

Faculty Senate Meeting
Tuesday, January 30, 2018
3:30p.m. – 5:30p.m., Toepfer Room, Adelbert Hall,

3:30 p.m.	Approval of Minutes from the December 11, 2017, Faculty Senate Meeting, <i>attachment</i>	Juscelino Colares
3:35 p.m.	President and Provost's Announcements	Barbara Snyder Bud Baeslack
3:40 p.m.	Minor in African and African-American Studies, <i>attachment</i>	Joy Bostic
3:45p.m.	Chair's Announcements	Juscelino Colares
3:50 p.m.	Report from the Executive Committee	Cynthia Beall
3:55 p.m.	Secretary of the Corporation Report, <i>attachment</i>	Juscelino Colares
4:00 p.m.	Proposed Revisions to SOM By-Laws, <i>attachment</i>	Kenneth Ledford
4:10 p.m.	Proposed Revisions to MSASS By-Laws, <i>attachment</i>	Kenneth Ledford
4:20 p.m.	Refresh of Academic Integrity Policy, <i>attachment</i>	Gary Chottiner Jeffrey Wolcowitz
4:30 p.m.	Faculty Credentials Policy, <i>attachment</i>	Christine Cano
4:40 p.m.	Clarification of Library Program Review Process	Juscelino Colares
4:50 p.m.	Report from OIDEO, <i>attachment</i>	Marilyn Mobley
5:05 p.m.	CUE Update	Kimberly Emmons



Faculty Senate

Faculty Senate Meeting
Tuesday, January 30, 2018
3:30 pm to 5:30 pm
Adelbert Hall, Toepfer Room

Members Present

Rohan Akolkar
Amy Backus
Bud Baeslack
Cynthia Beall
Christine Cano
Gary Chottiner
Juscelino Colares
Simone Dekker
Evelyn Duffy
Kimberly Emmons
Steven Eppell
Archishman Ghosh
Sahil Gulati
Peter Harte

Steven Hauck
Susan Hinze
Paul Iversen
Sudha Iyengar
Kathleen Kash
Thomas J. Kelley
Kenneth Ledford
Gerald Mahoney
Anne Matthews
Maureen McEnery
William Merrick
David Miller
Susan Painter
Andrew Pollis

Roger Quinn
Renato Roperto
R. Mohan Sankaran
Beverly Saylor
William P. Schilling
Peter Shulman
Barbara Snyder
Usha Stiefel
Ibrahim Tulunoglu
Dustin Tyler
Rebecca Weiss
Chris Winkleman
Jo Ann Wise

Members Absent

Harihara Baskaran
Karen Beckwith
Leon Blazey
Matthias Buck
Bo Carlsson
Christopher Cullis
Lisa Damato
Steve Feldman

Ruth A. Keri
Ahmad M. Khalil
Paul MacDonald
Thomas Montagnese
Leena Palomo
Aaron Perzanowski
Andres Pinto
Dana Prince

Vasu Ramanujan
Glenn Starkman
Robert Strassfeld
Ali Syed
Valerie Boebel Toly
Joachim Voss

Others Present

Amy Backus
Kathleen Blazar
Jonathan Carlson
David Fleshler

Arnold Hirshon
Jennifer Scharf-Deering
Dean Patterson
John Sideras

Jeff Wolcowitz
Sue Workman
Victoria Wright



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Call to Order

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

Approval of Minutes

The Senate approved the minutes from the December 11th, 2017 Faculty Senate meeting.

Attachment

President's Announcements

The President reported on a \$1.75 million grant from the Cleveland Foundation to CWRU and Cleveland State University to assist the two institutions in the establishment of an Internet of Things collaborative. She also reported that Nikole Hannah-Jones, New York Times Magazine Staff Writer and 2017 MacArthur Fellow, was the keynote speaker at the MLK Convocation on January 19th. Also, Dr. Marilyn Mobley, Vice President, Inclusion, Diversity and Equal Opportunity, released the 2017 Annual Diversity Report at the Convocation.

The President reported that the university's annual report for the 2016-17 academic year, *Behind the Story*, has been released. It is available in hard copy or online.

Provost's Announcements

The Provost reported that feedback on the CUE recommendations has been received from all of the UPF schools with the exception of the CAS which should submit their comments by the end of the day. FSCUE will work with Professor Kimberly Emmons, chair of the CUE, to determine how to proceed.

Minor in African and African-American Studies

Professor Joy Bostic (CAS) presented a proposal for a Minor in African and African-American Studies. The minor is sponsored by the Religious Studies Department in the College of Arts and Sciences and was developed in response to the #webelonghere movement on campus. The Office of Inclusion, Diversity and Equal Opportunity is a co-sponsor of the new minor. There is strong support for this program in the College and the sponsors believe that the creation of the minor will help with minority student and faculty recruitment. Prof. Bostic will serve as the inaugural director and they will be recruiting an African-American history professor to teach in the program. There was a question about the absence of a Library Resource Assessment Report that is required to be submitted with proposals for new programs. Prof. Colares explained that since there had been some confusion over whether the requirement applied to undergraduate majors and minors, the sponsors of the minor have been exempted from fulfilling this requirement. The Faculty Senate voted to approve the minor, with two dissenting votes.

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Chair's Announcements

Prof. Colares made the following announcements:

1. **University Faculty Vote on Amendments to Senate Membership:**

The latest amendment to the membership provision of the Faculty Handbook was approved by a vote of the University Faculty and, subsequently, by the Board of Trustees. The amendment provides for seats in the Senate for: (a) one graduate student (which reflects the merger of the Graduate Student Senate and the Professional Student Association into the Graduate Student Council); and (b) one post-doctoral fellow or Scholar. Both graduate student and post-doctoral fellow or scholar are voting members of the Senate.

2. **Weatherhead School of Business Allocated Two More Senators:**

The number of voting members of the University Faculty with appointments in the Weatherhead School now exceeds 70, and under the apportionment rules of the Faculty Handbook, the school is entitled to 5 senators as opposed to 3, their current allocation. The school is in the process of electing two new senators as well as temporary replacements for 2 current senators who are on leave/sabbatical this semester.

3. **Library Resource Review Process Update:**

Last academic year, the Faculty Senate Committee on University Libraries (FSCUL) recommended, and this body approved, a resolution requiring all new degree programs, new certificate programs and previously registered programs undergoing changes to submit a "Library Resource Assessment Report" in their approval process before the Senate Graduate Studies Committee or Executive Committee. These are to describe the adequacy of library holdings and services to the academic requirement of the program seeking approval.

At the December meeting, senators and others present were asked to inform their schools that the Senate will no longer approve program proposals or covered program changes that fail to provide the required assessment of whether library resources are commensurate with proposed program needs. The applicability of this requirement to new undergraduate programs was not discussed by the Executive Committee nor during this body's deliberations, but the language of the policy appeared broad enough to include undergraduate program proposals. At the December Senate meeting, a couple of senators asked if the policy applied to undergraduate programs.



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The issue was returned to the Executive Committee for discussion. At that meeting, FSCUL Chair, Prof. Iversen and another member clarified that the first bullet in the 4th paragraph of the policy, which states that the policy applies to "new degree programs" includes undergraduate majors and minors. They also indicated that the template attached to the policy provides a box, titled "undergraduate programs." All members present agreed that the policy requiring a Library Resource Assessment Report with every program applies equally to undergraduate and graduate programs.

4. **Comprehensive Review of Libraries Update:**

At the Executive Committee meeting, President Snyder and Prof. Iversen also clarified that the library review authorized by this body last year will be comprehensive (i.e., include all CWRU libraries), including the Health Sciences Library. The review will not include the Cleveland Clinic Library. The administration also informed they will be hiring consultants to consider how all CWRU libraries can best collaborate.

5. **Diversity 360^o Training:**

New and veteran senators should undergo Diversity 360^o training, if they haven't already done so. To find out when new training opportunities are available and to register please see the website for the Office of Inclusion, Diversity and Equal Opportunity.

5. **Faculty Climate Survey:**

This is a reminder that senators should complete the Faculty Climate Survey at the link provided in the email sent by the Provost. The deadline is the last day of February. The results are IRB-secured and held in confidence. Colleagues should be reminded also.

6. **Senate Reception Following Next Meeting:**

The spring semester reception will take place after the Tuesday, February 27 Faculty Senate meeting. All present are invited to attend.

Report from the Executive Committee

Professor Cynthia Beall, vice chair of the Senate, reported on items from the January 16th Executive Committee meeting:

1. **Human Research Protection Policy-** Suzanne Rivera, Vice President for Research, presented her proposed revisions to the Human Research Protection Policy with modifications suggested by the Faculty Senate Committee on Research. The Executive Committee voted to forward the policy with all revisions to the Senate By-Laws Committee, and further agreed that, if the By-Laws Committee did not make any



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substantive changes, the policy could be included on the agenda for today's Faculty Senate meeting. Sue Rivera is unable to attend the meeting today, so the policy will be considered at a later Faculty Senate meeting.

2. Report from the *Ad Hoc* Committee to Study the Bias Reporting System

The ad Hoc Committee was established last semester and charged with reviewing the university's Bias Reporting System. The committee presented its report and recommendations. The Executive Committee approved the report and its recommendations and asked members of the committee to present the approved report to the Faculty Senate Committees on Faculty Personnel and Minority Affairs. The report will be considered by the Faculty Senate at a later meeting.

3. Resolution on the University Budget Committee (UBC) Reallocation Proposal brought by the College of Arts and Sciences' Executive Committee

Susanne Veas-Gulani, chair of the College of Arts and Sciences' Executive Committee, presented a resolution from that committee on proposed reallocation rules from the University Budget Committee. The resolution calls for a review of the proposed changes in the rules by the appropriate Senate committees and eventually by the Faculty Senate. The Provost said that the plan had been for the Senate Finance Committee to review the proposal. The request by the College of Arts and Sciences and the Provost's plan coincided exactly. The Executive Committee voted to forward the policy to the Faculty Senate Finance Committee for discussion.

4. Faculty Senate Committee on Information and Communication Technology Report

Professor Steve Hauck, chair of the Faculty Senate Committee on Information and Communication Technology, reported on current committee business. It provided input on 1. the decommissioning of Blackboard and processes for retaining the data and records still on the system, 2. a Faculty Information System that will allow the Provost's office to track faculty scholarly activities, and 3. the expansion of the university's two factor authentication system.

Secretary of the Corporation Report

There were no questions on the Secretary of the Corporation Report that was posted to the Senate Google site prior to the meeting. *Attachment*

Proposed Revisions to SOM By-Laws

Professor Kenneth Ledford, chair of the Faculty Senate By-laws Committee, presented proposed revisions to the School of Medicine By-Laws (Articles 2, 3, 4 and 6). The Senate By-Laws Committee reviewed the proposed revisions and found them to be in conformity with the



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Faculty Handbook. The most significant revision pertains to new section 4.7. That section recognizes and describes the SOM Division of General Medical Sciences. The phrase “divisions with the status of departments” has been removed from the By-Laws. The Faculty Senate voted to approve the proposed revisions. *Attachment*

Proposed Revisions to MSASS By-Laws

Prof. Ledford presented proposed revisions to the MSASS By-Laws and Appendix A (standards for appointments, promotions and tenure). A significant portion of the revisions relate to the school’s name change from the Mandel School of Applied Social Sciences to the Jack, Joseph and Morton Mandel School of Applied Social Sciences. A member of the Senate asked about a new provision that allows specified categories of special faculty including Research and Clinical Special Faculty to vote on particular matters coming before the Mandel School faculty, with prior approval of the voting faculty. Professor Gerald Mahoney (MSASS) said that in the course of an MSASS faculty meeting, a motion can be made to permit special faculty to vote on issues that affect them. Prof. Ledford said that while this is not a common provision among school By-Laws, the By-Laws Committee did not find it in violation of the Faculty Handbook. The Faculty Senate voted to approve the proposed revisions with two dissenting votes. *Attachment*

Refresh of Academic Integrity Policy

Professor Gary Chottiner, chair of FSCUE, and Jeffrey Wolcowitz, Dean of Undergraduate Studies, reported that FSCUE had approved a “refresh” of the undergraduate academic integrity policy. The policy was adopted in 2002 and was reviewed during the 2016-17 academic year, not to make substantial revisions but to update it after 15 years of implementation. The policy refresh consists of recommendations from the Office of Undergraduate Studies and the Office of Student Conduct & Community Standards. The refresh was approved by FSCUE with input from the Senate Committee on Faculty Personnel. Substantive changes to the policy include setting standards for when a hearing may go forward if a member of the panel is absent; clarification that a student may not receive a more severe penalty by pursuing his/her right to a hearing; and shifting the decision-making on a violation reported after the student graduates, from the Office of Student Conduct & Community Standards to the Office of Undergraduate Studies (since the decision may impact a degree award). Professor Christine Cano, chair of the Personnel Committee, made a friendly amendment for a revision that had been discussed by the Personnel Committee. The proposed amendment was to add the words “in writing” in the following sentence located in the seventh paragraph under the heading Academic Integrity Policy: “Should the Panel find the student not responsible for a suspected violation, the faculty member and the student will be informed in writing, in a timely manner, of the Panel’s finding and of the reasoning behind the Panel’s decision.” Prof. Chottiner said that FSCUE supports this revision. The motion was seconded and approved by the Senate. The Senate voted to approve the Academic Integrity policy refresh. *Attachment*



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Faculty Credentials Policy

Professor Christine Cano, chair of the Faculty Senate Committee on Faculty Personnel, presented a policy that is now commonly referred to as the Faculty Qualifications Policy. An ad hoc Committee created through the Provost's office had drafted the policy which was reviewed by the Deans and adopted as an interim policy until it could be reviewed by the Faculty Senate. The policy was reviewed by the Executive Committee and referred to the Personnel Committee for consideration. The Executive Committee reviewed revisions proposed by the Personnel Committee at its November 13th meeting, and the Committee voted to include the policy on the agenda for the November Faculty Senate meeting. Following the November Executive Committee meeting, further revisions were suggested and subsequently made to clarify the scope and intent of the policy. The Executive Committee reviewed the policies at the January 16th meeting and voted to include it on the agenda for the Senate meeting. The Faculty Senate voted to endorse the policy. *Attachment*

Clarification of Library Program Review Process

This item was discussed during the Chair's announcements.

Report from OIDEO

Dr. Marilyn Mobley gave a report from the Office of Inclusion, Diversity and Equal Opportunity. She reported on diversity among faculty, staff and students at the university. There has been no change in diversity from 2015 to the present among faculty, staff and students and no change in female faculty as a percent of full-time faculty.

Dr. Mobley said that it is crucial to attract minority candidates for faculty positions. Training sessions on interrupting bias in faculty searches are offered twice monthly through the OIDEO office and all faculty are encouraged to participate. During the 2016-17 academic year, 3 searches had to be stopped due to a lack of diversity in the applicant pool or because of irregularities in the hiring process. Dr. Mobley discussed recommendations to affect change in minority faculty hiring, including designating faculty diversity leaders in each school, following through on diversity from candidate pool to applicant pool, and including diversity advocates and allies on search committees.

A member of the Senate asked about information presented on the 2014 campus climate survey showing 47% of faculty satisfied with the ratio of female to male faculty members. The member asked for a breakdown by discipline and department. Another member asked if there was data on the specific reasons why faculty leave the university and a suggestion was made that the implicit bias training include information on diversity initiatives at the university that

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can be shared with candidates for faculty positions. Dr. Mobley said that all candidates for these positions should be encouraged to visit the OIDEO office to meet with staff. *Attachment*

CUE Update

Professor Kimberly Emmons, chair of the Commission on the Undergraduate Experience (CUE) reiterated that the deadline for feedback on the CUE recommendations is today, and that she will be working with FSCUE to decide on next steps. *Attachment*

The meeting was adjourned at 5:00pm.

CWRU Action Form for Majors/Minors/Programs/Sequences/Degrees
(instructions on back)

Docket # _____

College/School: CAS
Department: ReligiousStudies

PROPOSED: major
 minor
 program
 sequence
 degree

APPROVED

- AAS CEP 10-20-2017
- Endorsed AAS Executive Committee 10-20-2017
- Faculty of the College of Arts & Sciences 10-27-17

TITLE: African and African American Studies

EFFECTIVE: Spring (semester) 2018 (year)

DESCRIPTION:

This Proposal outlines the requirements for a minor in African and African American Studies. The intellectual content and course offerings of the minor will examine subject matter related to African contexts (both the historical study of such contexts and the study of current populations), as well as African diasporic cultures (including historic and contemporary migrations), with a focus on the African diasporic presence in the Americas. As a program, our focus will address the experience of African Americans but also more broadly examine the global Black experience and its relationship to Black life in the Americas. The Department of Religious Studies will serve as the administrative and intellectual home for the AAAS minor.

As proposed, the minor would require students to take a total of five courses. Students must complete a total of 15 credit units which includes the introductory course Introduction to African American Studies (HYSTY 252A). For the remaining 12 credits, students must enroll in at least one course that focuses on African and African diasporic life in each of three domains: History; Culture, Literature, and Religious life; and the Social and Behavioral Sciences. Students will also take one elective course in a domain of their choosing.

Is this major/minor/program/sequence/degree: new
 modification
 replacement

If modification or replacement please elaborate: _____

Does this change in major/minor/program/sequence/degree involve other departments? Yes No

If yes, which departments? English, History, Music, Philosophy, Sociology, Social Justice Institute, MLL, WGST

letters of support included as Appendix II

Contact person/committee: Joy R. Bostic

SIGNATURES:

DATE 9/7/2017

Department Curriculum Chair(s)/Program Directors: J.R. Bostic

Department Chair: Timothy Bostic

College/School Curriculum Committee Chair: Robert Greene / cas 10-20-2017

College/School Dean(s): J. Kodjic / cas CY 10-20-2017

FSCUE Curriculum Subcommittee Chair: _____

File copy sent to: Registrar Office of Undergraduate Studies/Graduate Studies
 Other: FSCUE, Dept of RLGN

Proposal for a Minor in African and African American Studies

I. Introduction

- a. Proposed title and degree designation, if applicable. Rationale for designation.
- b. Proposed effective semester and year.
- c. Definition of the focus of the initiative.
- d. Brief description of its disciplinary purpose and significance.

This Proposal outlines the requirements for a minor in African and African American Studies. The nomenclature for the field has changed and evolved over time. Terms such as “Black,” “African American,” “Afro American” and “African diasporic” are terms that are used, at times, interchangeably or in conjunction with each other to capture the scope of the field which includes the political, historical, sociological, religious and cultural study of people of Black people who are of African descent. The title “African and African American Studies” given to the minor is consistent with the current nomenclature used in the field. An African and African American Studies (AAAS) minor at Case Western Reserve University (CWRU) will provide students with a cohesive academic program with a focus on African and African diasporic history, culture, literature, religion, and political and social life. It will fulfill an unmet intellectual need and provide a unique academic experience for students across disciplinary boundaries who are interested in learning more about Black life. It will also connect faculty across disciplines and encourage scholarship and research on African and African diasporic populations. The target date for launching the minor is the spring of 2018.

As the title indicates, the intellectual content and course offerings of the program will examine subject matter related to African contexts (both the historical study of such contexts and the study of current populations), as well as African diasporic cultures (including historic and contemporary migrations), with a focus on the African diasporic presence in the Americas. As a program, our focus will address the experience of African Americans but also more broadly examine the global Black experience and its relationship to Black life in the Americas. Thus, our nomenclature indicates this expansive vision. It is also the same nomenclature that is used by other institutions such as Harvard, Stanford, Duke and Dartmouth who offer majors and minors like the one that we are proposing. For example, the renowned department of African and African American Studies at Harvard University offers courses that involve an “engagement with all domains of life on the African continent as well as equal dedication to casting as much light as possible on the farthest reaches of the African diaspora and the movements, lives, and legacies of peoples of African ancestry around the globe.”¹

There are numerous advantages of implementing a minor in African and African American Studies. In this proposal, we expound on some of the advantages and articulate why such a minor is needed at CWRU. To summarize, offering an African and African American Studies minor will 1) contribute to the intellectual development of CWRU students, 2) provide an avenue for multidisciplinary collaboration and scholarship, 3) increase Case Western Reserve University’s competitiveness among our peer institutions, many of whom currently have centers and programs dedicated to the study of Black populations, and 4) it potentially will help attract and retain students, both at the undergraduate and doctoral level, as it is the first step of institutionalizing a stand-alone African and African American Studies program at CWRU. Once the minor is

¹ Harvard University Department of African and African American Studies. <http://aaas.fas.harvard.edu/greetings-chair>.

established, we intend to develop the AAAS program into a separate interdisciplinary unit to further the intellectual, collaborative and multidisciplinary goals of the program.

//. Proposed curriculum

- a. Description of the proposed curriculum.
- b. Outline of requirements and electives, including any anticipated courses.

An AAAS minor will draw on research and scholarship of faculty members from the humanities and social sciences in the College of Arts and Sciences (CAS). As proposed, the minor would require students to take a total of five courses. Students must complete a total of 15 credit units which includes the introductory course Introduction to African American Studies (HSTY 252A). In consultation with Rhonda Williams and Ken Ledford, the current chair of the History department, we have determined that the current course and description is relevant and appropriate in scope to meet the needs of the proposed minor. Since these consultations, Rhonda Williams is no longer with the University. A search has been approved for an assistant professor in African American history. This professor will be responsible for HSTY 252A course. The introductory course will be offered annually. Therefore, we propose to cross-list the course with religious studies and sociology in order that the assistant professor in History, Joy Bostic in Religious Studies, and Cassi Pittman in Sociology can rotate responsibility for teaching the introductory course during faculty leaves and sabbaticals. For the remaining 12 credits, students must enroll in at least one course that focuses on African and African diasporic life in each of three domains: History; Culture, Literature, and Religious life; and the Social and Behavioral Sciences. They additionally have the option to take one elective course in a domain of their choosing. No more than six (6) credit hours may overlap between this minor and requirements for another minor. Currently, over 25 classes are offered at CWRU which could be included in the minor (see Appendix I for a representative list of many of the courses offered). The variety of courses that will be promoted for the minor will be offered either every academic year or every other academic year. Once the minor is approved, the AAAS director will evaluate course syllabi for their content to determine whether a course is appropriate as an elective for the AAAS minor. To be considered as an elective option for the minor, 30-50% of a course's subject matter should cover Black populations or contexts. If a course uses methodological approaches or theoretical tools that are necessary to understand the dynamics that affect Black populations than the actual content that covers Black life can be at a lower percentage than a survey course covering more general topics or historical eras. The director for the minor will work with faculty to offer approved courses in coherent sequences that will support students' progress. As the minor develops, we will also make plans to include a capstone project as a future requirement.

Minor Requirements (15 total credits required)

1. **Introductory Course:** HSTY 252A—Introduction to African American Studies (3 credits)—would be offered annually
2. **History** (3 credits)
3. **Culture, Literature, and Religious Life** (3 credits)
4. **Social and Behavioral Sciences** (3 credits)

5. **Elective** (one additional course selected from one of the three domains)

III. Faculty and department information

- a. List faculty sponsor and department. If this is a group proposal, list other faculty members and their departments.
- b. List any other CAS departments, CWRU schools, or administrative offices involved.
- c. Describe administrative arrangements for the initiative.
- d. How is the proposed initiative important to the CAS and the involved CAS departments?
- e. What is the relationship between the proposed initiative and the involved CAS departments' current programs (undergraduate and/or graduate)?
- f. What is the relationship between the proposed initiative and the involved CWRU schools' (non-- CAS) current programs (undergraduate and/or graduate)?

The establishment of an AAAS minor will provide intellectual and administrative support for current faculty members who teach in the areas of African and African American studies across diverse fields and disciplines. The faculty sponsors for the proposed minor in African and African American Studies are Joy R. Bostic (Religious Studies) and Marilyn Mobley (English). It is proposed that the program be housed in the department of Religious Studies. Joy R. Bostic, associate professor in religious studies, would serve as the inaugural director for the minor. Dr. Bostic specializes in African diasporic religions and culture and employs diverse methodologies and theoretical approaches in her own research and teaching. She is well positioned to serve as the point person for the new program.

In addition, as a department that focuses on interdisciplinary and comparative study within its field, the Department of Religious Studies will serve as a fitting administrative and intellectual home for the AAAS minor as a program that is itself interdisciplinary and multi-contextual in scope and incorporates diverse theoretical perspectives. Having the proposed program housed within the Department of Religious Studies will also highlight the importance of the study of religion within interdisciplinary, social, political and cultural discourses. Members of the Department of Religious Studies are also prepared to contribute courses and engage in teaching collaborations related to curricular content in areas such as African and Black diasporic religion, Islam, Catholicism, Yoruba and Vodou. Religious Studies faculty members view sponsorship of the AAAS minor as an opportunity to enhance their teaching and student learning.

We do not anticipate a major reallocation of resources to launch the program. The departmental assistant for the Department of Religious Studies would provide administrative support for the AAAS minor. The minor program would also provide a coherent administrative and intellectual structure for faculty and existing courses already offered by various departments across the humanities and social sciences. Thus, we do not see a need for additional resources with respect to required or elective courses for the minor.

We have met with the departmental chairs of the Sociology, Music, Political Science, Philosophy, History, Art and Art History, Modern Languages and Literatures, and English departments and the director for Women and Gender Studies (WGST). The WGST director and these departmental chairs fully support the development of the AAAS minor and are willing to work with us as we schedule courses to fulfill the minor requirements (See Appendix II for letters of support).

The AAAS minor will serve as a vehicle for community collaboration and mutual support for the curricular missions of Ethnic Studies (ETHS) which uses a broader comparative approach and examines how ethnic identities are constructed across a “range of social groups,” and offers a concentration in African American Studies; Women and Gender Studies Programs which focuses on gender as a “primary category of analysis”; and the minor in Social Justice (SJ) which focuses on power dynamics, social inequities and social change as they relate to a number of factors not limited to race or the Black experience. The AAAS minor will include core courses that address issues of gender, race, power and social inequities and thus can deepen the community’s understanding of African and African diaspora experience more specifically as it pertains to these issues. Unlike ETHS however, the AAAS program will focus on the exploration of African and African diasporic studies as discrete lines of inquiry and explore their interrelated dynamics. In consultation, with other faculty members across the various departments within the College we will also offer and coordinate courses that are not cross listed with ETHS or SJ. With the proposed rotation of Introduction to African American Studies, the introductory course will be offered more frequently and on a consistent basis. This will increase the options that students currently must meet their academic needs according to and beyond the ETHS concentration. While the SJ minor focuses on power dynamics and social change along lines of race and gender as they pertain to social praxis, the AAAS minor will focus on how these dynamics apply specifically in African and African diasporic experience. Moreover, AAAS courses will include intellectual pursuits that speak to both concrete movements in social change as well as to conceptual and theoretical scholarship that addresses the broader social, religious and cultural developments that are a part of the Black experience that may not be specifically praxis-oriented. A minor in AAAS will provide a course of study that can also serve as a gateway that connects students to programs offered by ETHS and SJ as students who are studying the specific cultural context of Black life are motivated to explore other cultural contexts and modalities that are related to African and African American experiences.

As we have developed this proposal, we have been in consultation with the ETHS and SJI directors by way of email, telephone calls and face-to-face meetings from the earliest stages of the proposal development. The proposal has been offered for their review and we have sought feedback throughout this process and have taken their concerns and questions in consideration. We have also communicated and discussed various opportunities and the potential for future collaborations that can grow and strengthen all our programs (See the attached letters in Appendix II).

IV. Evidence of need for the proposed curricular initiative

- a. Are there similar programs in the state addressing this need and potential duplication of programs in the region and state?
- b. What are the employment opportunities for graduates?
- c. What are the national and international competitive programs and their resources?

For over 100 years, the Association for the Study of African American Life and History has promoted the study of Blacks in the Americas and their contribution to social, political, and cultural life of the nation and world. There is a long-standing multi-disciplinary intellectual tradition of calling attention to the history, culture, and social life of African diasporic people. Efforts to institutionalize these traditions occurred on many college campuses when new crops of black students arrived and found little scholarship acknowledging this tradition.

During the 1960s, waves of student protests in the wake of the Civil Rights and Black Power movements resulted in the establishment of Black studies and Afro-American programs in universities and colleges across the nation. Interest also deepened regarding the relationship between independence movements in African nations and diasporic liberation struggles. In the fall of 1969 at CWRU, the then “newly-formed” Afro-American Society presented a list of demands to President Robert W. Morse. This list included a call for a program and major that focused on Afro-American studies which included courses related to African and African diasporic issues. As a result, courses in Afro-American studies as well as a minor program were developed. The Afro-American studies program, however, was discontinued in the late 1970s.

It is important to note that the U.S. is moving steadily toward becoming an increasingly racially diverse nation. William Frey (2014) predicts that in less than three decades we will be living in a majority-minority country. As such, it is important for CWRU students to have ample opportunities to develop an understanding of the role that different racial and ethnic groups have played in building our country and the impact these groups have had in shaping the world. As a new era of student activism on campus in the form of the “#We Belong Here” movement at CWRU and around the nation with respect to Black Lives Matter campaigns, there exists a renewed interest in, and a particular need for, a designated African and African American studies minor at CWRU.

According to the report *African American Studies 2013* published by the University of Illinois at Urbana-Champaign,² the state of Ohio (with twenty-one Black Studies units) ranks fourth in the nation among states with the most colleges and universities with designated Black Studies programs. In Ohio, twenty of these twenty-one institutions have established Black Studies, African American, Africana or Pan-African studies programs or departments. CWRU is the only institution among the Ohio schools listed that does not have a stand-alone Black or African American Studies program. In addition, CWRU is the only institution among our peer institutions, as well as aspirant institutions such as Stanford and Harvard, that does not have a minor or major dedicated to the study of African and African diasporic culture and life.

The establishment of the AAAS minor is a first step that will bring CWRU into better alignment with our peer and aspirant institutions that have maintained and continue to build on programs in African and African American studies. And, given the recent protest movements and nation-wide conflict and discourse around issues of race and the value of Black life, CWRU, as an academic institution with an AAAS program, will be better equipped to help prepare students to engage these discourses in informed and effective ways as members of local communities and citizens of the nation and world. The AAAS minor will also better enable us to maintain and expand a depth and breathe in academic offerings that contribute to local, national and global discourses and policy making on issues related to African and Black diasporic life and as well as to create and maintain more diverse faculty and student populations. Additionally, the minor will support the recruitment and retention efforts of such CWRU programs as the Cleveland Humanities Collaborative which has as its mission to “support student academic progress towards transfer to CWRU, strengthen faculty collaborations, and promote the humanities in northeastern Ohio.” The AAAS minor will help to attract students in these programs who want to be better equipped to work with racially diverse populations in cities such as Cleveland that have significant African American populations and desire an intellectual community in

²*African American Studies 2013: A National Web-Based Survey.* <http://www.afro.illinois.edu/documents/BlackStudiesSurvey>

which to explore this area.

Case Western Reserve University's unique location would allow a program in African and African American Studies to move beyond providing what W.E.B. Du Bois describes as "the occasional snapshots of [African American] social conditions" to contributing more comprehensive interdisciplinary forms of scholarship that present "a continuously moving picture of ever increasing range and accuracy" of Black diasporic-related contexts.³ Case Western Reserve University's urban locale is one of its selling points; in fact our location, just a stone's throw from renowned cultural institutions such as the Cleveland Museum of Art, is touted to prospective students at admissions events as one of our distinguishing features. However, the university also borders a neighborhood that is 91 percent Black with its own rich history of powerful residents and cultural institutions. The Magnolia-Wade Park community has been the neighborhood of choice for esteemed local and national political movers-and-shakers such as Congresswoman Stephanie Tubbs Jones and Judge Lilian Burke, the first Black female judge in the state of Ohio. It has also been the home of long-standing, prominent Black institutions such as Mt. Zion Congregational Church founded in 1864. The neighborhood too has problems that are common to inner-city communities, including elevated rates of crime and high levels of poverty. Preparing students to better understand the dynamics that confront Black neighborhoods like Magnolia-Wade Park will ensure that CWRU graduates not only gain a deeper understanding of the rich cultural and social life, but also of the challenges evident in Black neighborhoods across the country. These challenges include social problems that drive urban inequality and issues of concern that are not unique to the city of Cleveland. CWRU's location in Cleveland, Ohio—a city with a large Black population—positions us to become an intellectual hub on race relations and matters related to Black life locally and, nationally, in the U.S.

At present, the minor would entail over 25 classes taught by 12 members of the faculty representing department and programs that include Art and Art History, English, History, Music, Political Science, Philosophy, Religious Studies, Sociology, Ethnic Studies, and Women and Gender Studies, and could even feature Sages University Seminar courses such as Afro-Latin America (See the attached Minor Course List in the Appendix I).

The AAAS minor will prepare students to pursue graduate studies in professional programs and careers in areas such as law, medicine and public policy, journalism, social work, education, sociology, political science and biology.

v. Projected enrollment

- a. Define expected national and international enrollment targets over a five--year period.
- b. Describe special efforts to enroll and retain underrepresented groups in the given discipline(s).

Over the next five years, we expect to reach a total enrollment target of 10-15 students with an AAAS minor. We look to add at least 2-3 students per year to the program. We will utilize program events sponsored by the

³W.E.B. Dubois. *The Autobiography of W.E.B. Du Bois*. New York: International Publishers Co., Inc., 1968. p 312, quoted in *African American Studies 2013*, p ii.

Cleveland Humanities Collaborative, the Baker-Nord Center for the Humanities, the Office of Multicultural Affairs and the Facilitated Outreach for Community and University Success Group efforts to recruit students for the program. We will also look to recruit students who are a part of the Emerging Scholars Program.

We expect students to come from diverse backgrounds; however, we believe that we will also especially address the needs of students of color. At present, there are 223 undergraduate African American students, 314 undergraduate Hispanic students, 1,015 Asian students, 4 Native American students, 4 Hawaiian, a growing number of African students, and 2,582 white students enrolled at CWRU. Thus, in five years the expectation that we have a total of 10-15 students enrolled in the minor is a reasonable goal. This target number is also comparable to the number of students enrolled as minors in history, sociology, and English.

VI. Resources required

- a. Describe the availability and adequacy of the faculty, staff, facilities, and other resources for the proposed curricular initiative.
- b. Describe the need for additional faculty, staff, facilities, or other resources and the plans to meet this need.

As proposed, the AAAS minor will maximally make use of existing university resources. We will need to develop promotional materials for the program. Promotional materials will be paid for out of the operating budget of the Department of Religious Studies. As mentioned above, the AAAS minor will be housed by the Department of Religious Studies. In addition, the faculty members responsible for the AAAS minor will seek opportunities to collaborate, to participate, and to support events and existing university initiatives that share its intellectual mission, such as the MLK university-wide convocation and the Black History month programming, currently organized by the African American Campus Community Resource Group.

VII. Expense and revenue

- a. Project expenses to launch initiative and description of ongoing expenses and expected revenue, preferably in table format.
- b. Provide evidence of institutional commitment and capacity to meet these expenses

As stated above, the proposal for the AAAS minor does not call for additional resources or generate additional expenses at this time. The number of courses already offered in the College speaks to the capacity of CAS to populate the minor with teaching faculty and course offerings. Members of the Department of Religious Studies as well as members of humanities and social science departments are excited about the prospect of developing the minor and further building an intellectual community that can better support faculty and students. We have already consulted with the Department of Religious Studies and its chair Tim Beal, the Departmental Assistant Lauren Gallitto. Tim and Lauren, as well as other members of the department, are enthusiastic about the potential for the minor. Additionally, the departments of teaching faculty have agreed to support the development of the minor as we work to schedule courses that fulfill the minor requirements. Thus, there is a great deal of support for an African and African American Studies minor and housing it in Religious Studies.

VIII. Other expense and revenue questions

- a. Is the curricular initiative designed to be revenue generating? If so, define the expected revenue beyond the cost of expenses, preferably in table format.
- b. Describe the need and justification for tuition waivers or stipends.
- c. Describe terms of expense or revenue sharing with other CWRU schools and/or administrative offices.
- d. Identify likely sources and assess the near-- and long--term likelihood of raising funds to support the initiative in such categories as external and internal grants and philanthropy.

While the AAAS minor would not call for the raising of revenue to initiate the program, establishing the minor will enable us to pursue grants and other forms of revenue for a future stand-alone center, program or department in African and African American Studies.

IX. Library resources

- a. Summarize consultation with the appropriate library staff on the availability of library resources required to support this program and whether these are currently available.

For the AAAS minor, we will utilize resources that have already been acquired to support the teaching and research goals of active faculty members who teach in the areas of African and African American studies. The current library resources will support the AAAS program in its initial stages.

X. Relationship of proposal to strategic plans

- a. How does the proposed curricular initiative relate to the priorities of the CAS strategic plan?

The AAAS minor will further the CAS Strategic Plan as it will provide intellectual and administrative support for CWRU faculty members who teach in the areas of, and subfields related to, African and African American studies. As stated above, the AAAS minor will serve as a vehicle for community collaboration and mutual support for the curricular missions of the ETHS, WGST, and SJ academic programs. The proposed African and African American Studies minor will help to better prepare our students to meet the intellectual, political, economic, and social challenges of the day. The development of the minor will also further raise the national and global profile of the university and its faculty members as we position ourselves as an intellectual hub of expertise on issues of race and African and African diasporic politics, religion and culture.

- b. How does the proposed curricular initiative relate to the priorities of the CWRU strategic plan?

As stated above, with CWRU being situated in Cleveland, Ohio and, given the current climate of racial violence, tension and conflict, the AAAS minor will better enable us to “align our expertise with the world’s most pressing needs,” a CWRU strategic goal, as it relates specifically to Black life, culture and experience. An AAAS minor will also engage and motivate students and faculty members to further

develop and collaborate around research interests, needs, and goals related to the field and to issues facing local, national and global communities. Moreover, the program builds on the Diversity Strategic Action Plan commitment to develop curricular offerings to support greater cross-cultural understanding and skills in working with diverse individuals and groups.

APPENDIX I—COURSE LIST

African American Studies Minor

EXISTING COURSES

Semester Offered (Number of Undergraduate/Graduate Enrollments)

Course Title	Course Number	Department	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Instructor(s)
1 African American History Since 1945	HSTY 262 (crosslisted w/ ETHS)	History	No	No	No	No	No	No	No	No	No	No	No	No	Rhonda Williams
African American History Since 1945	ETHS 262 (crosslisted w/HSTY)	Ethnic Studies	No	No	No	No	No	No	No	No	No	No	No	0	Rhonda Williams
2 City As Classroom	HSTY 381/481 (crosslisted w/SOCI/POSC)	History	No	No	1/2	No	No	No	4/1	No	No	No	No	No	Rhonda Williams
City As Classroom	POSC 381/481 (crosslisted w/HSTY/SOCI)	Political Science	No	No	4/1	No	No	No	4/0	No	No	No	No	No	Rhonda Williams
City As Classroom	SOCI 381/481 (crosslisted w/HSTY/POSC)	Sociology	No	No	4/0	No	No	No	4/3	No	No	No	No	No	Rhonda Williams
3 History of Black Women in the U.S.	HSTY 318 (crosslisted w/ ETHS/WGST)	History	No	No	No	No	No	No	No	No	No	No	No	No	Aram Post-doc (or Rhonda Williams)
History of Black Women in the U.S.	ETHS 318 (crosslisted w/ ETHS/WGST)	Ethnic Studies	No	No	No	No	No	No	No	No	No	No	No	No	Shannen Dee Williams
History of Black Women in the U.S.	WGST 318 (crosslisted w/ ETHS/HSTY)	Women and Gender Studies	No	No	No	No	No	No	No	No	No	No	No	No	Shannen Dee Williams
4 Advanced Readings in Black History	HSTY 399/499 (crosslisted w/ ETHS 391)	History	No	2/0	No	0/0	No	2/0	No	No	No	No	2/2	No	Rhonda Williams
Advanced Readings in Black History	ETHS 391 (crosslisted w/ HSTY 399/499)	Ethnic Studies	No	0	No	0	No	2	No	No	No	No	No	No	Shenette Garrett-Rhonda Williams
Intro to African-American Studies	HSTY 252A (crosslisted w/ ETHS)	History / Ethnic Studies	2	No	0	No	No	No	10	No	No	No	No	No	Rhonda Williams
Intro to African-American Studies	ETHS 252A (crosslisted w/ HSTY)	History / Ethnic Studies	2	No	0	No	No	No	4	No	No	No	No	No	Rhonda Williams
6 Introduction to Modern African History	HSTY 135 (crosslisted with ETHS 253A)	History	No	No	No	9	No	No	No	No	No	No	2	No	Jonathan Sadowsky
Introduction to Modern African History	ETHS 253A	Ethnic Studies	No	No	No	4	No	No	No	No	No	No	No	No	Jonathan Sadowsky
7 History of Medicine	HSTY 395/495	History	No	No	3/8	No	No	No	9/4	No	No	No	9/2	No	Jonathan Sadowsky
1 The City in Postwar American Literature (Studies in American Literature)	ENGL 360/460	English	No	No	No	17/0	No	8	No	No	No	No	No	No	Michael Clune/William Marling
2 The Novels of Toni Morrison (Topics in African-American Literature)	ENGL 365N/465N (crosslisted w/ ETHS/WLIT)	English	No	No	No	4	No	No	16	No	No	No	4/3	No	Thirly Umrigar/ Mearlyn Mobley
Topics in African-American Literature	ETHS 365N (crosslisted w/ ENGL/WLIT)	Ethnic Studies	No	No	No	2	No	No	0	No	No	No	0	No	Thirly Umrigar
Topics in African-American Literature	WLIT 365N (crosslisted w/ ENGL/ETHS)	World Literature	No	No	No	0	No	No	0	No	No	No	1	No	Thirly Umrigar
3 African-American Literature	ENGL 363H/463H	Literature	No	9/5	No	No	No	No	No	No	No	No	No	No	Mearlyn Mobley
4 African American Religions	RLGN 222 (crosslisted w/ ETHS)	Religious Studies	No	No	No	No	8	No	No	No	4	No	No	No	Joy Bostic
African American Religions	ETHS 222 (crosslisted w/ RLGN)	Ethnic Studies	No	No	No	0	4	No	No	No	2	No	No	No	Joy Bostic
RLGN 151 Introducing Africana Religions														6	Joy Bostic
5 Black Religion in Film	RLGN 311 (crosslisted w/ ETHS)	Religious Studies	No	11	No	No	No	No	No	No	No	No	5	No	Joy Bostic
Black Religion in Film	ETHS 311 (crosslisted w/ RLGN)	Ethnic Studies	No	1	No	No	No	No	No	No	No	No	3	No	Joy Bostic

RE, LITERATURE, AND RELIGION

HISTORY

Course Title	Course Number	Department	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Instructor(s)
CULTURE															
6	Black Women Religion and Film	RLGN 304/404	No	No	No	7/0	No	No	No	No	No	No	No	No	Joy Bostic
	The Lemonade Class	RLGN 302													Joy Bostic
0	The Lemonade Class	ETHS 302 (Cross-list with RLGN)													Joy Bostic
	The Lemonade Class	MUHI 316 (Cross-list with RLGN)													Joy Bostic
	The Lemonade Class	WGST 302 (Cross-list RLGN)													Joy Bostic
7	Malcolm and Martin	RLGN 265	No	No	No	No	No	No	No	5	No	No	No	No	Joy Bostic
SOCIAL & BEHAVIORAL SCIENCES															
1	Race and Ethnic Minorities in The United States	SOCI 202	No	No	No	No	No	No	No	No	23	No	12	No	Mary Erdmans
2	Urban Sociology	SOCI 328					17	No	15	No	No	No	0	18	Tim Black/Emilia McCucken
3	Race and Imprisonment	SOCI 366	No	No	No	No	No	No	No	No	No	23	No	No	Tim Black/Bradley Powell
4	Ethnicity, Gender, and Religion in Latin American Politics and Society	POSC 369	No	No	No	0	No	No	4	No	No	No	2		Laura Tarrakoff
5	Nationalism, Ethnicity, and Religion in World Politics	POSC 370K	No	No	No	12	No	No	No	No	No	No	No	No	Pete Moore
6	Government and Politics of Africa	POSC366/466	No	No		5/1	No	No	No	7/1	No	No	No	No	Elliot Posner
ELECTIVES															
1	History of Rock and Roll	MUGN 212	Music	21	13	No	No	No	No	No	42	52	58	29	Staff--Music Daniel Goldmark, Robert Watsler, Daniel Batchelder, Aaron Manela, Luke Conklin, John Romney, Nicholas Stevens, Peter Graf, Katherine Rogers
2	American Popular Song to 1950	MUHI 313	Music	No	No	No	No	No	No	4	No	No	No	No	Daniel Goldmark
3	Blues Histories and Cultures	MUHI 314	Music	No	No	No	No	No	8	No	15	No	No	No	Staff--Music Francesca Brittan
4	History of Jazz and Popular Music	MUHI 315	Music	7	23	14	12	17	19	23	No	0	27	No	Staff--Music Paul Ferguson
5	African Feminisms	WGST 352 (Cross-listed w/ ETHS)	Women's Studies	No	No	0	No	No	No	No	No	No	No	No	Staff--Women's Studies Cheryl Toman
	African Feminisms	ETHS 352 (cross-listed w/ WGST)	Ethnic Studies	No	No	4	No	No	No	No	No	No	No	No	Cheryl Toman
6	African Political Thought	PHIL 316/416 (cross-listed w/ ETHS)	Philosophy	No	No	No	No	7/1	No	No	No	No	No	No	Laure Hengsthold
	African Political Thought	ETHS 316/416 (cross-listed w/ PHIL)	Philosophy	No	No	No	No	3/0	No	No	No	No	No	No	Laure Hengsthold

Course Title	Course Number	Department	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Instruction(s)
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FUTURE COURSES

History	Specialty Seminar Course														Atams Post-doc
	The Atlantic Slave Trade														Jonathan Sadowsky
Social and Behavioral Sciences	Race and Racism (Graduate Level)	Sociology													Cassi Pitman
	The Cleveland Case: Race, Class, and City Life	Sociology													Cassi Pitman

APPENDIX II—LETTERS OF SUPPORT

Letters included in this Appendix:

Departmental Letters of Support

Religious Studies

History

English

Music

Philosophy

Political Science

Sociology

Modern Languages and Literatures

Social Justice Institute

Women's and Gender Studies Program

Joy Bostic's Letter Detailing Discussions with Ethnic Studies

Marilyn Mobley, Vice President for Inclusion, Diversity, and Equal Opportunity and Chief
Diversity Officer



CASE WESTERN RESERVE
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www.case.edu

October 15, 2017

Dear Colleague:

I am writing to express the support of the Department of Modern Languages and Literatures for the African and African American Studies Interdisciplinary Program. DMLL houses two Africanist scholars (Toman and Doho) who already teach a number of courses in African Studies at CWRU. These courses in French can also be crosslisted with the new program. In addition, there may be other offerings in the Spanish section, for example, that deal with Afro-Cuban cultures that may also be of interest to the AAAS program. We also aim to eventually add offerings in African languages which we would hope would be essential to a program like AAAS. Thus, we look forward to working collaboratively with this proposed new program in an atmosphere of mutual support.

Sincerely,

A handwritten signature in cursive script, appearing to read "Cheryl L".

Cheryl Toman
Professor of French, Women's Studies, African Studies
Chair, Modern Languages and Literatures



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October 15, 2017

Dear Colleague:

On behalf of the Women's and Gender Studies Program for which I serve as Director, I am happy to support the newly proposed African and African American Studies Interdisciplinary Program. As a specialist of African women's writing in French, I have already developed quite a few courses in WGST that may suit the needs of the AAAS program. There are also numerous other courses in WGST crosslisted with other departments that focus on African women and theories on gender construction and sexuality in African cultures. The WGST Advisory Committee could be convened to discuss how our program can collaborate specifically with AAAS, but it is clear that we already share several areas of interest.

Sincerely,

A handwritten signature in cursive script, appearing to read "Cheryl Toman".

Cheryl Toman
Professor of French, Women's Studies, African Studies
Director, Program in Women's and Gender Studies



COLLEGE OF
ARTS AND SCIENCES

CASE WESTERN RESERVE
UNIVERSITY

October 13, 2017

To Whom It May Concern,

On behalf of the Department of Religious Studies, I am writing in enthusiastic support of the Program Development Proposal for a Minor in African and African American Studies. Professor Joy Bostic and Vice President Marilyn Mobley have been in regular consultation with me throughout the preliminary planning process, and Professor Bostic has presented plans to our faculty at a department meeting as well. We believe that Religious Studies is a most appropriate academic locus for the program, we are happy to support Professor Bostic taking on leadership within it, and we are happy to offer administrative support for it.

I also support and approve the cross-listing of HSTY 252A Introduction to African American Studies with Religious Studies (e.g., RLG 252).

Sincerely,

A handwritten signature in black ink that reads "Timothy Beal".

Timothy Beal

Florence Harkness Professor of Religion
Chair, Department of Religious Studies
216-368-2221 / timothy.beal@case.edu



COLLEGE OF
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October 13, 2017

Prof. Joy R. Bostic
Department of Religious Studies
Case Western Reserve University

**Renewed Letter of Support from Department of History for
New Program in African and African-American Studies**

Dear Joy:

I write this letter of enthusiastic support on behalf of the Department of History for establishment of a new program in African and African-American Studies in the College of Arts & Sciences at CWRU. While the proposal at hand is to develop a minor, the Department of History would be interested in expanding and deepening this program to include a major, as soon as student interest evolves and faculty resources emerge.

Despite the departure at the end of 2016-17 of our previous colleague with a research and teaching specialty in African-American History, the Department of History remains committed to this project. The Department of History has received authorization to search this year for a beginning assistant professor in African-American history, whose teaching repertoire would, in its entirety, support the new minor and a new major. Specifically, the Department of History commits to expand the cross-listings of HSTY 252A: *Introduction to African-American Studies*, currently cross-listed only with the Ethnic Studies Program, to encompass cross-listings also with the Departments of Sociology and Religious Studies. In addition, the Department continues to host the Postdoctoral Fellow in African-American History, whose spring course each year would support the minor.

The Department looks forward to working with its partners in the College on this exciting new pedagogical and intellectual opportunity for our community. If you have any questions, please feel free to call me at (216) 368-4144 or to send e-mail to kenneth.ledford@case.edu.

Very truly yours,

A handwritten signature in blue ink that reads "Kenneth F. Ledford".

Kenneth F. Ledford
Associate Professor of History and Law
Chair, Department of History
Co-Director, Max Kade Center for German Studies



CASE WESTERN RESERVE
UNIVERSITY
COLLEGE OF ARTS AND SCIENCES

April 5, 2017

Dear colleagues in the CEP, Budget, and CSPSC committees:

I am writing to express my wholehearted support for the proposal to establish a Minor in African and African American Studies in the College of Arts and Sciences. Professor Joy Bostic and Vice President Marilyn Mobley are to be commended for presenting a thorough, lucid and persuasive rationale for a program that will genuinely serve the needs of students interested in both the American and the global black experience. The Department of English is excited by the prospect of working with faculty in other departments to help foster this exciting and long-needed curricular opportunity at CWRU.

Sincerely,

A handwritten signature in black ink that reads "Christopher Flint".

Christopher Flint
Professor and Chair of English



COLLEGE OF
ARTS AND SCIENCES

CASE WESTERN RESERVE
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music.case.edu

January 26, 2017

To the College of Arts and Sciences:

I write to express the Department of Music's support for the proposed minor in African and African Studies. The following courses that have recently been offered by our department would count towards the minor: MUGN 212 (History of Rock and Roll); MUHI 313 (American Popular Song to 1950); MUHI 314 (Blues Histories and Cultures); MUHI 315 (History of Jazz and American Popular Music), and we have several other courses on the books that could also count towards it if they were to be offered in the near future.

Since the addition of this program would result in only modest increases in the enrollment in these courses, which normally have healthy enrollments but do not fill up, this initiative will have no impact on the allocation of our departmental resources now or in the future.

Sincerely yours,

A handwritten signature in cursive script that reads "David J. Rothenberg".

David J. Rothenberg
Associate Professor and Chair
216.368.6046
djr30@case.edu



COLLEGE OF
ARTS AND SCIENCES

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March 20, 2017

To whom it may concern:

I would like to express my support for the creation of an African and African-American Studies Minor at CWRU. The curriculum and the rationale for this program have been carefully considered. Sufficient student interest is likely to exist to maintain enrollment of 10-15 students after a while. The creation of such a program will raise the profile of scholarship and teaching on African and African-American studies-related topics at CWRU, which, as the authors of the proposal note, will bring us in line with the curricula and intellectual environment at peer institutions and also help with retention of a diverse student body. It is a timely addition to the university undergraduate curriculum, given the importance of issues involving African-American history on the national political agenda.

If the program is successful, it will provide a further incentive for departments to schedule courses relevant to African and African-American studies and to hire faculty who can contribute to those courses. As I understand, the biggest challenge facing the Ethnic Studies minor has been the difficulty getting departments to assign or allow the teaching of core courses for this minor. I hope that the AAAS minor will not face such difficulties, and that the university will help departments make the teaching of its core and elective courses possible on a regular basis. I also hope that the creation of this minor will draw even more students with diverse interests and major programs of study to existing courses focusing on African and African-American cultures, history, and thought, improving their enrollments. It may be that there are students who would be attracted to such a minor who would not otherwise pursue an Ethnic Studies minor or be able to take its core courses in a sufficiently timely manner. Ideally, the AAAS minor should complement and not detract from either the Ethnic Studies or Social Justice minors, which serve their own purpose and should have a broader constituency than they currently do.

The Philosophy department, like other departments, faces limits on its ability to schedule courses that contribute to the Philosophy major as well as to other programs, particularly given the number of teaching hours that must be devoted to Sages. As chair, I can say we would make every effort to contribute to the proposed minor, and this would be easier if we knew there would be a critical mass of students eager to take such courses.

Sincerely,

A handwritten signature in cursive script, appearing to read "Laura Hengehold".

Laura Hengehold
Associate Professor and Chair



COLLEGE OF
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1 September 2017

Professor Joy R. Bostic
Department of Religious Studies
Case Western Reserve University

RE: SUPPORT FOR A MINOR PROGRAM OF AFRICAN AND AFRICAN-AMERICAN STUDIES

Dear Joy:

On behalf of the Department of Political Science, I write to express our support on behalf for the proposal of a minor program of study in African and African-American Studies. Our Department currently offers a combined upper-division undergraduate/graduate course, POSC366 The Government and Politics of Africa, which would be suitable for inclusion in the minor. We also have recently hired a Visiting Assistant Professor, Girma Parris, who is currently offering a course on Race, Immigration, and American Political Development, which is his research expertise; this course, should we be able to retain Professor Parris, would also be an excellent course for inclusion in the minor. Finally, as you will know, I have independently proposed to the Dean a tenure-track position in Race and Ethnic Politics, with an emphasis on Black politics, for our Department.

In sum, our Department supports the proposal for a minor in African and African-American Studies, and looks forward contributing to its development.

Please let me know if you have any questions or if there is any other information I might provide.

With all best wishes,

A handwritten signature in black ink, appearing to read "K. Beckwith".

Karen Beckwith
Flora Stone Mather Professor
Chair, Department of Political Science
216.368.4129
karen.beckwith@case.edu



CASE WESTERN RESERVE
UNIVERSITY
COLLEGE OF ARTS AND SCIENCES

Department of Sociology
Case Western Reserve University
10900 Euclid Avenue
Cleveland, Ohio 44106-7124

April 24, 2017

Visitors and Deliveries
226 Mather Memorial

Phone 216.368.2700
Fax 216.368.2676

www.case.edu/artsci/soci

Joy R. Bostic, PhD
Associate Professor
Department of Religious Studies
Case Western Reserve University
2121 Martin Luther King Jr. Drive
Cleveland, OH 44106

Dear Joy,

I write as a follow-up to our earlier discussions and communications regarding the proposed undergraduate Minor in African and African American Studies. I am very pleased to convey the strong and unequivocal support of the faculty of the Department of Sociology for this endeavor.

I expect and hope that Sociology faculty will continue to work with you and be available for consultation regarding appropriate courses for inclusion in the program and for other questions and issues that may arise.

Please let me know if you need more details at this point, or if there are other ways that we can be of assistance.

Very best wishes,

A handwritten signature in black ink, appearing to read "Dale Dannefer".

Dale Dannefer
Chamberlain Professor and Chair



Social Justice Institute
Crawford Hall A15C

10900 Euclid Avenue
Cleveland, Ohio 44106-7243

phone 216.368.7568
fax 216.368.8763

June 27, 2017

c/o Dr. Joy Bostic
Associate Professor
Department of Religious Studies
Case Western Reserve University

socialjustice@case.edu
case.edu/socialjustice

Dear Joy,

On behalf of the Social Justice Institute, I am writing this letter in support of the establishment of the proposed African American Studies Minor in the College of Arts and Sciences.

SJI views the establishment of the proposed African American Studies Minor as a welcomed and synergistic field of study – one that could produce opportunities for overlapping and shared faculty engagement, intellectual cross-pollination, and collaborative programming between AASM and SJI.

Quoting the AASM proposal: “The minor in Social Justice (SJ) which focuses on power dynamics, social inequities and social change as they relate to a number of factors [is] not limited to race or the Black experience.” Race as a concept, alongside black people’s experiences, are crucial to our social justice framework, theory, and praxis, especially because their constitutive roles in U.S. and global relations have undergirded injustice and propelled struggles for social justice. However, we also explore other nexuses of identity, power, and struggle, including class, gender, sexuality, age, ability, geography, and others. Furthermore, there may be intellectual pursuits established under the rubric of the proposed AASM that do not lend themselves directly to, or address squarely, social justice theories, methodologies, approaches, or praxes.

In other words, there will and should be convergences (given that the establishment of Black Studies in the academy emerged, in part, out of social protest struggles), but there will also be divergences given the Social Justice Institute’s broader mission, vision, and reach.

If I can be of further assistance or help, please do not hesitate to contact me.

Sincerely,

Dr. Rhonda Y. Williams, Founder and Director
Social Justice Institute



COLLEGE OF
ARTS AND SCIENCES

CASE WESTERN RESERVE
UNIVERSITY

TO: The Executive Committee and the Committee on Educational Programs

FROM: Joy R. Bostic

RE: Discussions with ETHS regarding the AAAS Proposal

DATE: October 16, 2017

This letter is to inform the Committees that I have been in conversations with Cheryl Toman, the former director for our Ethnic Studies program (ETHS), since late 2016 regarding the future relationship between ETHS and the proposed minor in African and African American Studies (AAAS). Professor Toman was out of the country and on sabbatical during that time but we communicated extensively by way of email and phone. During our exchanges, I offered several suggestions as to how we could move forward with an AAAS minor and the ETHS African American concentration.

As I stated to Professor, I and others on the proposal committee see a clear intellectual basis for the minor and distinction between it and the ETHS as a stand-alone unit with specific concentrations. I spoke with Cheryl about how we can mutually support and develop both units (for example, the regular teaching of the HYSTORY 252A on an annual basis to support the concentration and the minor) as they are aligned within their respective intellectual frameworks. I offered that both programs can coexist and expand student options that will better fit student needs. I offered Harvard and Stanford as primary examples of peer/aspirant and institutions that CWRU would come into alignment with if it establishes a stand-alone AAAS program. Harvard has a department of African and African American Studies, a Center for African Studies, and research institutes that focus on African and African American issues. Stanford has both an AAAS program and a Center for the Comparative Study of Race and Ethnicity.

Finally, I shared with Professor Toman that while we celebrate the work that she and the founding director, Professor Gilbert Doho have done with ETHS, that what we recognize, at the urging of students and in agreement with diverse faculty members, is that we have come to a moment where we have an opportunity to bring CWRU into better alignment with our peer institutions and the intellectual integrity of our fields and that we can do this in a way that can strengthen the ETHS program.

October 15, 2017

Professor Joy R. Bostic
Associate Professor
Department of Religious Studies
Case Western Reserve University

**Letter of Support for a New Minor in
African and African American Studies**

Dear Professor Bostic:

As the Vice President for Inclusion, Diversity, and Equal Opportunity and Chief Diversity Officer of Case Western Reserve University, I am pleased to write this letter in support of a new minor in African and African American Studies. This new interdisciplinary academic minor is both timely and needed for building on the research and scholarship of our current faculty and for responding to the needs and interests of our students.

Having served as founding director of the African American Studies Program at George Mason University, I know firsthand how such a minor can address the intellectual and social aspirations of our students to learn, study, and understand dimensions of African and African American life, culture and history that are connected to their lived lives and that can equip them to bring their best analytical skills to an area of study that most colleges and universities have already established for some time. Although CAS once had a Black Studies Program in the 1970s and more recently has had an African American Studies concentration within the Ethnic Studies minor, your proposal addresses the current curricular needs for a more robust program for the college and university in this area.

Such a program brings greater diversity to our curriculum at the same time that it has the capacity to attract more diverse faculty to our university and create the kind of intellectual community that scholars in the field of African and African American Studies value for their research, scholarship, teaching and service.

As a scholar in the field of African American Studies, I commend you for your efforts and look forward to assisting you, Dean Cyrus Taylor and all of our partners in the College in developing this program for the benefit of the entire CWRU community.

Please feel free to contact me if I can be of further assistance to you in this effort.

Very best wishes,



Marilyn Sanders Mobley, PhD
Vice President for Inclusion, Diversity and Equal Opportunity
Professor of English

APPENDIX III-STUDENT PETITION

Petition for an African-American Studies Minor

We, the students of Case Western Reserve University (or those eligible to take CWRU classes), believe this institution (CWRU) should have an African-American studies minor.

~~Johnathan Hicks~~

~~Johnathan Hicks~~

Signature

Case ID

Andrea Rose

abd52

Nancy Udor

dnu3

~~Gemma Maguire~~

gxm250

Emily Hennessy

rap157

Demaria Alcorn

egh33

Carolan Childen

Demel ade51

Demaria Wagner

cjc163

Brianna Rose

dml167

Diora James

blm101

Jerrell Hunter

ctj18

Kico

Jcb214

Kic111

~~Chelsea Ryan~~

clb117

~~Patricia~~

pah74

~~Madison~~

nms75

Gilly Peppi

ldt27

~~Ant~~

am5382

Kendall Weir



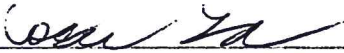

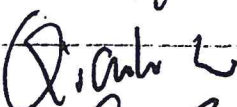
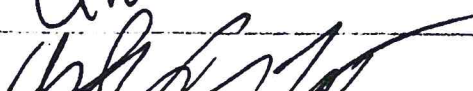
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Johnathan Hicks

Jah303

Signature

Case ID

Michael Ward	mlw 128
Munya Mangwende	Mwm 95
Tasha Johnson	Hj 37
Olu Lanigoru	oap
Terin McPawell	Hem 28
Yannique Steward	Yrs 5
Malaysia Jones	ma 187
	mjj 53
Pamela	pch 2
Rozhy Lin	jxl 1435
Ibukun Ode-Martins	ido
Mariana Ceasar	mcc 101
	aij 2
Amber Colley	avc 27
Kayla Miller	kpm 50
KAYELE SILVE	kss 93
	ch 1951
Disha Manikar	dpm 133
Kristin Burmeister	kxb 369
Sanjna Arvind	sxa 573
Meredith Haller	mlh 246
Catherine J. Castro	cjc 163
	jh 45
Francisco Marquies	frm 13
	exl 107
	ak, 37

Judge Rysz Matusz

Jan 201

Karina Husodo

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~~Niles M~~

NMG 47

Tobili Hatcher

tah 99

Jonathan Daniels

jdj 03

Ati Omilaku

axo 133

Jamila McKenzie

jjm 207

Lani Ferguson

lbf 7

Chioma Onukwuire

cjo 27

JNiah Johnston

jjj 105 (email)

Khayla Miller

kam 50

Oluka Okid

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Tahree Koonce

tek 40

Manya Mangwande

mwm 95

Nenia Dewa

nsd 39

Hemen Akili

hxa 181

Joe Obenstern

caa 93

Zane Braslawice

zdb 16

Jahci Perry Richardson

jjp 163

Courtney Baldwin

cdb 80

Abigail Simmons

axs 1475

Tayonae Oyelowo

tno 5

Gabrielle Zane

gsi 19

Jesudayami (Aunty)

jak 10

Ariel Munroter

eum 259

Wmilton Nerk

wkd 5

Dan Wosni dnn3@case.edu
Rachel James ruj2@case.edu
Alexis N Payne anp72

~~Lindsey~~ Lnj8
Hanna Kiedler hnk30
Rye Carroll rac170

Mihir Milkantu mxn283

Nailah Mathews nam98

Evan Fritzsche eef41

Tess Krafz tjk132

Justin Holt jah287

Mari Wosni meh154

Brian Eckert btes

Isagani Perez idp7@case.edu

Leo Ndinge lfn3

~~Matt Wosni~~ MW657

Vincenzo Portelli VLP25

Shanti Polara SMP163

ANDONI BARRICA asb176

Mary Gentile mng30

Marianna Wolf miw8

Eric Miller edm54

Seamus Sullivan sms339

Nisa Fanzon nxf85

~~Kristina Stewart~~ yrs5
~~Yannick Stewart~~ yrs5



Board of Trustees

Secretary Report to the Faculty Senate January 30, 2018

The Executive Committee of the Board of Trustees met on December 12, 2017 and January 16, 2018. Below is a summary of the business transacted at these meetings.

The trustees approved 12 new endowments totaling just over \$2 million, of which \$1.809 million is for scholarships in Medicine, Management, Law, MSASS, Dental and the College of Arts & Sciences. Additional monies are to support the Financial Integrity Institute at the School of Law, support for the wrestling program, and the SUE (Stem Undergrad Education) component of WISER.

The Trustees approved the following:

1. 183 undergraduate and 582 graduate diplomas for presentation in January
2. 11 faculty appointments to emeritus status
3. 37 junior faculty and 7 senior faculty appointments
4. 2 junior faculty and 1 senior faculty promotions
5. 6 professorship reappointments and one new professorship appointment
6. Honorary degree candidates approved by the Faculty Senate Executive Committee

The following requests of the Faculty Senate were presented to the Trustees and approved:

1. Change in name from Master of Arts in Bioethics to Master of Arts in Bioethics and Medical Humanities
2. Additional off-campus locations for the Master of Arts in Financial Integrity
3. Graduate Certificate in Health Informatics
4. MS in Biomedical and Health Informatics
5. PhD in Biomedical and Health Informatics

The Trustees approved the following amendments to the Faculty Handbook:

1. Amend the voting membership of the Faculty Senate to further define Student Membership
2. Revised the composition and charge of the Graduate Studies Committee
3. Add the Chair of the Emeriti Academy Executive Committee as a non-voting member of the Faculty Senate

The FY 2018 Capital Plan and the Liquidity Fund were presented, discussed and approved. The annual emeriti faculty report and the annual University Farm—Squire Valleevue and Valley Ridge Farms report was provided.

The next meeting, February 23-24, 2018, is with the full board of trustees.

Recommended for Approval by SOM Faculty

BYLAWS

THE FACULTY OF MEDICINE

CASE WESTERN RESERVE UNIVERSITY

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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

AMENDED BY THE FACULTY OF MEDICINE, MAY 6, 2014
RATIFIED BY THE FACULTY SENATE, JANUARY 22, 2016

AMENDED BY THE FACULTY OF MEDICINE, FEBRUARY 15, 2017, JULY 13, 2017 and November 13, 2017

Recommended for Approval by SOM Faculty

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ARTICLE 5 - FACULTY APPOINTMENTS, PROMOTIONS, AND GRANTING OF TENURE

5.1 Classification of Appointments

5.2 Terms of Appointment

5.3 Academic Freedom

5.4 Tenure

5.5 The Pre-tenure Period

5.6 Qualifications for Appointments, Promotions and the Granting of Tenure

5.7 Tenure Guarantee

5.8 Rolling Appointments for Non-Tenure Track Professors

5.9 Consideration of Recommendations for Appointments, Promotions and Granting of Tenure

5.10 The Committee on Appointments, Promotions, and Tenure

5.11 Sabbatical and Special Sabbatical Leaves

ARTICLE 6 — AMENDMENT OF THE BYLAWS

APPENDICES

APPENDIX I: Qualifications and Standards for Appointment, Promotion and the Award of Tenure for Faculty Members in the School of Medicine, Case Western Reserve University

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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/a. In addition, fifteen students, two elected from and by 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 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.

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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 the Faculty of Medicine shall make recommendations to the dean for consideration and transmittal to the University Faculty Senate concerning the establishment, discontinuance, or merging of any department or the Division of General Medical Sciences (DGMS), or concerning any matter of import referred by the Faculty Council to the Faculty of Medicine for the determination of its recommendation.

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) at-large members of the Faculty Council; and (3) a majority of the voting members of the standing committees listed in section 2.6a.

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2.4: Meetings of the Faculty of Medicine

a. Regular Meetings. The Faculty of Medicine shall schedule meetings at least 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. 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 of Medicine 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.

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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

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Recommended for Approval by SOM Faculty

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. 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.

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2.6: Committees of the Faculty of Medicine

a. The following Standing Committees shall be charged with specific responsibilities (as described more completely in each committee's Charge as approved by the Faculty Council):

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Deleted: Functions and Duties of the Faculty
a. All powers and obligations

(1) The Admissions Committee shall participate in both annual decision-making regarding individual applicants and in the establishment of admissions policy and procedure.

Deleted: 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.

(2) The Bylaws Committee shall consider proposed amendments to the Bylaws of the Faculty of Medicine and make recommendations concerning such proposed amendments to the School of Medicine Faculty Council.

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(3) The Committee on Budget, Finance, and Compensation shall serve as the faculty's principal forum for the consideration of matters relating to SOM budgeting and financing. This Committee will consult with and advise the SOM administration on the formation and review of SOM policies and procedures concerning faculty compensation.

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(4) The Committee on Appointments, Promotions, and Tenure shall review and make recommendations concerning all appointments as or promotions to the ranks of associate professor or professor and the award of tenure.

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(5) The Committee on Medical Education serves to evaluate, review, and make recommendations concerning overall goals and policies of the School's medical education program, which includes the University and College programs.

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(6) The Committee on Students shall have the responsibility of reviewing the total performance of all students and the authority for decisions on student standing and student promotions.

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(7) The Lecture Committee shall serve as a selection committee for speakers where no other regular mechanism is in place.

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(8) The Committee on Biomedical Research shall carry out the faculty's role in formulating policies related to the conduct of research in the School of Medicine on matters including but not restricted to the research portfolio, enabling technologies, research infrastructure, and biomedical workforce.

~~b.~~ The majority of the voting members of each standing committee dealing with faculty responsibilities shall be elected by the regular members of the Faculty of Medicine. 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.

~~c.~~ Standing Committees shall be established or discontinued only by amendment of the School of Medicine By-Laws. The two exceptions are the Standing Committee on Appointments, Promotion and Tenure, and the Standing Committee on Budget, Finance, and Compensation whose existence is mandated by the Faculty Handbook. Ad hoc committees shall not be appointed that duplicate or substantially overlap with the missions and charges of the Standing Committees. The Faculty Council shall have the authority to amend the representative composition (e.g., by number, 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 regular members of the Faculty of Medicine shall vote upon the nominees and shall elect the majority of voting committee members. 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. Standing committees may present proposed changes to their own charge for consideration by the Faculty Council. In the event that an elected member of a standing committee of the faculty resigns during the term, the Nomination and Elections 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 Nomination and Elections 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.

~~d.~~ 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, associate, or vice dean may be regular members of any of these committees. Standing committees may include members holding the office of assistant, associate, or vice dean, as long as their number does not exceed 25% of the membership. The exception to this rule is the Committee on Medical Education, which may include members holding the office of assistant, associate, or vice dean, as long as

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2:7 Committees of the Faculty ¶
. a.

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their numbers do not exceed 40% of the membership. Persons holding the office of assistant, associate, or vice dean, may not be committee chairs, but may be executive officers of these committees. Membership rosters of all standing committees shall be published annually.

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e. 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.

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f. The meetings of all standing committees shall be open to all members of the faculty except for those of 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.

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ARTICLE 3: THE FACULTY COUNCIL

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3.1: Purpose and Functions of the Faculty Council

The Faculty of Medicine delegates all powers not reserved to the Faculty of Medicine itself (see Article 2) to a Faculty Council. The Faculty Council shall meet regularly to exercise the powers and obligations of the Faculty Council, which shall include but not be limited to the following:

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a. 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 in consultation with the appropriate standing committee of the Faculty of Medicine. It 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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b. To hear reports of the Standing Committees of the Faculty of Medicine and of the Faculty Council and recommend action on such reports;

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c. To make recommendations to the Faculty of Medicine concerning the establishment, discontinuance, and merging of departments;

d. To make recommendations to the Faculty of Medicine concerning the establishment, discontinuance, and initial charge and representative composition of the membership of all Faculty of Medicine standing committees (see Article 2.6c);

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e. To elect a chair, a chair-elect, members of the Steering Committee, and the Faculty Council members of the Nomination and Elections Committee;

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- f. To 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); and
- g. To create, 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 (all references hereafter to academic departments include DGMS). 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. 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.

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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

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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

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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.

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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

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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. Nomination and Elections 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 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 Nomination and Elections 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 Committee and the members of other standing committees of the Faculty Council will be carried out at the May 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 May 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-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 Committee perceives a significant deficit in

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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 Committee, the appointee should be a regular member of the Faculty of Medicine.

In addition, the Nomination and Elections 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 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 Nominations and Elections Committee shall report its investigation and resolution to the Faculty Council and the Faculty of the School of Medicine. The dean shall be requested to supply administrative support for the elections.

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 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

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nominating committee, and the other 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.

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, posted electronically, and sent electronically to all faculty members at least one week in advance of regular meetings and at least two days in advance of special meetings

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 each member of the Faculty of Medicine. Approved minutes shall be posted electronically and sent electronically to all faculty members. The dean is requested to provide administrative support for this purpose.

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.

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ARTICLE 4 – DEPARTMENTS AND DIVISION OF GENERAL MEDICAL SCIENCES (DGMS)

4.1: Organization of the Faculty into Departments and Division of General Medical Sciences (DGMS)

a. The Faculty of Medicine shall be organized into departments and DGMS representing academic disciplines as specified in the Constitution of the University Faculty, Article VII, Sec. B. Departments and Centers in DGMS shall plan and execute programs of research and scholarship and of professional activity and shall train medical students, graduate students, and, in some cases, undergraduate students in its discipline.

b. Each member of the Faculty of Medicine shall have a primary appointment in an academic department or DGMS, which has departmental status (see Article 4.7).

4.2: Function of Departments

a. Each department and DGMS shall provide a central administration for its academic disciplines. Each department and DGMS 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. Each department shall also allocate resources to execute powers and responsibilities concerning the faculty's educational, research, scholarly activities (Faculty Handbook, Chapter 2, Section B), and full freedom of scholarly investigation and publication of his or her findings (Faculty Handbook, Chapter 2, Section D). These responsibilities 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 with the exception of DGMS where the dean serves as chair (see Article 4.7). 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

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institutions where this shall be necessary for the execution of its mission. Each department shall elect one representative to the Faculty Council.

b. 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.

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c. 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.

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d. 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.

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e. 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.

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f. 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.

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g. 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.

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h. 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 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.

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i. 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.

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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.

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k. 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.

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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 with the exception of DGMS where the dean serves as chair. 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 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.

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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 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 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.

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c. The chair of an academic department may reside at the School of Medicine or at any one of its affiliated institutions.

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.

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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, ~~discontinue or merge~~ academic departments shall be ~~submitted to~~ the Faculty Council ~~for review~~. ~~The Faculty Council shall submit all petitions recommended for approval along with their rationale to the Faculty of Medicine for its consideration. Petitions recommended for approval by the Faculty of Medicine shall be forwarded to the Dean for consideration.~~ ~~The Dean will transmit the petition along with his/her recommendation to the University Faculty Senate for consideration (see Article 2:3b).~~

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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.

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4.7: The Division of General Medical Sciences (DGMS)

DGMS was established in 1986 to provide an organizational home for primary appointments for faculty pursuing interdisciplinary research and educational objectives. DGMS is composed of centers headed by center directors who recommend faculty for appointment, promotion and tenure. The Dean of the School of Medicine shall serve as the Chair of DGMS and has discretion to establish or close individual centers. Faculty with primary appointments in

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DGMS shall retain their primary appointment in DGMS in the event of center closure. In all other regards DGMS is the equivalent to an academic department.

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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); 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

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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 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.

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 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, or special) include (a) grave misconduct or serious neglect of academic or

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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 track on recommendation of the department Committee on Appointments, Promotions, and Tenure,

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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 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 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.

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_____ 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 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 DGMS, 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 twenty-four full-time faculty members. Eighteen members shall be elected by the full-time faculty and six members shall be appointed by the dean. A representative 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. Ten of the committee members shall have the rank of tenured professor; ten shall be professors in the non-tenure track; and four shall be tenured associate professors. The elected committee members shall include nine faculty members with primary appointment in clinical science

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departments and 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 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 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 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

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financial support. For faculty with tenure track, non-tenure-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. The amendment must be accompanied by a rationale for the proposed change. All proposed amendments shall be submitted to the Chair and secretary of the Faculty Council, who shall forward all proposed amendments to the Standing Committee on Bylaws. The Bylaws Committee shall review each proposed amendment and report its recommendation to Faculty Council. All proposed amendments will be considered and voted on by the Faculty Council within the same academic year if submitted prior to April 1 of that year. All proposed amendments, their rationale, 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.

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BYLAWS OF THE FACULTY OF
JACK, JOSEPH AND MORTON MANDEL SCHOOL, MANDEL SCHOOL OF
APPLIED SOCIAL SCIENCES
CASE WESTERN RESERVE UNIVERSITY

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Revised by the Mandel School Faculty - 9/25/2017
Ratified by Faculty Senate – 03/20/2013

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Article 1
Purpose

- 1:1 These bylaws and all amendments adopted as hereinafter provided shall constitute the rules and regulations governing the conduct and procedures of the constituent faculty of the Mandel School of Applied Social Sciences (hereinafter called the faculty) in the performance of its duties, as specified in and authorized by the constitution of the University Faculty of Case Western Reserve University.

Article 2
Membership

2:1 Members

Members of the faculty shall be all persons holding tenured or tenure track appointments, non-tenure track appointments, or special faculty appointments, as defined in Article I, sections A, B, and C, of the Organization and Constitution of the Faculty, in the constituent programs of the Jack, Joseph and Morton Mandel School of Applied Social Sciences (hereafter called the Mandel School). Special faculty members include persons holding part-time or full-time academic appointments with specific limited responsibilities for the duration of a specific project or for a limited duration, including visiting faculty at all ranks, research faculty (at the ranks of assistant professor, associate professor, and professor), adjunct faculty (at the ranks of instructor and senior instructor and called adjunct instructor or adjunct senior instructor), field education faculty (at the rank of instructor and called field education instructor), specific named professors (according to requirements established for the position), and clinical special faculty at all ranks. All types and titles of special faculty are subject to the approval of the provost.

Secondary appointments are made as special faculty appointments. They are designed for persons who hold primary appointments in other schools/departments within the university. Such an appointment shall be at the rank of instructor, senior instructor, assistant professor, associate professor, or professor.

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A faculty member shall be considered full-time if he/she is engaged fifty percent or more time in approved academic activities and the academic activity is conducted at an approved site. Faculty members holding part-time appointments

shall be invited to attend faculty meetings but shall not hold elective positions.
For voting rights see 2:6.

2.2 The majority of appointments shall be tenured or tenure track.

By separate resolution the constituent faculty of the Mandel School of Applied Social Sciences sets the specific ratio of tenured/tenure track to non-tenure track faculty. However, as stated in Article I, Section D of the University Faculty Handbook, except under special circumstances which are reviewed by the Faculty Senate and approved by the provost, the majority of the voting university faculty members at all times within each constituent faculty shall be tenured or tenure track faculty.

2:3 Terminations in the Case of Financial Exigent Circumstances

In accordance with Chapter 3, Part One, I, E., 3. of the University Faculty Handbook, these bylaws set forth the following guidelines for termination of faculty in the event of financial exigencies facing the school. Special faculty, in reverse order of seniority of rank and years of service, would be terminated first. Then, if necessary, non-tenure track faculty in reverse order of seniority of rank and years of service would be terminated. Tenure track, but untenured faculty, in reverse order of seniority of rank and years of service would then be terminated. Finally, if all other remedies are exhausted, tenured faculty in reverse order of seniority of rank and years of service would be terminated.

2:4 Ex-officio Members

The president and provost shall be *ex-officio* members of the faculty as provided in the bylaws of the University Board of Trustees.

2:5 Student Representatives

One student from each class (first and second year) in the masters program and one at-large from the doctoral program students shall be voting members of the faculty. An alternate shall also be designated who shall have voting rights if a voting member is not present.

Students from the masters program are selected by the chair and members of the officially recognized student government organization. The doctoral student selected by the doctoral student body to represent them in the Doctoral Program Executive Committee shall act as the doctoral representative.

2:6 Voting Members

- a. All tenured, tenure track and non-tenure track members of the faculty and student representatives may vote on general faculty matters. Student

representatives may not vote on any matters pertaining to their own or other students' candidacy for degrees. Special faculty members have no vote on any matters coming before the university faculty. However, specified categories of special faculty including Research and Clinical Special Faculty may vote on particular matters coming before the Mandel School faculty, with prior approval of the voting faculty.

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- b. Administrative directors without academic rank not defined as members of the faculty may vote on the Mandel School internal matters if so approved by the voting faculty members with prior notice.

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2:7 Certification of Voting Members

The dean of the Mandel School of Applied Social Sciences shall certify the names of all administrative directors, faculty members, and students who are voting members of the faculty, and their respective ranks, titles, and positions within 30 days after the beginning of the academic year and thereafter as new appointments occur. This list shall be circulated to the faculty as soon as possible after the beginning of the academic year.

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2:8 Faculty Roster

The dean shall furnish to the secretary of the university a list of all members of the faculty in accordance with Article 1, Section F, of the constitution of the University Faculty.

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2:9 Voting Members of Committees

All tenured, tenure track, non-tenured track and special faculty are voting members of standing or *ad hoc* committees to which they are appointed or elected.

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Article 3 Meetings

3:1 Regular Meetings

The faculty shall hold meetings as appropriate, but not less than two full meetings per semester, on dates to be determined by the dean.

Administrative directors without academic rank may be invited to attend faculty meetings but shall not hold elective positions.

3:2 Special Meetings

Special meetings shall be held at the request of the president or the dean, or on petition to the dean by 20 percent of the voting members of the faculty, stating the purpose of the proposed meeting.

3:3 Presiding Officer - Rules of Order

The president or designated deputy shall preside at both regular and special meetings and shall conduct such meetings in accordance with *ROBERTS RULES OF ORDER*, latest edition. A faculty parliamentarian may be appointed by the dean.

3:4 Minutes

A person shall be designated by the dean who shall record the attendance at all meetings of the faculty and shall keep the minutes of all such meetings.

3:5 Quorum and Procedure of Voting

Sixty percent of the voting members of the faculty shall constitute a quorum and all decisions shall be by majority vote of those present, providing a quorum is present, except as specified.

Article 4
Committees

4:1:1 Educational Policy Authority

The authority for educational policy rests with the faculty as a whole. Committees act in their behalf and are ultimately responsible to the faculty.

4:1:2 Standing Committees

Standing committees of the faculty shall be the Steering Committee, Faculty Committees for Promotion and Tenure, Masters Curriculum Committee, Committee on Students, Committee on the Doctoral Program, the Library Committee and the Information Technology Committee. Faculty and/or the dean may at any time establish committees to study and make recommendations on any matter within the jurisdiction of the faculty. Chairpersons of all standing committees shall be appointed by the dean except as specified in the bylaws. Unless exceptions are noted, only tenured, tenure track and non-tenure track faculty shall serve on standing committees.

4:1:3 Standing Committee Procedures

Members of the Steering Committee, Masters Curriculum Committee, the Doctoral Program Executive Committee and the Information Technology Committee shall be selected during the spring semester. Their terms of

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membership and method of selection shall be as specified by faculty in procedures guiding operation of each committee.

4:1:4 Committee Rosters

The dean shall prepare and distribute annually to all faculty members a list of all members of standing, advisory, and *ad hoc* committees.

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4:2:1 Steering Committee-Function

The purpose of the Steering Committee shall be to make recommendations to the faculty on policies related to the governance of the school. The functions of the Steering Committee shall include but not be limited to the following:

- a. making recommendations to the faculty on the mission and overall direction of the school;
- b. advising the dean and consulting with him/her on the appointment of major academic officers, on the granting of sabbatical leave requests, on formulation of the budget, on the allocation of the school's resources and facilities, on long-range planning, and other matters of similar concern to the faculty;
- c. reviewing and monitoring the school's budget;
- d. reviewing current programs, policies, and organizational structures with regard to their effectiveness, and exercising initiative in proposing the development and introduction of new programs, policies, and organizational structures; and
- e. recommending bylaws revisions and amendments.

4:2:2 Steering Committee - Membership – Structure

The Steering Committee shall consist of the chairperson, six elected faculty members, and the faculty representative on the Senate Executive Committee *ex officio*. The dean, associate dean of academic affairs and the associate dean of research and training, the chairperson of the doctoral program, and the director of field education shall participate as *ex-officio* members.

The chairperson and faculty members of the Steering Committee shall be elected from the entire faculty eligible to vote. Elected members shall serve overlapping three-year terms. Vacancies shall be filled by election. Members shall be eligible for re-election.

A standing Budget Subcommittee appointed by the Steering Committee chair shall consult with the dean on the formulation and implementation of the school's

budget. Budget Subcommittee members can include faculty who are not members of the Steering Committee.

A standing Research & Training Subcommittee of the Steering Committee shall monitor the research and training activities of the school. The chair and members of this Subcommittee shall be appointed by the Steering Committee chair.

4:2:3 Steering Committee - Meetings

Meetings of the Steering Committee shall be held at least twice in a semester and on call of the chairperson who shall give appropriate notice of all meetings to each member of the committee, specifying time, place, and agenda of the meeting. Steering Committee meetings shall be open to all members of the faculty.

4:3:1 Faculty Committees for Promotion and Tenure

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.

The criteria for each category of faculty appointment and for promotion and tenure are developed by the the Mandel School faculty and described in Bylaws Attachment A, subject to approval by the provost, as appropriate for its discipline, and following the criteria set forth in Chapter 3, Part One, I, F., 3. of the University Faculty Handbook. The the Mandel School faculty shall also set forth written procedures providing for an appropriate review of each member of the faculty, as defined in Chapter 3, Part One, I, F., 5. of the University Faculty Handbook. All faculty members, with the exception of part-time faculty, receive an annual review.

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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, research faculty and adjunct faculty as well.

The maximum pre-tenure period for the Mandel School tenure track faculty shall be six years. However, during the pre-tenure period, individual extensions may be granted in accordance with the guidelines set forth in Chapter 3, Part One, I, G., 5. and 6. of the University Faculty Handbook.

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A committee consisting of all faculty eligible to vote shall meet to review candidates for promotion and tenure in accordance with the criteria and procedures for promotion and tenure established by the the Mandel School.

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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 university Faculty Senate.

On recommendations involving promotion of tenured and tenure track faculty, only tenured and 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.

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

The Mandel School criteria (approved 12/19/94) for consideration of promotion and tenure are organized into four areas, as specified in the CWRU Faculty Handbook. .

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These are as follows:

1. expert knowledge of 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.

The first criterion, "expert knowledge of academic field and a commitment to continuing development of this competence," applies to all faculty: tenured, tenure track, non-tenure track, and special.

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Tenured and tenure track faculty should provide evidence that they can and will continue to satisfy all of the other three criteria (2, 3 and 4).

Non-tenure track faculty should provide evidence that they can and will continue to satisfy at least two of the remaining three criteria (2, 3 and/or 4), depending on their initial appointment.

Special faculty should provide evidence that they can and will continue to satisfy at least one of the other three criteria (2, 3 and 4), depending on their initial appointment.

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 Mandel School shall provide an appropriate allocation of resources and time (taking into account rank and type of faculty appointment) for scholarly growth, academic achievement, and professional development, and shall delineate the commitment of resources that accompany an award of tenure.

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4:3:2 Appointments Beyond Pre-Tenure Period

The Mandel School 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.

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4:4:1 Curriculum Committee - Function

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The purpose of the Curriculum Committee shall be to provide leadership, establish standards and initiate activities for overall planning, development, and coordination of the degree and non-degree or educational programs. It shall recommend to the faculty policies and procedures with respect to the following:

- a. curriculum philosophy and standards;
- b. overall structure;
- c. alternative programs leading to the master's degree; and
- d. requirements for matriculation and graduation.

It shall take responsibility for initiation and execution of ongoing and periodic assessment of programs; and shall establish criteria for reviewing educational programs and proposals.

It shall review the practices and proposals of sub-units to determine their appropriateness and compatibility with overall curriculum education policy and priorities.

The Curriculum Committee functions do not include doctoral education. All matters concerning doctoral program curriculum and standards are the purview of the Doctoral Program Faculty, as set forth in section 4:6:1.

4:4:2 Curriculum Committee – Membership

The committee consists of the following persons:

- a. six full-time faculty members, balanced by rank and responsibility in the school, serving overlapping three-year terms;
- b. the associate dean for academic affairs and/or designee;
- c. two students elected by the officially recognized student government organization;
- d. a representative selected by the Alumni Board;
- e. one member from the adjunct faculty, appointed by the associate dean for academic affairs;
- f. the administrator for student services;
- g. the director of field education or a designee; and
- h. a field instructor, recommended by the director of field education.

The committee chairperson shall be appointed by the dean.

Members of the faculty may submit nominations for committee membership to the chair of the committee and may nominate themselves. The Curriculum Committee will select nominees and, in the spring semester, present to the faculty a slate that meets the criteria for balance. The slate shall be sent to faculty at least one week in advance of the meeting at which the election is to occur. Any member of the faculty may submit an alternative slate.

Faculty shall be elected to overlapping three-year terms.

4:5:1 Committee on Students– Function

The Committee on Students shall be responsible for formulating policies related to carrying out its administrative functions and for recommending such policies to the Steering Committee and faculty for action.

The committee shall make administrative decisions regarding:

- a. students whose behavior is determined by the Dean's Committee on Consultation to be in violation of the Professional Code of Conduct Policy (see the M.S.S.A. Program Instructor's Manual and the MSSA Student Handbook);
- b. students who appear to be unable to make satisfactory progress in meeting field expectations;
- c. students who wish to petition for reinstatement following termination.

Following deliberations in this administrative role, the committee shall recommend a plan of action to the associate dean for academic affairs including suspension, termination, reinstatement or no further action. The associate dean for academic affairs will provide the final decision on the committee's administrative action. At any point the committee may consult with the University Office of Student Affairs.

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Student appeals of Committee on Students' actions shall be made to the dean.

4:5:2 Committee on Students– Membership

The committee and its members shall be appointed by the dean. The committee includes the director of field education or his/her designee, the appointed chairperson of the committee and two other faculty members, one member of the Field Education Advisory Committee, two students, and alternates for faculty, field, and student members. The alternates serve when regular members are unable to attend.

The associate dean for academic affairs, or designee, should participate as an ex-officio member.

All faculty members shall have a responsibility to serve on the committee.

Faculty members shall be appointed for a maximum of a three-year term. Provision shall be made for staggering the terms of office, with no more than two rotating off in any one year. Vacancies shall be filled by the appointment of the dean.

The representative from the Field Education Advisory Committee shall be recommended to the dean by the chairperson of the Committee on Students. One student and an alternate from the first year class shall be elected by the officially recognized student government organization in January. An additional first year student is elected in May. Names of students are presented to the dean for appointment to the committee to serve until January and May of the following year.

All members, except ex-officio, are voting members. A quorum is defined as four voting members. Voting members who cannot attend a meeting are required to arrange for an alternate: faculty and student members, and the Field Education Advisory Committee representative arrange with their alternates and the director of field education with a designated field office staff member.

4:6:1 Doctoral Program Faculty

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The functions of the doctoral program faculty shall be to provide leadership, establish standards and initiate activities for overall planning, development and coordination of the doctoral program. Under the authority of the total faculty, it shall make decisions concerning:

- a. degree requirements;
- b. curriculum;
- c. standards of admission; and
- d. student standing and promotion.

The doctoral program faculty shall be members of the faculty as defined in Article 2, Section 1, who hold doctoral degrees, and other members teaching in the doctoral program. The doctoral program faculty shall report to the total faculty at least once a year.

4:6:2 Doctoral Program Executive Committee

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The Executive Committee of the doctoral program shall be composed of four members of the doctoral program faculty elected at-large, one student who shall be elected by the students enrolled in the doctoral program, the chairperson of the doctoral program, the dean, and those persons who have major responsibility for constituent areas of the doctoral curriculum. The term of office of elected members shall be two years with one half elected in the spring semester in alternate years.

The functions of the doctoral program Executive Committee shall be to act in behalf of the constituent faculty in matters related to the functions outlined in Section 4:6:1, making recommendations to the constituent faculty and decisions as directed.

4:6:3 Chairperson of the Doctoral Program Faculty

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The chairperson of the doctoral program faculty shall be appointed by the dean and shall be a full-time faculty member. He/she shall act as presiding officer of the doctoral program faculty and the doctoral program Executive Committee.

4:7:1 Library Committee

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The Library Committee shall review and make recommendations to the faculty concerning issues related to the library. The functions shall include, but not be limited to:

- a. making recommendations to the faculty on the mission and overall direction of the library;
- b. advising and consulting with the library director on the library's budget and long range planning; and
- c. reviewing current library policies and making recommendations reflecting changing user needs.

The Library Committee shall meet at least twice during each of the fall and spring semesters and on call of the chair.

4:7:2 Library Committee – Membership

The Library Committee shall consist of four faculty members, the library director, one student representative from each of the masters and doctoral programs and one alumnus. The faculty members should represent, as far as possible, the various program and research constituencies in the school.

The faculty membership is to be appointed by the dean, the student representative by their own constituencies and the alumnus by the Alumnae Association. Terms of membership shall be overlapping two-year terms and members may be reappointed. The chair shall be selected by the dean with the library director not being eligible to chair the group.

4:8:1 Research & Training Subcommittee

The purpose of the Research & Training Subcommittee is to establish and assure a scholarly research environment within the school. Specifically, the committee shall:

- Provide leadership and initiate activities for overall planning and development of research and training grants and funding.
- Recommend to the Steering Committee policies and procedures with respect to supporting and advancing the research mission of The Mandel School,
- Assess the training and professional development needs of faculty, doctoral students and staff with respect to research and recommend programs to meet these needs.
- Prepare and deliver to the Steering Committee, at least yearly, a report on research and training programs and of The Mandel School research administration.

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- Encourage and support faculty to develop research and training proposals.
 - Oversee the investment funds for research and training development (i.e. funds for pilot studies and proposal preparation).
 - Provide leadership and work with the Doctoral Program Executive Committee to develop research training and funding opportunities for doctoral students.
 - Promote research visibility external to The Mandel School through developing a research newsletter, research content on the The Mandel School web site, research features in The Mandel School publications and research briefs.
- Receive reports from faculty representatives to University Research Council and Faculty Senate Research Committee, and serve as a conduit for bringing relevant University research issues to the Steering Committee.

4:8:2 Research & Training Subcommittee – Structure and Membership

Faculty (tenured, tenure track, non-tenure track, special), senior research associates, center directors and principal investigators are eligible for membership on the subcommittee. There should be a minimum of eight members of the subcommittee, including Associate Dean for Research and Training and the chair of the doctoral program. At least one member of the subcommittee should also sit on the curriculum committee for the purpose of assuring the flow of information. The dean of the school and Manager for Research & Training shall be *ex-officio* members of the subcommittee. The appointments should be staggered and for a three-year term.

4:9:1 Dean’s Committee on Consultation – Function

The purpose of the Dean’s Committee on Consultation is to provide consultation to any member of the academic team when a student situation presents which may not warrant immediate administrative action, but where members of the academic team believe that additional or different supporters may be needed to assure that the student has the opportunity to be successful in the program. The Dean’s Committee on Consultation shall be responsible for formulating policies related to carrying out its consultative functions and for recommending such policies to the Steering Committee and faculty for action.

The committee shall make consultation decisions regarding:

- a. Students who are presenting problems, either in the classroom or in the field, that are affecting their performance;
- b. Students who are being placed on disciplinary warning or probation and develop a pattern of problematic performance in violation of the the Mandel School Professional Code of Conduct Policy found in the M.S.S.A. Program Instructor’s Manual and MSSA Handbook;
- c. Academic misconduct matters as outlined in the Case Western Reserve University Academic Integrity Standards has occurred;

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- d. Other situations where a member of the academic team is concerned that the student's performance or behavior may not lead to successful completion of the program.

Following deliberations in this consultation role, the committee shall recommend a plan of action to the associate dean for academic affairs. In cases where serious academic misconduct is found, this plan may include referral to the Dean of Graduate Studies for possible action, as provided in the CWRU Academic Integrity Standards. If the alleged violation is one for which the penalty is separation from the university (defined as level 3 and level 4) in the Academic Integrity Standards for Graduate Students (Chapter 4, Article VI of the Case Western Reserve University Faculty Senate Handbook, then the dean of the Mandel School will automatically forward the case to the dean of graduate studies to be heard under the University Academic Policies and Procedures. In cases where students are having serious difficulties in meeting field requirements or when the students' behavior is in violation of the Professional Code of Conduct Policy (see the M.S.S.A. Program Instructor's Manual and the MSSA Student Handbook), the committee shall refer the student to the Committee on Students to consider administrative action.

The Dean's Committee will coordinate and continue to monitor the progress of students who are presenting problems in the classroom or in the field. At any point in the consultation process, the administrators of student services or academic affairs may consult with the University Office of Student Affairs.

4:9:2 Dean's Committee on Consultation – Membership

The Dean's Committee on Consultation is chaired by the Assistant Dean for Student Services and Director of Student Services or his/her designee. The committee includes the director of field education or his/her designee and the Associate Dean for Academic Affairs or his/her designee.

The designee for the director of field education shall be recommended to the dean by the director of field education. The student's field and academic advisor may be asked to meet with the committee. Other members of the academic team may be asked to meet with the committee as needed.

4:10.1 Information Technology Committee - Function

The charge for this committee shall be to review and to make recommendations to the faculty concerning issues related to information technology at the Mandel School. The functions shall include, but not be limited to: making recommendations to the faculty on the mission and overall direction of IT; advising and consulting with the ~~the Mandel School~~ Director of IT on the IT budget and both short-range and long-range planning; reviewing current IT practices, priorities, and policies and making recommendations reflecting current

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and projected user needs and act as interface with the University level IT committee and appropriate sub-committees.

4:10.2 Information Technology Committee – Structure and Membership

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The Chair of this Standing Committee shall be a member of the the Mandel School faculty. Voting members of this Standing Committee shall include 3 elected representatives from the faculty, the Director of Information Technology, and one appointed representative each from master's students, doctoral students, and staff. Voting members shall serve two year overlapping terms. *Ex officio* members of the IT Standing Committee shall include the Dean of the Mandel School, Associate Dean for Research and Training, Associate Dean for Academic Affairs, Assistant Dean for Financial Administration, Chair of the Doctoral Program, Chair of the Master's Program, Director of the Harris Library, and The Mandel School Registrar.

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Article 5 Constituent Programs of The Mandel School

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5:1 Constituent Programs

Constituent programs are: Masters in Social Work Program, Doctoral Program, Continuing Education Program, and such other programs as shall be created.

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Leaders of constituent programs shall be appointed by the dean in consultation with the Steering Committee. These persons shall be charged with responsibility for educational and administrative leadership of their programs, and will be responsible to the dean in all matters except those lying within the authority of the faculty as a whole, or where authority is shared with another program of the university.

Each constituent program shall be organized internally as specified in the bylaws or in consultation with the Steering Committee.

Article 6 Dean of The Mandel School

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6:1 Appointment of Dean and Term of Office

The dean of The Mandel School shall be appointed for a specified term by the president after consultation with members of the faculty and the Steering Committee.

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6:2 Functions of the Dean

The dean of the Mandel School shall be the chief executive officer of the school and chairperson of the faculty, charged with broad responsibility of representing its interest in the academic and administrative management of the university as a whole and shall perform such other duties as are specified elsewhere in these bylaws.

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6:3 Other Administrative Officers

Appointments to or creation of any positions of associate dean, or other administrative offices shall be made by the dean in consultation with the Steering Committee.

Article 7
Representation in University Governance

7:1 University Representatives

The faculty of the Mandel School shall be represented in university governance by its dean, associate deans, and separate faculty members, as they shall from time to time be selected to serve on various university bodies.

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The faculty of the Mandel School shall provide representatives to the Faculty Senate, and other university bodies in accordance with the bylaws of those bodies.

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Article 8
Amendment of the bylaws

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8:1 Amendment Procedures

These bylaws may be amended at any meeting of the faculty by a vote of 60 percent of the members present, provided however, that the quorum of such a meeting shall be 60 percent of the voting faculty, and provided that the dean shall have distributed to each voting member of the faculty a written copy of the proposed amendment at least 14 days before the meeting

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Following initial amendment, the bylaws shall be submitted to the appropriate committee of the Faculty Senate for review. Changes suggested by that committee shall be presented to the Steering Committee for its approval and then forwarded to faculty for final review and approval using the procedure discussed above. Approved bylaws are then submitted to the Faculty Senate for ratification.

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Article 9
Ratification of the bylaws

APPENDIX A
JACK, JOSEPH AND MORTON MANDEL
SCHOOL OF APPLIED SOCIAL
SCIENCES
CASE WESTERN RESERVE UNIVERSITY

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

Revised by the Mandel School Faculty – 5/11/2015
Ratified by the Faculty Senate – 1/22/2016

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. The Mandel School 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 Mandel School by laws (approved 1/26/2004, revised 9-25-17).

- 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).
- 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 Mandel School faculty, unless specifically asked to vote on a particular issue by the voting faculty.

II. Qualifications and Standards

The Mandel School 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

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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

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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. The Mandel School by-laws (Section 4:3:2) state: “Mandel School 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.”

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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.

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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 Mandel School faculty April 14, 2003 and listed later in this document.

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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 Mandel School and the guidelines established by the Faculty Senate.

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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 Mandel School criteria for promotion and tenure and the guidelines provided by the provost's office.

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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.

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V. Procedures for Secondary Appointments

A. 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.

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B. 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.

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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.

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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	Carries a teaching load for a prescribed period of time – total appointment may not exceed three years.

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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.

Table 2
Criteria, Evidence, and Sources as Applied for Appointment, Reappointment, Promotion, and Consideration for Tenure

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

The Mandel School 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

Deleted: 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:¶
¶
<#>Expert knowledge of their academic field and a commitment to continuing development of this competence¶
<#>Effectiveness in facilitating learning¶
<#>Implementation of a continuing program of research and scholarship¶
<#>Assuming a fair share of school/university service and administrative tasks, including contributing to community and professional service¶

<p align="center">Tenured & Tenure Track (Criteria 1-4 apply for tenured and tenure track)</p>	<p 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 align="center"><u>INSTRUCTOR</u></p> <p>This rank not applicable</p>	<p align="center"><u>INSTRUCTOR</u></p> <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)
<p align="center"><u>SR. INSTRUCTOR</u></p> <p>This rank not applicable</p>	<p align="center"><u>SR. INSTRUCTOR</u></p> <ul style="list-style-type: none"> • Master’s degree in social work or related field. (1) • Recognition of area of expertise by local/community professionals as evidenced by honors, publications, and/or

<p align="center">Tenured & Tenure Track (Criteria 1-4 apply for tenured and tenure track)</p>	<p 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>presentations. (1)</p> <ul style="list-style-type: none"> • 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 ABLÉ 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 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) • A research area of expertise is evident. • Ability to attract funding for research. (3) 	<p 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, programs, and initiatives. (4) • Excellence in teaching and/or practice. (2) • Development of area of teaching focus. (2)

<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 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), <u>assessment of teaching role and competence, aims and objectives, relationship with students,</u> responses from a random sample of 	<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, assessment of teaching role and competence, aims and objectives, relationship with students, particular skills

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<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>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 <u>sole, first and collaborative team authored</u> articles published in refereed journals, books and book chapters, monographs, reports and papers, juried and invited presentations at <u>professional meetings, and external support for research and scholarship, evaluation of research and scholarships by external referees. (3).</u> • Scholarly work demonstrates excellence, an ability to conduct independent scholarship, and a sustained focus that is likely to continue as evidenced by research 	<p>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 <u>sole, first and collaborative team authored</u> articles published in refereed journals, books and book chapters, monographs, reports and papers, juried and invited presentations at <u>professional meetings, external support for research and scholarship, evaluation of research and scholarships by external referees. (3)</u> • Scholarly work demonstrates excellence,

Deleted: professional meetings, external support for research and scholarship, evaluation of research and scholarships by external referees. (3)

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)
<p>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>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)</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 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 <u>sole, first and collaborative team authored articles published in top tier refereed journals</u> 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) • <u>Significant contributions to social work education as</u> education with regard to 	<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 <u>sole, first and collaborative team authored articles published in refereed, in refereed journals</u> 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) • <u>Significant contributions to social work education as</u>, as evidenced by curriculum

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<p align="center">Tenured & Tenure Track (Criteria 1-4 apply for tenured and tenure track)</p>	<p 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>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>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

Revised May 11, 2015

Revised September 25, 2017

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

January 22, 2016



Office of Undergraduate Studies

10900 Euclid Avenue
Cleveland, Ohio 44106-7028

Visitor and Deliveries
Sears Building, Room 357
Phone: 216-368-2928
Fax: 216-368-4718
www.case.edu

TO: Members of the Faculty Senate

FROM: Jeffrey Wolcowitz, on behalf of Undergraduate Studies and the Office of Student Conduct & Community Standards

RE: "Refresh" of the Academic Integrity Policy for Undergraduates

DATE: January 12, 2018

The current Academic Integrity Policy for Undergraduates was approved by the Faculty Senate on March 26, 2002, following a vote by the University Undergraduate Faculty. Fifteen years later, it is appropriate to review that policy (1) to make sure that current practices are aligned with original intent, (2) to clarify issues that have emerged but were not addressed in the original policy, and (3) to reaffirm community buy-in to the policy.

George O'Connell and Kaleena Schmidt from the Office of Student Conduct & Community Standards and Denise Butler, Nancy Dilulio, and Jeffrey Wolcowitz from the Office of Undergraduate Studies (the two offices responsible for implementation of the policy) undertook such a review during the 2016-2017 academic year. The accompanying documents present our recommendations for a "refresh" of the policy, as amended and approved by FSCUE with input from the Faculty Personnel Committee. Those documents are: (1) the current policy as it appears in the Undergraduate Studies chapter of the 2017-2018 General Bulletin, (2) the current policy with the proposed changes tracked through the document, and (3) a clean version of the proposed "refreshed" policy.

Many of the changes are simple word changes to add clarity to the document. Others are substantive changes or additions. To guide you in reading the documents, I outline the major changes:

Preamble: In addition to adhering to their own personal codes of integrity, members of our community must also "comply with University community standards."

Definitions: The changes in this section do two things. First, we break out submitting the same work in multiple courses from the definition of plagiarism. Second, we emphasize that the specifics listed in each definition are examples by expanding "includes" to "includes but is not limited to."

Discussing, Reporting and Adjudicating Violations: The sections in this part of the document have been reorganized to reflect the actual flow of the process. Also, we have clarified that any member of the University community is expected to bring forward concern that an academic integrity violation has occurred.

Reporting Procedures: This is a renamed introduction to First and Subsequent Violations to focus on the start of the process. Since we do not tell a faculty member whether or not the student has a prior violation (because we do not want that to influence the faculty member's response to the incident at hand), we clarify that all report forms should be completed as if they are for a first violation.

Academic Integrity Board: In this section we differentiate the Academic Integrity Board, which includes all students and faculty who make up the hearing pool, from the Academic Integrity Hearing Panel that will review a particular case. We also include the procedures and evidence standards explicitly in this policy rather than point people to the conduct policy, set standards for proceeding with a hearing if a member of the panel does not show up, and clarify that a student cannot end up with a greater penalty by pursuing the right to a hearing. We also clarify, at the suggestion of the Faculty Personnel Committee, that the student and faculty member will be notified of the outcome of a hearing in a timely manner, including the reasoning behind the Panel's decision.

Appeals: We have added this section in the spirit of being clear about all procedures, again to avoid pointing people to the conduct policy to learn about appeal procedures.

Violations Reported After Graduation: Because these are academic matters potentially affecting the awarding of the degree, we shift decision-making about whether to pursue such a case from Student Affairs to the Dean of Undergraduate Studies.

PROPOSED CHANGES TO CURRENT ACADEMIC INTEGRITY POLICY WITH TRACK CHANGES

Academic Integrity

Students, faculty, and administrators share responsibility for the determination and preservation of standards of academic integrity. Not only must they adhere to their own personal codes of integrity and comply with University community standards, but they must also be prepared to educate others about the importance of academic integrity, to take reasonable precaution to discourage violations of academic integrity, and to adjudicate violations.

For students, education about the importance of academic integrity begins during the admissions process. The centrality of integrity to the academic enterprise is reinforced during new student orientation when students engage in discussion about academic integrity. Specific mention of academic integrity and course-specific guidelines should be presented in all classes. Programs and instruction about academic integrity guidelines also should be offered throughout the students' undergraduate career.

Faculty and students are expected to uphold standards of academic integrity by taking reasonable precaution in the academic arena. Reasonable precaution involves implementing measures that reduce the opportunities for academic misconduct but do not inhibit inquiry, create disruption or distraction in the testing environment, or create an atmosphere of mistrust.

The vitality of academic integrity is dependent upon the willingness of community members to confront instances of suspected wrongdoing. The faculty have a specific responsibility to address suspected or reported violations as indicated below. All other members of the academic community are expected to report directly and confidentially their suspicion of violation to a faculty member or a dean or to approach suspected violators and to remind them of their obligation to uphold standards of academic integrity.

Definition of Violations

All forms of academic dishonesty including cheating, plagiarism, misrepresentation, obstruction, and submitting without permission work to one course that was completed for another course are violations of academic integrity standards.

- Cheating includes but is not limited to copying from another's work; falsifying problem solutions or laboratory reports; using unauthorized sources, notes or computer programs; or otherwise failing to follow the instructions or procedures in place for a particular testing situation.
- Plagiarism includes but is not limited to the presentation, without proper attribution, of another's words or ideas from printed or electronic sources.

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- Misrepresentation includes but is not limited to forgery of official academic documents, the presentation of altered or falsified documents or testimony to a university office or official, taking an exam for another student, or lying about personal circumstances to postpone tests or assignments.
- Obstruction includes but is not limited to engaging in unreasonable conduct that interferes with another's ability to conduct scholarly activity, such as destroying a student's computer file, stealing a student's notebook, or interfering with a student's access to course materials.
- Submitting without the instructor's consent an assignment in one class previously submitted or being submitted in another class violates academic integrity standards because it interferes with the learning expected from the assignment and the course.

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Discussing, Reporting and Adjudicating Violations

If any member of the University community suspects that an undergraduate student has violated academic integrity standards, they shall advise the student and the department chair and consult with the Dean of Undergraduate Studies about the appropriate course of action. Before speaking with the student, they also may choose to consult with the chair or dean about academic integrity standards. If, in consultation with the dean, it is determined that the evidence is not adequate to charge the student with a violation, the matter will be dropped. Otherwise, the following procedures will be followed.

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Reporting Procedures

If the faculty member and the student agree that a violation has occurred, the faculty member shall choose either to sanction the student or to refer the case to the academic integrity board. If the faculty member chooses to sanction the student, the minimum sanction is failure in the work in question and the maximum sanction is failure in the course. The faculty member will be provided with a standard reporting form to be signed by both the student and faculty member. As the faculty member will not know whether any prior violations have occurred, all alleged violations should be treated as if they are first violations. Upon completion, the reporting form and all documentation should be forwarded to the Office of Student Conduct and Community Standards.

Deleted: First Violations

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The case will be referred by the Office of Student Conduct and Community Standards for Academic Integrity Board action if any of the following apply:

- The student claims not to have violated academic integrity standards.
- The student disagrees with the sanction imposed by the professor (provided that the sanction is greater than the minimum).
- The faculty member believes that the seriousness of the first offense warrants presentation to the Academic Integrity Board.
- The faculty member, after consultation with the dean, prefers to have the Academic Integrity Board investigate or adjudicate the alleged violation, or prefers that the Board sanction the student.

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- The case is not the student's first violation of the Academic Integrity Policy.
- The student is not enrolled in the faculty member's course.

First Violations

If upon receipt by the Office of Student Conduct and Community Standards the violation is confirmed to be a first violation (the University has no record of a previous academic integrity violation by the student), the case will proceed as indicated on the completed reporting form.

Students found responsible for a first violation will be required, in addition to any other sanctions, accepted or imposed, to attend an ethics education program or to complete an ethics exercise as assigned by the Dean of Undergraduate Studies or the Director of the Office of Student Conduct and Community Standards or their designees.

Subsequent Violations

If the university judicial file indicates that the student suspected of a violation has been responsible for one or more previous violations of the university's Academic Integrity Policy, the case will be referred by the Office of Student Conduct and Community Standards for Academic Integrity Board action.

Misrepresentation and Obstruction

Reports of suspected academic misrepresentation or obstruction occurring in settings other than the classroom will be referred by the Office of Student Conduct and Community Standards for Academic Integrity Board action.

Academic Integrity Board

The Academic Integrity Board is a pool of student and faculty volunteers trained to adjudicate academic integrity violations. Prospective undergraduate student members are identified by already serving undergraduate student members and approved by the Undergraduate Student Government. Prospective faculty members are identified by the Office of Undergraduate Studies and the Office of Student Conduct and Community Standards and approved by the Faculty Senate Committee on Undergraduate Education.

If a suspected or known violation of academic integrity standards warrants consideration by the Academic Integrity Board, the Director of the Office of Student Conduct and Community Standards or designee will convene an Academic Integrity Hearing Panel selected from approved members of the Academic Integrity Board. All Panel members must have been previously appointed to the Academic Integrity Board as outlined above.

The Panel will be composed of three students (voting members), two faculty (voting members), and two administrators (non-voting members). One administrator will normally be a dean from

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the Office of Undergraduate Studies. The other administrator will normally be a representative of the Office of Student Affairs and will chair the Board. All members of the Panel may question anyone providing information to the panel.

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The Panel's determination of responsibility shall be made on the basis of whether there is a preponderance of the evidence (defined as whether it is more likely than not) that the student violated the Academic Integrity Policy. At least a simple majority of voting members must agree that there is a preponderance of the evidence supporting responsibility for a violation.

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If any student or faculty voting member of an academic integrity panel is absent from a scheduled hearing due to unforeseen reasons, the academic integrity hearing may proceed only if all of the following criteria are met:

- The student charged with an alleged academic integrity violation agrees to proceed.
- An Undergraduate Studies dean is present and agrees to proceed.
- A Hearing Panel chair is present and agrees to proceed.
- At least three voting members of the scheduled Hearing Panel are present, including at least one student and one faculty member.

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Failure to meet all of the above criteria will result in the hearing being rescheduled for a later date.

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Should the Panel find the student **not responsible** for a suspected violation, the faculty member and the student will be so informed in a timely manner, including the reasoning behind the Panel's decision. The faculty member will be asked to evaluate the student's performance on the assignment in question and to issue a grade based on his or her normal grading practices.

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If the Panel finds a student **responsible** for a violation of academic integrity standards, the faculty member and the student will be so informed in a timely manner, including the reasoning behind the Panel's decision. The Panel can sanction violations by issuing failure in the work in question, failure in the course, university warning, university disciplinary probation, university separation, or expulsion from the university.

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In cases in which the student does not accept responsibility for a first violation but is found responsible by an Academic Integrity Panel, the Panel may not impose a sanction greater than that originally proposed by the faculty member. In cases in which the student accepts responsibility for a first violation but does not accept the sanction, the Academic Integrity Panel may assign a sanction no greater than the sanction proposed by the faculty member.

In cases in which the Academic Integrity Panel finds a student responsible for a second or subsequent violation, the minimum sanction will be failure in the course; the maximum penalty will be expulsion from the university. Prior violations of the Academic Integrity Policy may be taken into account when determining sanctions. Prior Academic Integrity allegations for which the student was found not responsible may not be taken into account when determining sanctions.

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If the Academic Integrity Panel finds a student responsible for misrepresentation or obstruction, the minimum sanction will be university disciplinary probation; the maximum penalty will be expulsion from the university.

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Appeals

A decision reached by an Academic Integrity Panel may be appealed by the student within five business days (days the university is open, including student breaks) from the time the hearing decision is made available. Appeal petitions shall be submitted in writing to the Office of Student Conduct and Community Standards.

An appeal shall be limited to review of the appeal petition, information available at the hearing, the verbatim record of the hearing, and supporting documents for one or more of the following grounds:

- There is evidence that established procedures were not followed in a manner that would have significantly affected the hearing outcome.
- There is new information not available at the time of the hearing that would have significantly affected the hearing outcome.
- The sanctions are substantially disproportionate to the severity of the violation.

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Three members of the University Student Affairs leadership team will determine whether an appeal petition falls within any of the above criteria. If it is determined that the appeal petition does not meet these criteria, the appeal will be denied. If it is determined that the appeal petition meets one or more of these criteria, the case will be forwarded to a full appeal panel. An appeal panel shall be chaired by the Vice Provost for Undergraduate Education and consist of two students and two faculty from the Academic Integrity Board with no prior participation in the original Academic Integrity Panel or conflict of interest with anyone involved in the case.

The appeal panel will limit the scope of the review to the grounds outlined above. If an appeal is granted based on either of the first two criteria listed above, the case may be returned to the original Academic Integrity Panel to allow reconsideration of the original decision. If an appeal is granted on the basis of the third criterion above, the appeal panel may render new sanction(s). If an appeal is not granted, the matter shall be considered closed and the original outcome binding on all parties involved.

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Violations Reported After Voluntary Withdrawal or Academic Separation

Suspected violations of academic integrity standards reported after a student voluntarily withdraws or is academically separated will be investigated and adjudicated. A student who withdraws or is academically separated during the investigation and adjudication of a suspected violation may be asked to appear at a hearing or, if the student fails to appear, have his or her case heard *in absentia*. If the student is found responsible for a violation, sanctions can be imposed.

Violations Reported After Graduation

In the event that a suspected violation of academic integrity standards is reported after graduation, the Dean of Undergraduate Studies, or his/her designee will make a determination as to the feasibility of investigation and adjudication. Graduation will not preempt investigation or adjudication of a suspected violation when those processes are feasible. If a student is found responsible for a violation and the sanction imposed makes the student ineligible to earn his or her degree, the degree may be revoked.

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Maintenance of Records

Violations of academic integrity standards are considered violations of the university's Standards of Conduct and will be recorded in the student's conduct record. University conduct files are maintained by the Office of Student Conduct and Community Standards in the Division of Student Affairs.

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CLEAN VERSION OF “REFRESHED” ACADEMIC INTEGRITY POLICY

Academic Integrity

Students, faculty, and administrators share responsibility for the determination and preservation of standards of academic integrity. Not only must they adhere to their own personal codes of integrity and comply with University community standards, but they must also be prepared to educate others about the importance of academic integrity, to take reasonable precaution to discourage violations of academic integrity, and to adjudicate violations.

For students, education about the importance of academic integrity begins during the admissions process. The centrality of integrity to the academic enterprise is reinforced during new student orientation when students engage in discussion about academic integrity. Specific mention of academic integrity and course-specific guidelines should be presented in all classes. Programs and instruction about academic integrity guidelines also should be offered throughout the students' undergraduate career.

Faculty and students are expected to uphold standards of academic integrity by taking reasonable precaution in the academic arena. Reasonable precaution involves implementing measures that reduce the opportunities for academic misconduct but do not inhibit inquiry, create disruption or distraction in the testing environment, or create an atmosphere of mistrust.

The vitality of academic integrity is dependent upon the willingness of community members to confront instances of suspected wrongdoing. The faculty have a specific responsibility to address suspected or reported violations as indicated below. All other members of the academic community are expected to report directly and confidentially their suspicion of violation to a faculty member or a dean or to approach suspected violators and to remind them of their obligation to uphold standards of academic integrity.

Definition of Violations

All forms of academic dishonesty including cheating, plagiarism, misrepresentation, obstruction, and submitting without permission work to one course that was completed for another course are violations of academic integrity standards.

- Cheating includes but is not limited to copying from another's work; falsifying problem solutions or laboratory reports; using unauthorized sources, notes or computer programs; or otherwise failing to follow the instructions or procedures in place for a particular testing situation.
- Plagiarism includes but is not limited to the presentation, without proper attribution, of another's words or ideas from printed or electronic sources.
- Misrepresentation includes but is not limited to forgery of official academic documents, the presentation of altered or falsified documents or testimony to a university office or

official, taking an exam for another student, or lying about personal circumstances to postpone tests or assignments.

- Obstruction includes but is not limited to engaging in unreasonable conduct that interferes with another's ability to conduct scholarly activity, such as destroying a student's computer file, stealing a student's notebook, or interfering with a student's access to course materials.
- Submitting without the instructor's consent an assignment in one class previously submitted or being submitted in another class violates academic integrity standards because it interferes with the learning expected from the assignment and the course.

Discussing, Reporting and Adjudicating Violations

If any member of the University community suspects that an undergraduate student has violated academic integrity standards, they shall advise the student and the department chair and consult with the Dean of Undergraduate Studies about the appropriate course of action. Before speaking with the student, they also may choose to consult with the chair or dean about academic integrity standards. If, in consultation with the dean, it is determined that the evidence is not adequate to charge the student with a violation, the matter will be dropped. Otherwise, the following procedures will be followed.

Reporting Procedures

If the faculty member and the student agree that a violation has occurred, the faculty member shall choose either to sanction the student or to refer the case to the academic integrity board. If the faculty member chooses to sanction the student, the minimum sanction is failure in the work in question and the maximum sanction is failure in the course. The faculty member will be provided with a standard reporting form to be signed by both the student and faculty member. As the faculty member will not know whether any prior violations have occurred, all alleged violations should be treated as if they are first violations. Upon completion, the reporting form and all documentation should be forwarded to the Office of Student Conduct and Community Standards.

The case will be referred by the Office of Student Conduct and Community Standards for Academic Integrity Board action if any of the following apply:

- The student claims not to have violated academic integrity standards.
- The student disagrees with the sanction imposed by the professor (provided that the sanction is greater than the minimum).
- The faculty member believes that the seriousness of the first offense warrants presentation to the Academic Integrity Board.
- The faculty member, after consultation with the dean, prefers to have the Academic Integrity Board investigate or adjudicate the alleged violation, or prefers that the Board sanction the student.
- The case is not the student's first violation of the Academic Integrity Policy.
- The student is not enrolled in the faculty member's course.

First Violations

If upon receipt by the Office of Student Conduct and Community Standards the violation is confirmed to be a first violation (the University has no record of a previous academic integrity violation by the student), the case will proceed as indicated on the completed reporting form.

Students found responsible for a first violation will be required, in addition to any other sanctions, accepted or imposed, to attend an ethics education program or to complete an ethics exercise as assigned by the Dean of Undergraduate Studies or the Director of the Office of Student Conduct and Community Standards or their designees.

Subsequent Violations

If the university judicial file indicates that the student suspected of a violation has been responsible for one or more previous violations of the university's Academic Integrity Policy, the case will be referred by the Office of Student Conduct and Community Standards for Academic Integrity Board action.

Misrepresentation and Obstruction

Reports of suspected academic misrepresentation or obstruction occurring in settings other than the classroom will be referred by the Office of Student Conduct and Community Standards for Academic Integrity Board action.

Academic Integrity Board

The Academic Integrity Board is a pool of student and faculty volunteers trained to adjudicate academic integrity violations. Prospective undergraduate student members are identified by already serving undergraduate student members and approved by the Undergraduate Student Government. Prospective faculty members are identified by the Office of Undergraduate Studies and the Office of Student Conduct and Community Standards and approved by the Faculty Senate Committee on Undergraduate Education.

If a suspected or known violation of academic integrity standards warrants consideration by the Academic Integrity Board, the Director of the Office of Student Conduct and Community Standards or designee will convene an Academic Integrity Hearing Panel selected from approved members of the Academic Integrity Board. All Panel members must have been previously appointed to the Academic Integrity Board as outlined above.

The Panel will be composed of three students (voting members), two faculty (voting members), and two administrators (non-voting members). One administrator will normally be a dean from the Office of Undergraduate Studies. The other administrator will normally be a representative of the Office of Student Affairs and will chair the Board. All members of the Panel may question anyone providing information to the panel.

The Panel's determination of responsibility shall be made on the basis of whether there is a preponderance of the evidence (defined as whether it is more likely than not) that the student violated the Academic Integrity Policy. At least a simple majority of voting members must agree that there is a preponderance of the evidence supporting responsibility for a violation.

If any student or faculty voting member of an academic integrity panel is absent from a scheduled hearing due to unforeseen reasons, the academic integrity hearing may proceed only if all of the following criteria are met:

- The student charged with an alleged academic integrity violation agrees to proceed.
- An Undergraduate Studies dean is present and agrees to proceed.
- A Hearing Panel chair is present and agrees to proceed.
- At least three voting members of the scheduled Hearing Panel are present, including at least one student and one faculty member.

Failure to meet all of the above criteria will result in the hearing being rescheduled for a later date.

Should the Panel find the student **not responsible** for a suspected violation, the faculty member and the student will be so informed in a timely manner, including the reasoning behind the Panel's decision. The faculty member will be asked to evaluate the student's performance on the assignment in question and to issue a grade based on his or her normal grading practices.

If the Panel finds a student **responsible** for a violation of academic integrity standards, the faculty member and the student will be so informed in a timely manner, including the reasoning behind the Panel's decision. The Panel can sanction violations by issuing failure in the work in question, failure in the course, university warning, university disciplinary probation, university separation, or expulsion from the university.

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If the Academic Integrity Panel finds a student responsible for misrepresentation or obstruction, the minimum sanction will be university disciplinary probation; the maximum penalty will be expulsion from the university.

Appeals

A decision reached by an Academic Integrity Panel may be appealed by the student within five business days (days the university is open, including student breaks) from the time the hearing decision is made available. Appeal petitions shall be submitted in writing to the Office of Student Conduct and Community Standards.

An appeal shall be limited to review of the appeal petition, information available at the hearing, the verbatim record of the hearing, and supporting documents for one or more of the following grounds:

- There is evidence that established procedures were not followed in a manner that would have significantly affected the hearing outcome.
- There is new information not available at the time of the hearing that would have significantly affected the hearing outcome.
- The sanctions are substantially disproportionate to the severity of the violation.

Three members of the University Student Affairs leadership team will determine whether an appeal petition falls within any of the above criteria. If it is determined that the appeal petition does not meet these criteria, the appeal will be denied. If it is determined that the appeal petition meets one or more of these criteria, the case will be forwarded to a full appeal panel. An appeal panel shall be chaired by the Vice Provost for Undergraduate Education and consist of two students and two faculty from the Academic Integrity Board with no prior participation in the original Academic Integrity Panel or conflict of interest with anyone involved in the case.

The appeal panel will limit the scope of the review to the grounds outlined above. If an appeal is granted based on either of the first two criteria listed above, the case may be returned to the original Academic Integrity Panel to allow reconsideration of the original decision. If an appeal is granted on the basis of the third criterion above, the appeal panel may render new sanction(s). If an appeal is not granted, the matter shall be considered closed and the original outcome binding on all parties involved.

Violations Reported After Voluntary Withdrawal or Academic Separation

Suspected violations of academic integrity standards reported after a student voluntarily withdraws or is academically separated will be investigated and adjudicated. A student who withdraws or is academically separated during the investigation and adjudication of a suspected violation may be asked to appear at a hearing or, if the student fails to appear, have his or her case heard *in absentia*. If the student is found responsible for a violation, sanctions can be imposed.

Violations Reported After Graduation

In the event that a suspected violation of academic integrity standards is reported after graduation, the Dean of Undergraduate Studies or his/her designee will make a determination as to the feasibility of investigation and adjudication. Graduation will not preempt investigation or

adjudication of a suspected violation when those processes are feasible. If a student is found responsible for a violation and the sanction imposed makes the student ineligible to earn his or her degree, the degree may be revoked.

Maintenance of Records

Violations of academic integrity standards are considered violations of the university's Standards of Conduct and will be recorded in the student's conduct record. University conduct files are maintained by the Office of Student Conduct and Community Standards in the Division of Student Affairs.

Policy for the Verification of Faculty Credentials

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POLICY

It is the policy of Case Western Reserve University that instructors of record teaching at the graduate level shall have done one or more of the following:

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- Earned a terminal degree in (or the highest degree appropriate to) the academic field related to the intended teaching assignment.
- Provided evidence of appropriate professional experience equivalent to such degree.
- Provided evidence of tested experience appropriate to the specific teaching assignment.

Furthermore, it is the policy of Case Western Reserve University that instructors of record teaching at the undergraduate level shall have done one or more of the following:

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- Earned a minimum of a master’s degree (or can demonstrate the equivalent level of training) in an academic field related to the intended teaching assignment.
- Earned a minimum of a master’s degree (or can demonstrate the equivalent level of training) in an academic field outside of the intended teaching assignment and has completed at least 18 credit hours at the graduate level in the discipline of the intended teaching assignment.
- Provided evidence of appropriate professional experience equivalent to such degree.
- Provided documentation of tested experience appropriate to the specific teaching assignment.

Moved down [1]: If the guidelines of school-level or program-level accrediting bodies require higher standards on faculty qualifications than specified in this policy, the faculty qualifications guidelines of that specialized accrediting body take precedence.¶

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Instructors of record are those assigned to be responsible for a course, including aspects such as its design, content, pedagogy, assignments, and assessments.

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¶ This policy applies to all individuals who will be assigned as instructors of record for a course through a non-tenure-track appointment.

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The dean (or dean’s designee) of the relevant constituent faculty is responsible for certifying to the Office of the Provost that the credentials of all instructors of record meet the requirements stated above. If an individual’s academic degree(s) do not satisfy the qualifications for the proposed teaching assignment, then the Verification of Credentials Form (sample attached) must be submitted to the Office of the Provost. All official transcripts are to be kept on file in the dean’s office. Any exceptions to this policy must be approved by the Provost’s Office on a case-by-case basis.

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ADDITIONAL SPECIFICATIONS

The verification of faculty credentials shall be performed at the time of the initial teaching appointment at CWRU. In the case of individuals who hold appointments as of the effective date of this policy, the verification of faculty credentials shall be performed when they are considered for teaching a course outside any department (or constituent faculty, in a school not organized into

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¶ In addition, the policy applies to tenured/tenure-track faculty members who are being

departments) in which they hold an appointment (primary, secondary, or joint) ~~and~~ outside of the field(s) in which their academic degree(s) were earned.

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Individuals who meet at least one of the criteria in the policy statement, as certified by the school dean, will be deemed qualified to teach appropriate courses within any department (or constituent faculty, in a school not organized into departments) in which they hold an appointment (primary, secondary, or joint). Once an individual has been deemed qualified through this process, the dean of the school has the final authority to decide whether that individual continues to qualify for a specific teaching assignment.

For teaching assignments that include cross-listed courses, the instructor of record would need to be certified as qualified in only one of the departments associated with the course.

This policy applies to CWRU staff members who may serve as an instructor of record either on an overload assignment or as part of their staff appointment. In addition, this policy also applies to graduate students who may be appointed as instructors of record for a course, but it does not apply to graduate students serving as teaching assistants in a course.

All academic degrees earned in the U.S. shall have been awarded by regionally accredited institutions. For those individuals whose degrees are earned abroad, official transcripts (original paper copies or certified electronic copies) or documents that verify receipt of the degree must be submitted to and evaluated to verify the authenticity of the academic documents and demonstrate their comparability with U.S. credentials.

Guidance regarding the criteria described in the Policy statement above is contained in the Higher Learning Commission document "Commission Guidance on Determining Qualified Faculty" (http://download.hlcommission.org/FacultyGuidelines_2016_OPB.pdf), if the guidelines of school-level or program-level accrediting bodies require higher standards on faculty qualifications than specified in this policy, the faculty qualifications guidelines of that specialized accrediting body take precedence.

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EFFECTIVE DATE

The policy becomes effective INSERT DATE.

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ACCOUNTABILITY

Candidates for teaching positions are responsible for assuring that the official transcripts (and/or verification of relevant degrees) are submitted to the chair or director of the academic home department upon request. Candidates are also responsible for providing evidence to the department chair or director of licensure or certification in disciplines where such credentials are required. This documentation must be provided before the appointment to teach at CWRU

can be made. Falsification or misrepresentation of credentials will subject the appointee to discipline up to and including termination.

The department chair or program director is responsible for obtaining official transcripts, verifying completion of relevant degrees, documenting professional experience and/or additional licensure and certification, and for following up on any concerns before forwarding the verification documents to the dean. Chairs and directors shall verify all faculty credentials no later than the effective date of employment, and this verification process must be completed prior to the first day of class.

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The provost or provost's designee is responsible for maintaining an electronic database of teaching credentials and auditing the records on an annual basis.

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The dean

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SOME EXAMPLES OF HOW A FACULTY MEMBER MIGHT BE QUALIFIED UNDER THIS POLICY

This policy is intended to afford the schools and the College some latitude with regard to the nature and quality of the credentials that can be used to justify the teaching appointment.

The following examples illustrate some possibilities:

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Individuals who meet at least one of the criteria in the policy statement, as certified by the school dean, will be deemed qualified to teach at the level of the department (or school, if the school is not administratively organized into departments). Approval of the dean is a necessary part of this certification process. This policy statement and qualifications process applies only to the initial teaching appointment at CWRU. Once an individual has been deemed qualified to teach in a department (or school) through this process, the dean of the school has the final authority to decide whether that individual continues to qualify for a teaching assignment. ¶

- 1) A candidate for a teaching position has completed all of the coursework required for a PhD degree and is working on completing the PhD dissertation. It would be reasonable to argue that this person's transcript is evidence that she/he has academic credentials equivalent to a master's degree even though she/he may not have formally received the master's degree.
- 2) A candidate for a teaching position holds a PhD degree in one field (e.g., Classics) but is being considered for a teaching appointment in a closely aligned subject area (e.g., Latin or Greek). Similarly, a candidate with a PhD degree in Physics could be qualified to teach a course in Astronomy (and a candidate with a PhD in Astronomy could be qualified to teach in Physics). In both cases, it would be reasonable to argue that these individuals are academically qualified to teach a course in the related subject.
- 3) Suppose a candidate for a teaching position at CWRU had prior experience teaching in that subject area at a different institution. CWRU could consider that prior teaching assignment as "tested experience." This prior experience could have been either as an instructor of record at the prior institution, or under the guidance of one of the regular faculty members at that institution.
- 4) If the candidate had prior experience teaching in the subject at CWRU, either as instructor of record or under the guidance of one of our regular faculty members, that prior teaching could be considered tested experience.
- 5) If the candidate has published research in the field of the teaching assignment, that body of work could also be considered tested experience.
- 6) Experiences outside of an academic setting could also qualify someone for a teaching

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DRAFT – December 22, 2018

position. The HLC guidelines indicate that a “breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching” could qualify the candidate for the teaching appointment.

Verification of Credentials Form

This form (Part A or B) with the relevant attachments is to be submitted by the College/School to the Office of the Provost prior to the start of the semester of the teaching assignment
Candidate

Name: _____

<input type="checkbox"/> New Hire <input type="checkbox"/> Re-Hire <input type="checkbox"/> <u>Teaching outside area of appointment</u> CWRU ID: _____ Semester/Year: _____

Part A: Undergraduate Teaching – The individual is being hired to teach undergraduate courses only and does not have a doctor’s or master’s degree in the discipline. The request to hire is based on the following:

- The person holds at least a master’s degree with a concentration (minimum of 18 graduate semester hours) in a relevant discipline. Provide the transcript and document the 18 hours of relevant coursework.

Course Prefix and Number	Course Title	Number of Semester Hours	Institution

- The person has specific and current exceptional expertise that qualifies him/her to teach the courses to be assigned and an exception to the credentialing guidelines is requested. This is based on the following analysis of course content to be taught. Specific current documentation for each qualification listed (e.g., certifications, licenses, professional training documentation, job descriptions, letters, awards documentation, copies of work products, etc.) is attached.

Course	Course Content	Qualifications	Number of Supporting Documents Attached

Part B: Graduate Teaching – The individual is being hired to teach graduate courses as part of the teaching assignment and does not have a terminal degree in the discipline. The request to hire this person based on the following:

- The person holds at least a terminal degree with a concentration (minimum of 18 graduate semester hours) in a relevant discipline. Provide the transcript and document the 18 hours of relevant coursework.

Course Prefix and Number	Course Title	Number of Semester Hours	Institution

- The person has specific and current exceptional expertise that qualifies him/her to teach the courses to be assigned. The request for an exception to the credentialing guidelines is based on the following analysis of the course content to be taught. Current documentation for each qualification listed (e.g., certifications, licenses, professional training documentation, job descriptions, letters, awards documentation, copies of work products, etc.) is attached.

Course	Course Content	Qualifications	Number of Supporting Documents Attached

Draft – ~~December~~ 22, 2017,

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Approval Signatures

Department Chair (if applicable)

Name

Date

College/School Dean (required)

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Name

Date

Provost Office

Approve Disapprove

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Name

Date

Library Content and Resource Review Process for New Programs and Degrees¹

Passed Unanimously by FSCUL

9 March 2017

When a school or the College plans to submit to the Faculty Senate for final approval a proposal for a new CWRU program or degree, the sponsor (e.g., the school or one of its departments) must include in its submission materials a "library resource assessment report" regarding the adequacy of library content and services to accommodate the academic requirements of the program or degree. This report must be prepared and certified by the appropriate library of the university, independent of any review conducted by the sponsoring school or one of its departments.

For interdisciplinary programs or degrees that span the scope of more than one of CWRU's libraries, the school or College should submit its proposal to the library primarily responsible for the program or degree. When in doubt, the school or College should submit the form to the Kelvin Smith Library. In all cases where there is a potential for interdisciplinary content (regardless of whether the program or degree is designed to be an interdisciplinary program or degree among two or more schools), the libraries of the university will coordinate their efforts so that the final report comprehensively addresses all library resources. The report will specify which library or libraries are affected, and to what extent.

To initiate this process, when the school or College is considering a program or degree proposal, it should submit that proposal as early as possible in the process to the appropriate library. Under most circumstances, it is likely that the library will need no additional information.

The following programs or degree proposals must be submitted to the library for review:

- new degree programs, regardless of whether or not they were previously a track in another registered program;
- new dual or multi-degree programs combining two or more University programs;
- new joint-degree programs with other universities and colleges, regardless of their location;
- new certificate programs;
- the addition of a significant on-line component to an existing degree or certificate program; and
- changes in the degree of a registered program.

It is **not** necessary to submit for review any proposed new courses, tracks or pathways that are within an existing program, unless that proposal will require approval by the Faculty Senate.

The responsible library will usually complete its review and return it to the school or College within three (3) weeks.

The library assessment will provide a statement concerning of the quality of the existing and required staffing and content resources to provide a minimum quality program. The content assessment will include printed media, e-books and e-journals, audio and/or video recordings, and other associated technologies that are available on campus or that are readily available through OhioLINK.

If additional resources are found to be necessary, the library will specify a plan (with dollar amounts) necessary to acquire these resources within a specified time frame. The library will indicate whether there are or are not current funds to purchase the needed resources.

The final report must include a letter from the director of the appropriate library of the University to certify the findings of the report.

At the conclusion of the library assessment, the library director will provide a letter with a five-year estimate of expenses for essential new content, services, and technology. The letter will be accompanied by the library assessment report. (See Appendix for a sample template for a library report .)

¹ Preparation of this document was enhanced by review of information provided by other universities with similar programs, including Columbia University, Colorado State University, Duke University, Johns Hopkins University, the University of California (Davis, Irvine), the University of Delaware, the University of Florida, the University of Illinois at Urbana-Champaign, the University of Notre Dame, the University of Toronto.

Appendix - Sample Template CWRU Libraries Resource and Service Assessment Report Regarding New or Revised Programs and Degrees

Assessment for:

- Program level graduate undergraduate
 Degree Major Minor

Title of proposed program or degree: _____

Sponsor (School/College or Department): _____

[For interdisciplinary proposals, list all schools/College affiliated with the proposal, and the libraries covered under this report.]

Report prepared by: [Librarian]: _____ Date of Report: _____

ADEQUACY OF SERVICES

- Current library staff expertise (depth and availability) in the area of the new program or degree:
- Ability of the library to accommodate funder data management requirements (e.g., access to essential technology or media) to support the program or degree:

ADEQUACY OF CURRENT CONTENT AND ABILITY TO SUPPORT FUTURE NEEDS

- General strength of the current collection to accommodate new program needs, including major available content resources currently available:
- Minimum additional required resources required to accommodate the new program needs:

Content Category	Adequacy of Current Content Resources *	Additional Resources Required (list specific titles whenever possible)	One-time Cost to Fill Content Gaps	Recurring Cost to Fill Gaps for the next 5 years (including inflation)
Books: <i>Essential</i>				
Books: <i>Supplemental</i>				
Journals: <i>Essential</i>				
Journals: <i>Supplemental</i>				
Databases: <i>Essential</i>				
Databases: <i>Supplemental</i>				
Media: <i>Essential</i>				
Media: <i>Supplemental</i>				

* "Current content" includes content available through OhioLINK.

Library Content and Resource Review Process for New Programs and Degrees¹

Passed Unanimously by FSCUL

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Databases: <i>Essential</i>				
Databases: <i>Supplemental</i>				
Media: <i>Essential</i>				
Media: <i>Supplemental</i>				

* "Current content" includes content available through OhioLINK.

Update on Diversity and Inclusion

Marilyn Sanders Mobley, PhD
Faculty Senate Meeting
January 30, 2018

Advancing diversity through inclusive thinking, mindful learning and transformative dialogue

OIDEO Overview

Five Pillars of the Office for Inclusion, Diversity and Equal Opportunity

1. Research and Climate Assessment
2. Communication and Education
3. Programming and Resource Development
4. Compliance
5. Community Engagement and Outreach

Goals of the Diversity Strategic Action Plan

1. Enhanced Campus Climate (The Educational Rationale)
2. Increased Retention and Recruitment (The Business Case)
3. Resource Development for Diversity (The Economic Imperative)

Compliance

- Resource for resolving faculty concerns about protected class areas of sex, race, ADA accommodation, Veteran status
- Training, education and coaching for faculty about diversity concerns
- Customized workshops around EEO

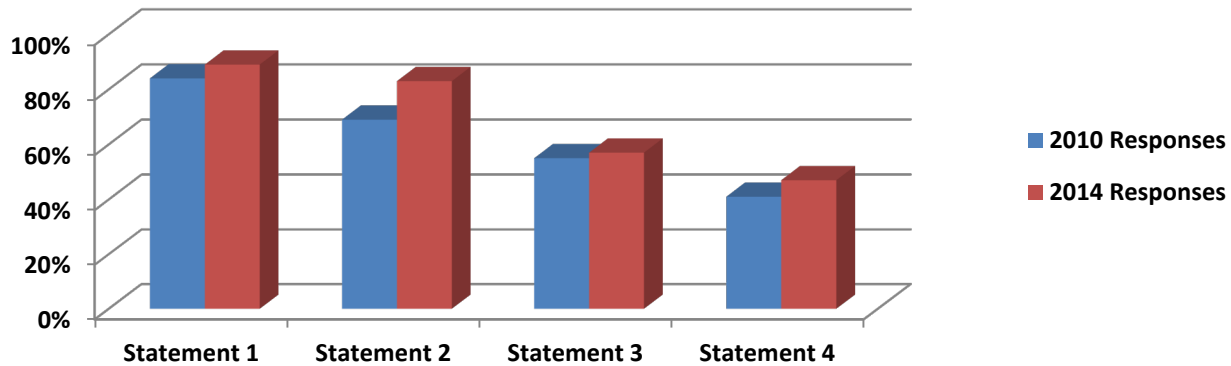
OIDEO Impact

- ✓ Enhancing campus climate
- ✓ Educating the campus community on diversity, inclusion and equity issues
- ✓ Using best practices to improve the caliber of applicant pools
- ✓ Raising the profile of diversity and inclusion matters on campus
- ✓ Raising the CWRU national profile for diversity (US News Ranking from #40 in 2013 to #37 in 2018; .58 diversity index from 2016 aligned with Wash U, Vanderbilt, University of Rochester and University of Michigan)

Campus Climate Survey

Faculty Responses

	2010	2014
1) A diverse student body enriches the CWRU environment.	84%	89%
2) CWRU is a comfortable place for me.	69%	83%
3) Classes/programs in my discipline adequately discuss cultural diversity.	55%	57%
4) I am satisfied with the ratio of female and male faculty members.	41%	47%



Diversity Data

Undergraduate Student Census			
	2015 – 2016	2016 – 2017	2017 – 2018
RAW TOTALS	5121	5152	5150

	2015 – 2016 (%)	2016 – 2017 (%)	2017 – 2018 (%)
African American	5	4	4
Asian	20	20	20
Hispanic/Latino	6	6	6
Native American	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	51	50	49
Not Specified	3	3	2
Multi-racial	4	5	5
International	11	12	13

*Data is from the Case Western Reserve University Institutional Research Department.

Diversity Data

Graduate Student Census			
	2015 – 2016	2016 – 2017	2017 – 2018
RAW TOTALS	6219	6512	6674

	2015 – 2016 (%)	2016 – 2017 (%)	2017 – 2018 (%)
African American	6	7	8
Asian	11	11	11
Hispanic/Latino	4	3	4
Native American	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	46	47	46
Not Specified	5	5	5
Multi-racial	2	2	2
International	27	25	24

*Data is from the Case Western Reserve University Institutional Research Department.

Diversity Data

Full Time Staff Census			
	2015 – 2016	2016 – 2017	2017 – 2018
RAW TOTALS	2919	2973	3014

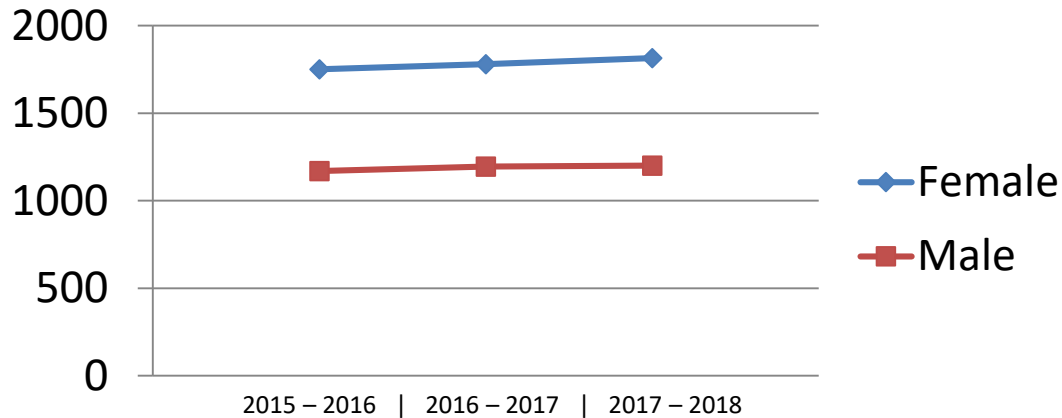
	2015 – 2016 (%)	2016 – 2017 (%)	2017 – 2018 (%)
African American	19	19	19
Asian	9	8	9
Hispanic/Latino	2	2	2
Native American	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	61	62	61
Not Specified	0	0	1
Multi-racial	0	1	0
International	8	8	8

*Data is from the Case Western Reserve University Institutional Research Department.

Diversity Data

Full Time Staff by Gender

	2015 – 2016	2016 – 2017	2017 – 2018
Female	1750	1779	1814
Male	1169	1194	1200



*Data is from the Case Western Reserve University Institutional Research Department.

Diversity Data

Full Time Faculty Census			
	2015 – 2016	2016 – 2017	2017 – 2018
RAW TOTALS	1255	1268	1224

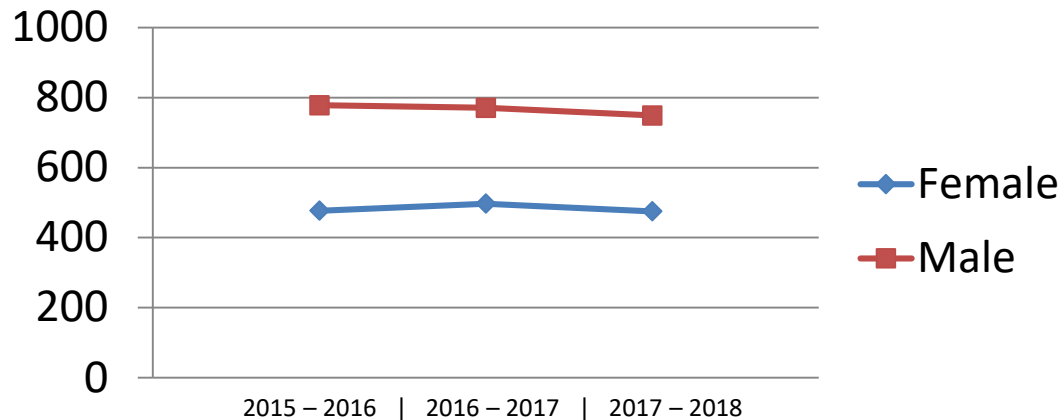
	2015 – 2016 (%)	2016 – 2017 (%)	2017 – 2018 (%)
African American	3	3	3
Asian	15	15	16
Hispanic/Latino	3	3	3
Native American	<1	<1	<1
Native Hawaiian or Other Pacific Islander	0	0	0
White	77	77	75
Not Specified	<1	<1	<1
Multi-racial	<1	<1	<1
International	3	2	2

*Data is from the Case Western Reserve University Institutional Research Department.

Diversity Data

Full Time Faculty by Gender

	2015 – 2016	2016 – 2017	2017 – 2018
Female	477	497	475
Male	778	771	749



*Data is from the Case Western Reserve University Institutional Research Department.

Faculty Searches

	2016 AAP Hires	2017 AAP Hires
Female	58	66
Male	70	61
Unknown	0	4

Minority	55	57
Non-Minority	73	66
Unknown	0	8

African American	6	5
Asian	48	45
Hispanic/Latino	1	7
Native American	0	0
Native Hawaiian or Other Pacific Islander	0	0
Multi-racial	0	0

➤ 95 searches in fiscal year 2017

➤ 43 searches in fiscal year 2018 to date

Interrupting Implicit Bias in the Faculty Search Process

- Training offerings increased to twice monthly on the 2nd Friday and 4th Tuesday during the 2016-2017 academic year
- Created a 30-minute refresher training for those who previously completed the full 90-minute session

Session Data

	2015 – 2016	2016 – 2017	2017 – 2018
Number of trainings conducted	20	48	31*
Number of faculty attendees	83	133	187

* - Four of these trainings were virtual live webinars with external committee members.

Faculty Searches Stopped

2016 – 2017	2017 – 2018
<ul style="list-style-type: none"><li data-bbox="181 429 942 696">• Three (3) searches were stopped due to a lack of diversity in the pool and poor committee hiring practices with support of the dean of each respective school.<li data-bbox="181 772 942 982">• Four (4) searches were extended by four weeks due to lack of diversity and inconsistent recruitment activities.	<p data-bbox="1012 651 1721 761">Two (2) searches were extended by four weeks.</p>

Signature Programs

- Power of Diversity (Guest Keynotes, CWRU Faculty, Viewpoint Forums)
- Annual Diversity Award Luncheon
- Multicultural Receptions (Opening and End of the Semester)
- Train the Champion
- Sustained Dialogue
- Diversity Think Forums (Alumni Weekend)
- Diversity 360
- Customized Educational Opportunities for Faculty, Staff and Students

Diversity 360

- Two standalone sessions offered monthly
 - First Wednesdays from 1:30 p.m. to 4:30 p.m. in Adelbert Hall's Toepfer Room
 - Second Thursdays from 9 a.m. to 12 p.m. in Adelbert Hall's Toepfer Room
- Total number of persons who have completed Diversity 360: **7,795**
 - Including **656 faculty members** and **26 Faculty Senators**



New and Recent Diversity Initiatives

- Diversity Annual Fund
- Trailblazer Project
- Listening Tour (VP Mobley and VP Stark)
 - What constitutes an inclusive campus?
 - What are we doing well as it relates to inclusivity?
 - What do we need to do to improve our inclusivity?
- Diversity 360 Speaker Series, Lunch and Learns, Facilitator Trainings

Resources

- NCFDD
- SREB
- NADOHE
- Case-Fisk Partnership
- NOA-AGEP
- Commission on Economic Inclusion
- Supplier Diversity Initiative Council
- Ohio Diversity Officers Council
- Stokes Celebration

Collaborators

Office of the President/Provost

Diversity Leadership Council

Deans/Schools

Social Justice Institute

Office of Student Affairs

FSM Center for Women

Office of Multicultural Affairs

LGBT Center

Office of International Affairs

Staff Advisory Council

Human Resources

President's Advisory Councils

Title IX Coordinator

Alumni Affairs and Affinity Groups

Kelvin Smith Library

Baker-Nord Center for the Humanities

Diversity Awards

NOA-AGEP Award



National Dialogue Award



Important Dates



Steve Pemberton

Chief Human Resources Officer, Globoforce, Former Walgreens Executive, Diversity Leader & Child Advocate

Tuesday February 13, 2018
4:30 P.M., Tinkham Veale University Center, Ballroom A

"One America: The Micro Cultural Changes to Bring the 'United' back into U.S.A."



Cheryl Toman, PhD

Tuesday, February 20, 2018
3 P.M., Senior Classroom,
Tinkham Veale University Center

Chair, CWRU Department of Modern Languages & Literatures and Professor of French

"The Fight for Inclusion in the African Canon: Women Writers of Cameroon & Gabon."



Grace Clifford, MAEd

Thursday, March 8, 2018
3 P.M., Senior Classroom,
Tinkham Veale University Center

Associate Director, CWRU Educational Services for Students Disability Resources

"Building a Culture of Inclusion: Creating Campus Advocates for Students with Disabilities in the Health Sciences"



Mark Joseph, PhD

Wednesday, March 28, 2018
3 P.M., Ballroom C,
Tinkham Veale University Center

CWRU Associate Professor and Director, National Initiative on Mixed-Income Communities, MSASS

"The Everyday Vigilance Required to Make Real Progress Toward Racial Equity & Inclusion"

Desired Change

- More strategic investments in faculty diversity such as postdoctoral programs and cluster hiring
- Designated faculty diversity leader for each school and for the DLC
- Follow through on diversity from the applicant pool to the finalist pool
- Diversity advocates and allies on search committees
- More professional development and research support for faculty
- More peer mentoring and coaching for junior faculty



www.case.edu/diversity
(216) 368-8877

Advancing diversity through inclusive thinking, mindful learning and transformative dialogue