

**Faculty Senate
Executive Committee**
Monday, November 15, 2010
11:00 a.m. – 1:00 p.m. – Adelbert Hall, Room M2/352

AGENDA

11:00 a.m.	Approval of Minutes from the October 14, 2010 Executive Committee meeting, <i>attachment</i>	A. Levine
	President's Announcements	B. Snyder
	Provost's Announcements	B. Baeslack
	Chair's Announcements	A. Levine
11:05 a.m.	CSE Proposal	A. Levine
11:35 a.m.	Redrafting the Charge to <i>ad hoc</i> Committee	A. Levine
12:25 p.m.	Approval of Honorary Degrees <i>attachments</i>	A. Levine
12:30 p.m.	Certificate in Dental Public Health <i>attachments</i>	G. Wnek S. Narendran



Faculty Senate Executive Committee
Minutes of the November 15, 2010 meeting
Adelbert Hall, Room M2

Committee Members in Attendance

Bud Baeslack	Alan Levine	Roy Ritzmann
Jessica Berg	Ken Loparo	Jonathan Sadowsky
Gary Chottiner	Diana Morris	Barbara Snyder
Sue Hinze	Carol Musil	Liz Woyczynski

Committee Members Absent

Sorin Teich

Others Present

Mark Chance	Jim McGuffin-Cawley	JB Silvers
Faye Gary	Sena Narendran	Gary Wnek

Call to Order and approval of minutes

Professor Alan Levine, chair, Faculty Senate, called the meeting to order at 11 a.m. The minutes of the October 14, 2010 meeting of the Faculty Senate Executive Committee were approved as submitted.

Chair's Announcement

Prof. Alan Levine represented the Faculty Senate at the Provost's annual strategic planning retreat in early November. Prof. Ron Fry, chair, Organizational Behavior, gave a presentation about Appreciative Inquiry. There was a report about the university's sustainability efforts and reports by some of the strategic alliances.

CSE Proposal

Prof. Alan Levine anticipated that a Senate vote would be taken on the Case School of Engineering's proposal for an alternate way to meet their SAGES requirements. A date had been identified (Monday, December 6) for the Undergraduate Program Faculty to meet and discuss this proposal, with a subsequent electronic vote by the UPF. Prof. Levine hoped this meeting's discussion would focus on the facts; he reviewed the process and how to make those facts available to the faculty. Prof. Levine noted that the Faculty Senate and the Board of Trustees approved SAGES as the common basis for the university's general education requirements; therefore a new resolution that might modify SAGES would go to the Senate and then to the Board of Trustees.

Prof. Faye Gary, chair, Faculty Senate Committee on Minority Affairs presented a resolution, as follows: the Faculty Senate Executive Committee resolves that the Case School of Engineering proposal be implemented as a pilot program, and the university should develop a process to consider any future proposals so that they could be discussed and resolved efficiently. Arguments in favor of a pilot program were: acting on the Case School of Engineering proposal as soon as possible, and the opportunity to learn from a pilot program before a final vote to change SAGES. Arguments against a pilot program were: 1) unless there are criteria for continuing or discontinuing the pilot, a pilot program would postpone the decision about SAGES without providing any

additional information about the best possible solution, and 2) it would be unfair to approve a pilot without information about how a pilot program would affect the English department, etc. Two members of the Executive Committee voted in favor and five members voted against.

Prof. Levine said that he would alert the chairs of school and college executive committees to the issues and provide them with the documents presented to the Executive Committee, including the memo written by faculty who coordinate writing instruction. The contents of this memo prompted a suggestion, adopted by consensus, that the process for consideration of the CSE proposal be extended and the UPF meeting not take place on Dec. 6. Prof. Levine will suggest that the executive committees of the College of Arts and Sciences and the School of Engineering meet with one another and with the Department of English to see if a unified plan can be developed in December and presented in January. Hopefully there could be a vote in the Faculty Senate, and perhaps by the UPF, by February.

President Barbara Snyder said that while modifications to SAGES need to go the Board of Trustees, because changes to SAGES can affect staff and finances, the faculty own the curriculum and a governance structure for SAGES needs to be confirmed so that minor modifications can be approved quickly without going to the Board of Trustees each time there is a minor modification.

Redrafting the Charge to *ad hoc* Committee

Prof. Alan Levine presented a draft of an updated charge to Joint Provost/Faculty Senate *ad hoc* Committee on a University Common Undergraduate Core Curriculum. He said the updated charge needs to add governance of a common core to the committee's considerations. The charge also needs to define the committee membership and change the timeline. The committee should no longer be a joint committee; it will be just a Faculty Senate committee. One of the senators raised the question about whether or not the Faculty Senate Committee on Undergraduate Education (FSCUE) should assume these tasks rather than an *ad hoc* committee. A senator proposed that the committee should call a vote about SAGES, asking whether or not the university wants SAGES as a common core, rather than whether or not the university wants some undefined common core. It was reiterated that this committee would not propose a common core curriculum; a subsequent committee would address that concern. Provost Bud Baeslack said that there is a lack of understanding about the issues, and the committee would need to inform the faculty about best practices to help the faculty make a decision. Prof. Levine said that he would work on re-drafting the committee's charge and circulate a re-draft before the next meeting of the Executive Committee for commentary.

Approval of Honorary Degrees

Prof. Alan Levine presented the recommendations of the Honorary Degree Committee for new honorary degree recipients. A senator raised concerns about one of the candidates. Another senator said that the Honorary Degree Committee had given all proposed degree recipients careful consideration and endorsed the committee's recommendations. The President and Provost will provide additional information that will address the concerns raised at this meeting.

Certificate in Dental Public Health

Prof. Gary Wnek, chair, Faculty Senate Committee on Graduate Education, introduced the proposed Certificate in Dental Public Health. Prof. Sena Narendran, School of Dental Medicine, said that the certificate would be for students who have a DDS degree and Master in Public Health degree. The Dental School's strategic plan aims to increase the number of graduate programs in that school. The Committee on Graduate Education was concerned about the small number of eligible degree recipients and the number of new courses that would need to be developed for the certificate. The chair of the Faculty Senate Budget Committee, Prof. JB Silvers, said that his committee has discussed the need for proposals to have detailed financial analysis and projections.

Prof. Narendran said that the Dental School expected four or five students to start certificate studies each year and funding is available for developing classes in dental public health. It was noted that the Dean of the School of Dental Medicine had endorsed the proposal and accepted financial responsibility for the program.

Approval of the Thursday, November 18, 2010 Faculty Senate meeting agenda

The agenda for the November 18 faculty senate meeting was approved. The meeting was adjourned at 1 p.m.

APPROVED
by the
FACULTY SENATE EXECUTIVE COMMITTEE



ELIZABETH H. WOYCZYNSKI
SECRETARY OF UNIVERSITY FACULTY

Subject: SAGES issue
Date: Wed, 27 Oct 2010 13:03:39 -0400
From: Colleen Trembl <cg3@case.edu>
To: Donald Feke <dlf4@case.edu>

Hi Don,

I am getting back to you regarding your question about the SAGES program. I see from the Fac. Senate agenda that you are presenting the Phase 0 report at today's meeting.

I understand that you were raising two questions:

- 1) What is the effect of the Board resolution and prior Faculty Senate support resolution for SAGES in relation the School of Engineering's request to modify some of the SAGES requirements? This includes the issue that the schools were advised that this was a pilot program and could be changed, but the resolutions do not reflect that.
- 2) What needs to occur with the School of Engineering's proposal to modify some SAGES requirements?

#1: As you know and per the documents you provided, CSE supported the adoption of SAGES as "the general education requirement for engineering and computer science majors beginning with the class entering in the Fall of 2005, as described in the "Phase II Report of the SAGES." (CSE resolution). That resolution goes on to direct the Executive Committee of CSE to draft a detailed GER "for all engineering and computer science students including all coursework to be required in common . . ." This sounds more like this was a work-in-progress or still being put into writing. Nonetheless, the UUF adopted the UUF resolution concerning SAGES, supporting the adoption of SAGES as the "common basis for general education requirements for all undergraduate students beginning with the class entering in the fall of 2005." Then the Faculty Senate approved a resolution supporting the adoption of SAGES using this same language on May 12, 2004. Then the Board passed a resolution on May 17, 2004 supporting the adoption of SAGES as the "common basis of general education requirements for all undergraduate students beginning with the class entering in the fall of 2005, as set forth in Exhibit A."

Since the faculties, Faculty Senate and Board speak through their documents and resolutions, it seems that the University did adopt SAGES as the common basis for the general education requirement for all undergrad students starting in Fall 2005, despite any oral discussions that this was a pilot that could be changed by each school. So, it seems that if SAGES is going to be altered as the common basis for the GER for all undergrads, it would need to be presented through the same process to modify this.

#2 –

It seems that to take action on the Engineering proposal, the Faculty Senate (sounds like it has already been reviewed by the committee on undergrad education and UPF or at least their predecessors?) would need to make a recommendation to the President regarding the proposal. If the President recommended a change, the President would make a recommendation to the Board as to the proposal. This seems to be required because of the prior resolutions that say that SAGES applies to all undergrads (including the Exhibit A to the Board which sets out the full SAGES programming) as well as the Handbook language on the role of the UCE, UPF and Faculty Senate. It does not seem that the entire issue of a core curriculum etc. would need to be addressed in order to act on the Engineering proposal, but it may be that the Faculty Senate or the Provost or President may decide that the proposal cannot be acted upon until the general issue of a core curriculum is addressed. That would be a policy issue, and that sounds like it has already been the issue in the delay.

I don't know that this provides much more information than you already had, but please let me know if you wish to discuss further.

Thanks. Colleen

Colleen Trembl
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**Case Western Reserve University
College of Arts and Sciences**

**MOTION TO ADOPT THE SEMINAR APPROACH TO GENERAL EDUCATION AND
SCHOLARSHIP (SAGES) AS THE GENERAL EDUCATION REQUIREMENT FOR
THE COLLEGE OF ARTS AND SCIENCES**

The Faculty of the College of Arts and Sciences at Case Western Reserve University adopts the Seminar Approach to General Education and Scholarship (SAGES), as described in the Phase II Report of the SAGES dated March 15, 2004, as the basis for the General Education Requirement for the College of Arts and Sciences, beginning with the class entering Fall 2005.

The Faculty directs the Executive Committee to create an *ad hoc* subcommittee for the purpose of drafting a detailed General Education Requirement, to be presented to the Faculty for its approval at the Spring 2005 annual meeting of the Faculty.

The proposed GER shall include the Freshman Seminar, two University Seminars, and the Department Seminar, the Writing Portfolio, the Senior Project, and such other requirements as are deemed necessary and appropriate for a General Education Requirement for the college. These items may include, among others, breadth requirements and specific competency or literacy requirements.

Approved by the Faculty of the College of Arts and Sciences March 25, 2004

attachment #1

**Resolution Concerning SAGES
Faculty of the Case School of Engineering (CSE)**

Be it resolved that the Case School of Engineering:

1. Supports the adoption of SAGES as the general education requirements for engineering and computer science majors beginning with the class entering in the Fall of 2005, as described in the "Phase II Report of the SAGES."
2. Supports the University and First Seminars Themes, including "Thinking About the Natural and Technological World." Consistent with present practice, each program of CSE will decide how to accept courses in the theme "... Natural and Technological World."
3. Supports the establishment of Departmental Seminars.
4. Supports the Senior Capstone Experience.
5. Directs the Executive Committee of the Case School of Engineering to utilize existing committees or create *ad hoc* subcommittees to:
 - a. develop and implement an effective advising program for first-year students who are considering majors in engineering and computer science that functions within a collaborative relationship with instructors in the First Seminar sections and our group of advisers,
 - b. draft a detailed General Education Requirement for all engineering and computer science students including all coursework to be required in common that is consistent with ABET accreditation criteria for all degree programs.
6. Supports the Governance of SAGES as outlined in "Phase II Report of the SAGES," which includes the recommendation that "The University Undergraduate Faculty (UUF) Executive Committee will be charged with developing and executing recommendations for evaluating institutional impact."

Attachment -

UUF Resolution Concerning SAGES

Considering:

1. The affirmative vote of each of the constituent faculties of the University Undergraduate Faculty to implement the Seminar Approach to General Education and Scholarship (SAGES) program as proposed in the "Phase II Report of the SAGES Task Force."

Be it resolved that the University Undergraduate Faculty:

1. Supports the adoption of the Seminar Approach to General Education and Scholarship (SAGES) as the common basis for general education requirements for all undergraduate students beginning with the class entering in the fall of 2005.
2. Supports the governance of SAGES as outlined in "Phase II Report of the SAGES Task Force," which includes the proposal that "the University Undergraduate Faculty (UUF) Executive Committee will be charged with developing and executing recommendations for evaluating the institutional impact."

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Cleveland State University Archives

CASE WESTERN RESERVE UNIVERSITY
Faculty Senate
Meeting of May 12, 2004, 10:00 - 11:30 a.m.
Toepfer Room, Adelbert Hall

AGENDA

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|------------|---|-------------|
| 10:00 a.m. | 1. Approval of Minutes of the Meeting of April 27, 2004 | D. Singer |
| 10:05 | 2. President's Announcements | E. Hundert |
| | 3. Provost's Announcements | J. Anderson |
| | 4. Chair's Announcements | D. Singer |
| | 5. Report from the Nominating Committee | K. Farkas |
| | 6. Report from the By-Laws Committee
- FPB School of Nursing By-laws | E. Madigan |
| | MOTION to approve the amended by-laws of the Frances Payne Bolton School of Nursing | |
| | 7. Report from the UUF Executive Committee Chair | J. Mann |
| | 8. UUF Resolution Concerning SAGES | T. Fogarty |

Considering:

The affirmative vote of each of the constituent faculties of the University Undergraduate Faculty to implement the Seminar Approach to General Education and Scholarship (SAGES) program as proposed in the "Phase II Report of the SAGES Task Force."

Be it resolved that the University Undergraduate Faculty:

Supports the adoption of the Seminar Approach to General Education and Scholarship (SAGES) as the common basis for general education requirements for all undergraduate students beginning with the class entering in the fall of 2005.

Supports the governance of SAGES as outlined in "Phase II Report of the SAGES Task Force," which includes the proposal that "the University Undergraduate Faculty (UUF) Executive Committee will be charged with developing and executing recommendations for evaluating the institutional impact."

9. Adjournment – with thanks and appreciation for the work of this past academic year.

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**RESOLUTION SUPPORTING ADOPTION OF THE
SEMINAR APPROACH TO GENERAL EDUCATION
AND SCHOLARSHIP**

WHEREAS, on May 12, 2004, the Faculty Senate approved a resolution supporting the adoption of the Seminar Approach to General Education and Scholarship (SAGES) as the common basis for general education requirements for all undergraduate students beginning with the class entering in the fall of 2005;

WHEREAS, the President recommends the adoption of the Seminar Approach to General Education and Scholarship;

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Trustees hereby supports the adoption of the Seminar Approach to General Education and Scholarship (SAGES) to serve as the common basis for general education requirements for all undergraduate students beginning with the class entering in the fall of 2005, as set forth in Exhibit A.

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May 2004

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EXHIBIT A

FIRST SEMINARS: During the fall semester of the Freshman year, fifteen students in a class take First Seminar, taught by a member of the faculty and a graduate student from the Department of English. Students use a variety of approaches, media, and perspectives to explore the human mind and to understand the nature of inquiry. Groups meet both on and off campus. All formal writing is contributed to building Writing Portfolio. First Seminar provides a common intellectual experience with a strong emphasis on academic skills. Participation in the First Seminar will strengthen reading, writing, and communication skills; provide a foundation for information literacy, ethics, and cultural diversity; and foster meaningful relationships among students and faculty.

UNIVERSITY SEMINARS: SAGES continues in the Sophomore year with a series of University Seminars, each enrolling no more than 15-20 students. Each seminar explores one of three themes: "Thinking about the Natural World," "Thinking about the Social World," and "Thinking about the Symbolic World." The content of each thematic seminar varies according to the interests of the faculty. Some seminars are team-taught.

University Seminars provide repeated experience in critical reading, writing, and oral communication across disciplines in addition to higher-level experiences in information literacy, ethics, and cultural diversity.

WRITING PORTFOLIO: Students build a writing portfolio from final graded writing assignments in First Seminar and University Seminars. Teaching assistants from the English Department will be associated with First Seminar and University Seminars to provide writing instruction and assistance. To graduate, each student must establish writing competency.

SENIOR CAPSTONE EXPERIENCE: Students in their Senior year participate in a Capstone Experience that pulls together the knowledge and skills obtained throughout their education. Acceptable formats for the capstone experience are flexible, but certain key elements must be included: a demonstration of critical thinking and writing skills, regular oversight by the project adviser, periodic reporting of progress, and oral reports including a final public presentation of work in a year-end celebration of scholarship. There are several ways in which this requirement may be fulfilled, including:

- Interdisciplinary Capstone courses organized around a topic of particular relevance specific to the Case community, to the City of Cleveland or to the nation or world, broad enough to be investigated from the perspective of many disciplines.
- Individual or small group projects developed in consultation with a faculty member, or projects based primarily on work with a professional outside the college or university, but supervised by a Case faculty member.

INTENSIVE ADVISING: The instructor for First Seminar serves as the student's adviser throughout freshman year. Engineering majors also have an adviser from the Case School of Engineering. During the spring semester of the first year, each student and adviser undertake an introspective examination of the student's interests and aptitudes. The adviser helps develop an Educational Plan uniquely tailored to the student's interests and goals. Although it is a living document, revisited and revised as appropriate, the Educational Plan provides a roadmap to successful achievement of educational goals. The plan includes courses to be taken and the rationale

Tab J

for taking these courses, other curricular activities to be undertaken and the rationale, and extracurricular activities to be undertaken as well.

APPROVED
by the
CWRU BOARD OF TRUSTEES
ON May 17 - 2004
Sam B. Shiner
SECRETARY OF THE CORPORATION

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September 29, 2010

Honorary Degree Committee
Case Western Reserve University
Cleveland, OH 44106

Dear Honorary Degree Committee Members—

The Case School of Engineering wishes to nominate **U.S. Secretary of Energy Dr. Steven Chu** for an Honorary Degree, to be conferred at the 2011 commencement. Our reasons for this nomination are three-fold:

Dr. Chu is an exemplar model for every student graduating from Case Western Reserve University who wants to make an important contribution to his or her academic field of study. As a co-winner of the 1997 Nobel Prize for Physics, recipient of 10 patents, publisher of over 250 scientific and technical papers, and now contributor to the nation's energy strategy, Dr. Chu represents the highest standards of scholarship, serving as a motivation to our graduates to think big about their future goals and accomplishments.

Next, Dr. Chu's focus on the Energy Department is one where he is bringing science back to the study, understanding, and deployment of energy policy and research. As our country struggles with the economic transition to a new industry, Dr. Chu is showing how science, technology, engineering, and mathematics are the foundation for that transition in the clean energy marketplace. New business practices alone will not create new industries; but strong business practices combined with deep knowledge and intellect will create the innovations required to build our future.

Finally, as Case Western Reserve University works to plant a firm foothold in our energy agenda, honoring Dr. Chu allows us to continue to tell our students, graduates, alumni, and community that we indeed believe in CWRU's role in the energy agenda. Our research and innovations in energy are poised to make contributions to this new world, and the presence of Dr. Chu on our campus further solidifies that message.

Thank you for the opportunity to nominate Dr. Chu for the honorary degree. We have attached his biosketch as requested. If you have further questions about Dr. Chu, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Norman Tien".

Norman Tien
Nord Professor of Engineering



Dr. Steven Chu, Secretary of Energy

As United States Secretary of Energy, Dr. Steven Chu is charged with helping implement President Obama's ambitious agenda to invest in clean energy, reduce our dependence on foreign oil, address the global climate crisis, and create millions of new jobs.

Dr. Chu is a distinguished scientist and co-winner of the Nobel Prize for Physics (1997). He has devoted his recent scientific career to the search for new solutions to our energy challenges and stopping global climate change – a mission he continues with even greater urgency as Secretary of Energy.

Prior to his appointment, Dr. Chu was the Director of the Department of Energy's Lawrence Berkeley National Lab, where he led the lab in pursuit of alternative and renewable energy technologies. He also taught at the University of California as a Professor of Physics and Professor of Molecular and Cell Biology. Previously, he held positions at Stanford University and AT&T Bell Laboratories.

Dr. Chu's research in atomic physics, quantum electronics, polymer and biophysics includes tests of fundamental theories in physics, the development of methods to laser cool and trap atoms, atom interferometry, the development of the first atomic fountain, and the manipulation and study of polymers and biological systems at the single molecule level. While at Stanford, he helped start Bio-X, a multi-disciplinary initiative that brings together the physical and biological sciences with engineering and medicine.

The holder of 10 patents, Dr. Chu has published nearly 250 scientific and technical papers. He remains active with his research group and has recently published work on general relativity and single molecule biology and biophysics that includes sub-nanometer molecular imaging with optical microscopy, cadherin adhesion, neural vesicle fusion, and nerve growth factor transport. About 30 alumni of his research group have gone on to become professors in their own right and have been recognized by dozens of prizes and awards.

Dr. Chu is a member of the National Academy of Sciences, the American Philosophical Society, the Chinese Academy of Sciences, Academia Sinica, the Korean Academy of Sciences and Technology and numerous other civic and professional organizations. He received an A.B. degree in mathematics, a B.S. degree in physics from the University of Rochester, and a Ph.D. in physics from the University of California, Berkeley as well as honorary degrees from 15 universities.

Dr. Chu was born in Saint Louis, Missouri in 1948. He is married to Dr. Jean Chu, who holds a D.Phil. in Physics from Oxford and has served as chief of staff to two Stanford University presidents as well

as Dean of Admissions. Secretary Chu has two grown sons, Geoffrey and Michael, by a previous marriage.

In announcing Dr. Chu's selection, President Obama said, "The future of our economy and national security is inextricably linked to one challenge: energy. Steven has blazed new trails as a scientist, teacher, and administrator, and has recently led the Berkeley National Laboratory in pursuit of new alternative and renewable energies. He is uniquely suited to be our next Secretary of Energy as we make this pursuit a guiding purpose of the Department of Energy, as well as a national mission." Dr. Chu was sworn into office as the 12th Secretary of Energy on January 21, 2009.

INVITATION TO NOMINATE FOR HONORARY DEGREE

Case Western Reserve University invites nominations for honorary degrees, which recognize persons who exemplify in their work the highest ideals and standards of “excellence in any valued aspect of human endeavor, including the realm of scholarship, public service, and the performing arts.” (Faculty Handbook, 3, III.X) *Current members of the faculty, the staff, or the Board of Trustees are not eligible for an honorary degree.*

The honorary degree committee, chaired by Provost W. A. “Bud” Baeslack, includes: Cynthia Beall, Arts and Sciences; John Lewandowski, Engineering; Mark Hans, Dental Medicine; Michael Scharf, Law; David Clingingsmith, Management; Nathan Berger, Medicine; Diana Morris, Nursing; Sharon Milligan, Applied Social Sciences; Patrick Kennedy, Physical Education and Athletics; and *ex-officio* members University Marshal Robin Dubin; Deputy Provost Lynn Singer and University Vice President Emeritus and Provost Emeritus Richard Zdanis. Nominations for honorary degrees to be conferred at commencement 2011 or 2012 will be reviewed during the fall semester 2009.

The university community is invited to submit nominations, preferably by e-mail, to the office of the provost, c/o Lois Langell (lois.langell@case.edu), or to any committee member by September 15, 2009. Nominees should not be informed of the nomination.

For full review, please include the information listed below. Incomplete nominations cannot be considered.

RECOMMENDATION FOR AWARD OF AN HONORARY DEGREE

Submit by September 15, 2009 for review in the fall semester 2009.
Please do not inform the nominee of his or her nomination

Nominee: Dr. Steven Chu

Attachments:

- X Nominating letter
- X Nominee’s vita or biography
- Optional letters of support (maximum of five)
- Other materials (optional).

Nominator: Norman Tien

Contact information: 368-3227

Nominator’s relationship to the university (e.g., student, faculty, staff or alumna/us)

Dean



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WEATHERHEAD SCHOOL OF MANAGEMENT

W.A. "Bud" Baeslack III
Provost and Executive Vice President
Chair, Honorary Degree Committee
Case Western Reserve University
LC 7001

Richard E. Boyatzis, Ph.D.
Professor
Department of Organizational Behavior
Department of Psychology
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August 3, 2010

Dear Bud:

I am nominating Scott S. Cowen, President of Tulane University and former Dean of the Weatherhead School of Management, for an Honorary Degree from Case Western Reserve University. Earlier in his career, Scott's scholarship and engagement helped transform thinking about business education nationwide and resulted in the WSOM moving from a regional school to one of international reputation in many fields and for management education innovative pedagogy. It was during these years that he developed the trust and deep respect from many industry CEOs, Deans of prominent schools and Presidents of many universities.

Then he created another transformation. His vision and energy lifted Tulane to the ranks of the country's most competitive academic institutions. Ultimately, however, it was his extraordinary leadership during and in the wake of Hurricane Katrina that most distinguishes Scott as a person fully deserving of this recognition. Scott has shown tireless devotion to preserving Tulane and allowing it to emerge from the devastation as an even stronger university. He matched those efforts with extensive participation in civic activities that contributed significantly to New Orleans' recovery. Our Faculty Handbook states that these awards are reserved for individuals who exemplify excellence in such realms as scholarship and public service. Scott's dedication, character and ability to achieve results make him an ideal candidate to receive this honor.

During his 23 years at Weatherhead – 14 of them as dean – Scott proved to be an academic pioneer. He not only emphasized the critical importance of interpersonal skills to management students' success, but also worked collaboratively with faculty to revamp dramatically the school's curriculum. The changes introduced in 1990 were designed to allow students to develop their full potential. They learned about leadership and communication, even as they tackled interdisciplinary challenges in teams and also acquired essential business knowledge. These innovations drew broad acclaim at the time, and today represent several of the curricular enhancements discussed nationally by business education leaders after the fall of Lehman Brothers and subsequent global economic crisis. I had the privilege of working with



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Scott to develop and implement these changes, and continue to lead a longitudinal study of the influence of these courses on graduates' professional success. After noticing that the WSOM MBA had become one of the most benchmarked MBA programs in the US, with visiting Deans and Program Directors every month, we decided to offer the series of articles we had been publishing as a book. In 1995, Professor David Kolb, Scott and I coauthored a book chronicling the transformation, *Innovation in Professional Education: Steps on a Journey from Teaching to Learning*. That book is one of four that Scott authored or co-authored; he also has published more than 100 articles.

I note this groundbreaking work in management education because it is important to underscore that Scott long has demonstrated a rare combination of talents - he is a brilliant, forward-looking thinker even as he understands the detail, nuance and energy involved in the execution of these ideas. In his first years at Tulane, Scott worked to increase the sense of community on campus and led a comprehensive strategic planning process. Four years after his arrival, *Newsweek* touted Tulane as one of the nation's "hottest schools"; in the spring of 2005, Scott launched "Promise and Distinction: The Campaign for Tulane." Six months later, Katrina slammed the city and campus. He does all this, not only with his infectious enthusiasm, wit, charm, and insight, but also by astutely identifying faculty leaders and working behind the scenes with them to create new movements within the faculty.

Scott's handling of the immediate crisis was so impressive that I use it today in my graduate courses, and even written a few articles about him during this period as a case study. These have been published and garnered interest in several countries. Where others failed to communicate or sent ambiguous or even contradictory messages, Scott decided early to tell everyone - including freshmen who had arrived just hours earlier - that they needed to evacuate immediately. The university provided both clear direction and ample transportation, and then worked exhaustively with institutions nationwide to secure places elsewhere for students to enroll that fall. Scott himself stayed on the Tulane campus during the hurricane, sleeping on an air mattress in the school's recreation center and finally hot-wiring a golf cart to get to a helicopter that took him to a makeshift Tulane command center at a Houston hotel. He and his staff immediately worked to address issues of distributing desperately needed payrolls and communicating with constituents now spread around the U.S., and then turned to the even more daunting task of contemplating Tulane's future.

In early December, the Tulane board adopted "A Plan for Renewal," a document that called for a smaller institution more focused on the undergraduate experience and public service throughout the university. The proposal sharply reduced the number of engineering departments, consolidated several doctoral programs, closed Tulane's women's college, and eliminated nearly 250 positions, many of them faculty. By investing narrowly in areas of distinction, the logic was that Tulane could emerge from the crisis as a stronger and more sustainable institution.



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When classes resumed a month later, Tulane welcomed back more than 85 percent of its students. Young people who had volunteered in New Orleans or been captivated by post-Katrina coverage clamored to enter the next year's class. And at Commencement 2006, both Presidents William Jefferson Clinton and George H.W. Bush served as keynote speakers. Tulane did come back, better than ever.

Meanwhile, Scott himself began playing a prominent role in the city's revitalization efforts, first as a member of the city's Bring New Orleans Back commission and then as leader of its education committee. In that role, Scott helped shape the new form of the New Orleans school system, and continues to be engaged today. In addition, Tulane opened its own charter school, and, through a foundation grant, also launched the Cowen Institute for Public Education Initiatives, an interdisciplinary center that identifies promising practices and encourages their implementation.

Scott's efforts on the city's behalf did not stop with its schools. Working with the president of the city council, he co-founded the Fleur de Lis Ambassador program, an initiative aimed at having the city's greatest advocates travel across the country to tout the city's rebirth and renewed opportunities. More recently he has served on another civic body charged to create a new, start-of-the-art airport for the city.

Tulane's 2005 capital campaign ended up raising \$730 million - \$130 million more than its goal. In 2009-2010, Tulane had 44,000 applications for the 1,400 spots in its freshman class. In 2008 *Newsweek* again dubbed Tulane one of the nation's "hottest" schools, and in 2009 *Time* called Scott one of the nation's 10 best college presidents. In addition, the Carnegie Corporation named Scott one of four university presidents to receive \$500,000 each for contributions to strong ties between the institution and its community. This year, meanwhile, New Orleans' newspaper, awarded Scott the *Times-Picayune* Loving Cup in recognition of his civic activism in the wake of Katrina.

Other universities have taken note of Scott's transformative engagement at Tulane and within its home city. This year, Cowen received honorary degrees from his own alma mater, the University of Connecticut, and Notre Dame. Previously he received honorary degrees from Brown, George Mason and Yeshiva universities. All of this happened amid some praise and some contumely. The AAUP had brought the largest class action suit against him for the actions taken at Tulane to save the university. Scott held to his position that such changes were for the future of Tulane, even if he had to suffer criticism and even law suits to get there. This is yet another example of his academic integrity and courage.

Scott's dynamism and commitment to making a difference continues strong. Last fall he announced that Tulane would be launching another capital campaign, this one to exceed \$1 billion. He also represented Louisiana's private colleges and universities in testifying against a



CASE

WEATHERHEAD SCHOOL OF MANAGEMENT

proposal to allow concealed weapons on campus. Finally, this year he successfully lobbied and testified against a measure that would have cut funding to Tulane's environmental law clinic. Since the Gulf oil spill crisis began, Tulane's faculty leaders have played a key role in convening experts to examine and explain the implications of the disaster.

Scott is a person of idealism, conviction and compassion. He is a glowing example of the best that a charismatic leader can be and what they can do for schools, universities and communities. He long has possessed willingness to assess situations, make difficult decisions and then see them through. When faced with the onslaught of Katrina, he faced the sternest test of his character and talents that any of us could have imagined. Not only did he rise to the occasion for his institution, but he demonstrated a sense of commitment to his community that truly helped invigorate it. For all of these reasons and more, he is an individual who richly merits this honor from Case Western Reserve. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Richard E. Boyatzis". The signature is fluid and cursive, with a long horizontal stroke at the end.

Richard E. Boyatzis

Tulane University - Biography

Scott S. Cowen
President
Tulane University
218 Gibson Hall
6823 St. Charles Avenue
New Orleans, LA 70118-5684

Scott S. Cowen is Tulane University's 14th President. He also holds joint appointments as the Seymour S Goodman Memorial Professor of Business in Tulane's A.B. Freeman School of Business and Professor of Economics in the School of Liberal Arts.

In 2009 TIME Magazine named President Cowen one of the nation's top 10 Best College Presidents and he was one of only four university leaders nationwide to receive the 2009 Carnegie Corporation Academic Leadership Award. In 2010 President Cowen was elected to the American Academy of Arts and Sciences, one of the world's most prestigious honorary societies. In addition, he is the recipient of several national awards and honorary degrees, including from such institutions as Brown University, Yeshiva University, University of Connecticut and the University of Notre Dame.

He is also the recipient of the 2009 Times-Picayune's Loving Cup, which each year honors a New Orleanian who has worked unselfishly for the community without expectation of recognition or material reward. President Cowen was also honored in 2010 by New Orleans CityBusiness as one of the 30 "Driving Forces" in New Orleans in the last 30 years.

Since President Cowen's arrival in 1998, Tulane University has more than quintupled its undergraduate applications while experiencing all-time highs in student quality. In addition, Tulane has more than doubled the level of total private giving to the university and received a record level of research awards. The university has implemented a number of innovative academic and research program initiatives and significantly increased its community outreach. In recognition of Tulane's accomplishments, it was noted as one of the "Hottest Schools in America" by Newsweek magazine in 2002 and 2008, and has been nationally recognized on multiple occasions for its civic engagement programs, while also being consistently ranked in the top tier of national research universities.

On March 17, 2005, President Cowen announced the public launch of "Promise and Distinction: The Campaign for Tulane." When the campaign was completed in June 2008, it had exceeded its \$700 million goal, making it the largest university fundraising effort in the history of Louisiana.

In August 2005, Hurricane Katrina devastated the city of New Orleans, flooding 70 percent of Tulane's uptown campus and all the buildings of its downtown health sciences campus. Tulane's faculty, staff and students were dispersed around the country for an entire semester. Under President Cowen's leadership the campus was repaired and on December 8, 2005, the Board of Tulane approved his Renewal Plan, a sweeping effort that strengthens and focuses the

university's academic mission while strategically addressing its current and future operations in the post-Katrina era. A remarkable 87 percent of Tulane students returned for classes in January of 2006.

In response to Katrina, President Cowen was appointed to the city's Bring New Orleans Back Commission and charged with leading a committee to reform and rebuild the city's failing public school system. President Cowen has devoted his days and nights to these monumental tasks and has already had impressive results. As part of this effort, Tulane chartered a K-12 school in New Orleans and created an Institute for Public Education Initiatives to support the transformation of public education in New Orleans. In addition, President Cowen has served as a commissioner of the New Orleans Redevelopment Authority, which plays a major role in the rebuilding of Orleans Parish in the aftermath of Hurricane Katrina. He is currently chairman of the Southeast Regional Airport Authority, which is charged with turning Louis Armstrong International Airport into a world-class transportation center and a significant economic development powerhouse.

President Cowen is also the co-founder of the Fleur-de-lis Ambassadors program, a group of New Orleans civic leaders dedicated to spreading the message nationwide that post-Katrina New Orleans is an economically viable, livable city with a recovery plan in progress. The Ambassadors also actively seek additional support from businesses and philanthropic organizations around the county for the recovery of New Orleans.

President Cowen has held leadership positions in national academic and professional associations, including the American Council on Education, the National Association of Independent Colleges and Universities, the NCAA, and the Council of Higher Education Accreditation (CHEA). He currently serves as a board member of the National Merit Scholarship Corporation and TIAA-CREF.

President Cowen also led an effort with his fellow university leaders to reform intercollegiate athletics and ensure that their sports programs are consistent with the values, missions and aspirations of their institutions.

Prior to coming to Tulane, President Cowen was a professor—and later dean—at Case Western Reserve University in Ohio for 23 years. He is the author of four books and more than 100 academic and professional articles, essays and reviews. Dr. Cowen's areas of scholarship and teaching focus on strategic financial management systems, corporate governance and leadership. President Cowen has consulted with dozens of companies, from start-ups to Fortune 100 companies. He is currently a board member of Newell Rubbermaid, Inc., American Greetings, Joann Stores and Forest City Enterprises.

President Cowen received his bachelor's degree from the University of Connecticut in 1968. After serving a three-year term in the U.S. Army as an infantry officer from 1968-1971, he went back to school and received his masters and doctoral degrees, respectively, from The George Washington University in the fields of finance and management.

Dear members of the Honorary Degree Committee.

I'd like to nominate Brenda Hollis, the Chief Prosecutor of the Special Court for Sierra Leone, for an honorary degree.

Brenda is currently the only women Chief Prosecutor of an International Criminal Tribunal, and she is the first American woman to ever hold such a position. She was one of the prosecutors in the first trial before an international tribunal since Nuremberg (the 1995-1998 Tadic case before the International Criminal Tribunal for the Former Yugoslavia), and for the past three years she has served as lead prosecutor in the case of Charles Taylor (former President of Liberia) before the Special Court for Sierra Leone. The Charles Taylor trial is scheduled to conclude in the fall, and Brenda will be coming to our Law School to receive the Cox Center's "Humanitarian Award for Advancing Global Justice" and to give the Cox Center Endowed Lecture on November 3.

Case Western Reserve has had a special relationship with Brenda and her office. Over the past eight years, the law school has prepared thirty research memoranda for the Special Court for Sierra Leone; ten Case law students have served as interns in the Tribunal's Offices in Freetown and The Hague; and Brenda has hired two Case law alumni (Nathan Quick and Ruth Mary Hacker) as permanent members of her prosecution staff.

Unlike some of the other international law-related nominees we have had in the past, I can promise you that there is absolutely nothing remotely controversial about Brenda Hollis.

Brenda's bio and photo appear below, and her CV is attached. I look forward to discussing this nomination and the others at our upcoming meetings.

Best, Michael

Michael P. Scharf

John Deaver Drinko -- Baker & Hostetler Professor of Law
Director of the Frederick K. Cox International Law Center
US Director of the Canada-US Law Institute
Case Western Reserve University School of Law
Office: (216) 368-3299
Cell: (216) 534-7796
michael.scharf@case.edu

BRENDA J. HOLLIS

Ms. Hollis currently serves as The Prosecutor, Special Court for Sierra Leone (SCSL), with overall responsibility for the functioning of the Office of the Prosecutor (OTP), the effective and efficient conclusion of the prosecution of the case against Charles Taylor and the supervision of any appeal which may result, the preparation of the OTP for the closure of the SCSL and the transition into the follow on Residual Court for Sierra Leone, which will have responsibility for all continuing legal obligations of the Court and for maintaining the Court archives. Prior to her appointment as The Prosecutor, Ms. Hollis served as the Principal Trial Attorney in the *Taylor* case from February 1997 to February 2010. Ms. Hollis was associated with the SCSL/OTP in the capacity of legal advisor in 2002, 2003 and 2006, advising on substantive and procedural legal requirements, suggesting investigative and prosecutorial protocols, preparing indictments, including the amended indictment against Charles Taylor, and preparing that case for trial after Mr. Taylor was transferred to the custody of the SCSL.

Prior to her association with the SCSL, Ms. Hollis worked in several capacities in the Office of the Prosecutor, International Tribunal for the Former Yugoslav (ICTY), serving as an investigative team legal officer, trial attorney, senior trial attorney and appellate attorney for the first appellate cases. Her duties at the ICTY included assisting the Office of the Prosecutor of the International Tribunal for Rwanda (ICTR) with internal management issues, final trial preparation for the first ICTR trials and initial trial preparation for the propaganda trial. Ms. Hollis has acted as a consultant on international criminal law matters, assisting groups from the Democratic Republic of Congo and Columbia in the preparation of submissions to the ICC requesting that investigations be opened in those countries. She also participated in training seminars for judges, prosecutors and investigators of the ad hoc Indonesian Human Rights Courts and the Iraqi Higher Criminal Court, and provided technical assistance to the Extraordinary Chambers in the Courts of Cambodia. Ms. Hollis served for over 20 years in the United States Air Force, retiring as a Colonel; prior to her military career, she served as a Peace Corps volunteer in Senegal and Niger, West Africa.

NAME: BRENDA JOYCE HOLLIS
NATIONALITY: US
TELEPHONE: +31 70 515 9734 (office); +31 64 633 4965 (mobile)
EMAIL: hollisbjh@yahoo.com
CURRENT POSITION: The Prosecutor, Special Court for Sierra Leone

CURRICULUM VITAE

EDUCATION AND PROFESSIONAL LEARNING:

1977: JD, University of Denver, Denver CO USA
1968, 1970: BA cum laude, Bowling Green State University, Bowling Green, Ohio USA

SUMMARY OF EXPERIENCE:

February 2010 to present: The Prosecutor, Special Court for Sierra Leone (SCSL)

Appointed by the United Nations Secretary General.

Duties: Responsible for the investigation and prosecution of persons who bear greatest responsibility for serious violations of international humanitarian law and crimes under Sierra Leonean law committed in the territory of Sierra Leone since 30 November 1996. Responsible for selection and oversight of all personnel assigned to the Office of the Prosecutor and all activities of the Office. Overall responsibility for preparing the Office for closure of the SCSL and transition into the Residual Court for Sierra Leone, which will be responsible for all ongoing legal obligations of the SCSL and for maintaining the archives of the SCSL. Also continue to have overall responsibility for the presentation and carriage of the Taylor prosecution through appeal.

February 2007 to February 2010: Principal Trial Attorney, Office of the Prosecutor, SCSL (D1 level)

Supervisor: James Johnson, Chief of Prosecutions

Duties: Overall responsibility for the presentation and carriage of *Prosecutor v. Charles Taylor* on behalf of the Prosecutor, including: oversight and participation in review of all potential evidence, disclosure of thousands of pages of material, selection of witnesses, documentary and other evidence to be presented at trial, preparation of several hundred pages of pre-trial materials, preparation of motions and other filings before the Trial Chamber and

Appeals Chamber, determining witness order, leading direct examination of witnesses, assigning examination of witnesses and other taskings to 10 – 14 trial team members.

March 2001 to February 2007: Expert Legal Consultant, International Criminal Law and Procedure

Supervisor: Self employed

Duties: Provided initial legal, strategic and tactical advice for the creation of the Institute for International Criminal Investigation, a non profit organization whose goals include training investigators from around the world in the law, policy and procedures applicable to the investigation and prosecution of violations of international humanitarian law. Participated as a trainer in seminars for judges, prosecutors and investigators of the Indonesian ad hoc Human Rights Courts, the Iraqi Higher Criminal Court and the Extraordinary Chambers in the Courts of Cambodia. Assisted groups from the Democratic Republic of Congo and Columbia in the preparation of submissions to the ICC to request investigations be opened against persons in those countries who had committed crimes against humanity or war crimes. As legal consultant the SCSL/OTP in 2002 – 2003 and 2006, involved in evidence-gathering missions, providing legal and tactical advice, including a “lessons learned” summary, preparing elements of proof, investigative and prosecutorial protocols, acting as principal author of the first indictments, including the indictment against Charles Taylor, preparing the 2006 amended indictment against Charles Taylor, developing the Prosecution trial strategy for the *Taylor* case.

April 1998 to March 2001: Senior Trial Attorney and Chief, Team Legal Officer and Co-Counsel Section, Office of the Prosecutor, ICTY (P5 level)

Supervisor: James Stewart, Chief of Prosecutions

Duties: Lead counsel in several cases, including the first case that charged rape as torture, and the *Krajisnik* and *Plavsic* cases, both high ranking Bosnian Serb accused. Lead counsel in the preparation of the case against Yugoslav leader Slobodan Milosevic. Participated in field missions to interview witnesses and to search for mass grave sites. Served as Chief, Team Legal Officer and Co-Counsel Section, in which capacity supervised 29 senior prosecutors who were involved in all investigations and trials conducted by the Office of the Prosecutor, chaired internal review processes, consulted with and advised the Chief of Investigations, investigators and the senior prosecutors on legal, factual and policy matters that arose in their investigations or trials. Heavily involved in the development of OTP policies and procedures, advising the Chief of Prosecutions, Deputy Prosecutor and Prosecutor on legal, policy and procedural matters.

1971 to July 1998: Officer, United States Air Force (commissioned 2nd Lieutenant in 1971, retired in the rank of Colonel in 1998)

Duties: All military assignments included issues related to laws and customs of war, from application of those laws and customs to training military personnel to understand and abide by them

1971 to 1994: Air Intelligence Officer at Ubon RTAFB, Thailand from 1972 – 1973, then a Reserve Officer assigned to the Air Force Intelligence Service from 1974 – 1978. Re-entered active duty as a Judge Advocate in 1978 after completing law school and being admitted to the bar of the State of Colorado. Duties in The Judge Advocate Corps included serving as Assistant Staff Judge Advocate at the Air Reserve Personnel Center, Lowry AFB, CO and at Kunsan Air Base, ROK; as a Circuit Trial Counsel and Chief Circuit Trial Counsel headquartered at Lowry AFB, CO; as an Instructor of Law at the Air Force Academy; as Appellate Government Counsel and Chief, Government Trial and Appellate Counsel Division, Air Force Legal Services Agency, Bolling AFB, DC with overall responsibility for the Circuit Trial Counsel assigned worldwide and for all Air Force criminal appellate proceedings on behalf of the Prosecution; as Staff Judge Advocate, Rhein-Main AB, Germany with overall responsibility for the functioning of the Wing legal office which provided legal services and advice to several thousand personnel assigned to the base and to the Wing Commander and subordinate commanders, and supervised the activities of some 20 attorneys, paralegal and support personnel assigned to that office.

1994 to 1997: Seconded by the United States to the Office of the Prosecutor, United Nations International Criminal Tribunal for the Former Yugoslavia (ICTY). Duties included acting as a Team Legal Officer which involved extensive field missions into the former Yugoslavia, participating in the first investigative missions into Bosnia in 1994 and in the first investigative mission into Prijedor Municipality, including collecting evidence from the Omarska death camp. Acted as co-counsel in the Tadic case, the first litigated war crimes prosecution to be conducted before an international tribunal since WW II. Field work and courtroom advocacy involved forensic issues and evidence collection. In 1997, sent as the Prosecutor's representative to the ICTR/OTP to assist with organizational issues and preparation for its first cases. Throughout this assignment, participated in developing investigative, pre-trial and trial policies and procedures for the OTP, and the OTP position on evidentiary and procedural requirements.

1968 – 1969: Peace Corps volunteer, Senegal and Niger West Africa

Duties: Public health work and education, working with local populations

PROFESSIONAL SOCIETIES:

Phi Alpha Delta Law Fraternity – Honorary Member

MILITARY AWARDS AND DECORATIONS:

Legion of Merit with one device, Meritorious Service Medal with five devices, Commendation Medal with one device, Vietnam Service Medal with one device, Republic of Vietnam Gallantry Cross with device, Republic of Vietnam Campaign Medal.

INVITATION TO NOMINATE FOR HONORARY DEGREE

Case Western Reserve University invites nominations for honorary degrees by which the university can recognize persons who exemplify in their work the highest ideals and standards of "excellence in any valued aspect of human endeavor, including the realm of scholarship, public service, and the performing arts." (Faculty Handbook, 3, III.X)
Current members of the faculty, the staff, or the Board of Trustees are not eligible for an honorary degree.

The honorary degree committee is chaired by Provost W. A. "Bud" Baeslack and includes: Cynthia Beall, Arts and Sciences; John Lewandowski, Engineering; Mark Hans, Dental Medicine; Michael Scharf, Law; David Clingingsmith, Management; Nathan Berger, Medicine; Diana Morris, Nursing; Sharon Milligan, Applied Social Sciences; Patrick Kennedy, Physical Education and Athletics; and *ex-officio* members University Marshal Robin Dubin; Deputy Provost Lynn Singer and University Vice President Emeritus and Provost Emeritus Richard Zdanis. Nominations for honorary degrees to be conferred at a future commencement may be submitted throughout the year. Those received by September 27, 2010, will be reviewed by the committee during the fall semester 2010.

The university community is invited to submit nominations, preferably by e-mail, to the office of the provost, c/o Lois Langell (lois.langell@case.edu), or to any committee member by September 27, 2010. **Nominees should not be informed of the nomination.**

For full review, please include the information listed below. Incomplete nominations cannot be considered.

RECOMMENDATION FOR AWARD OF AN HONORARY DEGREE

**Submit by September 27, 2010 for review in the fall semester 2010.
Please do not inform the nominee of his or her nomination**

Nominee: Edward C. Prescott

Attachments:

Nominating letter

Nominee's vita or biography

Maximum of five letters of support (optional)

Other materials (optional).

Nominator: Kamlesh Mathur

Contact information: PBL329; Phone: 368-3857; email: kamlesh.mathur@case.edu

Status (student, faculty, staff, alumna/us) FACULTY



CASE WESTERN RESERVE
UNIVERSITY

WEATHERHEAD SCHOOL OF MANAGEMENT

N. Mohan Reddy
Dean and Albert J. Weatherhead III
Professor of Management

Dean's Office

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September 22, 2010

William Baeslack
Provost
Case Western Reserve University

Dear Bud,

On behalf of the faculty of the Weatherhead School, I am writing to support Professor Kamlesh Mathur's nomination of Professor Edward C. Prescott for an honorary doctoral degree.

Professor Prescott has produced a broad sweep of important and interesting research. His work on depressions, government debt, and economic cycles are of particular interest and urgency given recent developments in U.S. and global economies.

The recipient of numerous high honors, including the Nobel Prize, Professor Prescott's many accomplishments have yet to be formally recognized by the institutions in which he developed. We would be pleased to see Case Western Reserve University recognize the quality and the importance of his many contributions by awarding him the honorary doctorate.

Sincerely,

A handwritten signature in blue ink that reads "N. Mohan Reddy".

N. Mohan Reddy



CASE WESTERN RESERVE
UNIVERSITY

WEATHERHEAD SCHOOL OF MANAGEMENT

September 16, 2010

W. A. "Bud" Baeslack
Chair, The Honorary Degree Committee

Dear Committee;

I wish to nominate Professor Edward C. Prescott for an honorary doctoral degree. Professor Prescott's most notable recognition was the **2004 Nobel Prize in Economics** (The Bank of Sweden Prize in Economic Sciences in Memory of Alfred Nobel). He received the 2004 prize with Fin Kydland "for their contributions to dynamic macroeconomics: the time consistency of economic policy and the driving forces behind business cycles". The prize committee noted that their research "showed that economic policies are often plagued by problems of time inconsistency. Demonstrated that society could gain from prior commitment to economic policy. Introduced new ideas about economic policy design and the driving forces behind business cycles".

Professor Prescott is a Case alum having received a masters degree in Operations Research in 1963 from the Operations Research Center in the Case Institute of Engineering (now the Department of Operations in the Weatherhead School of Management). After receiving his M.S. from Case, Professor Prescott received his Ph.D. in Economics from Carnegie-Mellon University in 1967, and then held faculty positions at several universities including University of Pennsylvania, Carnegie-Mellon University, and University of Minnesota. Currently, he is W. P. Carey Professor of Economics at Arizona State University and is an Economist at the Federal Reserve Bank of Minneapolis. He was elected to the National Academy of Sciences in 2008.

I am attaching Professor Prescott's recent resume (downloaded from his website) which chronicles his research contributions and lists other honors and awards. I am sure that the committee will agree that he is an eminently appropriate candidate for an honorary doctorate from Case. If the committee has any questions or needs more details or clarifications, please feel free to contact me.

Sincerely,

Kamlesh Mathur

Kamlesh Mathur
Professor and Chair; Department of Operations
Weatherhead School of Management
Case Western Reserve University
Cleveland, Ohio 44106
email: kamlesh.mathur@case.edu
Phone: (216) 368-3857

August 2010

Edward C. Prescott

Addresses

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Federal Reserve Bank of Minneapolis
90 Hennepin Avenue
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Department of Economics
W. P. Carey School of Business
Arizona State University
Tempe, AZ 85287-3806
Phone: 480-965-3531
Fax: 480-965-0748
Email: edward.prescott@asu.edu

Education

- 1967 Carnegie-Mellon University, Ph.D., Economics
- 1963 Case-Western Reserve University, M.S., Operations Research
- 1962 Swarthmore College, B.A., Mathematics

Work Experience

- 2005–7 Shinsei Bank Visiting Professor of Political Economy, Stern School of Business, New York University
- 2004 winter Maxwell Pellish Distinguished Visiting Professor of Economics, University of California, Santa Barbara
- 2003–present Senior Monetary Advisor, Research Department, Federal Reserve Bank of Minneapolis
- 2003–present Professor and W. P. Carey Chair, Department of Economics, Arizona State University
- 1999–2003 Professor, Department of Economics, University of Minnesota
- 1998–99 Professor of Economics, University of Chicago
- 1997 spring Visiting Professor, University of Chicago
- 1980–98 Professor, Department of Economics, University of Minnesota
- 1980–2003 Senior Advisor, Research Department, Federal Reserve Bank of Minneapolis
- 1980–82 Visiting Professor of Finance, Kellogg Graduate School of Management, Northwestern University
- 1979–80 Visiting Professor of Economics, Northwestern University
- 1978–79 Ford Visiting Research Professor, University of Chicago

- 1975–80 Professor of Economics, Graduate School of Industrial Administration,
Carnegie-Mellon University
- 1974–75 Visiting Professor of Economics, Norwegian School of Business and Economics
- 1972–75 Associate Professor of Economics, Graduate School of Industrial Administration,
Carnegie-Mellon University
- 1971–72 Assistant Professor of Economics, Graduate School of Industrial Administration,
Carnegie-Mellon University
- 1967–71 Assistant Professor, Economics Department, University of Pennsylvania
- 1966–67 Lecturer, Economics Department, University of Pennsylvania

Professional Affiliations

- 2009 Member, Foreign Advisory Board, Koźmiński University, Warsaw, Poland
- 2006 Member, Advisory Committee, Barcelona Graduate School of Economics
- 1992–95 President, Society of Economic Dynamics and Control
- 1992–94 President, Society for the Advancement of Economic Theory
- 1991 Co-editor, *Economic Theory*
- 1990–92 Associate Editor, *Journal of Economic Theory*
- 1988–present Research Associate, National Bureau of Economic Research
- 1980–90 Associate Editor, *International Economic Review*
- 1977–84 Leader NBER / NSF Workshop in Industrial Organization
- 1976–82 Associate Editor, *Journal of Econometrics*

Books and Edited Volumes

Great Depressions of the Twentieth Century, co-edited with T. J. Kehoe, Federal Reserve Bank of Minneapolis, 2007.

“Great Depressions of the 20th Century,” co-edited with T. J. Kehoe, *Review of Economic Dynamics* 5, January 2002. Revised and expanded version published as *Great Depressions of the Twentieth Century*, co-edited with T. J. Kehoe, Federal Reserve Bank of Minneapolis, 2007.

Barriers to Riches, with S. L. Parente, MIT Press, 2000.

Italian translation, translator Raffaella Rojatti, *Barriere Alla Ricchezza Delli*, Milano, Università Bacconi Editore, 2001.

French translation, translator Xuan Thuc Rocheteau, *Les Richesses Défendues*, Editions Payout Lausanne, 2002.

Chinese translation, translator Jun Su, Renmin University of China Press, 2010.

Applied General Equilibrium Symposium issue, co-edited with T. J. Kehoe, *Economic Theory* 6, February 1995.

Recursive Methods in Economic Dynamics, N. L. Stokey and R. E. Lucas, Jr., with the collaboration of E. C. Prescott, Harvard University Press, 1989.

Contractual Arrangements for Intertemporal Trade, co-edited with N. Wallace, University of Minnesota Press, 1987.

Journal Articles

“Technology Capital and the U.S. Current Account,” *American Economic Review*, forthcoming, September 2010.

“Unmeasured Investment and the Puzzling U.S. Boom in the 1990s,” with E. R. McGrattan, *American Economic Journal: Macroeconomics*, forthcoming, 2010.

“Openness, Technology Capital, and Development,” with E. R. McGrattan, *Journal of Economic Theory* 144, 2454–76, November 2009.

“Lifetime Aggregate Labor Supply with Endogenous Workweek Length,” with R. Rogerson and J. Wallenius, *Review of Economic Dynamics* 12, 23–36, 2009.

“The Depressing Effect of Agriculture Institutions on the Prewar Japanese Economy,” with F. Hayashi, *Journal of Political Economy* 116, 573–632, 2008.

“On the Needed Quantity of Government Debt,” with K. Birkeland, *Federal Reserve Bank of Minneapolis Quarterly Review* 31, 2–15, November 2007.

“Nobel Lecture: The Transformation of Macroeconomic Policy and Research,” *Journal of Political Economy* 114, 203–35, 2006.

“On the Equilibrium Concept for Overlapping Generations Organizations,” with J.-V. Ríos-Rull, *International Economic Review* 46, 1065–80, November 2005.

“Taxes, Regulations, and the Value of U.S. and U.K. Corporations,” with E. R. McGrattan, *Review of Economic Studies* 72, 767–96, 2005.

Comment on “Inflation, Output, and Welfare” (by Ricardo Lagos and Guillaume Rocheteau), *International Economic Review* 46, 523–31, May 2005.

“Capacity Constraints, Asymmetries, and the Business Cycle,” with G. D. Hansen, *Review of Economic Dynamics* 8, 850–65, October 2005.

“The 1929 Stock Market: Irving Fisher Was Right,” with E. R. McGrattan, *International Economic Review* 45, 991–1009, November 2004.

“Why Do Americans Work So Much More Than Europeans?” *Federal Reserve Bank of Minneapolis Quarterly Review* 28, 2–13, July 2004.

“Average Debt and Equity Returns: Puzzling?” with E. R. McGrattan, *American Economic Review* 93, 392–97, May 2003.

“Introduction to Sunspots and Lotteries,” with K. Shell, *Journal of Economic Theory* 107, 1–10, November 2002.

“Lotteries, Sunspots, and Incentive Constraints,” with T. J. Kehoe and D. K. Levine, *Journal of Economic Theory* 107, 39–69, November 2002.

- “Malthus to Solow,” with G. D. Hansen, *American Economic Review* 92, 1205–17, September 2002.
- “Prosperity and Depressions,” *American Economic Review* 92, 1–15, May 2002.
- “Introduction: Great Depressions of the 20th Century,” with T. J. Kehoe, *Review of Economic Dynamics* 5, 1–18, January 2002.
- “The 1990s in Japan: A Lost Decade,” with F. Hayashi, *Review of Economic Dynamics* 5, 206–35, January 2002.
- “Is the Stock Market Overvalued?” with E. R. McGrattan, *Federal Reserve Bank of Minneapolis Quarterly Review* 24, 20–40, Fall 2000.
- “Some Observations on the Great Depression,” *Federal Reserve Bank of Minneapolis Quarterly Review* 23, 25–31, Winter 1999.
- “Monopoly Rights: A Barrier to Riches,” with S. L. Parente, *American Economic Review* 89, 1216–33, December 1999.
- “Needed: A Theory of Total Factor Productivity,” *International Economic Review* 39, 525–52, August 1998.
- “Post-War U.S. Business Cycles: A Descriptive Empirical Investigation,” with R. Hodrick, *Journal of Money, Credit, and Banking* 29, 1–16, February 1997. (Discussion Paper 451, Northwestern University, 1980.)
- “Real Returns on Government Debt: A General Equilibrium Quantitative Exploration,” with J. Díaz-Giménez, *European Economic Review* 41, 115–37, 1997.
- “Valuation Equilibrium With Clubs,” with H. Cole, *Journal of Economic Theory* 74, 19–39, May 1997.
- “The Computational Experiment: An Econometric Tool,” with F. E. Kydland, *Journal of Economic Perspectives* 10, 68–86, Winter 1996.
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Honors and Awards

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|--------------|---|
| 2008 | Elected member, National Academy of Science |
| 2007 | Honorary Doctorate of Mathematics, Athens University |
| 2006 | Regents’ Professor, Arizona State University |
| 2004 | The Bank of Sweden Prize in Economic Sciences in Memory of Alfred Nobel (joint with Finn Kydland) “For their contributions to dynamic macroeconomics: the time consistency of economic policy and the driving forces behind business cycles.” |
| 2003–present | W.P. Carey Chair, Department of Economics, Arizona State University |
| 2003 | McKnight Presidential Chair in Economics, University of Minnesota |
| 2002 | Laurea Honoris Causa in Economica, University of Rome “Tor Vergata” |
| 2002 | Erwin Plein Nemmers Prize in Economics, Northwestern University |
| 1996–2003 | Regents’ Professor, University of Minnesota |
| 1992 | American Academy of Arts and Science Fellow |
| 1980 | Econometric Society Fellow |
| 1974–75 | Guggenheim Fellow |
| 1969–70 | Brookings Economic Policy Fellow |



CONFIDENTIAL

To: Alan Levine
Chair, Faculty Senate
Executive Committee

From: W.A. "Bud" Baeslack III 
Provost and Chair, Honorary Degree Committee

Date: November 1, 2010

The honorary degree committee has reviewed recommendations for honorary degrees submitted by the university community this year. After careful consideration of the nominations, the committee voted to recommend the following individuals for honorary degrees: Scott Cowan, president of Tulane University and formerly a member of the faculty and dean of the Weatherhead School of Management; Steven Chu, United States Secretary of Energy and Nobel Prize laureate in physics (1997); Brenda Hollis, chief prosecutor of the Special Court for Sierra Leone; and Edward Prescott, CWRU alumnus, Nobel laureate in Economics (2004), and member of the National Academy of Sciences.

Nominating letters and biographical information on these accomplished individuals are attached. Of this group, Edward Prescott was approved by the university trustees for a honorary degree in 2005, but he has been unable to attend commencement to receive the award because of schedule conflicts.

I hereby submit these recommendations for review by the Faculty Senate executive committee. If your committee, acting on behalf of the University Faculty, approves these recommendations, they will be conveyed to the president for submission to the Board of Trustees.

C: Elizabeth Woyczynski, Secretary, Faculty Senate
Honorary Degree Committee

Cynthia Beall
John Lewandowski
Mark Hans
Michael Scharf
David Clingingsmith
Nathan Berger

Diana Morris
Sharon Milligan
Patrick Kennedy
Robin Dubin – ex-officio
Richard Zdanis – ex officio
Lynn Singer – ex officio

**Proposal for a New Graduate Certificate Program:
Residency Program in Dental Public Health
School of Dental Medicine
Case Western Reserve University**

**Sena Narendran & James Lalumandier
Department of Community Dentistry
School of Dental Medicine**

October 14, 2010

Background:

The Case Western Reserve University School of Dental Medicine offers advanced specialty education programs in orthodontics, endodontics, periodontics, pediatric dentistry, and oral surgery. In addition to these specialties, dental public health is one of the nine recognized specialties of the American Dental Association. The Graduate Education Committee at the School of Dental Medicine has identified a need to increase the number of advanced specialty education programs at the school, and in June 2010 approved the proposal for a dental public health residency program. Thus, this will be a new certificate program at the School of Dental Medicine that would complement the already existing five specialty programs.

Need and Demand:

According to the most recent American Dental Association survey of advanced dental education programs, currently there are only 10 residency programs in dental public health in the United States. Of the ten programs, only six are administered by the dental schools and the other four by Federal agencies (NIH and CDC) or state health departments. The current demand for dental public health residency programs is also reiterated by the increasing number of international applicants who come from countries where there is an enormous need for dental public health professionals. The proposed new residency program in dental public health will also augment the already existing excellent reputation of Case Western Reserve University, both nationally and internationally.

Educational Objectives:

The educational objectives of the proposed residency program will be to provide:

- Graduate level instruction in public health administration, preventive dentistry, epidemiology, communication methods, cultural competency and health literacy, and oral health care systems
- Supervised practical experience in dental public health including community-oriented primary dental care
- Field experiences at state and local public health agencies, community health centers, and academic institutions
- Opportunities to augment students' research skills
- Skills in developing and administering community-wide oral health programs
- Opportunities for teaching experience at the School of Dental Medicine

Curriculum:

The proposed certificate program will entail 15-18 hours of graduate level credits, public health practicum/field experiences and completion of a research project. A draft time distribution for the dental public health residency activities is:

- | | |
|-----------------------------------|-----|
| • Community-oriented primary care | 20% |
| • Research | 25% |
| • Didactic courses | 35% |
| • Teaching by the residents | 10% |
| • Health promotion | 10% |

Didactic Schedule:

Fall: Principles of Oral Epidemiology and Research Methods (2)

	Communication Methods in Dental Public Health (2)
	Elective (2)
<u>Spring:</u>	Graduate Preventive Dentistry (2)
	Oral Health Care Systems (2)
	Elective (2)
<u>Summer:</u>	Data Analysis and Report Writing (2)
	Dental Public Health Administration (2)
	Elective (2)

All but the electives of the aforementioned curriculum will be new and the aims of each course are listed below:

Principles of Oral Epidemiology and Research Methods: The aims of the course are for the student/resident to i) become competent in planning and conducting oral epidemiological studies to collect reliable and valid data; ii) gain knowledge in survey methodology including designing survey questionnaires, iii) understand the principles and rationale for different types of study designs in dental public health research, iv) be knowledgeable of the distribution of different oral diseases and conditions at local, state, national and international level, v) be familiar with different dental and oral indices and rationale for their use in public health.

Communication Methods in Dental Public Health: The aim of the course will be for the student to acquire skills in scientific writing and public speaking.

Graduate Preventive Dentistry: The aims of the course are for students to become knowledgeable of existing preventive procedures and the scientific evidence for their use; and understand the implementation of preventive programs at the community level, and also be competent in choosing appropriate programs for different target groups.

Oral Health Care Systems, Instructors: The aim of this course is for the students to gain an understanding of the three important components of the oral health care systems in the United States (personnel, structure and financing) and the interaction of the three concepts.

Data Analysis and Report Writing: The aims of the course are for the students to be familiar with application of statistical principles in analyzing research data and be able to write a scientific report related to dental public health research.

Dental Public Health Administration: The aims of the course are for the students to be able to identify the structure of the profession of dental public health and become familiar with issues in dental public health; and be knowledgeable in the application of basic principles of public health administration at local and state levels.

Justification for Credit Hours:

The didactic instruction for dental public health residents will encompass the competency objectives developed by the American Board for Dental Public Health (ABDPH), which are necessary for a dentist to become a competent dental public health practitioner. We believe 12-18 hours of didactic instruction is necessary for a resident to achieve the competencies of

ABDPH. The program director (Dr. Sena Narendran) has served as program director previously over a continuous period of 12 years at two other dental schools, and the justification is also based on his experience.

Standards: Following are the entrance requirements for the residency program at CWRU: 1) Dental degree, 2) Master's in Public Health (MPH) or an equivalent degree, 3) A 1000-1500 word statement of each candidate's career attainments and goals, 4) Review of literature on a self-selected topic in dental public health, 5) Three letters of references, and 6) Satisfactory score in the Test of English as a Foreign Language (TOEFL), where applicable.

Performance standards for the residency program include satisfactory grades in the didactic courses and adequate performance at the field experience sites. Exit standards include achievement of all competencies of ADBPH as measured by didactic grades, field experiences, and defense of the research report.

Faculty Expertise:

- | | |
|---------------------|--|
| • Sena Narendran | Diplomate, American Board for Dental Public Health |
| • James Lalumandier | Diplomate, American Board for Dental Public Health |
| • Scott Frank | CWRU MPH Program Director |
| • Nabil Bissada | Chair, Department of Periodontics |
| • Gerald Ferretti | Diplomate, American Board for Pediatric Dentistry |
| • Catherine Demko | Epidemiology |
| • Stephen Wotman | Health Policy |
| • Suchitra Nelson | Epidemiology |
| • Kristin Victoroff | Behavioral Sciences |
| • Kristen Williams | Public Health |
| • James Houston | Public Health |

New Resources:

The anticipated need for new resources is very minimal. As mentioned previously, the program director has prior experience and he has already developed the didactic curriculum for the proposed residency in dental public health. We envisage that the dental public health residents will enroll for any electives primarily either in the dental school or the MPH program at CWRU.

November 9, 2010

Graduate Studies Committee
Case Western Reserve University
10900 Euclid Avenue
Cleveland, OH 44106

Dear Members:

I wholeheartedly support the proposal for the certificate program in dental public health at Case Western Reserve University. There is an urgent need for such training programs, both nationally and locally; as mentioned in the proposal there are only 10 such training programs in the country. At the local level, particularly in East Cleveland, where a major proportion of the population is below the poverty level. The population would tremendously benefit from appropriate oral health promotion programs as well as improved access to dental care. The proposed program will complement the existing five residency programs at the CWRU School of Dental Medicine.

Postdoctoral training program in dental public health will enhance the mission of CWRU School of Dental Medicine, "contributing new knowledge through research and scholarly pursuits". I also endorse the program's efforts to collaborate with public health agencies such as the local community health centers and rural clinics where dental students from CWRU gain experience in community-oriented primary care. The local community health centers need assistance in providing care for the underserved populations such as the elderly, indigent, and homeless. The proposed postdoctoral training program will have an excellent opportunity to address some of the oral health problems among these vulnerable groups through both patient care and oral health promotion activities. The training programs will complement the existing Healthy Smiles program in which first-year dental students place pit-and-fissure sealants on the teeth of needy children in all the schools in Cleveland Metropolitan School District, thereby improving access to care.

I commend the efforts to develop and implement postdoctoral training program in dental public health at the CWRU School of Dental Medicine, and I would like to reiterate my support and commitment to the dental public health certificate program. If you have any questions, please feel free to contact me.

Sincerely,



Jerold S. Goldberg, DDS
Dean