty Council and other faculty members.

5.5: The Pretenure Period

The pretenure period in the School of Medicine is nine years. Each faculty member whose appointment leads to tenure consideration shall be considered for tenure no later than in the ninth year after the date of initial appointment at the rank of assistant professor or higher.

A faculty member in the tenure track may request extensions to the pretenure period. The extensions may be (1) requested by exceptionally worthy candidates in the event of unusual constraints in the university, or part or parts thereof, which would prevent tenure award at the end of the normal period; or (2) requested for the purpose of compensating special earlier circumstances disadvantageous to a candidate's tenure consideration (such as serious illness, family emergency, maternity, or extraordinary teaching or administrative assignments); or (3) upon written request by the faculty member within one year after each live birth or after each adoption, an extension of up to one year shall be granted by the provost to any faculty member who will be the primary care giving parent. Extensions should be requested as soon after the occurrence of the relevant circumstances as practicable, ordinarily not later than one year prior to the normally scheduled expiration of the pretenure period. Extensions requested under (1) or (2) above require request by the faculty member, review and a recommendation by the department's committee on appointments, promotions, and tenure, the department chair, and the dean, and approval by the provost. Pretenure extensions may not be used to defer tenure consideration of a faculty member more than three years beyond the normal pretenure period except for extensions made under (3) above.

For faculty members whose tenure consideration has not produced tenure award during the pretenure period, further appointment is normally restricted to one year. In exceptional

cases, individuals who failed to receive tenure may be appointed in the non-tenure eligible ~~“combined achievement track”~~ track on recommendation of the department Committee on Appointments, Promotions, and Tenure, the department chair, the Committee on Appointments, Promotions and Tenure of the School of Medicine, the dean of the School of Medicine, and the approval of the provost. Such appointments are contingent upon full financial support from non-university sources.

The number, nature, and duration of pretenure period extensions made to an individual faculty member's pretenure period shall not be considered by the CAPT when reviewing that faculty member for award of tenure or promotion.

5.6: Qualifications for Appointments, Promotions and Granting of Tenure

Qualifications and standards for faculty appointments, reappointments, promotions, and granting of tenure shall be generally as stated in the Faculty Handbook of Case Western Reserve University. Specific qualifications and standards applying to the School of Medicine shall be determined by the Faculty of Medicine and appended to these bylaws. These qualifications and standards shall be reviewed every five years by the Faculty Council. The dean shall make the text of the current qualifications and standards available to all junior and newly appointed faculty members.

5.7: Tenure Guarantee

Award of tenure for faculty based in the School of Medicine should be accompanied by a base salary guaranteed by the School of Medicine that will be equal for faculty in the school's basic science and clinical science departments. The amount of the guarantee and its financial support are currently under discussion.

5.8: Rolling Appointments for Non-Tenure Track/~~Combined Achievement Track~~ Professors

Upon nomination by the department chair and with the consent of the dean, faculty members at the rank of professor in the non-tenure track ~~“referred to within the School of Medicine as the “combined achievement track,”~~ with primary appointments in either a clinical or basic science department will be eligible to receive a rolling appointment contract of up to five years in duration accompanied by a salary guarantee for the period of appointment, equal in amount (but not duration) to that guaranteed to tenured professors. A rolling three-year appointment, for example, is a multiple-year appointment that differs from a multiple-three-year fixed term appointment in that, pending satisfactory performance and financial circumstances as determined by the chair and the dean, the appointment is renewed each year for the following three years. Financial support for rolling contracts is to be provided by the School of Medicine

with the understanding that, prior to making the rolling commitment, the school would have the opportunity to enlist support from the appropriate hospital, clinical practice plan, or other appropriate entity to underwrite the guarantee.

5.9: Consideration of Recommendations for Appointments, Promotions and Granting of Tenure

a. Full-Time Faculty

The dean shall submit recommendations for appointments and promotions to the ranks of associate professor and professor and the granting of tenure concerning full-time faculty with primary appointments based in the departments of the School of Medicine (including those faculty in the Department of Biomedical Engineering with appointments principally based in the School of Medicine) given him or her by the department chairs or other persons as designated by the dean or initiated by other means as outlined in the Faculty Handbook of Case Western Reserve University, Chapter 3.I.1, to the Committee on Appointments, Promotions and Tenure of the School of Medicine. This committee shall consider the documented evidence relating to each candidate and, following the qualifications and standards set forth in Exhibit I to these Bylaws, shall report its affirmative and negative recommendations to the Steering Committee of the Faculty Council. Each recommendation shall also be reported promptly to the academic chair of the candidate's department. The candidate shall be informed by the academic chair of the committee's recommendation. The academic chair or other nominator may appeal a negative recommendation by notifying the chair of the Committee on Appointments, Promotions, and Tenure of the School of Medicine. Appeals may be made in writing or in person. Written documentation of the appeal and the response of the Committee on Appointments, Promotions, and Tenure must be appended to the candidate's file. In the event that the appeal to the Committee on Appointments, Promotions and Tenure is not successful, the academic chair or other nominator or the affected faculty member may bring to the attention of the Steering Committee of the Faculty Council, through a detailed, written submission, any alleged errors in procedure or non-adherence to the current published guidelines for appointments, promotions and tenure. The Steering Committee of The Faculty Council may investigate the allegations to the extent that it deems appropriate, may review all other candidates' files as it deems necessary, and may request the appearance of persons with knowledge of current and prior procedures and policies of the CAPT. A written report of the results of any investigation by the Steering Committee shall be appended to the candidate's file. All files will be forwarded to the dean after the Committee on Appointments, Promotions and Tenure, and, if applicable, the Steering Committee of the Faculty Council have discharged their responsibilities as specified above. The dean shall transmit the file, with added comments if desired, to the president of the university; for informational purposes, the dean will also provide the Dean of the Case School of

Engineering with complete copies of the files of candidates in the Department of Biomedical Engineering with appointments principally based in the School of Medicine.

b. Special Faculty Appointments and Promotions

Special faculty appointments and promotions modified by the prefix adjunct, clinical, or visiting shall be recommended by the department chair and may be granted by the dean. For these clinical and adjunct appointments and promotions at the ranks of assistant professor, associate professor, and professor, the dean shall, prior to reaching a decision, also consider the recommendation of the department's committee on appointments, promotions, and tenure. The dean shall also consider letters of reference concerning the appointment and promotion of faculty to the ranks of clinical and adjunct associate professor and clinical and adjunct professor. For all ranks of clinical and adjunct faculty appointments and promotions in the division of general medical sciences, the dean shall, prior to reaching a decision, also consider the recommendation of the division's committee on appointments, promotions, and tenure. This paragraph will govern special faculty appointments and promotions for faculty in the department of biomedical engineering with appointments principally based in the School of Medicine. The dean shall inform the Dean of Case School of Engineering of any such appointments and promotions.

c. Secondary Appointments and Promotions

Secondary appointments at all ranks shall be recommended by the chair of the secondary department, require the concurrence of the primary department chair, and may be made at the discretion of the dean. Secondary appointment promotions shall be recommended by the secondary department chair and may be made at the discretion of the dean. For secondary appointments and promotions in the division of general medical sciences, the dean shall, prior to reaching a decision, also consider the recommendation of the divisions committee on appointments, promotions, and tenure. This paragraph will govern secondary appointments in the department of biomedical engineering principally based in the School of Medicine and promotions of faculty holding such secondary appointments. The dean shall inform the Dean of Case School of Engineering of any such appointments and promotions.

5.10: The Committee on Appointments Promotions and Tenure

a. The Committee on Appointments, Promotions and Tenure shall be a standing committee of the faculty and shall consist of ~~sixteen-twenty-four~~ full-time faculty members. ~~Ten-Eighteen~~ members shall be elected by the full-time faculty and six members shall be appointed by the dean. ~~The associate dean for~~A representative ~~D~~dean from faculty affairs shall also be a member of this committee, ex officio and without vote. Department chairs are not eligible to serve on this committee. ~~Eight-Ten~~ of the committee members shall have the rank of tenured professor; ~~ten-five~~ shall be professors in the non-tenure track; and ~~four-three~~ shall be tenured

Commented [DJC32]: Changed approved by central bylaws.

associate professors. The elected committee members shall include ~~six-nine~~ faculty members with primary appointment in clinical science departments and ~~four-nine~~ with primary appointment in basic science departments; the appointed members shall include four from clinical science departments and two from basic science departments. In each election all reasonable effort will be taken to have the number of nominees be at least twice the number of positions to be filled. Members will be elected or appointed for three-year terms. These terms shall be staggered for the full-time faculty members. Committee members may serve only two consecutive three-year terms but subsequently may be reelected or reappointed after an absence of one year. The quorum for conducting the business of the Committee on Appointments, Promotion and Tenure shall be ~~ten-twelve~~ members present for discussion of which eight must have voting privileges. On recommendations for appointment as or promotion to associate professor, all committee members are eligible to vote; on recommendations for appointment as or promotion to professor, faculty committee members who are tenured professors and non-tenure track/~~combined-achievement track~~ professors are eligible to vote; on recommendations to award tenure, tenured committee members are eligible to vote. Committee members may be present for discussion but are not eligible to vote regarding candidates for primary appointment, promotion, or award of tenure in the committee member's own department of primary appointment. The committee will be led by two co-chairs, each of whom shall serve a one-year term, appointed by the chair of Faculty Council in consultation with the dean of the School of Medicine. The co-chairs may be selected from either the elected or appointed members of the committee. The chair of Faculty Council, in consultation with the dean of the School of Medicine, each year shall also appoint two co-chairs elect, to serve the following year as the committee's co-chairs. At each committee meeting, at least one of the co-chairs must be in attendance.

b. The standards for appointment, promotion, and granting of tenure determined by the faculty shall be considered by the committee when evaluating candidates under review.

c. The CAPT shall review and make recommendations concerning all appointments as or promotions to the ranks of associate professor or professor and the award of tenure.

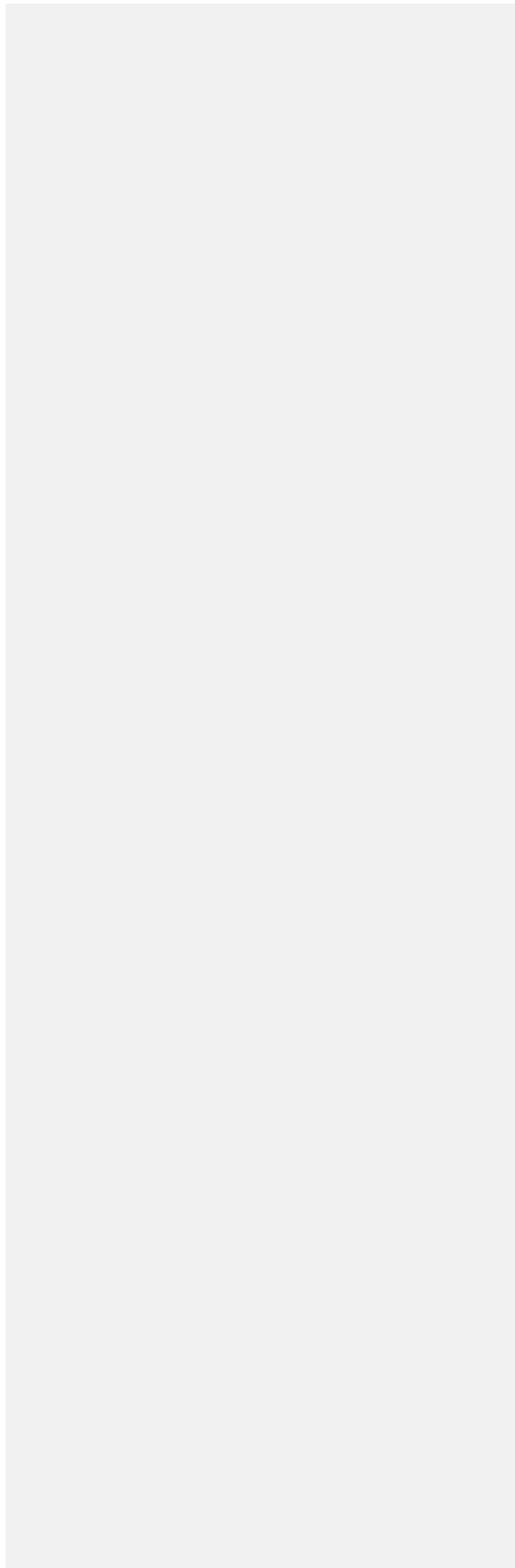
5.11 Sabbatical and Special Sabbatical Leaves

The purpose of and conditions for sabbatical leaves are discussed in the Faculty Handbook, Chapter 3, II A. The conditions are based on the premise that the faculty member requesting a sabbatical leave is tenured. A sabbatical leave may be requested by a faculty member and, based upon all factors including the specific study proposal and subsequent recommendations by the department chair, the Faculty Council Steering Committee, and the dean, may be granted by the president. In cases of tenure track and non-tenure track/~~combined-achievement track~~ or special faculty, special sabbatical leaves may be recommended as well, at

the discretion of the dean. However, such leaves may not necessarily incur the obligation of university or School of Medicine financial support. For faculty with tenure track, non-tenure-track/~~combined achievement track~~ and special appointments, the provost shall specify whether the leave period is to be counted as part of the pretenure or pre-promotion period, as the case may be.

ARTICLE 6 - AMENDMENT OF THE BYLAWS

An amendment of the bylaws may be proposed by majority vote of the Faculty Council, by the dean, or by written petition of 20 or more faculty members. Proposed amendments will be submitted to the secretary of the Faculty Council and ordinarily will be considered by the Faculty Council within the same academic year if submitted prior to April 1 of that year. The proposed amendments and the recommendations of the Faculty Council will then be sent by mail to full-time members of the faculty and may be discussed at a regularly scheduled meeting of the faculty held at least four weeks after the mailing. During discussion of proposed amendments at a faculty meeting, non-substantive changes in the proposed amendments may be made by majority vote. The vote on any proposed amendment shall be by mail ballot of the full-time faculty. Approval shall require an affirmative vote by a majority of those faculty members returning ballots. At least three weeks shall be allowed between the mailing of ballots and the determination of election results. The Faculty Council shall review the bylaws at least once every five years and shall propose amendments as desired to the faculty.



Provost's Commission on the Undergraduate Experience

Provost William A. "Bud" Baeslack III
Professor Kimberly Emmons

January 21, 2016

Provost's Commission on the Undergraduate Experience

A Call to Action

- CWRU's Strategic Plan calls for assessing and improving undergraduate education and the residential campus experience.
- The Provost's Commission on the Undergraduate Experience (CUE) is the faculty-led effort to advance these aspects of CWRU's Strategic Plan.
- The work of the CUE is expected to establish the paths forward for undergraduate education at CWRU for the next several years.

Provost's Commission on the Undergraduate Experience

Responsibilities and Expectations

- Formulate recommendations to strengthen the overall value, reputation and desirability of CWRU's undergraduate experience.
- Develop proposals for advancing the quality and excellence of CWRU's academic offerings and undergraduate student experience through forward-looking, creative approaches.
- Identify and prioritize approaches that enhance the appeal of the undergraduate experience and University and our competitiveness in attracting outstanding, diverse undergraduate students.
- Provide guidance for major investments in undergraduate education.

Provost's Commission on the Undergraduate Experience

Membership

- CAS: Kimberly Emmons (Chair), Jerrold Scott, Lee Thompson, Blanton Tolbert
- CSE: Daniel Lacks, Frank Merat
- NUR: Amy Bieda
- WSOM: Robin Dubin
- SOM: Hope Barkoukis
- Support Areas: Richard Bischoff (Enrollment Management), David Fleshler (International Affairs), Susan Nickel-Schindewolf (Student Affairs), Jeffrey Wolcowitz (Undergraduate Studies)
- Student Representation: TBD

(Note: Members were selected by the Provost with input from the Deans.)

- Administrative Resources: Donald Feke, Victoria Wright

Provost's Commission on the Undergraduate Experience

The CUE charge includes three primary tasks:

- Develop and articulate a philosophy for advancing CWRU's undergraduate experience including SAGES and general education requirements.
- Explore how CWRU's residential campus environment could better support learning and provide a more intellectually vibrant experience for undergraduates.
- Engage with consultants from the Art & Science Group LLC as they help CWRU to understand external perceptions about CWRU's undergraduate programs and how any changes that may be implemented would be perceived.

Provost's Commission on the Undergraduate Experience

Logistics

- The CUE reports to and functions in an advisory capacity to the Provost.
- Work will be completed over an approximately two-year period. CUE will submit a final comprehensive report along with interim reports and recommendations.
- Curricular changes and/or new or revised policies will follow standard faculty review and academic governance approval processes.
- CUE may form and oversee subgroups or working committees.

Provost's Commission on the Undergraduate Experience

Future questions and comments may be directed to:

pcue@case.edu