



**Faculty Senate  
Executive Committee**  
Friday, October 12, 2012  
8:30 a.m. – 10:30 a.m. – Adelbert Hall, Room M2

AGENDA

8:30 a.m.	Approval of minutes from the September 7, 2012 Executive Committee meeting, <i>attachment</i>	R. Dubin
8:35 a.m.	President's Announcements	B. Snyder
8:40 a.m.	Provost's Announcements	B. Baeslack
8:45 a.m.	Chair's Announcements	R. Dubin
8:50 a.m.	Honorary Degree Nominations <i>attachments</i>	B. Baeslack
9:00 a.m.	School of Dental Medicine By-Laws, <i>attachment</i>	D. Singer
9:05 a.m.	MSASS By-Laws, <i>attachment</i>	S. Milligan
9:10 a.m.	Graduate Student Leave Policy <i>attachment</i>	M. Snider C. Rozek
9:20 a.m.	SAGES governance proposal update, <i>attachment</i>	R. Dubin
9:35 a.m.	Grievance and Conciliation, <i>attachment</i>	D. Singer
9:40 a.m.	School of Nursing By-Laws, <i>attachment</i>	D. Singer
9:45 a.m.	FSCUE: Resolution on Course Repetition and Restarting GPA Post-Separation Policy, <i>attachment</i>	J. Wolcowitz
9:55 a.m.	FSCUE: New majors (Chemical Biology and Dance) <i>attachments</i>	J. Wolcowitz

10:00 a.m.	Process for replacing standing committee chairs and members, <i>attachment</i>	R. Dubin
10:05 a.m.	Update on Ad-Hoc Committee on Appointments Outside the Constituent Faculties	R. Dubin
10:10 a.m.	Approval of October 25, 2012 Faculty Senate Agenda <i>attachment</i>	R. Dubin

**Faculty Senate Executive Committee  
Minutes of the October 12, 2012 Meeting  
Adelbert Hall, Room M2**

**Committee Members in Attendance**

Bud Baeslack	Steve Garverick	David Singer
Richard Buchanan	Joseph Mansour	Barbara Snyder
Gary Chottiner	William Merrick	Rebecca Zirm
David Crampton	Dale Nance	
Robin Dubin	Leena Palomo	

**Committee Members Absent**

Patricia Higgins

**Others Present**

Sharon Milligan	Martin Snider
Charles Rozek	Jeffrey Wolcowitz
JB Silvers	

**Call to Order**

Prof. Robin Dubin, chair, Faculty Senate, called the meeting to order at 8:30 a.m.

**Approval of Minutes**

The minutes of the September 7, 2012 meeting of the Faculty Senate Executive Committee were reviewed and approved.

**President's Announcements**

President Barbara Snyder had no announcements.

**Provost's Announcements**

Provost Bud Baeslack reported that a steering committee has been formed to work on a refresh of the university's 5-year (2008-2013) strategic plan. The committee includes several members of the Faculty Senate as well as one member of the Faculty Senate Executive Committee.

**Chair's Announcements**

Prof. Dubin updated the committee on course evaluations. FSCUE is currently reviewing and seeking consultation on proposed language drafted by FSCUE's Curriculum Subcommittee on the *purpose* of course evaluations. Prof. Dubin suggested that the proposed language on *purpose* be submitted to the Faculty Senate Committees on Faculty Personnel and Graduate Studies, as well as to the Faculty Senate Executive Committee, for consultation.

**Honorary Degree Nomination**

The committee voted to approve the awarding of an honorary degree to Cleveland artist Julian Stanczak.

**School of Dental Medicine By-Laws**

Prof. David Singer, chair, Committee on By-laws, presented the proposed revisions to the School of Dental Medicine By-Laws. It was proposed that the SODM Committee on Graduate Studies and Research change its name to the Committee on Graduate Studies. A separate committee on research will be formed because of an increase in the amount of research being conducted by graduate students. The Executive Committee approved sending the SODM By-Laws revisions to the Senate for approval.

### **Proposal for a Graduate Student Leave Policy**

Prof. Martin Snider, chair, Committee on Graduate Studies presented a proposal for a graduate student leave policy. The School of Graduate Studies has not had an official leave policy for graduate students who receive stipends. The new policy came out of the Committee on Graduate Studies and was reviewed by the Committee on Research and the Office of the General Counsel. It was presented to the Executive Committee in April of 2012 and to the Dean's Council during the summer of 2012. The policy has been revised to add language requiring approval of vacation days and to clarify that graduate students receiving less than 12 months support cannot take vacation during the supported period. The policy also addresses parental leave when both parents are supported graduate students and states that they may divide the leave provided under the policy. Several changes were suggested for clarification purposes and a motion was made by Prof. Singer to amend the policy. The motion was seconded by Prof. Gary Chottiner and the Executive Committee approved sending the graduate student leave policy, as amended, to the Senate. (The policy was subsequently removed from the Faculty Senate agenda after receiving objections to the amended policy from several members of the Committee on Graduate Studies. The policy will return to the Executive Committee after further consideration by the Committee on Graduate Studies.)

### **MSASS By-Laws**

Professor and Associate Dean Sharon Milligan presented the proposed revisions to the MSASS By-Laws. In addition to changes to school committee titles and charges, the proposed revisions include a provision that the MSASS representative to the Faculty Senate Executive Committee shall be an *ex-officio* member of the MSASS Executive Committee, as required by the Constitution of the University Faculty. The Executive Committee approved sending the MSASS By-Laws revisions to the Senate for approval.

### **SAGES Governance Proposal Update**

Prof. Dubin updated the committee on the status of the SAGES governance proposal. At this time, FSCUE's Curriculum Sub-Committee has forwarded a proposal to FSCUE for review and FSCUE has identified an issue that warrants discussion. Paragraph one of the proposal provides that final authority for all curricular matters rests with the UPF, with FSCUE acting as its executive committee. However, according to the Faculty Handbook, FSCUE is a standing committee of the Faculty Senate and thus proposals from FSCUE must be approved by the Senate. The Handbook also states that the UPF is advisory to the Senate. During the discussion, a concern was expressed that only UPF schools are represented on FSCUE and that SAGES impacts all undergraduates, and thus affects the entire University. President Snyder stated that SAGES is very important to the University and is part of what makes CWRU unique. Prof. Dubin stated that she was not asking for a vote, but wanted to encourage Executive Committee members to discuss this issue with their respective constituencies.

### **Grievance and Conciliation**

Prof. David Singer presented the proposal for revisions to the disciplinary and grievance procedures in the Faculty Handbook and to add a section on the Faculty Conciliation and Mediation Program. The Executive Committee approved sending the proposal to the Senate for approval.

### **School of Nursing By-Laws**

Prof. David Singer presented the proposed revisions to the School of Nursing By-Laws. The revisions involve a program name change as well as changes in position titles due to a reorganization within

the school. The Executive Committee approved sending the School of Nursing By-Laws revisions to the Senate for approval.

**FSCUE Resolution on Course Repetition and Restarting GPA Post-Separation Policy**

Dean Jeffrey Wolcowitz presented a proposal from the Faculty Senate Committee on Undergraduate Education's Subcommittee on Academic Standing on a cluster of issues related to course repetition, restarting the GPA when a student returns from academic separation, and requiring a cumulative GPA of at least 2.000 for graduation. The Executive Committee approved sending the proposal to the Senate for approval.

**FSCUE New majors (Chemical Biology and Dance)**

Dean Jeffrey Wolcowitz presented proposals for new undergraduate majors in Chemical Biology and Dance. Some concerns were expressed about possible student confusion between majors in chemical biology and bio-chemistry. Dean Wolcowitz stated that he would work with the departments to insure clarity. The Executive Committee approved sending the proposal to the Senate for approval.

**Process for Replacing Standing Committee Chairs and Members**

Prof. Dubin presented a proposal to amend the Faculty Senate By-Laws. The proposal creates a procedure for replacing a chair or member of a standing committee who resigns after being appointed. The current By-Laws are silent on this issue. The Executive Committee approved sending the proposal to the Committee on By-Laws.

**Update on the Ad-Hoc Committee on Appointments Outside the Constituent Faculties**

Prof. Dubin said that two members are still needed for the Ad-Hoc Committee on Appointments Outside the Constituent Faculties; one from Engineering and the other from the Weatherhead School of Management. Prof. Steve Garverick is working on finding a representative from Engineering and Prof. Richard Buchanan is working on finding a representative from Weatherhead.

**Approval of the October 25, 2012 Faculty Agenda Meeting Agenda**

The Executive Committee voted to add three items to the October 25, 2012 Faculty Senate meeting agenda: a report from the Conciliation Counselor, the grievance and conciliation policy revisions and the School of Nursing By-Laws revisions. The committee voted to approve the agenda with additions.

The meeting was adjourned at 10:20a.m.

Approved by the Faculty Senate Executive Committee



Rebecca Zirm  
Secretary of the University Faculty

Nominee: Mohamed Ibn Chambas

Nominator: Michael Scharf, Professor of Law and Member, Honorary Degree committee

I would like to take this opportunity to nominate someone I think would be ideal for an honorary degree. His name is Mohamed Ibn Chambas, a 1984 graduate of Case Western Reserve University School of Law, who has gone on to be a professor, politician, and diplomat. In 2007, he became the first President of the Economic Community of West African States (ECOWAS), and in 2009 he was appointed Secretary-General of the African, Caribbean, and Pacific Group of States (ACP), a security and economic cooperation organization of 79 countries. He was the international mediator that helped resolve the Liberian Civil war of the 1990s and the Ivory Coast Civil war in the early 2000s. I believe his selection would be a fantastic way to showcase the significant international contributions of our alumni and university, and I think it is highly likely that he would return to Cleveland for the commencement ceremony.

-----

## **Nomination of Mohammed Ibn Chambas**

**Nominated by Associate Dean Michael Scharf, School of Law**

Case Western Reserve University School of Law alumni Mohamed Ibn Chambas (born 7 December 1950) is a lawyer, diplomat, politician and academic from Ghana, who I think would be ideal for an honorary degree from his alma mater. In 2002 Chambas became the Executive Secretary of the Economic Community of West African States (ECOWAS). In 2007, he was appointed the group's first President by the governments of its member states, serving a four year term. Chambas came to international importance as mediator between the parties of the First Liberian Civil War of the 1990s, and later the Ivorian Civil War in the early 2000s. Chambas was appointed Secretary General of the African, Caribbean, and Pacific Group of States on 16 November 2009.

### **Education**

Chambas attended Mfantshipim School, Cape Coast and Government Secondary School, now Tamale Secondary School Tamale. He holds degrees in Political Science from University of Ghana, Legon, (B.A. 1973) and Cornell University Ithaca, New York (M.A. 1977, PhD (1980). **He has a law degree from Case Western Reserve University, Cleveland, Ohio (class of 1984).** He was admitted to practice law in Ghana and the State of Ohio.

## **Career**

His working in the United States includes teaching at Oberlin College, Ohio and practising law with the Legal Aid Society of Cleveland and the Cleveland, Ohio, Law Office of Forbes, Forbes and Teamor. He returned to Ghana, where he became a school administrator.

### **Deputy Foreign Secretary**

Chambas first entered government in 1987 as Deputy Foreign Secretary of Ghana. He was a member of the Head of State's summit delegations to a number of countries, including the US, China, UK, France, Malaysia, Nigeria, and Zimbabwe. He led Ghana's delegation to the UN General Assembly, ministerial meetings of the OAU and the Economic Community of West African States (ECOWAS), the Non-Aligned Movement, and the Commonwealth.

### **MP 1993–1996**

He served as MP for Bimbilla from 1993 to 1996 on the ticket of the National Democratic Congress. He was First Deputy Speaker of the Ghanaian Parliament (1993–1994), and thereafter was appointed Deputy Foreign Minister. As First Deputy Speaker, he was Chairman of the Appointments and Privileges Committees of Parliament. In 1993–94, he chaired the Foreign Affairs Committee of Parliament with oversight responsibility for the Ministry of Foreign Affairs.

### **Civil War mediator**

Chambas came to international importance as mediator between the parties of the First Liberian Civil War of the 1990s, and later the Ivorian Civil War in the early 2000s. Centrally involved in the ECOWAS mediation efforts in Liberia, he directly participated in negotiations leading to the agreements ending the Liberian civil war. In the interim, Chambas lost his Parliamentary seat in 1996, and the then government of President Jerry Rawlings removed him from the foreign ministry and put him in charge of Ghana's primary education system.

### **Deputy Minister of Education**

Between April 1997 and December 2000, Chambas was appointed the Deputy Minister of Education in charge of tertiary education. In that capacity, he had direct responsibility for the country's five universities, 10 polytechnics and agencies/institutions charged with formulation of policies on higher education, accreditation and maintenance of standards in tertiary institutions. Dr Chambas was involved in reform of tertiary education which included diversification of

funding, cost sharing, the introduction of the Ghana Education Trust Fund, aimed to improve the quality and financial standing of tertiary institutions. He also led negotiations and conflict resolution processes during student protests and industrial disputes involving university and polytechnic teachers and other staff members. Chambas was at the time suggested in the Ghanaian press as a candidate for the New Patriotic Party (NPP).

## **Return to parliament**

Regaining his seat in 2000, He was also a member of the Commonwealth Ministerial Action Group, which worked to facilitate a transition to constitutional democratic governance in Nigeria, Sierra Leone and The Gambia.

Reelected on 7 December 2000 on the ticket of the National Democratic Congress. Shortly thereafter, he was nominated to head ECOWAS by Ghanaian President John Kufuor.<sup>[1]</sup> In 2002, he was the Ranking Member on the Parliamentary Select Committee on Foreign Affairs of the Minority National Democratic Congress. He was also a member of the Select Committee on Education and the Committee on Subsidiary legislation.

## **ECOWAS**

In 2001, Chambas was elected as the Executive Secretary of the Economic Community of West African States (ECOWAS),<sup>[2]</sup> and acceded to the office on 1 February 2002. As Executive Secretary of ECOWAS, he was chief executive of the 15 person Executive Secretariat or the international organisation from 2002–2006. In 2007, he was appointed the group's first President by the governments of its member states, serving a four year term.

## **ACN**

Chambas is currently the Secretary-General of the African, Caribbean, and Pacific Group of States, a security and economic cooperation organization of 79 countries created by the Georgetown Agreement of 1975.

Pamela B. Davis, M.D., Ph.D.  
Dean  
Vice President for Medical Affairs  
Office of the Dean

10900 Euclid Avenue  
Cleveland, Ohio 44106-4915

Visitors and Deliveries  
Biomedical Research Bldg. - Rm. 113

Phone 216.368.2825  
Fax 216.368.2820

<http://casemed.case.edu>

September 14, 2012

Dear Provost Baeslack and Honorary Degree Committee members:

Please consider my nomination of School of Medicine alumnus Geoffrey M. Duyk, MD, PhD, for a Case Western Reserve honorary degree. Dr. Duyk is both a pioneering genetics researcher and an industry-shaping biomedical fund manager.

He earned a PhD and MD through our Medical Scientist Training Program, graduating in 1986. While completing his medical and fellowship training at UCSF, he was awarded a post-doctoral fellowship from the Howard Hughes Medical Institute. We're proud of the springboard our university helped provide to Dr. Duyk's impressive career.

He went on to an Assistant Professor position at Harvard Medical School, where he served as a Co-Principal Investigator in the NIH funded Cooperative Human Linkage Center. Dr. Duyk has and continues to serve on NIH panels and oversight committees focused on the planning and execution of the Human Genome Project, and he was elected to the board of directors of the American Society of Human Genetics. He shifted from academia to industry, taking post as Vice President of Genomics at Millennium Pharmaceuticals, Inc., where he was responsible for building and leading the informatics, automation, DNA sequencing and genotyping groups as well as the mouse and human genetics group.

He then led a team of 550 people dedicated to the discovery and development of small molecule therapeutics as President of R&D at Exelixis Inc. In these capacities, he played a fundamental role in the rapid evolution of the genetics field.

We're all fortunate that Dr. Duyk then took a leap to the investment side of biomedicine with TPG Biotechnology. He has a rare blend of intelligence and broad experience that poised him to take one of the world's most influential biomedicine investment posts as partner and managing director of a billion dollar-plus fund. Since 2002, the firm has invested over half a billion dollars in over forty compelling life science businesses, spanning drug discovery, personalized diagnostic solutions, pharmaceutical services, medical devices, and industrial biotechnology.

Taking the leap from lab to life is often an unsettlingly serendipitous experience. We need more individuals like Dr. Duyk who can help guide this process and bridge the scientific and financial worlds of biotechnology. Geoff is an enthusiastic volunteer member of this new group and is dedicated to ushering promising science into patient care settings as expeditiously as possible.



For his unique talents, great influence on the founding of today's genetic science community, and investment acumen across the biotech arena, I wholeheartedly nominate Dr. Duyk for an honorary degree.

Thank you,

A handwritten signature in black ink, appearing to read "Pamela B. Davis". The signature is fluid and cursive, with the first name "Pamela" being the most prominent.

Pamela B. Davis, MD, PhD

**Geoffrey M. Duyk M.D., Ph.D.**

21620 Pearson Avenue  
Sonoma, California  
95476  
707 939 9738 (home)  
650-823-1672 (mobile)  
email: geoff@duyk.com

Maine  
31 Hopkins Lane  
Camden Maine  
04843  
207-236-8388 (Camden)  
207-863-4598 (Vinalhaven)

**SUMMARY**

A Physician, Scientist and entrepreneur with a 20+ year history of diverse global work experiences in both the public and private sectors linked together by a fundamental interest in innovation and translational research.

**PROFESSIONAL EXPERIENCE**

**TPG (aka Texas Pacific Group), San Francisco, California**

**Managing Director (TPG Biotechnology) and TPG Partner 2004- Present**

- Co-Lead partner/managing partner for TPG Biotechnology LLC, a venture capital/growth equity firm within the TPG family of funds. Our group has raised three separate Biotechnology funds and has assets under management >\$1bn. The fund invests in drug discovery and development, medical devices, diagnostics, allied pharmaceutical services and industrial biotechnology (e.g. Clean Technologies involving Biomass conversion, Agriculture, Food Safety etc.). The fund invests %25 of its capital outside of the US with active direct and indirect investments in China, Japan, Indonesia, Brazil, Mexico, Canada and the EU. The fund makes both traditional equity investments as well more structured investments (e.g. project financing).
- Member, TPG Global Healthcare Team responsible for integrating all healthcare related investments across the firm.
- Lead Partner and founder of the TPG Global Clean Tech and Alternative Energy Team.

- Co-Lead Partner and founder of the TPG Brazil Initiative.
- Member, TPG Private Equity Executive Committee

### **Exelixis, Inc., South San Francisco California**

#### **President of Research and Development, Chief Scientific Officer and member of the Board of Directors 1997-2003**

- At the time of my retirement, lead a 550+ FTE fully integrated Research and Development organization focused on small molecule drug discovery and development for the treatment of cancer and inflammatory diseases. The R&D budget was >\$150 MM per annum with research sites in Portland, Oregon, South San Francisco and Cologne, Germany.
- Transformed a sub-scale model system genetics concept company into a state of the art functional genomics platform that included significant efforts in mammalian, plant and invertebrate genetics/genomics. Further evolved the platform to include a state of the art drug discovery, clinical development and regulatory effort resulting in multiple IND filings and significant R&D partnerships with a number of major companies (e.g. Pharmacia, GSK, Merck, Bayer, Aventis, Schering Plough, Elan etc.)
- Helped lead significant corporate development and licensing efforts as well as two rounds of private financing, IPO and follow on offerings. Shared responsibility for investor relationships (“Wall Street”).

### **Millennium Pharmaceuticals, Inc., Cambridge, Massachusetts**

#### **Vice President, Genomics 1994-1994**

- As a member of the founding scientific staff, established a state of the art genomics group that included large-scale sequencing and genotyping, bioinformatics, biostatistics, automation, genomics technologies and human/mouse genetics. Technology/Software assessment, integration and development were key focus areas
- Key focus areas for human genomics included a number of large scale, global, prospective population based studies focused on complex diseases including diabetes, obesity, asthma, auto-immune disorders and neuro-psychiatric disorders. These studies often involved collaborations with select academic groups (e.g. Harvard Medical School, MIT/Whitehead Institute etc.) and pharmaceutical companies (e.g. Roche, Lilly, Astra, Wyeth etc.).
- Key focus areas for mouse genetics included single gene and complex genetic models of common human disease. Efforts included mutagenesis, advanced phenotyping, genetic mapping and gene identification.
- Helped to lead significant corporate development and licensing efforts with major pharmaceutical companies and academic institutions.

**Department of Genetics, Harvard Medical School and Howard Hughes Medical Institute (HHMI), Boston, Massachusetts**

**Assistant Professor, Harvard Medical School and Assistant Investigator, HHMI**

**1991-1994**

- Laboratory primarily focused on genetic approaches for the study of auditory and vestibular systems. Work included efforts focused on human genetics, mouse genetics and drosophila genetics. Additional efforts included genomics technologies development.
- Co-Principal Investigator, Cooperative Human Linkage Center, an NIH sponsored genome center focused on building human genetics maps based on micro-satellite markers.

**Departments of Surgery, Neurosurgery and Medical Genetics, University of California, San Francisco, California**

**Internship (Surgery- 1 yr), Residency (Neurosurgery-1 yr), Fellowship (Medical Genetics, Biochemistry- 3 yrs) 1986-1991**

- Post-doctoral advisors: Dr. David Cox and Dr. Richard Myers
- Fellowships: Howard Hughes Medical Institute and Lucille P. Markey Foundation

**OTHER ACTIVITIES NOT AFFILIATED WITH TPG (Abridged)**

- National Institutes of Health
  - SAP (Sequencing Advisory Panel)
  - TCGA (The Cancer Genome Anatomy Project Advisory Panel)
  - Ad Hoc Working Group on the NCI Cancer Biomedical Informatics Grid
  - Past Member, Council- NHGRI
- Scientific Advisory Boards
  - Spinal Muscular Atrophy Foundation
  - Rett's Disease Foundation
- Ad Hoc Reviewer
  - DOE (ARPA-E)
  - Gates Foundation for Global Health
  - Juvenile Diabetes Research Foundation
- Board of Trustees, Wesleyan University (Ct.)
  - Finance Committee
  - Audit Committee

- Visiting Committee, Case Western University School of Medicine
- Visiting Committee, Harvard Medical School, Department of Systems Biology and Wyss Institute for Bioengineering.
- Board of Directors, American Society of Human Genetics (Executive Committee, Treasurer)

## EDUCATION

### **Case Western Reserve University School of Medicine Medical Scientist Training Program, Cleveland, Ohio 1980-1986**

- Ph.D. Biochemistry (1985)
- M.D. (1986)- awarded Neurology Prize and Martin Wahl Prize (outstanding M.D., Ph.D. student).

### **Wesleyan University, Middletown, Connecticut 1976-1980**

- B.A. Biology *magna cum laude* (1980)
- Elected, Phi Beta Kappa (1980)
- Early Admission, post high school junior year

### **The Pingry School (New Jersey) 1973-1977**

- *Cum Laude Society* (elected 1976)
- *SAR American History Award (State of New Jersey) (1976)*

## PERSONAL

Spouse: Ulrike (Tina) Wolter, Ph.D (Clinical Psychology)

Children: Charles Duyk (Senior, Department of Computer Science, School of Engineering, Johns Hopkins University). Software Engineer, Apple, Inc- start August,2012

## REFERENCES

1. Dr. Eric Lander, Director of Broad Institute, Cambridge MA (W) 617 258 0900, (M) 617 218-7400, (M) 617 308 8292
2. Dr. Gerald Rubin, and Director, Janelia Farm Research Campus (HHMI) (W) 571.209.4000
3. Dr. Val Sheffield, Professor, Department of Pediatrics/Medical Genetics University of Iowa School of Medicine and HHMI – (W) 319-335-6937 or 319-335-6898
4. Dr. Richard Myers, Director, Hudson Alpha Institute of Biotechnology (W) 256 327 0431
5. Dr. David Epstein, Chairman, Department of Ophthalmology, Duke University School of Medicine, (W) 919 684 5846





Center for Proteomics and  
Bioinformatics

The Cleveland Foundation  
Center for Proteomics

9<sup>th</sup> Floor, BRB  
10900 Euclid Avenue  
Cleveland, Ohio 44106-4988

Phone 216.368.1490  
Fax 216.368.6846

<http://proteomics.case.edu/>

September 14, 2012

Dear Committee Members:

I enthusiastically submit my recommendation of Geoffrey Duyk, MD, PhD, for an honorary degree from Case Western Reserve University.

Geoff brings the unique combination of scientific investigation prowess and industry translation expertise necessary to identify the most promising findings and marry scientists with opportunities to translate discoveries to marketable medical treatments and tools.

In the first phase of his career, Geoff was a contributor to planning and execution of the historic Human Genome Project, a multinational collaborative research endeavor to map every human gene, which together comprise the human genome. The successful completion of the project is already starting to have a significant impact on the course of research and clinical practice. Detailed genome maps have helped researchers identify genes associated with dozens of life-altering conditions, including myotonic dystrophy, fragile X syndrome, neurofibromatosis types 1 and 2, colon cancer, Alzheimer's disease and breast cancer. This in turn, provides opportunities for better diagnosis and prevention for at-risk families, and opens opportunities for targeted drug therapies, gene therapies and personalized medicine.

From academic roles and then biomedical industry positions, Geoff applied his genetic and genomic insight to developing new analysis systems, growing the body of scientific understanding. Geoff's career evolved, and industry relationship and experience developed through various partnerships led to his role as Co-Lead partner/managing partner for TPG Biotechnology LLC, a venture capital/growth equity firm within the TPG family of funds. His group manages more than \$1 billion in fund assets. The fund invests in drug discovery and development, medical devices, diagnostics, allied pharmaceutical services and industrial biotechnology.

In this role, he applies his powerful scientific knowledge toward decisions regarding significant investments in biomedical research. His responsibly and thoughtfully applied investments will alter the future of healthcare for the better.

We are fortunate at Case Western Reserve that Geoff recently agreed to serve on our newly formed Council for the Advancement of Human Health. Along with other renowned biomedical industry leaders, Geoff is applying his industry knowledge to advise our scientists on next steps and best practices to advance their discoveries to market.

As a fellow genomic scientist, I can say that his work has contributed significantly to the field of genomic medicine, and his investment acumen to medicine overall. And, the ripple effects of his work will be realized by many future generations.

Thank you for your consideration of Dr. Duyk for an honorary degree.

Sincerely,

A handwritten signature in cursive script, appearing to read "Mark Chance".

Mark Chance, Ph.D.

Vice Dean for Research

Director, Case Center for Proteomics and Bioinformatics

Director, Case Center for Synchrotron Biosciences

## **Nomination for Award of an Honorary Degree**

**Date:** September 11, 2012

**Nominee:** Elon Musk

CEO of SpaceX and CEO of Tesla Motors

**Submitted by:**

Name: Gerald Matisoff

Address: Dept. Geological Sciences, 110 A.W. Smith Bldg.

Phone: 216-368-3677

E-mail: gerald.matisoff@case.edu

Status: Faculty, Professor and Chair, Dept. of Earth, Environmental and Planetary Sciences

Dear Provost Baeslack:

I am pleased to submit this nomination of Elon Musk for an honorary degree. Elon Musk (born 28 June 1971) is a South Africa-born American engineer and entrepreneur who builds and operates companies to solve environmental, social and economic challenges. He co-founded PayPal (initially known as X.com) and currently he is the CEO and Chief Designer of Space Exploration Technologies (SpaceX) and the CEO and Product Architect of Tesla Motors, two companies he created, and oversees a third company, SolarCity, which he co-founded. While at those companies, Musk created the world's largest Internet payment system, PayPal, the first viable electric car of the modern era, the Tesla Roadster, and a private rocket and spaceship successor to the Space Shuttle known as Falcon 9/Dragon. This year he led SpaceX's efforts to be the first private company to successfully launch and dock a spacecraft with the international space station. Forbes magazine recently added Elon Musk to their list of the world's billionaires following a 25% stock value gain in Tesla, his publicly traded electric car company. Forbes reports that he is prepping SolarCity and SpaceX for IPOs. SolarCity will likely debut later this year, underwritten by Goldman Sachs, and is expected to achieve a valuation of \$1.5 billion and SpaceX could be listed in 2013. Musk is working with fellow billionaire Paul Allen on a project that will launch unmanned rockets from what will be the world's biggest plane.

**Background:**

Musk was born and raised in Pretoria, South Africa, the son of a Canadian mother, Maye (née Haldeman), and a South African father, Errol Musk. His mother's heritage include Pennsylvania Dutch; his maternal grandfather was from Minnesota, and had moved to Saskatchewan, where Musk's mother was born. His father is an engineer and his mother is an author, nutritionist and model, appearing on the cover of New York Magazine in 2011 and Time Magazine in 2010.

Musk bought his first computer at age 10 and taught himself how to program; by the age of 12 he sold his first commercial software for about \$500, a space game called Blaster.

After matriculating at Pretoria Boys High School he left home in 1988 at the age of 17, without his parents' support and in part because of the prospect of compulsory service in the South African military: "I don't have an issue with serving in the military per se, but serving in the

South African army suppressing black people just didn't seem like a really good way to spend time". He wanted to move to the US, saying: "It is where great things are possible".

In 1992, after spending two years at Queen's University, Kingston, Canada, Musk left Canada, pursuing business and physics at the University of Pennsylvania on a full scholarship. From the Wharton School of the University of Pennsylvania, he received an undergraduate degree in Economics, and stayed on another year to finish a second bachelor's degree in Physics. His undergraduate degrees behind him, and drawing inspiration from innovators such as Thomas Edison and Nikola Tesla, Musk then considered three areas he wanted to get into that were "important problems that would most affect the future of humanity", as he said later, "One was the Internet, one was clean energy, and one was space".

Musk went on to a graduate program in applied physics and materials science at Stanford in 1995. He stayed two days before dropping out to start Zip2, which provided online content publishing software for news organizations, with his brother Kimbal Musk. In 1999, Compaq's AltaVista division acquired Zip2 for US\$307 million in cash and US\$34 million in stock options.

### **Paypal:**

In March 1999, Musk co-founded X.com, which pioneered online point-of-sale functionality for purchases and quickly became one of the Web's leading financial institutions. One year later, in a 50/50 merger, X.com acquired Confinity, which operated an auction payment system similar in size to X.com. Musk was a principal architect behind the purchase, which hinged on his belief in the emerging online-transfer, or "P2P" technology. Musk believed that the Confinity sub-brand would become the necessary vehicle to incorporate and develop a person-to-person payment platform within X.com. The combined company at first adopted X.com as the corporate name, but in February 2001, X.com changed its legal name to PayPal Inc. Musk served as PayPal's chairman and chief product officer and was its largest shareholder with 11.7% of PayPal's shares until October 2002 when PayPal was acquired by eBay for US\$1.5 billion in stock.

### **Tesla Motors:**

Musk is also co-founder and has been head of product design at Tesla Motors from the beginning, where he led development of the Tesla Roadster, the first production electric car of the modern era. Musk's interest in electric vehicles extends long before the creation of Tesla. He originally went to Silicon Valley to do a PhD in Applied Physics and Materials Science at Stanford, where his goal was to create ultracapacitors with enough energy to power electric cars.

Musk began by hiring Martin Eberhard as CEO and a management team and provided almost all of the capital for Tesla's first two funding rounds, giving him a controlling interest from the start. As a result of the financial crisis in 2008 and a forced layoff at Tesla, Musk was forced to assume the additional responsibility of CEO.

Tesla Motors first built an electric sports car, the Tesla Roadster, which has shipped over 2,300 vehicles to 31 countries. Tesla began delivery of its four-door Model S sedan on 22 June 2012

and unveiled its third product the Model X, aimed at the SUV/minivan market, on 9 February 2012. Model X is scheduled to begin production in 2014.

In addition to its own cars, Tesla sells electric powertrain systems to Daimler for the Smart EV and Mercedes A Class, and to Toyota for the upcoming electric RAV4. Musk was also able to bring in both companies as long term investors in Tesla.

Musk is principally responsible for an overarching business strategy that aims to deliver affordable electric vehicles to mass-market consumers. His vision was to create the Tesla Roadster as a means to that end—a car aimed specifically at affluent early adopters, whose purchase of the sports car would subsidize the research and development costs of lower priced models of electric vehicles. From the start of Tesla, Musk has been a champion of the Model S, a four-door family sedan with an anticipated base price of half that of the Roadster. Musk has also favored building a sub-\$30,000 subcompact and building and selling electric vehicle powertrain components so that other automakers can produce electric vehicles at affordable prices without having to develop the products in house. Several mainstream publications have compared him with Henry Ford for his revolutionary work on advanced vehicle powertrains.

He is reported to have a 32% stake in Tesla, which is currently valued above \$1 billion, as of March 2012.

### **SpaceX:**

Musk views space exploration as an important step in expanding—if not preserving—the consciousness of human life. Musk has said that multiplanetary life may serve as a hedge against threats to the survival of the human species. "An asteroid or a super volcano could destroy us, and we face risks the dinosaurs never saw: An engineered virus, inadvertent creation of a micro black hole, catastrophic global warming or some as-yet-unknown technology could spell the end of us. Humankind evolved over millions of years, but in the last sixty years atomic weaponry created the potential to extinguish ourselves. Sooner or later, we must expand life beyond this green and blue ball—or go extinct." Musk's goal is to reduce the cost of human spaceflight by a factor of 100.

Musk founded his third company, Space Exploration Technologies (SpaceX), with \$100 million of his early fortune in June 2002 of which he is currently the CEO and CTO. SpaceX develops and manufactures space launch vehicles with a focus on advancing the state of rocket technology with the ultimate goal of extending human life to other planets. The company's first two launch vehicles are the Falcon 1 and Falcon 9 rockets and its first spacecraft is Dragon. In 2008, NASA awarded SpaceX a contract for 12 cargo flights to and from the International Space Station, effectively replacing the Space Shuttle after it retired in 2011. This contract, which has a minimum value of \$1.6 billion and a maximum value of \$3.1 billion, has become a cornerstone of the Space Station's continued access to cargo delivery and return. In September 2009, SpaceX's Falcon 1 rocket became the first privately funded liquid-fueled vehicle to put a satellite into Earth orbit. In 2010, SpaceX became the first commercial company to successfully recover a spacecraft from Earth orbit with its Dragon spacecraft. SpaceX made history on 25 May 2012, when the SpaceX Dragon vehicle docked with the ISS, making history as the first commercial

company to launch and dock a vehicle to the International Space Station. In 2011, the company started work preparing the spacecraft to carry astronauts under a NASA award. SpaceX has designed Falcon 9/Dragon with astronaut transport in mind and the Augustine commission has recommended that astronaut transport be handled by commercial companies like SpaceX. Musk has stated his personal goal of eventually enabling human exploration and settlement of Mars. In a 2011 interview, he said he hopes to send humans to Mars' surface within 10–20 years. The first manned flights are expected in 2015.

### **SolarCity:**

Musk provided the initial concept for SolarCity, where he remains the largest shareholder and is the non-executive chairman of the board where he provides strategic direction for the company. SolarCity is the largest provider of solar power systems in the United States. His cousin Lyndon Rive is the CEO and co-founder. The underlying motivation for funding both SolarCity and Tesla is to help combat global warming. In 2012, Musk announced that SolarCity and Tesla Motors are collaborating to use electric vehicle batteries to smooth the impact of rooftop solar on the power grid.

### **Awards and Recognition:**

Listed as one of Time Magazine's 100 people who most affected the world in 2010. Jon Favreau, director of the Iron Man movies, describes in his article how Musk was the inspiration for Favreau's film depiction of genius billionaire Tony Stark.

The world governing body for aerospace records, Fédération Aéronautique Internationale, presented Musk in 2010 with the highest award in air & space, the FAI Gold Space Medal, for designing the first privately developed rocket to reach orbit. Prior awardees include Neil Armstrong, Burt Rutan of Scaled Composites and John Glenn.

Named as one of the 75 most influential people of the 21st century by *Esquire* magazine.

In June 2011, Musk was awarded the \$500,000 Heinlein Prize for Advances in Space Commercialization

In February 2011, Forbes listed Musk as one of "America's 20 Most Powerful CEOs 40 And Under".

Recognized as a *Living Legend in Aviation* in 2010 by the Kitty Hawk Foundation for creating the successor to the Space Shuttle (Falcon 9 rocket and Dragon spacecraft). Other awardees include Buzz Aldrin and Richard Branson.

American Institute of Aeronautics and Astronautics George Low award for the most outstanding contribution in the field of space transportation in 2007/2008. Musk was recognized for his design of the Falcon 1, the first privately developed liquid fuel rocket to reach orbit.

National Space Society's Von Braun Trophy in 2008/2009, given for leadership of the most significant achievement in space. Prior recipients include Burt Rutan and Steve Squyres.

National Wildlife Federation 2008 National Conservation Achievement award for Tesla Motors and SolarCity. Other 2008 awardees include journalist Thomas Friedman, U.S. Senator Patrick Leahy and Florida Governor Charlie Crist.

The Aviation Week 2008 Laureate for the most significant achievement worldwide in the space industry.

*R&D Magazine* Innovator of the Year for 2007 for SpaceX, Tesla and SolarCity.

Automotive Executive of the Year (worldwide) in 2010 for demonstrating technology leadership and innovation via Tesla Motors. Prior awardees include Bill Ford Jr, Bob Lutz, Dieter Zetsche and Lee Iacocca. Musk is the youngest ever recipient of this award.

Inc Magazine Entrepreneur of the Year award for 2007 for his work on Tesla and SpaceX.

2007 Index Design award for his design of the Tesla Roadster.

Global Green 2006 product design award for his design of the Tesla Roadster, presented by Mikhail Gorbachev.

Musk is a Director of the Planetary Society, a Trustee of The X-Prize Foundation and a member of the Stanford University Engineering Advisory Board. He has previously served as a member of the United States National Academy of Sciences Aeronautics and Space Engineering Board.

In a 2010 Space Foundation survey, Musk was ranked as the #10 (tied with rocketry pioneer and scientist Wernher von Braun) most popular space hero.

In 2010, Musk was elected to the board of trustees of the California Institute of Technology.

In 2011, Musk was honored as a Legendary Leader at the Churchill Club Awards.

Honorary doctorate in design from the Art Center College of Design

Honorary Doctorate (DUniv) in aerospace engineering from the University of Surrey

**Philanthropy:**

Musk created and is chairman of the Musk Foundation, which focuses on aerospace, clean energy, science education and pediatric health. The Foundation has donated solar power projects to Soma, Japan – a city devastated by both earthquake and tsunami – and to a hurricane response center in coastal Alabama operated by victims of Hurricane Katrina and the Gulf Oil Spill. To make it clear that this was not serving Musk's commercial interests, SolarCity noted that it had

no present or planned business activity in Alabama. Facilitated by SolarCity, these projects bring much-needed low-cost, clean power to both regions as recovery efforts continue.

Musk is a trustee of the X Prize Foundation, which promotes renewable energy technologies, and sits on the boards of The Space Foundation, The National Academies Aeronautics and Space Engineering Board and The Planetary Society. He is also a member of the Stanford University Engineering Advisory Council and is a member of the board of trustees of the California Institute of Technology (Caltech).

Musk joined The Giving Pledge in April 2012, offering a moral commitment to donate the majority of his fortune to philanthropy. Musk became a member of the campaign first popularized by Warren Buffett and Bill Gates with a class of 12 of America's wealthiest families and individuals, which included Arthur Blank and Michael Moritz.

Car blog Jalopnik reported on August 16, 2012 that Musk was supporting an effort by Matthew Inman of The Oatmeal to preserve the site of Nikola Tesla's lab and turn it into a museum.

### **Tidbits:**

Musk lives in Bel-Air, California. Musk met his first wife, the Canadian-born author Justine Musk, while they were both students at Queen's University. They were married in 2000 and together had five sons. They announced their separation in September 2008. Musk announced in January 2012 that he had recently ended a four-year relationship with his second wife, British actress Talulah Riley.

Tosca Musk, Elon's sister, is the founder of Musk Entertainment and has produced various movies. Elon himself was the executive producer of her first movie, called *Puzzled*.<sup>[74]</sup> His brother Kimbal is the CEO of a social search company OneRiot and owner of The Kitchen restaurant in Boulder, Colorado.

Musk has described himself as a workaholic who routinely invests 100 hours per week in running Tesla Motors and SpaceX, often flying in a fuel-efficient corporate jet.

The SpaceX factory was used as a shooting location for *Iron Man 2* and Musk has a cameo in the movie. In addition, Jon Favreau, director of the Iron Man movies, describes in his article how Musk was the inspiration for Favreau's film depiction of genius billionaire Tony Stark.

Musk previously owned and later sold a McLaren F1 sports car and a Czech made jet trainer aircraft Aero L-39. The 1994 model Dassault Falcon 900 aircraft used in the film *Thank You for Smoking* is registered to Musk (N900SX) and Musk had a cameo as the pilot of his plane, opening the door for Robert Duvall and escorting Aaron Eckhart aboard.

Musk is an attendee of the Burning Man festival, and claims that he first thought up the idea for SolarCity at the 2004 festival. Recently, he proposed a solar-powered jet tunnel system that would enable individuals to make trips from San Francisco to Los Angeles in less than 30 minutes.



W. A. "Bud" Baeslack III  
Provost and Executive Vice President

10900 Euclid Avenue  
Cleveland, Ohio 44106-7001

Visitors and Deliveries  
Adelbert Hall, Room 216

Phone 216.368.4346  
Fax 216.368.4325  
E-mail Baeslack@case.edu

[www.case.edu](http://www.case.edu)

CONFIDENTIAL

To: Robin Dubin  
Chair, Faculty Senate  
Executive Committee

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

Date: September 6, 2012

The honorary degree committee met today to review a recommendation to award an honorary degree to Julian Stanczak, a Cleveland artist known around the world for pioneering and perfecting Op Art. The attached nominating letters describe the significance of his work as an artist and educator and argue persuasively for recognizing him as an inspiring "model of excellence."

The committee is unanimous in endorsing the award and in requesting consideration at this time, so that related events might be planned if the degree is approved. I hereby submit this recommendation for review by the Faculty Senate executive committee. If your committee approves the recommendation on behalf of the University Faculty, it will be conveyed to the president for submission to the Board of Trustees.

Cc: Rebecca Zirm, Secretary, Faculty Senate  
Honorary Degree Committee

Gerald Matisoff  
John Lewandowski  
Leena Palomo  
Michael Scharf  
David Clingingsmith  
Nathan Berger

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



July 24, 2012

The Honorary Degree Committee  
Case Western Reserve University  
Office of the Provost, c/o Lois Langell  
Adelbert Hall 216, 2040 Adelbert Road  
Cleveland, OH 44106

Dear members of the Honorary Degree Committee:

We are writing to nominate the world-renowned painter Julian Stanczak for an honorary doctorate from Case Western Reserve. The degree is awarded by the university to individuals 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 art.” Julian Stanczak is just such an exceptional individual, whose personal story and career accomplishments make him an ideal candidate for this award.

Julian Stanczak’s career is one of triumph over unbelievable obstacles, hardship, mistreatment and adversity. Born in Eastern Poland in 1928, the son of a workman with varied construction skills, Stanczak was imprisoned in a Siberian labor camp during World War II, where he suffered from freezing cold, life-threatening illnesses and near-starvation, and at the age of twelve was so severely beaten that he lost the use of his right arm. In 1942, at the age of thirteen, he escaped from Siberia to join the Polish army-in-exile in Persia. Unable to fight because of his injuries, he eventually made his way to a Polish refugee camp in Uganda, where he, his mother and brother spent the next seven years. His youthful ambition had been to become a musician, but his damaged arm made this impossible. While naturally right-handed, in Uganda he turned to art and taught himself to paint with his left hand.

After the war, Stanczak lived for a time in London, where he, his mother and his brother rejoined his father; then moved to the United States in 1950 and settled in Cleveland where his father had found factory work. Despite severe financial challenges, since his family wasn’t wealthy, in 1954 Julian Stanczak received a Bachelor of Fine Arts degree from the Cleveland

Institute of Art, and then went on to study under Josef Albers and Conrad Marca-Relli at the Yale University School of Art and Architecture, where he received his Master of Fine Arts in 1956. Most of his professional career has been spent in Cleveland, where he taught for thirty-eight years at the Cleveland Institute of Art, from 1964 to 1995.

He and his family have many ties with Case Western Reserve. His wife Barbara, who has had a distinguished career as a sculptor, received her B. A. and a Master's Degree in art education from Case Western Reserve. She went on to teach at the Cleveland School of Art for thirty-seven years, where she received awards for excellence in teaching and where she will be honored by a retrospective of her work at the Reinberger Galleries, which will open on March 30, 2012. They have two children, a daughter Danusia Maria, who did her first year of undergraduate work at Case Western Reserve University; and a son Krzys Mikolaj, who received a doctoral degree in molecular biology from the University of California at Los Angeles, where he now conducts medical research. Early in his career, as a precocious high-school student, Mikolaj conducted research as a summer intern at University Hospital in Cleveland. One of Stanczak's major paintings is in the collection of the medical school of Case Western Reserve.

Julian Stanczak's art has been the product of a very conscious decision to leave the horrors he experienced during the war behind him and to focus on positive things. Amazingly, it has all been produced with just one usable hand. He still suffers from pain due to the injuries inflicted on him in prison camp seventy years ago.

His very substantial body of work has all been produced in a modest, immaculately neat house and studio in a suburb of Cleveland that he and Barbara purchased in 1964. He himself built much of the furniture (with just one usable arm), including flat file cabinets, coffee tables, and an elaborate desk and drawer set for his son. Stanczak's early geometric paintings were executed freehand, but now he generally uses tape to make sharp edges, cutting the tape into thin strips with a rotary slicing device of his own devising and construction, powered with the motor from an old washing machine.

An artist of national and international stature, Julian Stanczak was the principal originator of one of the major art movements of the 20<sup>th</sup> century, Op Art, which was named for his first major show, *Julian Stanczak: Optical Paintings*, held at the Martha Jackson Gallery in

New York in 1964. The term, which of course rhymes with “Pop Art,” was coined in a review of the exhibition in *Time Magazine*, and shortly afterwards was picked up by *Life* and other major national publications. In the following year Stanczak was featured in the Museum of Modern Art’s exhibition *The Responsive Eye*, and in 1966 he was singled out as a notable “new Talent” by *Art in America Magazine*.

Op Art quickly blossomed into an international phenomenon, with practitioners in England, France, Germany, Israel and the United States, and also entered popular culture as Op Art patterns were exploited for posters, dresses, pillows, and other items of daily use. While he doubtless benefitted to some extent from all of the hoopla it stirred up, Stanczak himself has never been comfortable with the phrase Op Art, preferring to label his work “Perceptual Art,” and he regrets that such labeling transformed his work into a sort of fashion statement, a temporary fad, while overlooking its deeper artistic, philosophical and spiritual impulses. While pressured to move to New York to cash in on his celebrity, Stanczak decided instead to pursue his career in Cleveland, where he could focus on his art rather than on the game of being famous.

The use of visually dazzling effects can be traced back to Roman mosaics, and in the 19<sup>th</sup> century the chemist and scientist Michel-Eugene Chevreul carefully studied and analyzed the interaction of complementary colors. Such effects were also studied at the famous Bauhaus School in Germany in the 1930s, and Stanczak was clearly strongly influenced by the work of his teacher at Yale University, Josef Albers, a former teacher at the Bauhaus: indeed, he contributed to Albers’s famous book *The Interaction of Color* (1963), which explores how color changes according to its visual context.

Before Stanczak, however, visually dazzling effects had been on the sideline of serious artistic endeavor. Stanczak was a pioneer in making them the central focus of his work and in exploiting them to create an uncanny and transcendent visual experience.

It seems particularly appropriate to celebrate Stanczak’s art at Case Western Reserve University, a university with particular strengths in science, engineering, and the technical fields, since Stanczak’s art stands at a boundary between art, psychology, mathematics, science, and metaphysics. While the extraordinary precision of Stanczak’s art suggests something

mechanical, in fact, the creation of his paintings entails mysterious choices that can only be made by the human eye and mind, working in a responsive, intuitive way. In particular, color perception is still not perfectly understood from the scientific standpoint, and color wheels and color solids only roughly approximate actual relationships. Among the practitioners of optical art, Stanczak has a peculiar gift for creating layered patterns of color, with effects of transparency and semi-transparency, and for creating a sort of hovering aura that floats above the picture surface. His paintings move, though in a gentle way, like the wind blowing through the leaves of a tree; and also, through some miraculous property of optics, his paintings seem to exude light.

Such effects cannot be created by means of mechanical formula: they require constant adjustments based on the vibrating patterns created by the act of vision. Among practitioners of Optical Art, Stanczak stands in a class by himself. His mastery of the complex relationships between rhythmic visual patterns brings to mind the sort of complex counterpoint that we find in the work of a composer of music such as Bach. Notably, all his work has a deeply metaphysical aspect. It asks us to think about what is real and what is illusion; and it seeks to lift us from our mundane experience into the realm of the transcendent.

Stanczak's work has been extensively exhibited in America and Europe and is represented in the collection of over thirty major art museums, including the National Gallery of Art, The Metropolitan Museum of Art, The Cleveland Museum of Art, The Museum of Fine Arts, Boston, and the Museum of Modern Art. In the Cleveland area he has been honored with numerous exhibitions, most recently a show at the Center for Contemporary Art (2010), an exhibition of distinguished practitioners of Op Art at the Cleveland Institute of Art (2011), and an exhibition/installation (2012) of his work alongside that of other perceptual painters at the Cleveland Museum of Art.

Julian Stanczak has also had a distinguished career as an educator and in 1970 was honored as the "Outstanding American Educator" by the Educators of America. Thomas Lyon Mills, who has served for more than twenty years on the faculty of the Rhode Island School of Design, comments of his experience as a student with Julian Stanczak:

I transferred from the College of Wooster to the Cleveland Institute of Art to study with Julian Stanczak. While at Wooster I used to hitchhike to the Cleveland Museum of Art on weekends where I fell in love with Julian's work. The museum had several of Julian's paintings on view, one of which seemed to me to be an "impossible" painting. Monumental in scale, it was a bright, dazzlingly luminous yellow, a color we all learn as children is a primary color, i.e. a color that cannot be mixed from other colors. But this painting had no yellow in it--it was a combination of oranges and greens.

Julian's paintings are transcendently alchemical. They levitate. They redefine all things beautiful and ephemeral, and make visual the unseen forces that philosophers and mystics contemplate. To this day, I think that if Julian had not been an artist, he would have been a first-rate theoretical physicist.

So, in 1975, I made the decision to transfer to the Cleveland Institute of Art to study with Julian Stanczak, and have never looked back.

He was always immaculately dressed and ran the strictest of classes, but often had us roaring with laughter at his jokes. He had an unerring ability to "read" our work and to intuit our needs. He charmed, cajoled and critiqued us with perfect pitch. As his Teaching Assistant I watched his hypnotic teaching up close. What a privilege! His teaching was an elegant high wire act that took one's breath away. He defined the meaning of aesthetics with intimate observations of Poland and Africa and our own southwest, or with commentary on the musical logic and passion of the composer Hector Villa-Lobos, or of the hard-won reductionism of the ancient Chinese Taoist Mu Ch'i . His parables and moving stories were mesmerizing. For one who had experienced so much tragedy, he showed heroism: embracing and trusting joy in an often very dark world. I can sum up his deep and varied approach to teaching as a rich, often hypnotic invocation to reach for the unreachable, and never stop, for therein lies our hope as human beings. Speaking for myself, I finally found an artist and teacher I revered without qualification.

For a variety of reasons, Stanczak is surely worthy of an honorary degree from Case Western Reserve University.

1. He is an artist of international stature, whose work is represented in major museum collections and who is renowned world-wide as the founding figure of Optical Art.
2. He is an award-winning teacher of national distinction who has transformed the lives of his students, not only through superb technical training, but by expanding their intellectual, sensory, spiritual and moral consciousness.
3. He is a figure who connects the disciplines of art, science, mathematics, and metaphysics in a way that provides a model of the kind of creative thinking exemplified by Case Western Reserve University. His work has also challenged people in these disciplines to think in new ways.
4. He has a uniquely inspiring life-story that provides a model of how hard work, intense focus, courage and creativity can overcome horrors and adversity.
5. He would provide particular inspiration to the people of the Cleveland region, since he has shown that an individual based in Cleveland can live a rich personal life and can be a valued member of his local community while also producing world-class accomplishments.

A central purpose of honorary degrees such as this is not simply to honor a particular individual but to provide a model of excellence, an “*exemplum virtutis*,” which can inspire us to raise our own goals and to push for a higher and nobler level of achievement. The life and accomplishments of Julian Stanczak provide exactly such a model.

Sincerely,

A handwritten signature in black ink, appearing to read 'Henry Adams', with a stylized, cursive script.

Henry Adams, PH. D.

Professor, Department of Art History, Mather 11

Case Western Reserve University

10900 Euclid, Cleveland OH 44106

Tel: 216-368-4119

Cell: 216-536-1457

[henry.adams@case.edu](mailto:henry.adams@case.edu)

Check out my website: <http://www.henryadams-cleveland.com/index.html>



Richard W. Hanson, Ph.D.

Distinguished University Professor &  
Leonard & Jean Skeggs Professor of Biochemistry  
Department of Biochemistry W414  
Case Western Reserve University School of Medicine  
Cleveland, OH 44106-4935  
[rwh@case.edu](mailto:rwh@case.edu), 216-368-3880

Steven P. Litt  
2705 Landon Road  
Shaker Heights, Ohio 44122

June 3, 2012

The Honorary Degree Committee  
Case Western Reserve University  
Office of the Provost, c/o Lois Langell  
Adelbert Hall 216, 2040 Adelbert Road  
Cleveland, OH 44106

Dear members of the Honorary Degree Committee:

I'm pleased to add my voice to those who believe that the Polish-born, Cleveland artist Julian Stanczak richly deserves an honorary doctorate from Case Western Reserve University. To me, and, I suspect, all the other nominators, it is blindingly obvious that Stanczak deserves this honor. He is, simply put, one of the most important artists in the city's history, although his significance far exceeds any local distinction. As a participant in the pivotal "Responsive Eye" exhibition at the Museum of Modern Art in 1965, which brought global attention to Op Art, Stanczak had a highly visible point of entry into the rarefied upper reaches of American art. Op explored the eye-tingling vibrations and spatial illusions that could be achieved through logical and highly precise deployment of patterns and colors on the surface of a painting. As such, it represented a radical departure from the more improvisatory, emotive and free-flowing styles that preceded it, including Abstract Expressionism and Color Field Painting. Op, however, enjoyed only the briefest periods of critical esteem. Within a short period of time, it was eclipsed by other rising trends in contemporary art, including Conceptual Art and Minimalism. Proponents of the new movements criticized Op in part because it had quickly gained favor with a broad public, a sure sign of its inferiority to those who disparaged anything with popular appeal.

Yet the central fact of Stanczak's career is that he was and is no follower of fashion – either in mass taste or elite opinion. Despite having chosen a direction that critics lambasted in the later 1960s and early 1970s, Stanczak persevered, even during decades in which his work was all but ignored outside Cleveland. That he pursued his artistic investigations with the diligence, consistency and rigorous method of a dedicated scientist, is both highly admirable and a sign of great personal and intellectual integrity. That he carried on despite the paralysis of his right arm – the result of injuries suffered during his internment as an 11-year-old at a labor camp in the Soviet Union during World War II – is all the more amazing. That Stanczak has been in our midst all these years thanks to the Cleveland Institute of Art, which hired him as a professor of art in 1964 and which enabled him to impart his values to generations of younger artists, should be a point of great pride for this community.

History is full of stories about great artists, writers and composers whose works were ignored during their lifetimes, only to undergo a massive rise in esteem after their deaths. It's almost a cliché. One thinks, for example, of Vincent van Gogh, who never sold a painting in his lifetime, but whose canvases now sell for eight-figure sums at auction. Stanczak, by virtue of having lived more than 80 years, has had the great good fortune of riding through a complete cycle of art history, from fame to obscurity and then back again to respect and high prices. A new generation of scholars, collectors and gallerists has taken renewed interest in the works of Stanczak and other Op Art pioneers of the 1950s and '60s. Over the past decade, Stanczak has had at least 20 solo gallery and museum shows in New York, Florida, California, Michigan, Texas, Washington and Wisconsin, many of them accompanied by catalogs. He has also participated in group exhibitions that have helped revive interest in Op Art, including, most notably, "Optic Nerve," a major 2007 show organized by the Columbus Museum of Art.

Yet like so many Cleveland artists, Stanczak has remained somewhat underappreciated and misunderstood in his hometown, particularly by the Cleveland Museum of Art, the community's chief arbiter of art historical importance. To be sure, the Museum of Contemporary Art Cleveland has certainly hailed Stanczak, most recently with a handsome, mini-retrospective in 2009. The Cleveland Institute of Art has also continued to salute Stanczak as one of its most admired professors emeriti. The Cleveland Museum of Art, meanwhile, has all but overlooked Stanczak. In 2011, the museum mounted a rather small exhibition on Op art in Ohio, which included a handful of examples by the artist. The show, which was not accompanied by a catalog, had a grudging, after-the-fact flavor. It was a case of the big museum being a follower, not a leader, in the debate over a local artist and his contributions to the history of global abstract art in the 20<sup>th</sup> century. (It should be noted that the museum's approach to contemporary art, and to Cleveland art, has been undergoing a re-evaluation in recent years, led by Paola Morsiani, the outgoing curator of contemporary art, and by Director David Franklin, who arrived in 2010. Indications are that contemporary work will play a greater role in museum programming in the coming years).

I recently visited Stanczak's home and studio in Seven Hills, and spent the better part of two days with him to understand how he had created his serene and magisterial geometric abstractions, and, moreover, to understand his emotions following the revival of interest in his work. "I am numb," he said at one point. "Once you get older, you look at it with a cat's smile. It's very pleasant, but where have you been all this time when I needed you?" Stanczak's wife, the noted abstract sculptor Barbara Stanczak, said that passing so many years quietly in Cleveland actually helped her husband maintain his concentration. "Having those 30 years of anonymity in Cleveland and being away from New York made his work stronger," she said.

During my visits, I learned more about Stanczak's remarkable life, which sounds like the plot of an epic film by Director David Lean, the maker of "*Lawrence of Arabia*" and "*Dr. Zhivago*." Born in Borownica, Poland, in 1928, Stanczak was deported with his family to a labor camp in Perm, Siberia in 1940 by Soviet troops. During his internment, Stanczak

was severely beaten and suffered from pneumonia, encephalitis and starvation. His injuries led to the paralysis of his right arm – a potential tragedy for the right-handed artist-to-be. Stanczak told me he still has dreams in which he can use his right arm. “Then in my dreams, I correct myself,” he said. Stanczak and family members escaped the camp in 1942 and eventually made their way to Tehran, Iran. With his mother, sister, and other Polish refugees, he journeyed to India, and, ultimately, British controlled Uganda, where he lived until 1949. He then attended art school in London before moving on to Yale University, where he earned a master of fine arts degree in 1956 under instructors including the famed former Bauhaus teacher, Josef Albers. Stanczak’s connection to Albers underscores the former’s involvement in deep currents of 20<sup>th</sup>-century abstract art, which transcend national boundaries. It’s also worth noting that Stanczak embodies the cultural riches enrichment that flowed into America during the middle decades of the 20<sup>th</sup>-century as important artists and thinkers fled fascism and totalitarianism abroad.

At Stanczak’s home, I was astonished to discover how, despite the injury to his right arm, he built much of the furniture in the house, including flat file cabinets, coffee tables and an elaborate desk and drawer set for his son. He also created a rotary slicing device, powered with an old laundry machine motor, in order to cut the thin strips of masking tape he uses to give his paintings their razor-sharp stripes, patterns and confetti dots of color. By mixing batches of color with the precision of a chemist, Stanczak makes patterns that shade ineffably and precisely from one extreme of the spectrum to another in the manner of a pianist hitting every note of an arpeggio in perfect time. In paintings of the type made by Stanczak, any flaw or variation in edges, which can occur when liquid paint “bleeds” under a taped edge, would immediately attract the eye. Yet Stanczak has mastered the techniques enabling him to avoid or prevent such flaws. His art is a high-wire act, performed by a disabled man who has completely overcome his physical challenges. His studio is a magical refuge in which Stanczak explores a visual utopia of light and color that evokes everything from a wide variety of emotional states to sensations of light, mood and atmosphere found in nature.

One of the principal issues facing Cleveland in the visual arts is that we are often blind to the best and most creative people among us, perhaps because of an assumption that unless an artist, writer or composer gains attention elsewhere, he or she can’t be truly important. We have contempt for the local, bred of a subtle thread of self-denigration that runs through the community’s psyche. In the case of Julian Stanczak, we have an artist who actually *has* been celebrated more in other places in recent years than in his hometown. Case Western Reserve University has an important opportunity to change perceptions about Stanczak in particular, and about Cleveland’s role in the world of culture, in general. Awarding Stanczak an honorary doctorate would be one way of showing that Ohio’s leading private university completely and thoroughly understands the urgency of recognizing the greatest talents in our midst. Conferring such an honor on Stanczak would focus fresh attention on the artist’s remarkable life story and high achievement. It would also affirm that the university highly values Stanczak’s remarkable creative drive, his persistence against unimaginable obstacles, and his resistance to the vagaries of changing cultural fashions. Finally, by awarding Stanczak an honorary doctorate, Case Western Reserve University would actually honor the best in itself.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'S.P. Litt', with a stylized flourish at the end.

Steven P. Litt  
Art and Architecture Critic  
The Plain Dealer

**Toby Devan Lewis**  
**18930 South Woodland Road**  
**Shaker Heights, Ohio 44122**  
**216-561-6428**  
[tobylewishome@yahoo.com](mailto:tobylewishome@yahoo.com)

June 29, 2012

The Honorary Degree Committee  
Case Western Reserve University  
Office of the Provost  
Adelbert 216, 2040 Adelbert Rd  
Cleveland, Ohio 44106

Dear Members of the Honorary Degree Committee:

I am writing this letter to support the nomination of Julian Stanczak for designation of Honorary Degree for the Arts at CWRU. In my career as Curator of Art at Progressive Corporation, Julian Stanczak was one of the first artists whose work I purchased for the Progressive. I first saw his work at the New Gallery, now MOCA Cleveland, and met him shortly thereafter, surprised that he had no use of his right arm. Given that he learned to write and to paint with such steady lines amazes me; but over his career, there are no surprises as I look at the massive amount of work he has contributed to the world of abstract art, particularly op art, where he gave the movement its name after his first New York show, "Optical Paintings." Julian has worked along the side of top artists in the field, including Josef Albers, and has taught many, many artists over the years too innumerable to mention. Virtually every major museum in the country owns his work, which embodies not just a clear and playful understanding of color, but also uses color to create spatial illusions and optics that bend the mind as well as the eye.

As a curator and alumna of CWRU, I recommend Julian without reservation for an Honorary Degree at CWRU. Please let me know if you have questions or if I can provide you with further information about Julian and his work.

Sincerely,



Toby Devan Lewis

The Honorary Degree Committee  
Case Western Reserve University  
Office of the Provost, c/o Lois Langell  
Adelbert Hall 216, 2040 Adelbert Road  
Cleveland, OH 44106

Dear members of the Honorary Degree Committee:

I have known and admired Julian Stanczak for over forty years and as recently as last year, I have acquired many of his drawings and paintings. His name I know must be familiar to you because, in the early 1960's, he established an international reputation as one of the pioneers of Op Art. In 1965, his work was for example included in the Museum of Modern Art's exhibition "The Responsive Eye", and, soon thereafter, was also shown at the San Francisco Museum of Art, the Albright Knox Gallery, the Whitney Museum, the Corcoran Gallery, and the Hirshhorn Museum, among other venues. From 1964 through 1979, Julian was represented by the Martha Jackson Gallery. As you can see from his biography, he has continued to exhibit consistently in the United States and abroad.

I love Stanczak's work. His compositions are extraordinarily inventive, vibrant and masterfully orchestrated. Vigorous, sophisticated, and often electrifying, Julian's paintings pack a tremendous punch. More importantly, Stanczak's art is distinguished by an extraordinary conceptual rigor, and it is precisely the intellectual dimension of his work that makes it seem so current today. With scientific precision, this artist harnesses the dynamics of perception to destabilize the zone between the viewer and the work. These paintings force the viewer to confront the tension established between what is seen and what is known to be true. While creating a sensuous feast for the eye, Stanczak is also problematizing perception and he does this in ways that I think would appeal to critics and curators today. Not unexpectedly, in a review in the *Los Angeles Times*, the critic David Pagel enthusiastically embraced Stanczak's "*up to the minute currency*".

There are many reasons why Julian and I have remained in touch over these many years. It may have something to do with who Julian is as a person. When we were first introduced, I was immediately struck by his charismatic, vibrant personality, and by how he seemed so completely immersed in his art. Since then, he has lost none of his force of character. Besides being an impressive artist and a historically significant figure in the Op-Art movement, Julian taught for many years at the Cleveland Institute of Art. As a native Clevelander, I have always been grateful for his contributions to that institution. I admire his wife Barbara, and their strong, intellectually accomplished family.

There is something almost miraculous in the way Julian's drawings and paintings withstand the test of time. Some years ago, I bought two of Julian's paintings for my brother Gordon and his wife Lulie. Interestingly, even though Gordon can no longer see, he loves the paintings' surfaces, and "reads" the geometric patterns with his hands. This is a gratifying – and

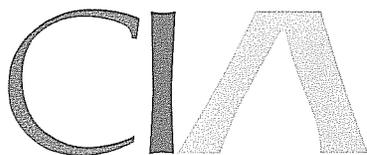
quite unexpected - aspect of paintings that seem above all so gloriously and emphatically "retinal".

Over the decades, Julian has single-mindedly refined his art and his work has never seemed better. He is truly "an artist's artist" - driven, accomplished, and entirely devoted to his aesthetic vision. I can think of no artist more deserving of an honorary doctorate from such a prestigious and important institution as Case Western Reserve. Thank you.

A handwritten signature in black ink, appearing to read "Agnes Gund". The signature is fluid and cursive, with a large, stylized initial 'A'.

Agnes Gund, New York

**Agnes Gund** is President Emerita of the Museum of Modern Art and Chair of its International Council. She is also Chair of MoMA PS1 Contemporary Art Center. Ms. Gund joined the MoMA Board in 1976 and served as its President from 1991 until 2002. She is the Founder and a Trustee of Studio in a School Association, a non-profit organization she established in 1977 in response to budget cuts that virtually eliminated arts classes from New York City public schools. In January 2012, Ms. Gund was appointed Member of the New York State Council on the Arts. A philanthropist and collector of modern and contemporary art, Ms. Gund is Chair of the Mayor's Cultural Affairs Advisory Commission of New York City, and currently serves on the boards of Chess in the Schools, the Cleveland Museum of Art, the Foundation for Contemporary Arts, the Foundation for Art and Preservation in Embassies, the Robert Rauschenberg Foundation, and Socrates Sculpture Park, among others. She is an Honorary Trustee of the Independent Curators International and the Museum of Contemporary Art, Cleveland. A civic leader and staunch supporter of education, women's issues and environmental concerns, among other causes, Ms Gund has served on the boards of such wide-ranging organizations as the Aaron Diamond AIDS Research Center and the Fund for Public Schools. She earned a B.A. in History from Connecticut College and a M.A. in Art History from Harvard University. She has since received numerous honorary doctorate degrees, including honors from CUNY Graduate Center (2007) and Brown University (1996). In 1997 Gund received the National Medal of Arts from President Bill Clinton, the highest award given to artists and art patrons by the U. S. Government.



The Honorary Degree Committee  
Case Western Reserve University  
Office of the Provost, c/o Lois Langell  
Adelbert Hall 216, 2040 Adelbert Road  
Cleveland, OH 44106

July 13, 2012

To the members of the Honorary Degree Committee:

Please allow me to nominate for an honorary doctor from CWRU the internationally respected artist and beloved teacher of art and design, Julian Stanczak.

Julian came to The Cleveland Institute of Art, first as a student in 1950 as the survivor of physical abuse in the Siberian Gulag and African refugee camps. He graduated in 1954 and went on to graduate study at Yale under the legendary Josef Albers. He taught briefly at the Art Academy of Cincinnati and came back to CIA as a faculty member in 1964, where he inspired students for thirty one years.

The year he came back to CIA was the year he made his first monumental impact on the world art with his exhibition of "optical paintings" at New York's Martha Jackson Gallery. The next year, the Museum of Modern Art mounted "The Responsive Eye, and included Julian with the work of 105 other artists. This groundbreaking show announced the arrival of a new optical aesthetic. As often happens in art criticism, the mildly dismissive term used in *Time* magazine to describe his work, OP ART, came to describe what was perceived as a movement that grew to include such modern masters as Albers, Richard Allen, Richard Anuskiewicz, Elsworth Kelly, Alexander Liberman, John McHale, Ed Mieczkowski, Bridget Riley, Arnold Schmidt, Frank Stella and Victor Vasarely, to name a few. Many of these artists. Especially Julian, resented the critical tag line, preferring to call their work "perceptual art."

Julian's paintings, prints and drawings have been exhibited throughout the United States and Europe and are in the major collections of the Corcoran, Hirshhorn and National Galleries in Washington DC, Boston's Museum of Fine Arts, San Francisco Museum of Modern Art, New York's Museum of Modern Art, Carnegie Museum of Art, the Hood Museum at Dartmouth College, the Cleveland Museum of Art, the Princeton Art Museum, the MIT List Visual Arts Center, the Polish National Museum in Warsaw, the Victoria and Albert Museum in London and the Metropolitan Museum of Art, to name a few. His work has been purchased for the headquarters of major corporations (Alcoa, Chase Manhattan Bank, Nissan, Siemens, Smith, Barney & Company, Sprint) and prominent individuals (Jacob Javitz, Howard Metzenbaum, Nelson Rockefeller)

Julian engages in a sophisticated dialogue between illusion and the picture plane, between seeing and understanding. It is an exploration, conducted with the rigor of scientific examination, of color interactions and geometry, of pattern and line, of color intensity and magnitudes of emotional energy.

THE CLEVELAND  
INSTITUTE  
OF ART  
FOUNDED 1882

11141 EAST BOULEVARD  
CLEVELAND, OHIO 44106-1710  
[www.cia.edu](http://www.cia.edu)

(216) 421-7000

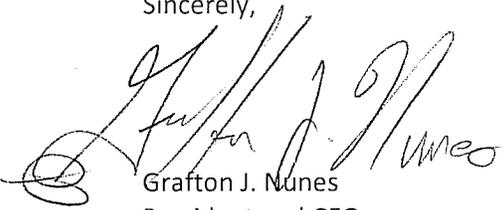
Still creating exciting paintings at age 84, Julian's career has been one of scientific and aesthetic inquiry, bold innovation and constant growth.

During his three decades of teaching at CIA, he was a beloved teacher of generations of students and a devoted and highly regarded colleague to his fellow faculty members. He was named "Outstanding American Educator" by the Educators of America in 1970. He was awarded the Medal of Excellence by CIA in 2001. At the ceremony, then CIA president and alumnus David Deming said: "...his gift as an artist is only equated by his talents in the classroom. During my school days, his critiques were legendary, and students from all disciplines would crowd the room to hear his insights. A remarkably positive individual, he could detect the promise in even the weakest of works, and would provide the enlightened guidance needed for each of his students to truly fulfill their potential." Upon retirement from CIA in 1995, Julian was honored with emeritus status and in 2004; he was given the Viktor Schreckengost Teaching Award, CIA's highest award in teaching.

Julian Stanczak is a giant of the art of the last half century and an internationally recognized jewel in Cleveland's crown. He has brought great distinction to Cleveland and to University Circle and inspired hundreds of CIA students with his insights about art and life, his impeccable craft and rigorous process, and his perceptive observations and commentary of student work.

I recommend him for your most serious consideration. Please do not hesitate to contact me should you need additional information.

Sincerely,



Grafton J. Nunes  
President and CEO

# THE BUTLER INSTITUTE OF AMERICAN ART

524 WICK AVENUE  
YOUNGSTOWN, OHIO 44502

FOUNDED 1919  
*Louis A. Zona, Director*

TELEPHONE (330) 743-1107  
FAX: (330) 743-9567

June  
14  
2012

The Honorary Degree Committee  
Case Western Reserve University  
Office of the Provost, c/o Lois Langell  
Adelbert Hall 216, 2040 Adelbert Road  
Cleveland, OH 44106

Dear Members of the Honorary Degree Committee:

I am pleased to offer this letter in recognition of the outstanding contribution which artist, Julian Stanczak, has made to the American culture and to our visual arts heritage. Mr. Stanczak, has for over 50 years, been a major force in the world of art. Best known for his optically based work, he has been an inspiration to generations of painters who see in him the direct link to the formalistic art of Paul Cezanne.

Julian Stanczak's story is an American story. From humble beginnings in Europe, having dealt with unspeakable experiences in the hands of the Nazis, he would travel to Ohio to start a new life. Here in Cleveland, he would establish himself as a great artist and distinguished teacher. But his fame would in time spread to New York, where he participated in major museum shows and became associated with the leading galleries in Manhattan. Julian Stanczak would soon be recognized as one of the leading figures of the American post war era. His biography presents a capsulized view of the American art scene from the 1950's through the Post Modern period.

Here at the Butler Institute of American Art, Julian Stanczak has been recognized and honored many times. We received national recognition for a retrospective of Stanczak's paintings and the permanent collection boasts five paintings by the artist (all of which are regularly on view). He has received *The Butler Medal For Life Achievement in American Art* and has often been called upon to serve as a speaker before university groups and patron forums.

It is wonderful to see that Julian Stanczak's paintings are today included in the permanent collections of so many of the leading museums of the world. We Ohioans can be especially proud that Julian Stanczak's remarkable career has centered right here in our state. Personally, I feel exceedingly fortunate to have worked closely with the artist on various exhibitions and related projects and I believe sincerely that Julian Stanczak ranks with the greatest artists that are state has ever produced.



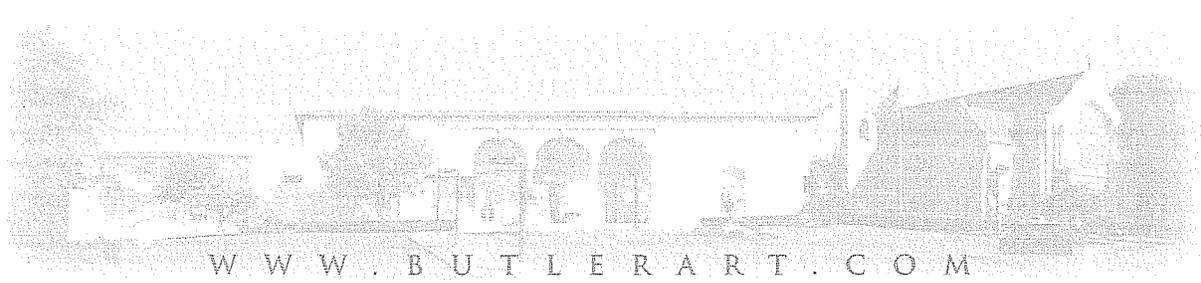
WWW.BUTLERART.COM

It is most fitting that Julian Stanczak be recognized for the enormity of his contribution to our state and country with an honorary degree from this distinguished university.

Sincerely,

A handwritten signature in black ink that reads "Louis Zona". The signature is fluid and cursive, with a long horizontal line extending to the right from the end of the name.

Louis A Zona  
Executive Director  
The Butler Institute of American Art



WWW.BUTLERART.COM



May 17, 2012

The Honorary Degree Committee  
Case Western Reserve University  
Office of the Provost, c/o Lois Langell  
Adelbert Hall 216  
2040 Adelbert Road  
Cleveland, OH 44106

Dear members of the Honorary Degree Committee,

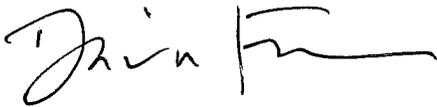
It is my pleasure to support the nomination of Julian Stanczak for an honorary doctoral degree from Case Western Reserve University. As the most heralded artist working in Cleveland today, Stanczak is known around the world for pioneering and perfecting Op Art, a visually compelling and intellectually rich movement that tackles issues of visual perception. An abbreviation for “Optical Art,” Op Art arose out of desire on the part of artists to stimulate vision and investigate ambiguities that are inherent in the process, all the while providing transcendent experiences for viewers. Stanczak’s consummate painting skills, coupled with vast knowledge of aesthetics, optics, perceptual psychology, and metaphysics, has kept him at the forefront of the movement for nearly half a century.

Although Stanczak has an extensive history of national and international recognition, the Cleveland Museum of Art is proud to be among the earliest and most sustained champions of his talents. The museum acquired its first work by the artist in 1967, and its tenth in 2009. Since the early 1950s, Stanczak’s art has been featured in numerous exhibitions at the CMA; most recently, it was highlighted in an installation of Op Art that closed in February. Throughout the run of this show, Stanczak’s works were clearly audience favorites, and it gave me great pleasure to encounter the artist engaging with our visitors in the galleries during his many visits. Although he has retired from a lengthy

and highly distinguished teaching career at the Cleveland Institute of Art, Stanczak still cares passionately about sharing his vast knowledge and experiences with interested parties.

In deftly wedding art and science through a body of work with considerable import and astounding impact, Stanczak has fashioned an eminent career worthy of his many accolades. I can think of no other artist in Cleveland more deserving of an honorary doctoral degree from Case Western Reserve University.

Sincerely,

A handwritten signature in black ink, appearing to read "David Franklin". The signature is fluid and cursive, with a prominent initial "D" and a long, sweeping horizontal stroke at the end.

David Franklin

President and CEO

Sarah S. and Alexander M. Cutler Director



W. A. "Bud" Baeslack III  
Provost and Executive Vice President

10900 Euclid Avenue  
Cleveland, Ohio 44106-7001

Visitors and Deliveries  
Adelbert Hall, Room 216

Phone 216.368.4346

Fax 216.368.4325

E-mail Baeslack@case.edu

www.case.edu

CONFIDENTIAL

To: Robin Dubin  
Chair, Faculty Senate  
Executive Committee

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

Date: October 8, 2012

The honorary degree committee met on October 4 to review recommendations for honorary degrees submitted by the university community this year. After careful consideration, the committee voted to recommend the following individuals for honorary degrees: Mahammed Ibn Chambas, professor, politician, and diplomat who was appointed in 2009 secretary-general of the 79-country African, Caribbean, and Pacific Group of States (ACP); Geoffrey Duyk, a pioneering genetics researcher and industry-shaping biomedical fund manager, and Elon Musk, engineer and entrepreneur who builds and operates companies to solve environmental, social and economic challenges. Chambas and Duyk are Case Western Reserve University alumni. Nominating letters and biographical information on these accomplished individuals are attached.

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

C: Rebecca Zirm, Secretary, Faculty Senate  
Honorary Degree Committee

Gerald Matisoff

John Lewandowski

Leena Palomo

Michael Scharf

David Clingsmith

Nathan Berger

Diana Morris

Sharon Milligan

Patrick Kennedy

Robin Dubin – ex-officio

Lynn Singer – ex officio

## **Faculty Handbook, Chapter Three, Part I, Article I, Sec. E. Tenure**

1. Academic tenure is an essential component of the development and delivery of quality educational and research programs at the University. 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. Tenured faculty members are protected explicitly against dismissal or disciplinary action because their views are unpopular or contrary to the views of others. Their non-tenured colleagues derive protection by general extension of these principles of academic freedom.

2. When awarded, academic tenure rests at the constituent faculty level rather than at the departmental level. The award of academic tenure to a faculty member is a career commitment which 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 primary appointment rests is closed or reduced in size, the University shall nevertheless make all reasonable attempts to provide a tenured faculty member with an appointment of unlimited duration until retirement.

3. Examples of just cause for the termination of tenured, tenure track, and non-tenure track faculty members include (i) grave misconduct or serious neglect of academic or professional responsibilities, defined in Section IV, Professional Responsibilities, as determined through a fair hearing under Section IV.D; (ii) 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 (iii) financial exigent circumstances which force the University to reduce the size of a constituent faculty of the University in which the faculty member has a primary appointment. Unless educational considerations also exist, 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 by-laws of the constituent faculty. Terminations of non-tenured faculty for financial exigency shall occur with at least twelve months notice or at the end of the current appointment term, whichever occurs earlier. In order for a tenured faculty member to be terminated prior to all non-tenured faculty members in that constituent faculty, a majority of the voting members of the constituent faculty in which the affected tenured faculty member has his or her primary appointment must determine that a financial exigency and educational considerations exist sufficient to justify that action. Under items (ii) or (iii), just cause would be presumed not to have existed if new faculty members were appointed to fulfill the functions of recently terminated faculty.

4. The termination of tenured faculty is considered to be an extreme and extraordinary occurrence. Termination of tenured faculty shall not be made on the basis of short-term, cyclical changes in student enrollment and shall not be arbitrary, capricious, or punitive. The termination

of tenured faculty or the closing of a department or school because of educational considerations must reflect long-range judgments that the educational mission of the constituent faculty or the institution as a whole will be jeopardized unless the proposed action is taken. Tenured faculty can be terminated because of financial exigency only after all reasonable attempts to resolve the difficulty have failed. Financial exigent circumstances must be factually established and demonstrably bona fide. If it is determined that a tenured faculty member's primary appointment in a particular constituent faculty shall be terminated for financial exigency or educational considerations, the University shall make all reasonable attempts, including providing retraining, to transfer the affected faculty member to another position consistent with the discipline of the affected faculty member in 1) another department within the constituent faculty, 2) another constituent faculty within the University, or 3) a position outside the University. Transfers to another position within the University shall be accomplished only after consultation with the dean and department chair (in constituent faculties with a department structure) of the unit to which the affected faculty member will be transferred.

5. The Faculty Senate must review and report on the factual accuracy of a claim of financial exigency or educational considerations sufficient to lead to the termination of tenured faculty. If the termination of tenured faculty appointments is proposed, the university administration and the affected unit shall supply all information required for a full study of the need for the proposed action. If the proposal is to close a unit within a school or college, the faculty of the affected school or college shall have the initial responsibility for studying the need for the closure and for making recommendations. If the proposal is to close a school or college, the Faculty Senate shall have the initial responsibility for studying the need for closure and for making recommendations. The Faculty Senate shall appoint a committee to review the findings of the affected constituent faculty. This review committee shall include faculty representation from both the Budget and the Personnel Committees of the Faculty Senate. The review committee shall report in a timely fashion to the Faculty Senate Executive Committee which shall present the findings to the Faculty Senate. The recommendation of the Faculty Senate shall be forwarded to the president of the University for submission to the Board of Trustees.

6. Tenured faculty members whose appointments are to be terminated pursuant to part (ii) or part (iii) of paragraph 3, above, shall receive a terminal appointment of no less than twelve months.

## **Chapter Three, Part One, Article IV, Section D. Hearing Procedures**

### 1. Initiation of Procedures

Preliminary inquiry into allegations of conduct violating professional standards or university standards or regulations on the part of a faculty member which may lead to disciplinary action (includes but is not limited to Section I, E, 3, i) may be initiated by the Executive Committee of the Faculty Senate (hereinafter, Executive Committee) or by a representative of the president of the University. In either case, the purpose of initial investigation shall be to make clear to the faculty member the allegations brought against him or her, to hear his or her response, to resolve the issues if possible, and to guide the president in his or her decision whether to invoke a formal hearing. If initial investigation is made by the Executive Committee, that body shall transmit its recommendation to the president and the concerned faculty member by letter. It may also be necessary in the case of research misconduct to notify outside funding agencies and journals, according to the University's research misconduct guidelines and federal regulations.

In the case of sexual harassment, there is a separate procedure. (See Chapter 4, General Policies, XIV. Sexual Harassment.)

In the case of research misconduct allegations, there will be an obligation to document the investigation according to applicable federal regulations and according to the "Guidelines Involving Allegations of Research Misconduct" (Chapter 3, Part Two, Section II, of the Faculty Handbook). For this purpose, these allegations shall be reported immediately to the Research Integrity Officer. (See "Policy for Responding to Allegations of Research Misconduct," Chapter 3, Part Two, Sec. II).

### 2. Decision for a Formal Hearing

- a. The decision to hold a formal hearing of charges against a faculty member shall reside with the president. The president shall notify in writing the faculty member and the Executive Committee of a decision to institute a hearing. This notice shall contain a complete statement of the charges as prepared by the representative of the president, who will represent the University in the hearing.

3. Suspension. In an emergency or when necessary to protect the health or safety or best interests of the University, suspension of the faculty member during a preliminary inquiry or pending the outcome of formal proceedings shall be the prerogative of the president. Suspension shall be with full salary. However, if the suspension is upheld, the faculty member may be required to repay his or her salary from the date of suspension.

4. Selection of the Hearing Panel and Committee

a. Creation of Hearing Panel (as also described in Article V, Section C.3). In the spring semester of each academic year, the secretary of the Faculty Senate shall solicit faculty members interested in serving on hearing committees during the following academic year and shall make a list of those faculty members who respond. At the same time, the secretary shall make a list of those faculty members who have served as members of recent committees or as advisors to parties. The secretary shall provide the lists to the Faculty Senate Nominating Committee. The Nominating Committee shall nominate twenty-five members of the University Faculty to serve on the Hearing Panel from which members of hearing committees are to be chosen during the following academic year. The Nominating Committee shall designate up to eight of the panelists nominated as eligible to serve as chair of a hearing committee. The panelists so designated shall have had multiple experiences with the faculty hearing process as members of hearing committees or as advisors to parties or shall have other relevant training or experience.

b. The hearing committee shall consist of five members. Within two weeks of notice of the president's decision for institution of a formal hearing, the chair of the Faculty Senate shall direct the selection of a hearing committee. The notification from the chair of the Faculty Senate to the Office of the Secretary of the Faculty Senate shall specify the period within which the selection process shall be completed and the hearing begun. The selection of members of the hearing committee will proceed in the following manner. From the panel, the president's representative shall first appoint one member and the faculty member shall then appoint one member. The chair of the Faculty Senate shall then appoint three members of the panel, at least one of whom shall be a person eligible to chair a hearing committee. The chair of the Faculty Senate shall designate the chair of the hearing committee. If either party fails to take advantage of his or her privilege of appointing a committee member, then the remaining members of the hearing committee shall be appointed from the Grievance Panel by the chair of the Faculty Senate. If the chair of the hearing committee is unable to serve or has a conflict of interest, the chair of the Faculty Senate may remove him or her and designate a replacement from the Grievance Panel to serve as chair for the hearing

committee. If a member of the hearing committee is unable to serve or is removed because of conflict of interest, the chair of the Faculty Senate shall designate a replacement from the Grievance Panel. Timeliness of the hearing process is important, and the committee should consider evening and weekend meetings.

- b. ~~the the chair of the Faculty Senate shall direct the selection of a hearing committee of five members. From the panel, the representative of the president shall appoint one member, and the faculty member may then appoint one member to the hearing committee; if the faculty member waives this privilege, the latter member shall be appointed from the panel by chair of the Faculty Senate. These two, together with the three members appointed by the chair of the Faculty Senate, shall constitute the five member hearing committee. The hearing committee shall select a chair from among its members.~~
- c. When a party claims, or it appears to the chair of the hearing committee, that a conflict of interest exists between the party and a member of the hearing committee, the chair of the hearing committee shall consider and decide whether to remove the member from the committee.

When a party claims, or it appears to the chair of the Faculty Senate, that a conflict of interest exists between the party and the chair of the hearing committee, the chair of the Faculty Senate shall consider and decide whether to remove the chair of the hearing committee.

Only the following grounds justify removal of the chair or a member of the hearing committee: 1) The chair or member is a witness or is otherwise directly involved in the matter. 2) The chair or member has a history of conflict with either party. 4) The chair or member is unable to approach the issues in a fair and neutral way.

## 5. Conduct of the Hearing

- a. The chair of the hearing committee shall preside at the hearing and shall make all procedural decisions, subject to being overruled by a vote of three of the five committee members.
- b. The faculty member and the president's representative shall be afforded an opportunity to obtain necessary witnesses and documentary or other evidence. The committee may call its own witnesses.

c. Copies of the president's representative's statement of charges, supporting documents, the faculty member's answer, and all other material shall be made available to both parties and the hearing committee by the Office of Secretary of the Faculty Senate. The secretary shall work with both parties and the hearing committee to schedule a hearing at the earliest possible date. Notice of the time and place of the hearing shall be sent to all parties. Not less than five calendar days before the hearing, the parties shall submit to the chair of the hearing committee their lists of witnesses and any documents they plan to offer as evidence at the hearing. The chair of the hearing committee shall meet with the parties in person or by conference call to discuss the witness lists, the documentary evidence to be introduced, and possible stipulations of fact. The chair of the hearing committee shall work with the parties to assist them in focusing the issues to be decided and to minimize or eliminate the offering of irrelevant or repetitive testimony or documents. If either party demands to present a witness or a document that the chair believes to be irrelevant or repetitive, the chair of the hearing committee may rule the testimony or document inadmissible. The inadmissibility ruling shall be communicated to the other members of the hearing committee, and the committee may overrule the chair by a vote of three of the five committee members. The chair of the hearing committee may also request that additional documentary material be furnished by either party. The additional material so provided by a party shall be made available to the other party and to the committee members unless it is ruled inadmissible by the chair of the hearing committee. The availability of documents is subject to the rule that the confidentiality of any documents accepted by the University in confidence shall be maintained. Thus, for example, letters written by external referees or reviewers submitted in connection with a promotion and/or tenure action shall not be disclosed to a complainant if they were received in confidence.

d. Unless specifically requested to be absent by the chair of the hearing committee, the secretary of the Faculty Senate shall be present at the hearing to advise the hearing committee on procedure and to make the audio tape recording. Otherwise, the hearing shall be closed to all except the hearing committee, faculty member, president's representative, witnesses and advisors. The hearing committee shall maintain the confidentiality of closed proceedings.

ec. . The president's representative and the faculty member shall each have the right to an advisor of his or her choice, chosen from the faculty or administration,

excluding the Office of General Counsel. Such advisor shall have no right to participate in the proceedings except to advise the individual he or she is advising.

f. The president's representative and the faculty member, and their advisors, shall have the right to be present during the hearing, except for the deliberations of the committee and for the examination of witnesses concerning confidential material.

g. An audio recording of each hearing session shall be made by the hearing committee and preserved in the University Archives. Access to the recording shall be limited to the president, the president's representative, the faculty member, and members of the hearing committee. Requests shall be addressed to the chair of the Faculty Senate. Upon approval, the recording shall be made available for review in the Office of the Secretary of the Faculty Senate. To preserve confidentiality, no other recording or copies of these recordings will be permitted.

h. The chair shall open the hearing by reading the charges against the faculty member, as transmitted by the president's representative.

i. The faculty member shall then submit a written statement answering the charges. This statement may be read by the faculty member or his or her advisor; otherwise, it shall be read by the chair.

j. The order of the hearing, unless the chair of the hearing committee rules otherwise, shall be: the president's representative's witnesses; the faculty member's witnesses; any hearing committee witnesses; and closing statements by the president's representative and the faculty member. Witnesses, other than the Parties, may be present at the hearing only while presenting their testimony.

- k. The chair may grant adjournments to enable either party to investigate evidence as to which a valid claim of surprise is made.

- l. The faculty member and the president's representative shall have the right to cross-examine all witnesses. The hearing committee shall have the right to examine all witnesses.

The hearing committee shall not be bound by strict rules of legal evidence and should consider any relevant evidence which is of probative value in determining the issues involved.

- i. The burden of proof that just cause exists for disciplining a faculty member shall rest with the University and shall be met only by a preponderance of evidence in the hearing record. The decision and findings shall also be based solely on the hearing record.
- j. Findings, conclusions, and recommendations of the hearing committee shall be by majority vote. Statements of majority positions shall be accompanied by any statement of dissent or of separate concurrence.

## 6. Report of the Hearing Committee

Within ten business days after conclusion of the hearing, the hearing committee shall prepare a written report of its findings and conclusions and shall recommend a sanction, if any, to be applied. Copies of this report shall be transmitted to the faculty member, the president, the president's representative, and the chair of the Faculty Senate.

## 7. Decision by the President

The final resolution of the complaint shall be made by the president, normally within a period of two weeks after receipt of the committee's report. If the president agrees with the report, he or she shall so notify the secretary of the Faculty Senate in writing. The secretary of the Faculty Senate shall transmit the written notification to the chair and members of the hearing committee, the chair of the Faculty Senate, and to the parties.

If the president disagrees with the report and its recommendations, he or she shall so

notify the secretary of the Faculty Senate in writing, setting forth the reasons for disagreement and final resolution of the matter. The secretary of the Faculty Senate shall transmit the written notification to the chair and members of the hearing committee, the chair of the Faculty Senate, and to the parties.

In the alternative, the president may ask the secretary of the Faculty Senate to reconvene the hearing committee to reconsider its final report and recommendations in the light of his or her stated objection thereto. In such case, the hearing committee shall reconvene to reconsider the matter, taking new evidence, if necessary, and report the results of its reconsideration to the secretary of the Faculty Senate. The secretary of the Faculty Senate shall transmit the written notification to the president, the parties, and the chair of the Faculty Senate, copied to the chair and members of the hearing committee the written report of its reconsideration.

After review of the hearing committee's reconsidered report and recommendations, the president shall transmit to the secretary of the Faculty Senate a final resolution of the matter; and the secretary shall transmit the same to the parties, the chair and members of the hearing committee, and the chair of the Faculty Senate.

## **Faculty Handbook, Chapter Three, Part I: Article V: Grievance Procedures**

### Sec. A. Introduction

The purpose of this Article V is (1) to provide a source of informal advice on faculty personnel matters to members of the faculty, which source can serve the function of informal conciliation where appropriate; and (2) where the informal mechanisms are not successful in resolving the dispute, to provide a mechanism for the formal adjudication of disputes about personnel practice. This adjudication mechanism, described in Section C below, is substantially similar to the procedures described in Article IV, Section D of the Policies and Procedures. The difference is that procedures under IV, D are the result of a complaint by the faculty or by the administration against an individual faculty member, while procedures under V, C are the result of a complaint by an individual faculty member against a person or group with administrative or supervisory authority over that faculty member (e.g., a dean, a department chair, or a member of a promotion and tenure committee)... Allegations of research misconduct and sexual harassment shall be sent to the appropriate committee or administrative offices as outlined in ARTICLE IV, SECTION D, 1. The chair of the Faculty Senate shall represent the University Faculty in overseeing the grievance process.

### Sec. B. Informal Advice and Conciliation

In most cases, a faculty member who desires information about and assistance with university-related “disputes regarding personnel practice” or “inter-collegial conflicts” among faculty (as both are defined below) that may affect him or her should first consult with his or her own colleagues or his or her own dean or department chair. However, there may be instances in which the faculty member needs advice from a knowledgeable source outside of his or her own faculty. An example of this would be where an adverse recommendation on promotion, tenure, or retention has been made at the departmental level, and the individual believes that the proper procedures were not followed in making the decision. For such cases, the faculty member may choose to seek advice from the Faculty Conciliation and Mediation Program (“the Program”). The program provides for a Conciliation Counselor appointed by the Provost or his/her designee, with review and concurrence by the Faculty Senate. The Conciliation Counselor provides a voluntary mechanism to attempt to resolve faculty concerns or disputes by agreement of the parties. The Conciliation Counselor is available to provide informal advice and conciliation on the informal request of any faculty member. The Conciliation Counselor serves as a facilitator to attempt to reach an agreed-upon resolution of the parties and does not have the authority to make a decision with respect to the dispute or issue. As a condition for participating in the Program, participants to an informal conciliation must agree to suspend the formal grievance process pending completion of the conciliation/mediation process.

Certain matters may not be appropriate for conciliation efforts by the Conciliation Counselor, such as requests for monetary relief from the respondent, requests for relief that would be contrary to other university policies or processes (such as a substantive decision regarding the tenure and promotion process), or conciliation efforts that would circumvent the university's

obligations to investigate and take action as required by law. Separate procedures govern matters of sexual harassment and research misconduct. In such matters, reporting and review is required as set out in Chapter 4, XIV (Sexual Harassment Policy) and Chapter 3, Part Two, II (Policy for Responding to Allegations of Research Misconduct.) . Issues brought by a faculty member alleging discrimination in a personnel practice or inter-collegial dispute must be referred by the Conciliation Counselor to the Faculty Diversity Officer or his/her designee in the Office of Inclusion, Diversity & Equal Opportunity, so that the matters may be investigated. The Conciliation Counselor, after reviewing the issue, will determine if the matter is appropriate for mediation. The Conciliation Counselor shall consult with the Provost and/or the Office of General Counsel in reaching such determinations. In reaching a resolution, the Conciliation Counselor shall ensure that each of the parties has the authority to bind the applicable individual, entity, or the university to the agreed-upon resolution.

The Conciliation Counselor shall maintain as confidential the source and nature of the inquiry from the faculty member and shall not reveal it to the Faculty Senate, to the administration, or to any other group or person without the express consent of the faculty member, except as (1) otherwise required by law, (2) necessary to refer the matter to another appropriate office, or (3) required by university policy to be reported and referred to another office, such as in the case of allegations of sexual harassment, discrimination, or research misconduct (see below). If a conciliation/mediation process is agreed to by the parties, the parties and the Conciliation Counselor shall maintain the confidentiality of communications within that process, unless disclosure is otherwise required by law or otherwise provided in this provision. The Conciliation Counselor may disclose to the Provost or his/her designee the names of the parties to a mediation/conciliation, the meeting dates, and whether a resolution has been reached. The Conciliation Counselor, without disclosing confidential information, shall report to the Provost, the Committee on Faculty Personnel, and to the Faculty Senate each year with respect to the operation of the office and to make recommendations on the improvement of the Program.

The Provost or his/her designee may provide for selection and training of additional persons to serve as assistants to the Conciliation Counselor or to succeed the Conciliation Counselor. Upon recommendation of the Conciliation Counselor, the Provost or his/her designee may provide for the formal mediation by a qualified outside mediator in appropriate instances.

### Sec. C. Formal Grievance Procedures

#### 1. Scope of Procedures

- a. A formal grievance complaint may be filed by any person (hereafter referred to as the complainant) who is a full-time member of the University Faculty, as defined in the "Constitution of the University Faculty."
- b. A grievance complaint may be filed and this procedure invoked only if the complaint alleges a dispute about "personnel practice," which means a conflict between a faculty member and a person with administrative or supervisory authority over that faculty member (e.g., a dean, a department chair, or a member of a promotion and tenure committee) with respect to some employment-related

adverse action against the faculty member. An “inter-collegial conflict” is a conflict between faculty colleagues about academic matters, other than a decision to take employment-related adverse action, when such a conflict seriously impairs the effective functioning of the academic unit. Examples include disrespectful behavior, refusal to participate or to include others in the decision making process within the unit, and airing conflict to outsiders, thereby causing damage to the grievant, the unit, or the University. An “inter-collegial conflict” may not be the subject of a grievance complaint. This formal grievance procedure does not apply to such conflicts.

- c. Such a grievance complaint may be filed against any person (hereafter referred to as the respondent) who is a member of the University Faculty or a member of the university administration, except the president. A grievance complaint may not be filed against the University Faculty, the Faculty Senate, or the Board of Trustees.
- d. Formal grievances shall be heard in any case in which it is charged that the respondent has taken action which adversely affects the complainant and which action is a violation of the "Constitution of the University Faculty," Chapter 3 of the Faculty Handbook, the by-laws of the Faculty Senate, the by-laws of a constituent faculty or of a department, these policies and procedures, or of accepted norms of university academic personnel practice. Action on promotion and tenure matters is subject to these procedures only if it is charged that the respondent(s) failed to follow prescribed procedures or used an impermissible standard. (See Section 1b above.) A hearing committee which considers a grievance involving a promotion or tenure matter may not in its recommendations substitute its judgment with respect to the merits of the action for the judgment of any other committee, department, or faculty which is part of the normal review process (see Chapter 3, Part One, I (Appointments, Reappointments, Resignations, Promotions and Tenure)).
- e. Only the chair of the Faculty Senate and the secretary of the Faculty Senate may communicate with the hearing committee regarding interpretation of the formal grievance procedure as stated in the Faculty Handbook.

## 2. Complaint

- a. Formal procedures are initiated by filing with the secretary of the Faculty Senate a written grievance complaint addressed to the chair of the Faculty Senate. The complaint shall identify by name the complainant and all respondents, and shall state the grievance briefly and clearly. The complaint shall refer specifically to the “Constitution of the University Faculty,” Chapter 3 of the Faculty Handbook, the by-laws of the Faculty Senate, the by-laws of a constituent faculty or of a

department, these policies and procedures, or other accepted norms of university personnel practice that were allegedly violated. The complaint shall state the remedy requested. Supporting documents may be presented at this time. If the complainant does not have the names of the respondents, he or she may identify the faculty, committee, or other group, and the chair of the Faculty Senate shall identify the appropriate individuals and designate them by name as respondents. Additional respondents may be added to the grievance proceedings at any stage subject, however, to such requirements of notice as the hearing committee may impose in the interest of fair and expeditious process. Upon receipt of the complaint, the secretary shall send copies thereof to the respondent and the chair of the Faculty Senate. The respondent shall submit a written answer to the complaint and supporting documents within two weeks after delivery of the complaint, unless for good reason the chair of the Faculty Senate grants an extension. Upon receipt of the answer, a copy thereof shall be forwarded by the secretary to the complainant and to the chair of the Faculty Senate.

### 3. Selection of the Hearing Panel and Committee

- a. Creation of Hearing Panel (as also described in Article IV, Section D.3). In the spring semester of each academic year, the secretary of the Faculty Senate shall solicit faculty members interested in serving on hearing committees during the following academic year and shall make a list of those faculty members who respond. At the same time, the secretary shall make a list of those faculty members who have served as members of recent hearing committees or as advisors to parties. The secretary shall provide the lists to the Faculty Senate Nominating Committee. The Nominating Committee shall nominate twenty-five members of the University Faculty to serve on the Hearing Panel from which members of hearing committees are to be chosen during the following academic year. The Nominating Committee shall designate up to eight of the panelists nominated as eligible to serve as chair of a hearing committee. The panelists so designated shall have had multiple experiences with the faculty hearing process as members of hearing committees or as advisors to parties or shall have other relevant training or experience.
  
- b. The hearing committee shall consist of five members. The selection of members of the hearing committee will proceed in the following manner. From the panel the respondent shall first appoint one member and the complainant shall then appoint one member. The chair of the Faculty Senate shall then appoint three members of the panel, at least one of whom shall be a person eligible to chair a hearing committee. The chair of the Faculty Senate shall designate the chair of

the hearing committee. If either the complainant or the respondent fails to take advantage of his or her privilege of appointing a committee member or if a group of respondents cannot agree among themselves upon such selection, then the remaining members of the hearing committee shall be appointed from the Hearing Panel by the chair of the Faculty Senate. If the chair of the hearing committee is unable to serve or has a conflict of interest, the chair of the Faculty Senate may remove him or her and designate a replacement from the Hearing Panel to serve as chair for the hearing committee. If a member of the hearing committee is unable to serve or is removed because of conflict of interest, the chair of the Faculty Senate shall designate a replacement from the Hearing Panel. Timeliness of the grievance process is important, and the committee should consider evening and weekend meetings.

- c. When a party claims, or it appears to the chair of the hearing committee, that a conflict of interest exists between the party and a member of the hearing committee, the chair of the hearing committee shall consider and decide whether to remove the member from the committee.

When a party claims, or it appears to the chair of the Faculty Senate, that a conflict of interest exists between the party and the chair of the hearing committee, the chair of the Faculty Senate shall consider and decide whether to remove the chair of the hearing committee.

Only the following grounds justify removal of the chair or a member of the hearing committee: 1) The chair or member is a witness or is otherwise directly involved in the dispute. 2) The chair or member has a history of conflict with the complainant or respondent. 4) The chair or member is unable to approach the issues in a fair and neutral way.

- d. No persons involved in the grievance procedure shall discuss the grievance except as provided herein.

#### 4. Conduct of the Hearing

- a. Copies of the complaint, supporting documents, the respondent's answer, and all other material shall be made available to both parties and the hearing committee by the Office of Secretary of the Faculty Senate. The secretary shall work with both parties and the committee to schedule a hearing at the earliest possible date.

Notice of the time and place of the hearing shall be sent to all parties. Not less than ten calendar days before the hearing, the parties shall submit to the chair of the hearing committee their lists of witnesses and any documents they plan to offer as evidence at the hearing. The chair of the hearing committee shall meet with the parties in person or by conference call to discuss the witness lists, the documentary evidence to be introduced, and possible stipulations of fact. The chair of the hearing committee shall work with the parties to assist them in focusing the issues to be decided and to minimize or eliminate the offering of irrelevant or repetitive testimony or documents. If either party demands to present a witness or a document that the chair believes to be irrelevant or repetitive, the chair of the hearing committee may rule the testimony or document inadmissible. The inadmissibility ruling shall be communicated to the other members of the hearing committee and the committee may overrule the chair by a vote of three of the five committee members. The chair of the hearing committee may also request that additional documentary material be furnished by either party. The additional material so provided by a party shall be made available to the other party and to the committee members unless it is ruled inadmissible by the chair of the hearing committee. The availability of documents is subject to the rule that the confidentiality of any documents accepted by the University in confidence shall be maintained. Thus, for example, letters written by external referees or reviewers submitted in connection with a promotion and/or tenure action shall not be disclosed to a complainant if they were received in confidence.

- b. The complainant and respondent shall have the right to be present during the hearing, except for the deliberations of the committee and for the examination of witnesses concerning confidential material.
  
- c. Unless specifically requested to be absent by the chair of the hearing committee, the secretary of the Faculty Senate shall be present at the hearing to advise the hearing committee on procedure and to make the audio tape recording. Otherwise, the hearing shall be closed to all except the hearing committee, complainant, respondent, witnesses and advisors. The hearing committee shall maintain the confidentiality of closed proceedings.

The burden of proof (by preponderance of the evidence) shall be borne by the complainant. The hearing committee shall not be bound by the rules of evidence applicable to legal proceedings but may consider any relevant evidence with due regard for its probative value. If witnesses are presented by either party, the other party and the committee shall have the right to cross-question any witness. The

hearing committee may call its own witnesses, in which case the parties shall also have the right to cross-question such witnesses. Witnesses shall be present at the hearing only while presenting their testimony. The hearing committee may examine the complainant, the respondent, and all witnesses. However, the Conciliation Counselor who has provided informal advice or conciliation, pursuant to Section B above, shall not testify during the grievance process as to anything said or done during a conciliation proceeding without the express consent of the complainant and the respondent(s),.

- d. During the pendency of the grievance process and at any stage thereof prior to final resolution, the complainant may withdraw the complaint and terminate the grievance proceeding, provided, however, that the respondent shall be given notice of the withdrawal and shall consent in writing to the termination. If the respondent does not consent to the termination, then the proceeding shall continue to its final conclusion.
- e. An audio recording of each hearing session shall be made by the hearing committee and preserved in the university archives. Access to the recording shall be limited to the complainant, respondent, and members of the hearing committee. Requests shall be addressed to the chair of the Faculty Senate. Upon approval, the recording shall be made available for review in the Office of the Secretary of the Faculty Senate. To preserve confidentiality, no other recording or copies of these recording will be permitted.
- f. The complainant and respondent each shall have the right to an advisor of his or her choice, chosen from the faculty or administration. Such advisor shall have no right to participate in the proceedings except to advise his or her principal.
- g. The order of the hearing, unless the chair of the hearing committee rules otherwise, shall be as follows:
  1. Complainant's opening presentation of his or her case, followed by questions by the hearing committee, if any;
  2. Respondent's presentation of his or her defense, followed by questions by the hearing committee, if any;

3. Complainant's witnesses;
4. Respondent's witnesses;
5. Rebuttal by complainant;
6. Surrebuttal by respondent.

Normally, witnesses, other than the complainant and respondent, shall be present at the hearing only when testifying.

- h. As soon as possible following the hearing, the hearing committee shall make its findings of fact, conclusions and recommendations by majority vote. The findings of fact shall be based solely on the record adduced at the hearing, and no evidence extrinsic to the record shall be considered.
- i. The chair of the hearing committee shall preside at all sessions and shall make all procedural decisions, subject to being overruled by a vote of three of the five committee members.

#### 5. Failure to respond to complaint

It is expected that all respondents in grievances cooperate and appear for the hearing.

The deliberate failure or refusal of a respondent to file an answer or the deliberate failure or refusal of the respondent to appear at the hearing after the filing of an answer, shall not prevent the hearing committee from proceeding with the hearing. In case of such default or partial response on the part of the respondent, the hearing committee shall hear the complainant's oral presentation and shall make findings and recommendations based

upon the oral and written material presented by the complainant and any oral or written presentation by the respondent.

6. Commencement or pendency of litigation or external administrative proceeding

If either before or after the complainant files a grievance complaint he or she commences litigation or files a complaint with a local, state, or federal agency concerning the matters set forth in the grievance complaint, the pendency of such litigation or administrative proceeding shall not prevent the hearing committee from proceeding with the hearing in due course. The complainant shall not be deprived of the internal grievance process by virtue of such litigation or administrative proceeding.

7. Report of the Hearing Committee

Within two weeks of the end of deliberations, the chair of the hearing committee shall present a written report of its findings of fact, conclusions, and recommendations. If the vote of the committee is not unanimous, the minority may prepare a minority report to be appended to the majority report. The secretary of the Faculty Senate shall forward the report to the president, the chair of the Faculty Senate, and to the parties, copied to the chair and members of the hearing committee.

If the majority finds in favor of the complainant, the report should be considered an interim report. It should require the respondent to reconsider the matter complained of and to report the result of such reconsideration to the secretary of the Faculty Senate within ten calendar days from the date of receipt of the committee's interim report. Upon receipt of the respondent's report of reconsideration of the matter, the committee may revise its interim report. The respondent's report of reconsideration shall be added as an addendum to the hearing committee's report. The report and addendum shall constitute the final report of the hearing committee. When the committee has completed its report and recommendations, the committee may request a meeting with the president to present its report. It is understood that this meeting is intended to provide the president with an opportunity to hear directly from the committee and for the president to ask questions about the report. The president's response to the report will not be made at this meeting. The final report shall forthwith be transmitted by the secretary of the Faculty Senate to the president, the chair of the Faculty Senate, and to the parties, copied to the chair and members of the hearing committee, with the committee's recommendations.

If the majority finds in favor of the respondent, the hearing committee's report shall be considered its final report.

## 8. Decision by the President

The final resolution of the complaint shall be made by the president, normally within a period of two weeks after receipt of the committee's final report. If the president agrees with the majority report, he or she shall so notify the secretary of the Faculty Senate in writing. The secretary of the Faculty Senate shall transmit the written notification to the chair and members of the hearing committee, the chair of the Faculty Senate, and to the parties.

If the president disagrees with the final report and its recommendations, he or she shall so notify the secretary of the Faculty Senate in writing, setting forth the reasons for disagreement and final resolution of the matter. The secretary of the Faculty Senate shall transmit the written notification to the chair and members of the hearing committee, the chair of the Faculty Senate, and to the parties.

In the alternative, the president may ask the secretary of the Faculty Senate to reconvene the hearing committee to reconsider its final report and recommendations in the light of his or her stated objection thereto. In such case, the hearing committee shall reconvene to reconsider the matter, taking new evidence, if necessary, and report the results of its reconsideration to the secretary of the Faculty Senate. The secretary of the Faculty Senate shall transmit the written notification to the president, the parties, and the chair of the Faculty Senate, copied to the chair and members of the hearing committee the written report of its reconsideration.

After review of the hearing committee's reconsidered report and recommendations, the president shall transmit to the secretary of the Faculty Senate a final resolution of the matter; and the secretary shall transmit the same to the parties, the chair and members of the hearing committee, and the chair of the Faculty Senate. At the end of the academic year, faculty members who served on hearing committees may request a meeting with the president to discuss the grievance process in general terms without reference to the specific cases that have been heard.

## **Faculty Senate By-laws, By-law VII Committees**

### ***Item e. Committee on Faculty Personnel.***

- 1) The Committee on Faculty Personnel shall consist of a deputy designated by the President, a member of the Committee on Faculty Compensation elected by that committee to serve *ex officio*, the Faculty Diversity Officer to serve *ex officio*, and nine voting members of the University Faculty elected by the Faculty Senate. The term of membership on the Committee on Faculty Personnel shall be three years; three members shall be elected each year. Each elected member shall be eligible for re-election only after the lapse of at least one year following the expiration of two consecutive three-year terms of membership.
- 2) The Committee on Faculty Personnel shall review faculty personnel policies and procedures, including those having to do with appointment, reappointment, promotion, tenure, and retirement and shall recommend to the Faculty Senate as to desirable changes in these policies and procedures.
- 3) At least once during each academic year, the Committee on Faculty Personnel, or one of its subcommittees, shall discuss with the Provost or Dean of each constituent faculty the personnel policies and procedures of that faculty. Each year the Committee shall request of the chief academic officer of the University a report on personnel actions in the categories designated in Paragraph (2) of this item.

BYLAWS OF THE FACULTY OF  
THE MANDEL SCHOOL OF APPLIED SOCIAL SCIENCES  
CASE WESTERN RESERVE UNIVERSITY

Revised by MSASS Faculty – 02/11/2008

Ratified by Faculty Senate – 09/24/2008

Revision proposed by MSASS Faculty – 10/20/2008

Revision proposed by MSASS Faculty – 04/16/2012

Revision proposed by Faculty Senate Bylaws Committee – 09/13/2012,  
revised 09/24/2012

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 Mandel School of Applied Social Sciences. 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.

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 and no vote on any matter coming before the MSASS faculty, unless specifically asked, with prior notice, to vote on a particular issue by the voting faculty.
  - b. Administrative directors without academic rank not defined as members of the faculty may vote on MSASS internal matters if so approved by the voting faculty members with prior notice.
- 2:7 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.
- 2:8 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.

### 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 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 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, and the Library 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 Members of the Steering Committee, Masters Curriculum Committee, and the Doctoral Program Executive Committee shall be selected during the spring semester. Their terms of membership and method of selection shall be as specified by faculty in procedures guiding operation of each committee.

4:1:4 The dean shall prepare and distribute annually to all faculty members a list of all members of standing, advisory, and *ad hoc* committees.

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, ~~and six~~ eleven 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 of the Steering Committee or designee shall be a member of the executive committee of the Faculty Senate. The person designated by the Chair of the Steering Committee shall be an elected member of the Steering Committee.~~

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 MSASS 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 MSASS 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. 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 MSASS 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.

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 MSASS faculty.

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.

MSASS criteria (approved 12/19/94) for consideration of promotion and tenure are organized into four areas, as specified in the CWRU Faculty Handbook. . 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~~, 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 MSASS faculty: tenured, tenure track, non-tenure track, and special.

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.

MSASS 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.

#### 4:3:2 Appointments Beyond Pre-Tenure Period

MSASS faculty members who have been denied tenure by the university may be given renewable term appointments not leading to tenure consideration, contingent upon full financial support from non-university resources. Such faculty members would be in the special faculty category.

4:4:1 The ~~Masters~~ Curriculum Committee - Function

The purpose of the ~~Masters~~ Curriculum Committee shall be to provide leadership, establish standards and initiate activities for overall planning, development, and coordination of the ~~masters-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.

4:4:2 ~~Masters~~ 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 ~~for the Masters Program~~ – Function

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

~~The committee shall make consultative decisions regarding:~~

- ~~a. students who are presenting problems, either in the classroom or in the field, that are affecting their performance;~~
- ~~b. students who, after being placed on disciplinary warning or probation (See Professional Conduct Policy), develop a pattern of problematic performance in violation of the MSASS Professional Conduct Policy;~~
- ~~c. determination of whether or not student plagiarism has occurred;~~

~~Following deliberations in this consultation role, the committee shall recommend a plan of action to the associate dean for academic affairs, including recommending that the committee consider administrative action or no further 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, ~~after being placed on disciplinary probation (See Professional Code of Conduct Policy (see the M.S.S.A. Program Instructor's Manual and the MSSA Student Handbook) and/or after consultation with the Committee on Students, appear to be unable to make satisfactory progress in meeting academic expectations;~~
- b. students who appear to be unable to make satisfactory progress in meeting field expectations;
- ~~c. students who are placed on field work probation;~~

~~d.c. a student's who wish to~~ petition for reinstatement following termination ~~due to inadequate academic performance; and,~~

~~e. Disposition of cases involving student plagiarism~~

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.

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

#### 4:5:2 Committee on Students ~~for the Masters Program~~— 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 his/her designee, should and the administrator for student services participate as an ex-officio members.

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 The Doctoral Program Faculty

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 The Doctoral Program Executive Committee

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 The Chairperson of the Doctoral Program Faculty

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 The Library Committee

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 MSASS.
- 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 MSASS research administration.
- 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 MSASS through developing a research newsletter, research content on the MSASS web site, research features in MSASS 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 MSASS Professional Code of Conduct Policy found in the M.S.S.A. Program Instructor's Manual and MSSA Handbook;
- c. ~~Determination of whether or not a~~Academic misconduct matters as outlined in the Case Western Reserve University University Faculty Senate Faculty Handbook;
- 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 ~~board~~ action. 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 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 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.

### Article 5 Constituent Programs of MSASS

5:1 Constituent programs are: Masters in Social Work Program, Doctoral Program, Continuing Education Program, and such other programs as shall be created.

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 MSASS

6:1 Appointment of Dean and Term of Office

The dean of MSASS shall be appointed for a specified term by the president after consultation with members of the faculty and the Executive Committee of the Senate.

6:2 Functions of the Dean

The dean of MSASS 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.

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 The faculty of MSASS 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.

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

Article 8

Amendment of the bylaws

- 8:1 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

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.

Article 9  
Ratification of the bylaws

- 9:1 These bylaws shall become effective when approved by the faculty and ratified by the Faculty Senate.
- 9:2 A copy of the current bylaws shall be provided to the faculty by the dean.

Approved by MSASS faculty

November 20, 1989  
Revised December 22, 1992  
Revised April 25, 1994  
Revised February 20, 1995  
Revised December 16, 2002  
Revised February 18, 2003  
Revised August 23, 2004  
Revised September 20, 2004  
Revised March 27, 2006  
Revised January 14, 2008  
Revised February 11, 2008  
Revised October 20, 2008  
Revised February 16, 2012

Ratified by Faculty Senate

January 28, 2003  
October 27, 2004  
April 27, 2006  
September 24, 2008

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

**BYLAWS ATTACHMENT A  
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 applies to all faculty.)

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

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

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 applies to special)
<u>INSTRUCTOR</u>  This rank not applicable	<u>INSTRUCTOR</u>  <ul style="list-style-type: none"> <li>• Master’s degree in social work or related field. (1)</li> <li>• Evidence of professional expertise and excellence in an area of social welfare. (3)</li> <li>• Evidence of pedagogical abilities relevant to social work education. (2)</li> <li>• Willingness to participate in school service and administrative tasks. (4)</li> </ul>

<p align="center"><b>Tenured &amp; Tenure Track</b> (Criteria 1- 4 apply for tenured and tenure track)</p>	<p align="center"><b>Non-Tenure Track &amp; Special</b> (where rank is applicable) (Criteria 1 applies to all. At least two of criteria 2, 3 &amp; 4 apply to non-tenure track; at least one applies to special)</p>
	<ul style="list-style-type: none"> <li>• Community social welfare service orientation as evidenced by participation in local activities. (4)</li> </ul>
<p align="center"><u><b>SR. INSTRUCTOR</b></u></p> <p>This rank not applicable</p>	<p align="center"><u><b>SR. INSTRUCTOR</b></u></p> <ul style="list-style-type: none"> <li>• Master’s degree in social work or related field. (1)</li> <li>• Recognition of area of expertise by local/community professionals as evidenced by honors, publications, and/or presentations. (1)</li> <li>• 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)</li> <li>• Contributions to development of social work education as evidenced by ABLE participation, continuing education, guest lectures for other courses, etc. (2)</li> <li>• Evidence of teaching competence over time as measured by attainment of performance goals set for teaching. (2)</li> <li>• Scholarly productivity as evidenced by local, state, and/or national presentations. (3)</li> <li>• Participation within the school in administrative and membership roles in committees, programs, and school initiatives. (4)</li> </ul> <p>Participation in professional/community organizations and undertakings. (4)</p>
<p align="center"><u><b>ASSISTANT PROFESSOR</b></u></p> <ul style="list-style-type: none"> <li>• Earned doctorate.</li> <li>• Developing knowledge in one or more areas of knowledge, practice, research and/or education. (1)</li> <li>• 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)</li> <li>• Service commitment as evidenced by school/ professional community membership, state and local activities. (4)</li> <li>• Excellence in teaching as evidenced by</li> </ul>	<p align="center"><u><b>ASSISTANT PROFESSOR</b></u></p> <ul style="list-style-type: none"> <li>• Earned doctorate.</li> <li>• Developing knowledge in one or more areas of knowledge, practice, research and/or education. (1)</li> <li>• 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)</li> <li>• Service commitment as evidenced by school/ professional community membership, state and local activities. (4)</li> <li>• Participation within the school and university by assuming administrative and other roles in key</li> </ul>

<p style="text-align: center;"><b>Tenured &amp; Tenure Track</b> (Criteria 1- 4 apply for tenured and tenure track)</p>	<p style="text-align: center;"><b>Non-Tenure Track &amp; Special</b> (where rank is applicable) (Criteria 1 applies to all. At least two of criteria 2, 3 &amp; 4 apply to non-tenure track; at least one applies to special)</p>
<p>teaching evaluations, courses taught, etc. (2)</p> <ul style="list-style-type: none"> <li>• A research area of expertise is evident.</li> <li>• Ability to attract funding for research. (3)</li> </ul>	<p>committees, programs, and initiatives. (4)</p> <ul style="list-style-type: none"> <li>• Excellence in teaching and/or practice. (2)</li> <li>• Development of area of teaching focus. (2)</li> </ul>
<p style="text-align: center;"><u><b>ASSOCIATE PROFESSOR</b></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"> <li>• 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)</li> <li>• 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)</li> <li>• 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</li> </ul>	<p style="text-align: center;"><u><b>ASSOCIATE PROFESSOR</b></u></p> <p>(Note: the relevant criteria apply to non-tenure track &amp; 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"> <li>• 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)</li> <li>• 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)</li> <li>• Mastery of pedagogical abilities relevant to social work education including development of teaching content and objectives in a clear and consistent fashion, coherent organization of content and effective presentation of classroom or field instruction content, responsiveness to learning needs and styles of students, and provision of opportunities for students' integration of knowledge, practice and values as evidenced by written self-evaluation (including such issues as philosophy/principles of education, assessment of teaching role and competence, aims and objectives, relationship with students, particular skills or mastery of content), student</li> </ul>

<p align="center"><b>Tenured &amp; Tenure Track</b> (Criteria 1- 4 apply for tenured and tenure track)</p>	<p align="center"><b>Non-Tenure Track &amp; Special</b> (where rank is applicable) (Criteria 1 applies to all. At least two of criteria 2, 3 &amp; 4 apply to non-tenure track; at least one applies to special)</p>
<p>competence, aims and objectives, relationship with students, particular skills or mastery of content), student evaluation ratings and all written comments, responses from a random sample of current and former students who have taken courses from the candidate whose responses have been solicited by the dean, evaluations by colleagues such as specialization and/or concentration chairperson, team teachers, and others cognizant of the candidate's performance. (2)</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Participation in community welfare activities as evidenced by serving on boards and committees, giving speeches and workshops, providing consultation, serving on advisory panels. (4)</li> <li>• 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)</li> <li>• Scholarly work represents a significant contribution to the field of social work and social welfare as evidenced by articles published in refereed journals, books and book chapters, monographs, reports and papers, juried and invited presentations at professional meetings, external support for research and scholarship, evaluation of research and scholarships by external referees. (3)</li> <li>• Scholarly work demonstrates excellence,</li> </ul>	<p>evaluation ratings and all written comments, responses from a random sample of current and former students who have taken courses from the candidate whose responses have been solicited by the dean, evaluations by colleagues such as specialization and/or concentration chairperson, team teachers, and others cognizant of the candidate's performance. (2)</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Participation in community welfare activities as evidenced by serving on boards and committees, giving speeches and workshops, providing consultation, serving on advisory panels. (4)</li> <li>• 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)</li> <li>• Scholarly work represents a significant contribution to the field of social work and social welfare as evidenced by articles published in refereed journals, books and book chapters, monographs, reports and papers, juried and invited presentations at professional meetings, external support for research and scholarship, evaluation of research and scholarships by external referees. (3)</li> <li>• Scholarly work demonstrates excellence, an ability to conduct independent scholarship, and a sustained focus that is likely to continue as evidenced by research and scholarly activities currently underway. (3)</li> <li>• Participation in school service and administrative roles as evidenced by committee membership, leadership activities, proposals developed, administrative accomplishments and related documents. (4)</li> </ul>

<p style="text-align: center;"><b>Tenured &amp; Tenure Track</b> (Criteria 1- 4 apply for tenured and tenure track)</p>	<p style="text-align: center;"><b>Non-Tenure Track &amp; Special</b> (where rank is applicable) (Criteria 1 applies to all. At least two of criteria 2, 3 &amp; 4 apply to non-tenure track; at least one applies to special)</p>
<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"> <li>• Participation in school service and administrative roles as evidenced by committee membership, leadership activities, proposals developed, administrative accomplishments and related documents. (4)</li> <li>• Participation in university service and administrative tasks as evidenced by committee service, leadership activities and administrative tasks. (4)</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in university service and administrative tasks as evidenced by committee service, leadership activities and administrative tasks. (4)</li> </ul>
<p style="text-align: center;"><u><b>PROFESSOR</b></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"> <li>• Highly significant and sustained knowledge development and contributions in a specified area or areas bearing on a component of social welfare knowledge, practice, research and/or education as evidenced by evaluation of external authorities and colleagues. Quality and quantity of publications with an emphasis on sole and first authorship in top tier refereed journals will have the most weight. Collaborations with students are considered to be clear indications of the faculty member’s work. (1)</li> <li>• National and/or international recognition as a scholar. (1)</li> <li>• Significant contributions to education with regard to social work education as</li> </ul>	<p style="text-align: center;"><u><b>PROFESSOR</b></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"> <li>• Highly significant and sustained knowledge development and contributions in a specified area or areas bearing on a component of social welfare knowledge, practice, research and/or education as evidenced by evaluation of external authorities and colleagues. Quality and quantity of publications with an emphasis on sole and first authorship in top tier refereed journals will have the most weight. Collaborations with students are considered to be clear indications of the faculty member’s work. (1)</li> <li>• National and/or international recognition as a scholar. (1)</li> <li>• Significant contributions to education with regard to social work education as evidenced by curriculum development, development of innovative approaches, extension of teaching skills/knowledge, dissertations chaired, national</li> </ul>

<p align="center"><b>Tenured &amp; Tenure Track</b> (Criteria 1- 4 apply for tenured and tenure track)</p>	<p align="center"><b>Non-Tenure Track &amp; Special</b> (where rank is applicable) (Criteria 1 applies to all. At least two of criteria 2, 3 &amp; 4 apply to non-tenure track; at least one applies to special)</p>
<p>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"> <li>• 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)</li> <li>• Excellence demonstrated by outstanding achievement and evidence that this level of excellence will be sustained. (1)</li> <li>• Influence on policy or practice at a national/ international level in one or more areas of knowledge, practice, research, or education. (4)</li> <li>• 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)</li> <li>• 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)</li> <li>• Assuming leadership roles in national and/or international professional organizations and undertakings. (4)</li> </ul>	<p>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"> <li>• 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)</li> <li>• Excellence demonstrated by outstanding achievement and evidence that this level of excellence will be sustained. (1)</li> <li>• Influence on policy or practice at a national/ international level in one or more areas of knowledge, practice, research, or education. (4)</li> <li>• 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)</li> <li>• 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)</li> <li>• Assuming leadership roles in national and/or international professional organizations and undertakings. (4)</li> </ul>

## **Graduate Student Holiday, Vacation, Parental Leave and Sick Leave Policies**

These policies apply to graduate students in the School of Graduate Studies who receive stipends that support their effort toward earning a degree during the period when they receive support. They represent the minimum to which graduate students are entitled.

If a graduate student receives a stipend, they will receive support for holidays, vacations, sick leave and parental leave as set forth below. The stipend support for those days will be at the same rate as for normal work days. For all anticipated leaves longer than two weeks, appropriate departmental approvals must be obtained and paperwork submitted to the Dean of School of Graduate Studies prior to the start of the leave.

These policies do not supersede other University policies concerning attendance or residence at the University, e.g. participating in classroom activities as a student or teaching assistant. These policies only apply to student effort toward earning a degree.

**Holidays.** Graduate students are entitled to observe University closings for Holidays and other recognized events. The University currently recognizes 8 named holidays, 1 university designated holiday and 1 personal floating holiday.

**Vacations.** Graduate students are allowed two weeks of vacation per calendar year (10 traditional work days) if they receive full support during a 12-month period. Students who receive less than 12 months of support are not entitled to vacation during the period of support. Vacation is not provided during the supported period when students receive support for part of the year. The dates of vacations must be approved in advance by the student's research mentor to ensure that time-sensitive work is not disrupted

Vacation days can be accrued from one year to the next year only with the prior written approval of the Program and only up to a maximum of 20 traditional work days, to allow for international travel, for example. There is no terminal leave.

The times between academic terms and the summer are considered part of the active training period and are not to be regarded as vacation time.

**Sick Leave.** Graduate students are entitled to two weeks (10 traditional work days) of sick leave per year, with no year-to-year accrual. Sick leave may be used for medical conditions related to pregnancy and childbirth. Under exceptional circumstances, additional sick leave days may be granted following receipt of a written request from a physician, and prior written approval by the Program.

**Parental Leave.** Graduate students are entitled to six weeks of parental leave for the adoption or birth of a child. When both parents are supported graduate students, they may divide the leave. Either parent is eligible for parental leave. Parental leave must be approved in advance in writing by the Program. It is permissible to add parental leave and sick leave together to allow for 6 weeks leave for the adoption or birth of a child.

**Unpaid leave.** Students who require additional leave beyond what is stipulated above, must seek prior written approval from the Dean of School of Graduate Studies for an unpaid leave of absence. Approval for a leave of absence must be requested in advance by the student and the student should provide documentation for the leave request and

Martin Snider 10/4/12 2:51 PM  
Deleted: per annum

obtain approval. Conditions for the leave and approval must be submitted to the Dean of School of Graduate Studies. Continued coverage of health insurance is allowable as permitted within the guidelines of University Health Services and with written approval by the Program and Dean of School of Graduate Studies.

**Unused Leave.** A student is not entitled to receive any form of compensation for any unused holidays, vacation days, sick leave, parental leave, and/or other accrued time off.

**Disclaimers.** These policies do not supersede any HR policy. In addition, these policies do not create a contractual relationship with any student and the policies may be amended at any time by the Faculty and the School of Graduate Studies.

*Amended version approved by the Faculty Senate Committee on Graduate Studies,  
September, 2012.*

## **Graduate Student Holiday, Vacation, Parental Leave and Sick Leave Policies**

These policies apply to graduate students in the School of Graduate Studies who receive stipends that support their effort toward earning a degree during the period when they receive support. They represent the minimum to which graduate students are entitled.

If a graduate student receives a stipend, they will receive support for holidays, vacations, sick leave and parental leave as set forth below. The stipend support for those days will be at the same rate as for normal work days. For all anticipated leaves longer than two weeks, appropriate departmental approvals must be obtained and paperwork submitted to the Dean of School of Graduate Studies prior to the start of the leave.

These policies do not supersede other University policies concerning attendance or residence at the University, e.g. participating in classroom activities as a student or teaching assistant. These policies only apply to student effort toward earning a degree.

**Holidays.** Graduate students are entitled to observe University closings for Holidays and other recognized events. The University currently recognizes 8 named holidays, 1 university designated holiday and 1 personal floating holiday.

**Vacations.** Graduate students are allowed two weeks of vacation per calendar year (10 traditional work days) **if they receive full support during a 12-month period. Students who receive less than 12 months of support are not entitled to vacation during the period of support. Vacation is not provided during the supported period when students receive support for part of the year. The dates of vacations must be approved in advance by the student's research mentor to ensure that time-sensitive work is not disrupted**

Vacation days can be accrued from one year to the next year only with the prior written approval of the Program and only up to a maximum of 20 traditional work days, to allow for international travel, for example. There is no terminal leave.

The times between academic terms and the summer are considered part of the active training period and are not to be regarded as vacation time.

**Sick Leave.** Graduate students are entitled to two weeks (10 traditional work days) of sick leave per year, with no year-to-year accrual. Sick leave may be used for medical conditions related to pregnancy and childbirth. Under exceptional circumstances, additional sick leave days may be granted following receipt of a written request from a physician, and prior written approval by the Program.

**Parental Leave.** Graduate students are entitled to six weeks of parental leave per annum for the adoption or birth of a child. ~~When both parents are supported graduate students, they may divide the leave.~~ **Either parent is eligible for parental leave. When both parents are supported graduate students, each is eligible for a full six week leave either consecutively or together.** Parental leave must be approved in advance in writing by the Program. It is permissible to add parental leave and sick leave together to allow for **eight** weeks leave for the adoption or birth of a child.

**Unpaid leave.** Students who require additional leave beyond what is stipulated above, must seek prior written approval from the Dean of School of Graduate Studies for an

unpaid leave of absence. Approval for a leave of absence must be requested in advance by the student and the student should provide documentation for the leave request and obtain approval. Conditions for the leave and approval must be submitted to the Dean of School of Graduate Studies. Continued coverage of health insurance is allowable as permitted within the guidelines of University Health Services and with written approval by the Program and Dean of School of Graduate Studies.

**Unused Leave.** A student is not entitled to receive any form of compensation for any unused holidays, vacation days, sick leave, parental leave, and/or other accrued time off.

**Disclaimers.** These policies do not supersede any HR policy. In addition, these policies do not create a contractual relationship with any student and the policies may be amended at any time by the Faculty and the School of Graduate Studies.

*Version approved by the Faculty Senate Committee on Graduate Studies, September, 2012 and amended by the Executive Committee October, 2012.*

**Recommendation from the FSCUE Curriculum Subcommittee Regarding  
SAGES Governance**

1. Final authority for all curricular matters rests with the faculty. In the case of the SAGES Program as a common undergraduate core curriculum, the appropriate faculty body is the Undergraduate Program Faculty (UPF), as defined in the Faculty Handbook. The Faculty Senate Committee on Undergraduate Education (FSCUE), with representation from the constituent units of the UPF (College of Arts & Sciences, Case School of Engineering, Weatherhead School of Management, Frances Payne Bolton School of Nursing, the relevant departments of the School of Medicine, and the Department of Physical Education and Athletics), acts as the executive committee of the UPF.
2. Proposals for modifications to the SAGES Program from any source will be referred to the FSCUE Curriculum Subcommittee for initial discussion and coordination of a consultative process with the body designated by each constituent faculty. Consultation with students will occur through the Undergraduate Student Government (USG), in addition to any consultations done within the constituent faculties and any additional consultations deemed appropriate by the FSCUE Curriculum Subcommittee. The recommendations from each group shall be provided in written form. Based on these consultations, the FSCUE Curriculum Subcommittee will develop a recommendation to the FSCUE that considers the recommendations from each constituent faculty, the USG, and any other groups consulted by the Subcommittee.
3. The Faculty Handbook outlines the process by which the president, the provost, the chair of the FSCUE, the chair of the Faculty Senate, or eligible voting members of the UPF may call for a meeting of the UPF to discuss important basic policies that govern undergraduate education at the University and extend beyond degree programs in a constituent faculty, such as the SAGES Program. Any change to the fundamental structure of the SAGES Program (defined as the requirement of a First Seminar, two University Seminars, a Writing Portfolio, a Departmental Seminar, and a Capstone Project) will always require a vote of the UPF by electronic ballot, following a meeting of the UPF to discuss the merits of the proposed change. In addition, the FSCUE (upon the advice generated through the consultative process in item (2) above) or others (following the procedures outlined in the Faculty Handbook) may determine that a proposed change represents a sufficiently significant alteration to the pedagogic goals and/or pedagogic structure of the SAGES Program to warrant calling for a UPF vote by electronic ballot, following discussion of the proposal at a meeting of the UPF.

When proposed changes to the SAGES Program are referred to a vote of the UPF by electronic ballot following a meeting of the UPF, a summary of the discussion, prepared by the Secretary of the University Faculty, will be circulated with the ballot. Approval shall require a majority of the ballots cast and that at least 60% of the ballots (excepting those from faculty on leave) have been returned.

The FSCUE may exercise final authority for changes to the SAGES Program that are not deemed to require a meeting and vote by the UPF.

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

May 15, 2012

## Background

Recognizing that the procedures for considering proposed changes to the SAGES Program are not well-defined, the Faculty Senate Executive Committee asked its Committee on Undergraduate Education (FSCUE) in Fall 2010 to propose a clear set of procedures for the collective governance of SAGES. The FSCUE assigned the task of drafting such a proposal to its Curriculum Subcommittee. The Curriculum Subcommittee completed a draft in May 2011 (included here as Appendix A) and asked the Associate Deans representing the four undergraduate-degree-granting schools on the FSCUE Curriculum Subcommittee to share the draft with the appropriate governing bodies within their schools for any comments that they wished the Subcommittee to consider before forwarding a final proposal to the FSCUE. This consultative process occurred during the 2011-2012 academic year. The FSCUE Curriculum Subcommittee considered the comments it received and completed its proposal on May 15, 2012.<sup>1</sup>

The FSCUE Curriculum Subcommittee received specific comments on the draft from the Case School of Engineering and the College of Arts and Sciences; these comments are included here as Appendices B and C, respectively. The draft was reviewed in the Frances Payne Bolton School of Nursing and the Weatherhead School of Management, and the FSCUE Curriculum Subcommittee was informed that the groups consulted in those schools were positively disposed toward the draft and had no recommendations for changes, though the School of Nursing did offer comments on the issues raised by the School of Engineering. The specific suggestions for changes to the draft are summarized below (keyed to the May 2011 draft), along with a summary of the Curriculum Subcommittee's response to each suggestion.

In addition to submitting its recommendation for SAGES governance, the FSCUE Curriculum Subcommittee recommends that any procedures for the governance of SAGES be adopted only after a vote of the UPF by the process outlined in the recommendation.

### *PROPOSED CHANGES TO THE MAY 2011 SAGES GOVERNANCE DRAFT AND THE RESPONSE FROM THE FSCUE CURRICULUM SUBCOMMITTEE (keyed to numbering in the original draft proposal included in Appendix A)*

1. No changes proposed.
2. From CAS: Specifying the consultative process with the constituent faculties.

*The Curriculum Subcommittee adopted the language proposed by the CAS.*

From CAS: Specifying the consultative process with students.

*The Curriculum Subcommittee was comfortable adding language about consultation with students within each constituent faculty, but it also wished to specify that consultation with students would occur through the USG, given the USG's formal representation on FSCUE and the Curriculum*

---

<sup>1</sup> In addition to the four Associate Deans, the membership of the FSCUE Curriculum Subcommittee includes the chairs of the curriculum committees of the undergraduate-degree-granting schools, a representative from a department of the School of Medicine offering an undergraduate major, and representation from the Undergraduate Student Government, the Provost's Office, and the Office of Undergraduate Studies.

*Subcommittee. The Curriculum Subcommittee thought it important also to leave open the possibility of its consulting with other student groups when deemed appropriate.*

From CAS: Specifying that the recommendations for each constituent faculty “be in the form, written or otherwise, as determined by the designated body of each constituent faculty.”

*In discussing this, the Curriculum Subcommittee determined that the recommendations from each group consulted should be transmitted in writing.*

From CAS: Omission of explanation for why FSCUE Curriculum Subcommittee coordinates process.

*The Curriculum Subcommittee agreed that this explanatory note is not necessary.*

3. *[Combined with item (4) from the May 2011 draft as item (3) in the May 2012 recommendation]*  
From CAS: Expansion of range of changes to SAGES that require a vote of UPF.

*The Curriculum Subcommittee appreciated the spirit of the recommendation from the CAS that the range of proposals that would require a vote of the UPF be expanded to include “any fundamental changes to [the five required courses and a Writing Portfolio], or to the pedagogical structure of SAGES (e.g. class size, writing-intensive focus, and seminar format),” and did not wish to imply that such changes would not be brought to the UPF for a vote. However, when trying to distinguish clearly those issues that would require a vote from those that are sufficiently small as not to warrant a meeting and vote, the Subcommittee found it difficult to define “fundamental changes” and to avoid listing examples as opposed to a definitive list. Instead the Subcommittee chose to emphasize the mechanism by which specific officers of the University or a group of faculty may call for a UPF meeting if they determine that a particular proposal warrants a vote of the UPF.*

From CSE: Change in voting criteria [SON did not endorse this change]

*The Curriculum Subcommittee discussed this recommendation from the CSE but chose not to adopt it. The Subcommittee was concerned that requiring a majority vote in each of the constituent faculties set too high a hurdle to making changes to the SAGES Program. If there are concerns within a particular constituent faculty, there is an established mechanism by which a meeting of the UPF can be called at which that constituent faculty can explain its concerns.*

From CAS: Change “provided however” to “and” in the last sentence.

*The Curriculum Subcommittee adopted this change, recognizing that the original language did not state precisely what the Subcommittee meant.*

4. *[Combined with item (3) in May 2012 recommendation]*  
From CAS: Change related to suggested change in #3.

*See above.*

5. *[Renumbered as item (4) in May 2012 recommendation]*  
No changes proposed.

6. *[Items (6) and (7) were combined in the May 2012 recommendation and renumbered as item (5)]*  
From CSE: Item should be omitted

From SON and CAS: Director of SAGES should be “non-voting.”

*The Subcommittee reviewed the comments on this item and agreed that the Director of the SAGES Program should not be voting on proposed changes to the program. As the Subcommittee discussed this further, the group recognized that much of its business is unrelated to the SAGES Program, so to be mindful of the time commitments of the Director of the SAGES Program it would make most sense to invite the Director to participate in discussions as issues arise that would benefit from his or her input.*

7. *[Part of item (5) in May 2012 recommendation]*  
No changes proposed.

8. *[Renumbered as item (6) in May 2012 recommendation]*  
From CAS: Change “share these reports, as appropriate, within their units” to “transmit these reports to their units.”

*The Curriculum Subcommittee adopted the language proposed by the CAS.*

9. *Renumbered as item (7) in May 2012 recommendation]*  
No changes proposed.

10. *[Renumbered as item (8) in May 2012 recommendation]*  
No changes proposed.

11. *[Adopted as item (9) in May 2012 recommendation]*  
From CAS: Additional item to define amendments to the governance policy.

*The Curriculum Subcommittee agreed that the governance proposal should include language about the mechanism by which the governance structure can be amended.*

## APPENDIX A

*DRAFT TO BE SHARED WITH THE FACULTY GOVERNING BODIES OF THE COLLEGE OF ARTS & SCIENCES, THE CASE SCHOOL OF ENGINEERING, THE FRANCES PAYNE BOLTON SCHOOL OF NURSING, AND THE WEATHERHEAD SCHOOL OF MANAGEMENT FOR COMMENT*

### **Recommendation from the FSCUE Curriculum Subcommittee Regarding SAGES Governance**

1. Final authority for all curricular matters rests with the faculty. In the case of the SAGES Program as a common undergraduate core curriculum, the appropriate faculty body is the Undergraduate Program Faculty (UPF), as defined in the Faculty Handbook. The Faculty Senate Committee on Undergraduate Education (FSCUE), with representation from the constituent units of the UPF (College of Arts & Sciences, Case School of Engineering, Weatherhead School of Management, Frances Payne Bolton School of Nursing, the relevant departments of the School of Medicine, and the Department of Physical Education and Athletics), acts as the executive committee of the UPF.
2. Proposals for modifications to the SAGES Program from any source will be referred to the FSCUE Curriculum Subcommittee for initial discussion, coordination of a consultative process with faculty and students as deemed appropriate, and development of a recommendation to the FSCUE. The FSCUE Curriculum Subcommittee is the appropriate group to manage the process of reviewing changes to the SAGES Program in light of its membership, including the cognizant Associate Deans of the constituent faculties, the chairs of the curriculum committees of the constituent faculties, representation from the Provost's Office and Undergraduate Studies, and student members designated by the Undergraduate Student Government.
3. Any change to the fundamental structure of the SAGES Program (the requirements of a First Seminar, two University Seminars, a Writing Portfolio, a Departmental Seminar, and a Capstone Project) will require a vote of the UPF by electronic ballot, following a meeting of the UPF (by the procedures outlined in the Faculty Handbook) to discuss the merits of the proposed change. A summary of the discussion prepared by the Secretary of the University Faculty will be circulated with the ballot. Approval shall require a majority of the ballots cast, provided however that at least 60% percent of the ballots (excepting those from faculty on leave) have been returned.
4. The FSCUE may exercise final authority for changes to the SAGES Program that would not alter its fundamental structure or may decide to call for a UPF vote, following a meeting of the UPF, as described above. It should be noted that the Faculty Handbook outlines the process by which others may call for a UPF meeting.
5. Based on its review of reports from the SAGES Program, discussions with the Director, and consultations with the constituent units, the FSCUE Curriculum Subcommittee may recommend changes to the SAGES Program, following the procedures outlined above.
6. Given the role that the FSCUE Curriculum Subcommittee will play in the governance of SAGES, the Director of the SAGES Program should be an *ex officio* member of the Subcommittee.

7. The FSCUE Curriculum Subcommittee will provide consultation and advice to the Director of the SAGES Program, as requested by him or her.
8. The Director of the SAGES Program will be expected to submit an annual report to the FSCUE Curriculum Subcommittee on the state of the SAGES Program, indicating any issues that require special attention. It is also expected that the Director of SAGES will share with the FSCUE Curriculum Subcommittee any reports generated within the SAGES Program, such as the report arising from the annual review of students' writing portfolios. The representatives of the constituent units of the UPF will share these reports, as appropriate, within their units. Time will be allotted for the FSCUE Curriculum Subcommittee to discuss these reports and any feedback from the units.
9. Day-to-day operational decisions within the SAGES Program will remain the responsibility of the Director of the SAGES Program.
10. The FSCUE Curriculum Subcommittee will report at least once a year to the FSCUE on the status of the SAGES Program. This report can be taken forward to other groups, as appropriate.

May 4, 2011

December 12, 2012<sup>1</sup>

## APPENDIX B

### Comments from CSE

The proposed SAGES governance structure was discussed at the Dec. 2, 2011 CSE Executive Committee meeting, with full attendance by the committee members, as well as the chairs of each standing committee and the newly designated Dean. It was also discussed at a meeting of the department chairs, the Dean, and the Dean designate on Dec. 6, 2011.

The CSE Executive Committee and the CSE department chairs recommend two changes to the proposed governance structure.

#### **Item 3**

*Original wording: Any change to the fundamental structure of the SAGES Program (the requirements of a First Seminar, two University Seminars, a Writing Portfolio, a Departmental Seminar, and a Capstone Project) will require a vote of the UPF by electronic ballot, following a meeting of the UPF (by the procedures outlined in the Faculty Handbook) to discuss the merits of the proposed change. A summary of the discussion prepared by the Secretary of the University Faculty will be circulated with the ballot. Approval shall require a majority of the ballots cast, provided however that at least 60% percent of the ballots (excepting those from faculty on leave) have been returned.*

*Proposed wording: Any change to the fundamental structure of the SAGES Program (the requirements of a First Seminar, two University Seminars, a Writing Portfolio, a Departmental Seminar, and a Capstone Project) will require separate approval by the faculty of each school or college (by electronic ballot), following a meeting of the UPF to discuss the merits of the proposed change. A summary of the discussion prepared by the Secretary of the University Faculty will be circulated with the ballot. In each school or college, approval shall require a majority of the ballots cast, provided however that at least 60% percent of the ballots (excepting those from faculty on leave) have been returned.*

*Rationale: There is a strong reason for the proposed change. The fundamental concept of a common core is that it be appropriate for each degree program. The faculty delivering those programs must have final decision authority regarding program structure. Without the proposed changes, a school or college with a small faculty could be outvoted by faculty in other units who lack a deep understanding of the degree programs of that school or college. The proposed change ensures that each participating school or college gives approval.*

#### **Item 6.**

*Original Wording: Given the role that the FSCUE Curriculum Subcommittee will play in the governance of SAGES, the Director of the SAGES Program should be an ex officio member of the Subcommittee.*

*Proposed Wording: Item 6 should be omitted.*

*Rationale: In principle, the director of any program should not be a member of the governing body of that same program – the Director would have a frank conflict of interest. It is important that the FSCUE Curriculum Subcommittee remain unbiased. The*

December 12, 2012

Director of SAGES can be invited to specific meetings or parts of meetings if the FSCUE Curriculum Subcommittee feels that the Director's participation would be an important part of discussions.

## APPENDIX C

Comments from CAS

Proposed new language highlighted

DRAFT TO BE SHARED WITH THE FACULTY GOVERNING BODIES OF THE COLLEGE OF ARTS & SCIENCES, THE CASE SCHOOL OF ENGINEERING, THE FRANCES PAYNE BOLTON SCHOOL OF NURSING, AND THE WEATHERHEAD SCHOOL OF MANAGEMENT FOR COMMENT

### Recommendation from the FSCUE Curriculum Subcommittee Regarding SAGES Governance

1. Final authority for all curricular matters rests with the faculty. In the case of the SAGES Program as a common undergraduate core curriculum, the appropriate faculty body is the Undergraduate Program Faculty (UPF), as defined in the Faculty Handbook. The Faculty Senate Committee on Undergraduate Education (FSCUE), with representation from the constituent units of the UPF (College of Arts & Sciences, Case School of Engineering, Weatherhead School of Management, Frances Payne Bolton School of Nursing, the relevant departments of the School of Medicine, and the Department of Physical Education and Athletics), acts as the executive committee of the UPF.
2. Proposals for modifications to the SAGES Program from any source will be referred to the FSCUE Curriculum Subcommittee for initial discussion and coordination of a consultative process with the body designated by each constituent faculty. The recommendations from each constituent faculty will be in the form, written or otherwise, as determined by the designated body for each constituent faculty. Consultation with students will occur through the regular processes of each constituent faculty. Based on these consultations, the FSCUE Curriculum Subcommittee will develop a recommendation to the FSCUE that considers the recommendations from each constituent faculty.
3. Any change to the fundamental structure of the SAGES Program (the requirements of a First Seminar, two University Seminars, a Writing Portfolio, a Departmental Seminar, and a Capstone Project), any fundamental changes to these components, or to the pedagogical structure of SAGES (e.g. class size, writing-intensive focus, and seminar format) will require a vote of the UPF by electronic ballot, following a meeting of the UPF (by the procedures outlined in the Faculty Handbook) to discuss the merits of the proposed change. A summary of the discussion prepared by the Secretary of the University Faculty will be circulated with the ballot. Approval shall require a majority of the ballots cast, and that at least 60% percent of the ballots (excepting those from faculty on leave) have been returned.
4. The FSCUE may exercise final authority for changes to the SAGES Program that would not alter its fundamental structure, fundamentally change its components, or change its pedagogical structure, or it may decide to call for a UPF vote, following a meeting of the UPF, as described above. It should be noted that the Faculty Handbook outlines the process by which others may call for a UPF meeting.
5. Based on its review of reports from the SAGES Program, discussions with the Director, and consultations with the constituent units, the FSCUE Curriculum Subcommittee may recommend changes to the SAGES Program, following the procedures outlined above.
6. Given the role that the FSCUE Curriculum Subcommittee will play in the governance of SAGES, the Director of the SAGES Program should be a non-voting, *ex officio* member of the Subcommittee.

7. The FSCUE Curriculum Subcommittee will provide consultation and advice to the Director of the SAGES Program, as requested by him or her.
8. The Director of the SAGES Program will be expected to submit an annual report to the FSCUE Curriculum Subcommittee on the state of the SAGES Program, indicating any issues that require special attention. It is also expected that the Director of SAGES will share with the FSCUE Curriculum Subcommittee any reports generated within the SAGES Program, such as the report arising from the annual review of students' writing portfolios. The representatives of the constituent units of the UPF will transmit these reports to their units. Time will be allotted for the FSCUE Curriculum Subcommittee to discuss these reports and any feedback from the units.
9. Day-to-day operational decisions within the SAGES Program will remain the responsibility of the Director of the SAGES Program.
10. The FSCUE Curriculum Subcommittee will report at least once a year to the FSCUE on the status of the SAGES Program. This report can be taken forward to other groups, as appropriate.
11. Amendments to SAGES governance policy should be approved by the processes and consultations described in 2. And 3. above.

May 4, 2011

Final CAS Recommendations, April 19, 2012

1978 – 79  
1979 – 80  
1980 – 81  
1981 – 82  
1982 – 83  
1985 – 86  
amended 5/92  
approved by faculty senate 5/92  
amended 1/95  
approved by faculty senate 4/95  
corrections to the 11/02 amendments 12/12/02  
approved by faculty senate 1/03  
amended 4/04  
approved by faculty senate 5/04  
amended 2/07  
amended 5/09  
amended 1/10  
amended 4/10  
approved by faculty senate 1/11  
approved by faculty senate 10/11  
approved by faculty senate 4/12

CASE WESTERN RESERVE UNIVERSITY  
FRANCES PAYNE BOLTON SCHOOL OF NURSING

BYLAWS OF THE FACULTY

ARTICLE I

PURPOSE OF THE BYLAWS

These bylaws of the Frances Payne Bolton School of Nursing of Case Western Reserve University (1) define the duties of the Faculty of Nursing, committees and officers, (2) provide for establishment of committees and (3) provide for election of representatives of the Faculty of Nursing to the Faculty Senate, and to university assemblies as requested.

ARTICLE II

RESPONSIBILITIES OF THE FACULTY OF NURSING

Section 1: This faculty shall have responsibility to:

- a. Adopt rules to govern its procedures, provide for its committees and make recommendations to the dean for such organization of the teaching staff as it may determine.
- b. Organize and execute the educational program of the School of Nursing including admission and progression policies, curriculum content, degree requirements, instruction, and establishment and dissolution of academic programs, other than degree programs which require additional review and approval procedures as noted in the Faculty Handbook
- c. Make recommendations to the dean of initial appointments to the ranks of instructor, assistant professor, associate professor and professor.
- d. Establish policies relating to appointment, re-appointment, promotion and tenure for voting faculty and policies for appointment and promotion for special faculty members.
- e. Make recommendations to the dean for tenure and promotion of faculty.
- f. Elect members to the Faculty Senate and to university assemblies as requested.

## ARTICLE III

### MEMBERSHIP

#### Section 1      Exception to Rule In Faculty Handbook

Because of the practice nature of the discipline, the Provost has granted the School of Nursing an exception to the Faculty Handbook provision requiring that a majority of the voting faculty shall be tenured or tenure track. The goal of the School of Nursing is to reach such a majority.

#### Section 2      Voting members

The president and the chief academic officer of the university next in rank to the president and all persons holding full-time tenured/tenure track and full-time non-tenure track appointments to Faculty of Nursing at the rank of professor, associate professor, assistant professor, and instructor shall be voting members of the faculty.

#### Section 3      Special Faculty (Non-voting members)

Special faculty shall consist of faculty members who are appointed by the dean of the school and 1.) hold full-time academic appointments but have specific, limited responsibilities for the duration of a specific project or for a limited duration, or 2.) hold part-time academic appointments. Special faculty shall have voice but no vote except as noted in Article VII, Section I b. Subject to approval by the provost, the types and titles of special faculty are as follows:

a.      Lecturer

All persons designated as lecturer are those:

1. Who have responsibility for teaching one or more courses included in the school's curricula; and
2. Whose academic qualifications and competencies are other than those for established university ranks.

b.      Clinical Faculty

Includes all persons designated at the ranks of clinical professor, clinical associate professor, clinical assistant professor, and clinical instructor, and whose primary appointments are in service agencies whose resources provide settings, by agreement, for students and faculty to have opportunities to engage in education, research and service in accordance with policy and procedures of the School of Nursing.

c.      Preceptor

All persons designated as preceptor are those:

1. Whose academic qualifications and competencies are other than those for established university ranks
2. Whose primary appointments are in service agencies whose resources provide settings, by agreement, for students and faculty to have opportunities to engage in education, research and service in accordance with policy and procedures of the School of Nursing.

d.      Adjunct Appointments

Persons designated at university ranks of adjunct professor, adjunct associate professor, adjunct assistant professor, and adjunct instructor are those:

1. Whose special competencies can provide a desired complement for some designated service, activity or development of the School of Nursing; and
2. Whose academic qualifications meet criteria established for appointees at the same ranks and tracks as shown in Attachment A.

e. Research Faculty

Persons designated at university ranks of research assistant professor, research associate professor, or research professor are those whose primary responsibilities are related to the research mission of the school and university. Neither teaching nor service (other than that related to the research mission) is part of the responsibilities of the research faculty member.

1. Research experience and qualifications are comparable to those of tenured/tenure track faculty at corresponding ranks.
2. Appointment as a research faculty member is contingent upon the availability of research funds to totally cover costs of the research and compensation. The appointment will terminate either prior to or at the end of the current appointment period in the absence of sufficient funds to cover these costs.
3. In the case of new appointments and promotions, the Committee on Appointment, Reappointment, Promotion and Tenure will provide a full review, comparable for that done for appointments and promotions of regular faculty to the ranks of assistant professor, associate professor, and full professor.

ARTICLE IV

SELECTION OF TRACK

Tenure or non-tenure track must be identified at the time of appointment or promotion to assistant professor or higher. The pre-tenure period in the School of Nursing begins at the rank of assistant professor or higher in the tenure track and is nine (9) years in length.

Tenured and tenure track faculty member obligations to the university include 1) teaching, 2) research, and 3) service to the university community. Non-tenure track faculty member obligations include two of the three.

ARTICLE V

OFFICERS

Section 1 Chairperson – The president of the university shall preside at faculty meetings. In the president's absence, the chair of the Executive Committee shall chair the meeting; in the absence of the Executive Committee chair, the dean's designee shall preside.

Section 2 Secretary – The secretary shall be appointed annually by the Executive Committee. The functions of the secretary are:

- a. Monitoring the preparation of the minutes of the faculty meetings. Signing the official copy of the minutes.
- b. Being responsible for distribution of these minutes to the faculty.
- c. Serving on the Executive Committee.

ARTICLE VI

MEETINGS

Section 1. Regular Meetings – At least four (4) regular meetings shall be held between September 1 and May 31.

Section 2. Special Meetings – Special meetings may be called by the president, by the dean or upon request of three members of the voting faculty.

Section 3. Executive Committee Meetings – At least four (4) meetings shall be held between September 1 and May 31.

Section 4. Quorum – Twenty five percent of the voting members of the faculty shall constitute a quorum.

Section 5. Voting Body – See Article III, Sections 2 and 3 of these bylaws.

Section 6.        Notice - The Chair, or, on the Chair's designation, the Secretary shall notify each member of the faculty at least one week before each regular and special meeting. Such notification shall be in writing and shall specify the time and place of the meeting.

## ARTICLE VII

### STANDING COMMITTEES

#### Section 1        Membership and Voting Privileges

- a. The president of the university and the dean of the School of Nursing shall serve as members ex-officio of all faculty committees. Ex-officio status here and in subsequent sections of the bylaws carries with it voting privileges.
- b. Persons holding appointments as special faculty may serve on committees and may vote in committees unless otherwise indicated in these bylaws.
- c. Students serving on standing committees of this faculty may vote in committees unless otherwise indicated by these bylaws.
- d. A faculty member may serve in no more than two (2) elected positions per year on standing committees of these bylaws.
- e. An elected member shall be eligible for no more than two (2) consecutive terms on the same committee. An appointment to fill a vacancy on a committee does not constitute a term.
- f. An administrative person serving as an ex-officio member of a standing committee shall convene the first meeting of the year, assist with administrative functions of the committee and provide continuity in the committee activities.
- g. A quorum of any standing committee shall be one half the voting members unless specifically stated in the by-laws.

Section 2        Election and Appointment – The members of all standing committees shall be elected by the voting faculty or appointed as specifically stated. Faculty nominate themselves for positions on the ballot prepared by the Executive Committee. Committee vacancies will be filled by Executive Committee appointment. Elections will be held spring semester with newly elected and appointed members assuming duties beginning fall semester.

Section 3        Term of Office – The members shall serve for a specified term on each appointed or elected committee as designated in Article VII, Sections 6-15 of these bylaws.

Section 4        Chairperson – When the chairperson of a standing committee is not designated, and an ex-officio member is not regularly a member of the committee, a faculty member selected by the Executive Committee shall convene the first meeting of the academic year. The chairperson of each standing committee shall be elected annually in the fall by committee members, unless otherwise specified.

Section 5        Reporting – Each standing committee shall submit a written report at least one time per semester and following each regularly scheduled meeting if they occur more often .

#### Section 6        Executive Committee of the Faculty

- a. Membership – The committee shall be composed of:
  1. Seven (7) faculty members: six (6) members shall be voting faculty; one (1) shall be special faculty.
  2. The dean of the School of Nursing – *ex-officio*.
  3. The Associate Dean for Academic Affairs or an administrative officer who has academic status, appointed by the dean – *ex-officio*.
  4. The associate dean for research – *ex-officio*.

5. The secretary of the faculty – *ex-officio*.
  6. School representative to Faculty Senate Executive Committee – *ex-officio*
- b. Term - Faculty shall be elected for a term of two (2) years. Four (4) faculty members shall be elected in even years and four (4) faculty members elected in odd years.
- c. Functions
1. Identify immediate and long-range issues needing faculty study and action.
  2. Provide all faculty the opportunity for discussion of proposals for faculty action.
  3. Prepare the agenda for each faculty meeting.
  4. Prepare and submit proposed changes in the bylaws to all faculty.
  5. Prepare a ballot and conduct an election for all elected positions within the school and university. Electronic ballots are permissible.
  6. Appoint *ad hoc* committees of the faculty. The Executive Committee shall provide each such *ad hoc* committee with a specific charge stated in writing and the *ad hoc* committee shall confine itself to the fulfillment of this charge unless otherwise authorized in writing by the Executive Committee. The maximum term of any such *ad hoc* committee shall be twelve months, subject to extension at the discretion of the Executive Committee.
  7. Act on behalf of the faculty between regular meetings of the faculty. Such action shall be reported by the chairperson of the Executive Committee at the next regular meeting of the faculty.
  8. Make appointments to fill vacancies on standing and *ad hoc* committees unless otherwise stated in these bylaws.
  9. Make recommendations to the dean on faculty-requested academic leaves of absence.
  10. Evaluate specific cases of student progression/retention as requested by program directors or students.

Section 7      Budget Committee

- a. Membership – The committee shall be composed of:
1. Six (6) voting faculty members three (3) of whom are elected and three (3) of whom are appointed. Appointments are made by the Executive Committee.
  2. The Dean of the School of Nursing – *ex-officio*
- b. Term – Voting faculty are elected or appointed for a three (3) year term with one (1) faculty elected and one (1) faculty appointed each year.
- c. Functions
1. Review proposed budgets for consistency with strategic plan priorities.
  2. Review fiscal reports biannually and as needed.
  3. Advise the Dean on fiscal matters.
  4. Advise the Dean on the number and type of faculty and staff positions.
  5. Recommend to the Dean allocation of resources to faculty.

Section 8      Committee on Curricula

- a. Membership – The committee shall be composed of:
1. Four (4) voting faculty members and one (1) special faculty member.

2. Four (4) students: one (1) from the BSN program, one (1) from the MSN program, one (1) from the GENP program, and one (1) from the DNP program.

3. Program directors for the BSN, GENP, MSN and DNP programs – *ex-officio*.

4. The Associate Dean for Academic Affairs – *ex-officio*.

b. Term – Voting faculty shall be elected for a term of two (2) years. Two (2) voting faculty members shall be elected in even years and two (2) voting and one (1) special faculty member shall be elected in odd years. Students are selected by the appropriate student association and shall serve for one (1) year.

c. Functions

1. Evaluate the curricula and courses in the BSN, GENP, MSN, and DNP programs, and other approved academic programs..

2. Recommend to faculty changes to existing programs or courses, creation of new programs, specialties, majors or courses, and deletion of current programs, specialties, majors or courses.

3. Recommend policies to the faculty regarding the progression and graduation of students.

Section 9 Committee on Admission to the Graduate Entry Nursing Program (GENP).

a. Membership – The Committee shall be composed of:

1. Five (5) elected and up to three (3) appointed faculty members all of whom must be voting faculty.

2. Director of the GENP Program who shall serve as chair.

b. Term – Faculty shall be elected for a term of two (2) years; three (3) members shall be elected in even years and two (2) members elected in odd years. Up to three (3) faculty shall be appointed annually by the director of the GENP program.

c. Functions

1. Evaluate GENP program admission policies and criteria and recommend changes to the faculty.

2. Interview non-nurse, post-baccalaureate applicants to the GENP program.

3. Admit applicants to the GENP program.

Section 10 Committee on Admission to the Doctor of Nursing Practice Program (DNP)

a. Membership – The committee shall be composed of:

1. Three (3) elected and two (2) appointed faculty members all of whom must be voting faculty.

2. Director of the DNP program who shall serve as chair.

b. Term – Faculty shall be elected for a term of two (2) years; two (2) members shall be elected in even years and one (1) member elected in odd years. Two (2) faculty shall be appointed annually for one (1) year terms by the Director of Post-Master's DNP Program .

c. Functions

1. Evaluate DNP program admission criteria and policies and recommend changes to the faculty.

2. Interview applicants for admission to the DNP program.

3. Admit qualified applicants to the DNP program.

Section 11 Committee on Admission to the Master of Science in Nursing (MSN) Program

- a. Membership – The Committee shall be composed of:
  1. Four (4) members; all must be voting faculty.
  2. Director of the MSN Program, who shall serve as chair.
- b. Term – Faculty shall be elected for a term of two (2) years; two (2) members shall be elected in even years and two (2) members elected in odd years.
- c. Functions
  1. Evaluate admission policies and criteria, for the MSN Program and recommend changes to the faculty.
  2. Admit qualified applicants for admission to the MSN program.
  3. Interview applicants, if appropriate.

Section 12      Bachelor of Science in Nursing (BSN) Program Admission and Progression Committee

- a. Membership – The committee shall be composed of:
  1. Two (2) elected and two (2) appointed faculty members all of whom must be voting faculty. Faculty shall be appointed by the director of the BSN program.
  2. Director of the BSN Program, who shall serve as chair.
- b. Term – One (1) faculty shall be elected and one (1) shall be appointed in even years; one(1) faculty shall be elected and one (1) faculty shall be appointed in odd years; elected and appointed faculty shall serve two (2) year terms. Faculty shall be appointed by the director of the BSN program.
- c. Functions
  1. Evaluate Bachelor of Science in Nursing admission policies and criteria and recommend changes to the Office of Undergraduate Admission.
  2. Evaluate applications as requested by the Office of Undergraduate Admission.
  3. Advise the director of the BSN program on issues of admission and progression of individual undergraduate nursing students.

Section 13      Board of Appeals

- a. Membership
  1. Equal number of students and faculty.
  2. Three (3) voting members of the faculty shall be elected. Student representatives shall be appointed as needed by the Undergraduate Student Nurses Association and the Graduate Student Nurses Association with one each from the BSN, MSN, and GENP program.
  3. One (1) of the elected faculty members will be designated as chairperson by the dean.
  4. If for any reason there are not at least two (2) faculty and two (2) student members of the Board of Appeals available to hear the appeal, the Executive Committee of the faculty shall designate faculty member(s) as replacements and the Executive Committees of the Student Associations designate student member(s) as replacements.
- b. Term – Faculty shall be elected for a term of two (2) years. Two (2) shall be elected in odd-numbered years and one (1) in even-numbered years.
- c. Functions
  1. Schedule and conduct hearings according to policy and procedure after notification of an official appeal of a grievance or after official notification of a potential violation of academic integrity for which the School of Nursing has jurisdiction.
  2. Submit recommendations to the dean upon adequate deliberations following the hearing.

Section 14      Committee on Faculty Appointment, Reappointment, Promotion and Tenure

a.      Membership

1. The Dean of the school who serves as chairperson.
2. All voting members of the faculty holding rank of professor with tenure.
3. Additional members may be appointed from among the tenured faculty at the discretion of the Dean so long as the number does not exceed the number of professors with tenure.

b.      Functions

1. Recommend to the faculty revisions or changes in the definitions of faculty appointments to the School of Nursing. (see attachment A)
2. Make recommendations for emeritus status.
3. Review university and school policies relevant to faculty appointments, reappointments, promotion and tenure and to make recommendations for needed change through appropriate channels to the faculty of nursing and to the Faculty Senate.
4. Review procedures relevant to faculty appointments, reappointments, promotion and tenure and make recommendations for needed change through appropriate channels to the faculty of nursing and to the Faculty Senate.
5. Recommend appointments, reappointments, promotions and tenure for the voting faculty.
6. Review the resources and time (taking into account rank and type of faculty appointment) needed for scholarly growth, academic achievement and professional development including the commitment of resources that accompanies an award of tenure, and recommend changes to the faculty of nursing and administration.

Section 15      Committee for Evaluation of Programs

a.      Membership

The committee shall be composed of:

1. Four (4) voting faculty members and one (1) special faculty member.
2. Five (5) students: one (1) from each of the four programs, BSN, MSN, GENP , DNP and PhD selected by the appropriate student association.
3. The program directors for the BSN, MSN, GENP , DNP and PhD Programs – *ex officio*.
4. The Associate Dean for Academic Affairs – *ex officio*.

b.      Term

Faculty shall be elected for a term of two (2) years; two (2) members to be elected in even years, and two (2) members elected in odd years. Student members shall be selected by the respective student associations annually.

c.      Functions

1. Develop forms and procedures to evaluate educational process, course and program outcome criteria. Individual faculty members and program directors will be responsible for evaluating courses and teaching effectiveness.
2. Implement, monitor and revise an ongoing system for evaluation.
3. Report its findings and recommendations to the faculty for action.

Section 16      PhD Council of the School of Nursing

a.      Membership

1. Nine elected members with voting privileges; all voting faculty members with research doctorates (e.g., PhD, DNSc, EdD); one (1) will serve as chair of the admissions committee; the composition of membership will include.

a. Two (2) to four (4) members from each rank: Assistant Professor, Associate Professor, and Full Professor.

b. The majority of Council members should be tenured or on the tenure track.

2. Four (4) ex officio members (Dean, , Director of PhD program, Associate Dean for Academic Affairs , and Associate Dean for Research; these members will have voting privileges.

3. The Director of Institutional Research in the School of Nursing (non-voting).

4. One PhD student representative (non-voting)

b. Elections

1. Faculty members will nominate themselves or be nominated by colleagues. Members will be elected from the pool of nursing faculty members who hold research doctorates (i.e., PhD, DNSc, EdD) and have an active program of research (i.e., have conducted and published research within the past three (3) years) and are eligible to teach in the PhD program and/or advise/mentor PhD students.

2. Eligibility for placement on the ballot and the determination of the composition of the committee will be made by a two (2) to three (3) member subcommittee of the PhD Council.

c. Terms of office

1. Three Council members will be elected in the Spring semester each year to serve a three (3) year term so that the terms are staggered; members may serve for not more than two (2) consecutive terms.

2. If a Council member is unable to fulfill his or her term for any reason, the remaining members of the PhD Council will appoint another eligible faculty member to fulfill the term.

d. Functions

1. Establish and maintain criteria for appointment of PhD Council.

2. Establish and maintain all policies for admission, progression, candidacy, and graduation of students in accordance with the policies governing requirements for the PhD in Nursing and the School of Graduate Studies.

3. Develop, evaluate, and change the curricular requirements of the PhD in Nursing program.

4. Recommend to the School of Graduate Studies:

a. PhD nursing students for candidacy.

b. PhD students for graduation

5. Provide advice to the program director on issues related to admission, progression, and evaluation of courses and PhD program.

6. Collaborate with the Office of Student Services at the School of Nursing in PhD student recruitment.

7. Communicate with and obtain feedback from the pool of nursing faculty members who hold research doctorates (e.g., PhD, DNSc, EdD).

8. Monitor the progress of the PhD program in meeting quality indicators.

e. Meetings

1. Monthly meetings will be held during the academic year and as needed during the summer months.

2. Meetings will be open to all nursing faculty members with research doctorates (e.g., PhD, DNSc, EdD).

Section 17      Committee on Admission to the PhD Program

a.      Membership

1. Six (6) members; all voting faculty members with research doctorates (e.g., PhD, DNSc, EdD).

2. Chairperson elected from PhD Council.

3. Director of the PhD program is a member Ex-officio.

b.      Election

Faculty members will nominate themselves or be nominated by colleagues; members will be elected from the pool of nursing faculty members who hold research doctorates (e.g., PhD, DNSc, EdD) and an active program of research/scholarship and are eligible to teach in the PhD program and/or advise/mentor PhD students.

c.      Terms of office

1. Faculty shall be elected in the Spring semester of each academic year for a term of two (2) years; three (3) members shall be elected in even years and three (3) members elected in odd years.

2. If a committee member is unable to fulfill his or her term for any reason, the remaining members of the PhD Council will appoint another eligible faculty member to fulfill the term.

d.      Function

Recommend to the Director of PhD Program and School of Graduate Studies qualified applicants for admission to the PhD in nursing program.

ARTICLE VIII

SPECIAL COMMITTEES

Special committees may be designated to carry on faculty business not otherwise specified in these bylaws. Members shall be appointed by the dean. Special committees shall submit regular reports to the faculty.

ARTICLE IX

UNIVERSITY FACULTY SENATE

Section 1      Representation

a. The faculty of nursing shall elect senators to the Faculty Senate. The number of senators shall be in accordance with the Constitution of the University Faculty.

b. The student body of the School of Nursing may have elected members on the Faculty Senate in accordance with the Constitution of the University Faculty.

Section 2      Election

a. The senatorial elections shall be held in the spring term.

b. Faculty Senators from the School of Nursing shall be voting members of the faculty. These senators shall be elected to serve three (3) year terms; one-third of them shall complete their term of office on commencement day each year. A Senator shall not be seated unless at least 40% of the voting members have returned ballots in the election.

ARTICLE X

## REVISION OF BYLAWS

These bylaws may be amended by a two-thirds affirmative vote of the voting members present at any meeting, provided copies of proposed changes have been distributed to all members, both voting and nonvoting, at least two (2) weeks before the meetings at which the vote is taken.

If changes have not been distributed at least two (2) weeks in advance, these bylaws may be amended by a 95% affirmative vote by the voting members of the faculty present at any meeting.

## ARTICLE XI

### PARLIAMENTARY AUTHORITY

Robert's Rules of Order Newly Revised (most recent revision)



## FACULTY SENATE

October 25, 2012

### FACULTY SENATE RESOLUTION TO MODIFY ACADEMIC POLICIES ON COURSE REPETITION AND ACADEMIC SEPARATION

WHEREAS, the Faculty Senate Committee on Undergraduate Education's (FSCUE's), Subcommittee on Academic Standing has made recommendations on a cluster of issues related to course repetition, restarting the GPA when a student returns from academic separation, and requiring a cumulative GPA of at least 2.000 for graduation; and

WHEREAS, on May 1, 2012, the FSCUE reviewed and approved the recommendations, attached hereto as Exhibit A; and

WHEREAS, on October 12, 2012, the Faculty Senate Executive Committee voted that said recommendations, attached hereto as Exhibit A, should be placed on the agenda for consideration by the Faculty Senate at its October 25, 2012 meeting;

NOW, THEREFORE, BE IT RESOLVED, THAT  
FOR ALL CWRU UNDERGRADUATES:

1. Grades for all iterations of repeated courses be included in the calculation of the GPA, but that the prohibition on using the P/NP option for a repeated course be lifted; and
2. That we cease the practice of restarting the GPA calculation after a period of academic separation, and that we now allow students to maintain all credits earned before separation (not just those for which a grade of C or better was earned).
3. The Office of Undergraduate Studies and the Registrar's Office are empowered to work with FSCUE to put in place detailed wording for these new policies, as well as policies needed to handle the transition from the current rules on academic standing. FSCUE shall have the final authority with respect to approval of these new transition policies.



# CWRU Action Form for Majors/Minors/Programs/Sequences/Degrees

Docket# \_\_\_\_\_  
(Instruction, s-00:ht:0001"

College/School: College of Arts & Sciences  
 Department: Chemistry

PROPOSED:       X major  
                   \_\_\_\_\_ **minor**  
                   \_\_\_\_\_, program  
                   \_\_\_\_\_ sequence  
                   \_\_\_\_\_ degree

**APPROVED**  
*If ;S ce:fY :J.,.n-tl,*  
*A .C::;, XG/VI- L-(D-12-*  
*/14"5 £ 5-JD-;2-*

TITLE: Bachelor of Arts in Chemical Biology

EFFECTIVE: Fall 2011 or ASAP

**DESCRIPTION:**

Chemical Biology investigates ways in which chemistry may be used to solve biological questions. Research in chemical biology focuses on small molecules in order to understand the fundamental aspects of living systems using chemical tools. It is distinct from other areas in that it uses chemistry as a foundation upon which to solve biological challenges.

A study of Chemical Biology requires a strong foundation in the traditional areas of biology and chemistry as well as an introduction to biochemical and analytical approaches to research. Supplementary coursework in math and physics rounds out the preparation for a degree in chemical biology.

This degree program is intended for individuals seeking careers that utilize chemistry to solve problems affecting living systems. Students intending to pursue post-graduate research or professional training, students seeking training as a health professional or students looking for a career in the biotechnology pharmaceutical industry will benefit from this major. Whether the goal is an **undergraduate, graduate or professional degree, this sequence of courses will provide strong preparation for further education or for a fulfilling career.**

Sample Sequence of Required Courses for the Major

	Fall	Spring
First Year	CHEM 105 (3) CHEM 113 (2) BIOL 214 (4) MATH 125 (4)	CHEM 106 (3) BIOL 215 (4) MATH 126 (4)
Second Year	CHEM 323 (3) CHEM 233 (2) PHYS 115 (4)	CHEM 328 (3) CHEM 234 (2) PHYS 116 (4)
Third Year	CHEM 301 (3) CHEM 304 (4)	ChemBio Elective' (3) CHEM 305 (3)
Fourth Year	ChemBio Elective" (3)	CHEM 398 (3)

# 6 credits of Advanced Electives are required. The following list includes courses within the chemistry department that could be used to fulfill this requirement. In addition, courses from other allied departments, e.g., Biochemistry, Biology, Chemical Engineering or Macromolecular Science and Engineering, numbered 300 or higher, could be used to fulfill this requirement. Course specific approval should be addressed with the Undergraduate Affairs Committee of the chemistry department.

NB: Courses listed in BOLD represent significant revisions of existing courses.

## Chemistry Courses

CHEM 105	Principles of Chemistry I
CHEM 106	Principles of Chemistry II
CHEM 113	Chemistry Laboratory
CHEM233	Introductory Organic Chemistry Laboratory
CHEM234	Chemical Biology Laboratory
CHEM301	Introductory Physical Chemistry I
CI-IEM 304	Quantitative Analytical Chemistry
CI-IEM 305	Introductory Physical Chemistry Laboratory
CHEM323	Organic Chemistry I
CHEM328	Introduction to Biochemistry
CHEM398	Chemical Biology Capstone or Independent Research/Senior Capstone

Elective Courses (Courses from other allied departments, e.g., Biochemistry, Biology, Chemical Engineering or Macromolecular Science and Engineering, numbered 300 or higher, could be used to fulfill this requirement.)

## Chemistry Courses

CHEM 302	Introductory Physical Chemistry II
CHEM 311	Inorganic Chemistry I
CHEM 324	Organic Chemistry II
CHEM 325	Physical Methods for Determining Organic Structure
CHEM 329	Chemical Aspects of Living Systems
CHEM 333	Medicinal Chemistry and Drug Development
CHEM 339	Bioinorganic Chemistry
CHEM 397	Undergraduate Research

## Biochemistry Courses

BIOC 308	Genes and Genetic Engineering
BIOC 312	Proteins and Enzymes
BIOC 334	Structural Biology

## Biology Courses

BIOL 300	Dynamics of Biological Systems
BJOL 306	Dynamics of Biological Systems II
BIOL 328	Plant Genomics and Proteomics
BJOL 334	Structural Biology
BIOL 343	Microbiology

## Chemical Engineering Courses

ECHE 361	Separations Processes
ECHE 364	Chemical Reaction Processes

## Macromolecular Science Courses

EMAC 303	Structure of Biologic Materials
EMAC 370	Polymer Chemistry and Industry

## Justification

**This new undergraduate curriculum is unique to CWRU. We can find no other institutions offering an undergraduate degree in Chemical Biology.** At the same time, several graduate programs in Chemical Biology have been introduced, e.g., University of California San Francisco (<http://ccb.ucsf.edu/>), Harvard College (<https://chembio.mcd.harvard.edu/>), University of California Berkeley (<http://cbgp.cchem.berkeley.edu/>) and the University of Michigan (<http://www.ehmbio.umich.edu/>).

**This new degree represents a significant change from the traditional chemistry major.** While some of the classes intended for this program would also meet expectations of a "regular" chemistry major, substantial changes in several courses are intended to highlight the interdisciplinarity of this new field of research and study. Courses undergoing significant change include the following:

**CHEM 323 Organic Chemistry I**– This is the foundational course for this new major. The course will introduce organic chemistry with particular emphasis on the chemistry of carbonyl compounds. Understanding the reactions and mechanisms of these compounds is critical to understanding the chemical foundation of biochemical pathways. This course will supplant the traditional approach to

Organic Chemistry and will serve as the prerequisite course for further studies of biochemical pathways (CHEM 328). In addition, CHEM 324, Organic Chemistry II, will be revised to build on the material presented in CHEM 323. CHEM 324 will expand **discussions to include other functional groups and explore reaction mechanisms in more detail. Traditional chemistry majors could** replace the CJ-DEM 223/224 sequence with CHEM 323/324.

**CHEM 234** Chemical Biology Laboratory-this updated and revised second semester course will incorporate new experiments into a mature synthetic curriculum. The first semester course, CHEM 233, will introduce the techniques of chemical synthesis and will be applicable to both Chemical Biology majors and Chemistry majors. CHEM 234 will be offered in two "flavors": the traditional laboratory for those students wanting to pursue the traditional major and a new lab course that emphasizes the techniques of biochemistry. These techniques include peptide and nucleic acid synthesis, PCR, high throughput screening and chemical tagging of **biomolecules.**

**CHEM 301** Physical Chemistry I-Like CHEM 323, this course presents a foundation upon which chemical biology will build. It represents a major overhaul of the traditional first semester course. The emphasis of the course will be the energetics of chemical biology and it will include thermodynamics, kinetics, electrochemistry and quantum mechanics. The follow-on course, CHEM 302, will also be revised to build on the material presented in CHEM 301 and to incorporate examples more pertinent to chemical biologists. CHEM 302 will investigate the spectroscopic and quantum nature of living systems.

**CHEM 398** Chemical Biology Capstone-The new major will require a specific capstone course. A new Chemical Biology Capstone course will be developed that will emphasize the use of computers to study biological molecules and systems. This new capstone will have an enrollment limit as do all SAGES capstone courses. Multiple sections of the course will be offered to meet the expected demand. In addition, students may still choose to pursue the traditional independent research capstone currently offered.

**BIOL 214 and 215**-These classes are required of all Chemical Biology majors. No other chemistry major requires these classes.

**Further modifications are anticipated as a result of this new major. These include new elective courses in Biophysical Chemistry, Advanced Chemical Biology Laboratory and Bioinformatics.** In addition, interdisciplinary courses codeveloped between chemistry faculty and faculty from other departments in the College of Arts & Sciences are being considered. An example of this is a course in Synthetic Biology.

### **Financial Impact**

A significant factor in designing this new major has been the observation that nearly 70% of all BA Chemistry majors enroll in both BIOL 214 and 215. (Only 30% of BA Chemistry majors also enroll in BIOL 216.) We believe these students represent a cadre of preprofessional students seeking to pursue further education and a career in the health sciences. It is felt that this new major will better prepare these students for that career path as well as open additional career opportunities previously unavailable to them. Further, significant changes are anticipated for the MCAT as well as admission requirements to medical school. This new major will meet **those requirements.**

We do not anticipate a significant cost to implement this program immediately. By redesigning existing courses and introducing **several new courses, we can immediately meet the needs of the first cohort of students pursuing this major. Our initial estimates** are that about 90 (70% of 135 students) of our current BA Chemistry majors will opt to switch to a Chemical Biology degree. This switch will not overburden the department significantly at the outset.

However, because of recruiting strategies currently in place at CWRU and anticipated changes to the MCAT, we expect the program to grow by 30% within four years. This will put additional strain on both the human and physical resources available to the department. We will need additional faculty, graduate students and both teaching and research laboratory space to meet the demand. Specific information on these costs is included in the additional information attached.

**Further justifications and financial impacts are included in the attached documentation.**



# CHEMICAL BIOLOGY BACHELOR OF ARTS

FALL SEMESTER- Year 1		SPRING SEMESTER- Year 1	
<i>Courses</i>	<i>Credits</i>	<i>Courses</i>	<i>Credit</i>
CHEM 105 – Principles of Chemistry I	3	CHEM 106 – Principles of Chemistry II	3
MATH 125 – Mathematics I	4	MATH 126 – Mathematics II	4
BIOL 214 – Genes and Evolution	3	BIOL 215 – Cells and Proteins Laboratory	3
BIOL 214L – Genes and Evolution Lab	1	BIOL 215L – Cells and Proteins Laboratory	1
Sages First Seminar	4	CHEM 113 – Principles of Chem. Lab	2
PHED activity course(s) or Varsity Sport	0	Sages University Seminar	3
<b>Total Hours</b>	<b>15</b>	<b>Total Hours</b>	<b>16</b>
FALL SEMESTER – Year 2		SPRING SEMESTER – Year 2	
<i>Courses</i>	<i>Credits</i>	<i>Courses</i>	<i>Credit</i>
CHEM 323 – Organic Chemistry I	3	CHEM 328 – Intro. to Biochemistry	3
CHEM 233 – Organic Chemistry Lab	2	CHEM 234 – Chemical Biology Lab	2
PHYS 115 – Introductory Physics I	4	PHYS 116 – Introductory Physics II	4
Sages University Seminar	3	Arts/Humanities Elective	3
PHED activity course(s) or Varsity Sport	0	PHED activity course(s) or Varsity Sport	0
Open Elective	3	Open Elective	3
<b>Total Hours</b>	<b>15</b>	<b>Total Hours</b>	<b>15</b>
FALL SEMESTER – Year 3		SPRING SEMESTER – Year 3	
<i>Courses</i>	<i>Credits</i>	<i>Courses</i>	<i>Credit</i>
CHEM 301 – Physical Chemistry I	3	CHEMBio Elective	3
CHEM 304 – Quantitative Analy. Chem.	4	CHEM 305 – Physical Chemistry Lab	3
Social Science Elective	3	Sages Departmental Seminar	3
PHED activity course(s) or Varsity Sport	0	Global & Cultural Diversity Elective	3
Open Elective	3	Open Elective	3
Open Elective	3	Open Elective	3
<b>Total Hours</b>	<b>16</b>	<b>Total Hours</b>	<b>15</b>
FALL SEMESTER – Year 4		SPRING SEMESTER – Year 4	
<i>Courses</i>	<i>Credits</i>	<i>Courses</i>	<i>Credit</i>
CHEMBio Elective	3	CHEM 398 – Sages Capstone	3
Arts/Humanities Elective	3	Social Science Elective	3
Open Elective	3	Open Elective	3
Open Elective	3	Open Elective	3
Open Elective	3	Open Elective	3
<b>Total Hours</b>	<b>15</b>	<b>Total Hours</b>	<b>15</b>

CHEMICAL BIOLOGY REQUIREMENTS	61
GENERAL ED REQUIREMENTS	25
OPEN ELECTIVES	36
TOTAL	122 CREDITS

1. How is the proposed program important to the department?
  - a. Discuss the relationship between the proposed new program and the current undergraduate program, including its impact with respect to allocation of resources.

This new major will be the first of its kind in the United States. While other schools have renamed their departments or marketed their course work to reflect the growing field of Chemical Biology, we are unable to find any other institution offering an undergraduate degree in the discipline. At the same time, several graduate programs in Chemical Biology have recently been launched, e.g., University of California San Francisco, University of California Berkeley, University of Michigan and University of Massachusetts.

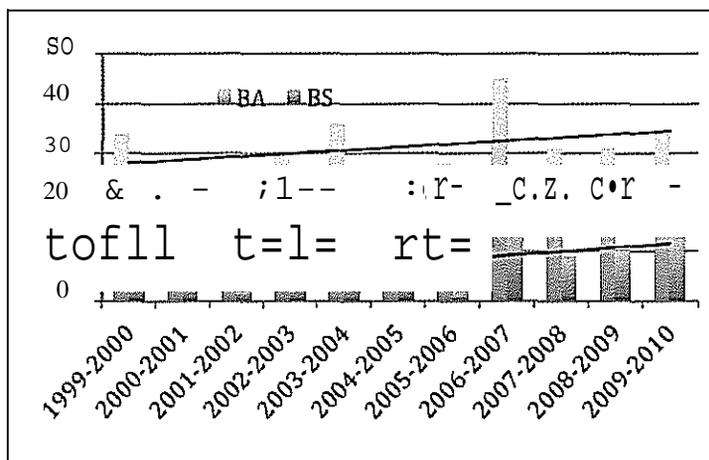
Chemistry, as a discipline, is very mature. Most chemistry departments and majors are based on the traditional divisions of analytical, biochemical, inorganic, organic and physical chemistry. At the same time, the research emphasis of most departments, including our own, has shifted to a more interdisciplinary format. While a strong foundation in chemical principles is still a requirement for research and development, greater integration of multiple areas within chemistry and outside of chemistry is needed. This new major represents an interdisciplinary approach to chemistry.

Initially, we anticipate a simple redistribution of students within the department. The number of BA Chemistry majors will decrease by the same amount as the number of BA Chemical Biology majors will increase. Within three years, we anticipate that the number of Chemical Biology majors will increase resulting in a 30% growth in the number of chemistry majors. This is based on the recent growth in the number of "premed" students enrolling at CWRU.

As a result, the initial financial impact will be negligible. However, the growth in the number of majors will quickly require additional resources in the form of faculty, laboratory space (both teaching and research), graduate student support and supplies. Details are provided later in this document.

2. What is the perceived need or market for the program? Please provide supporting documentation.

The chemistry department at CWRU continues to experience growth in the number of students majoring in the traditional discipline.



Of those students pursuing the BA in chemistry, 74% [96/129] recent and current students also completed the BIOL 214, Genes and Evolution, course. Almost all of these students [94/96] then completed BIOL 215, Cells and Proteins. It is our conclusion that most of these students complete the biology courses and the BA in Chemistry in preparation for postgraduate education in the health sciences. One of the requirements of the new major is the BIOL 214 and 215 sequence. We anticipate many of the BA majors will shift to the BA in Chemical Biology. At the same time, we anticipate that the new major will also attract new students as the university is experiencing growth in the number of students expressing an interest in a health related science major and career. Additionally, course revisions underway for this major are likely to appeal to students pursuing other majors within the university.

On top of this, the Association of American Medical Colleges [AAMC] is currently assessing the effectiveness of the MCAT exam in identifying students for admission to medical school. [<https://www.aamc.org/initiatives/mrS/>] Current data collected by AAMC suggests that a change in the format and content of the exam may result in a decreased emphasis of organic chemistry and increased emphasis on biochemistry and genetics.

[[https://www.aamc.org/download/143506/data/summer\\_2010\\_science\\_report.pdf](https://www.aamc.org/download/143506/data/summer_2010_science_report.pdf)] A timeline has been established that would introduce a new exam in early 2014.

([https://www.aamc.org/download/143504/data/summer\\_2010\\_update.pdf](https://www.aamc.org/download/143504/data/summer_2010_update.pdf))

The chemical biology major is designed to enable students to complete degree requirements mandated for admission to medical school while decreasing the amount of organic and physical chemistry and increasing the amount of biology and biochemistry.

3. What are the projected costs necessary to mount the program? More specifically, what are the projected needed near- and long-term resources and estimated costs for:
  - a. faculty?
  - b. staff?
  - c. graduate student support?
  - d. space [offices, research or instructional labs and/or equipment, if applicable] required for faculty or graduate students to carry out the program?
  - e. impact on university resources, such as increased library needs?

We estimate the cost to initiate this program to be relatively small. We have designed the new major to take advantage of the courses we already have in our curriculum and to update and revise several of these courses to meet the requirements of the new major. In fact, one of the core course sequences required of our BS chemistry majors, CHEM 323/324 (Foundations of Organic Chemistry and Organic Chemistry II), will change as a result of these

discussions. The revised CHEM 323 will be required of the new major and the second semester could be used to satisfy one of the chemical biology elective requirements. In addition, a revision of the yearlong organic chemistry laboratory course is also underway and will result in a revised chemistry laboratory course specifically intended for the chemical biology program. This new course would require an investment of release time for one faculty member for one semester and a modest budget (estimate, \$50,000) for supplies and equipment.

However, we expect this major will grow and that that growth will place a financial burden on the department. The new costs anticipated include the following:

**Faculty-** One or two additional faculty members will be needed to address the increased teaching responsibilities of this new major. We expect these positions to be new tenure track appointments within the college and to be interdisciplinary. These new positions would be intended to specifically attract both undergraduate and graduate students in the chemical biology area. Start-up costs for these faculty would be the major expense and would be similar to costs incurred with other recent hires in chemistry.

In addition, it is expected that the increased laboratory enrollment will benefit from a new instructor position as undergraduate laboratory coordinator. This individual would provide support and guidance for all the undergraduate laboratories with particular emphasis on the first and second year courses.

**Staff-** No additional staff is currently planned.

**Graduate Student Support-** As the program grows, there will be a need for an additional 2 graduate teaching assistants to maintain a safe laboratory environment. In addition, with the increase in total number of majors, we anticipate needing 1-2 more graduate teaching assistants to support the increased load on other lab classes. In total, 3-4 teaching assistant positions will be needed over a five-year time frame.

**Space-** This is the largest potential expense associated with this new major. Teaching and lab space is already at a premium within the department and the increase in undergraduate students expected from this major will further strain those resources.

**University Resources-** No increases are anticipated here. journals and databases needed to support the new major are already available.

4. What is the projected income associated with the new program? Identify likely sources and assess the near- and long-term likelihood of raising funds to support

the program in such categories as external and internal grants, philanthropy and other non-grant external funding, and tuition.

There are currently 150 undergraduate chemistry majors in any given year within the department. Seventy-five percent of these are BA majors. We anticipate growing the undergraduate chemistry major by 30% as a result of this degree. This estimate is based on recent enrollment trends experienced by the department. In the end, we anticipate growing the number of chemistry majors from 50 graduates per year to 60-65 per year with a total major pool of 180-200 majors at any given time.

Assuming an annual undiscounted tuition of \$40,000, the increase in chemistry majors is expected to result in an increase in tuition of \$1.2-2 million annually. We also expect this new major will attract other students to the university. A conservative estimate (considering discounted tuition) is that this new major will generate an additional \$500,000 in annual tuition receipts.

In addition, this interdisciplinary chemical biology major provides an opportunity to seek external funding from federal agencies. Because of the unique nature of this degree program, we will apply for grants from equipment organizations such as the National Science Foundation and The Camille & Henry Dreyfus Foundation Special Grant Program in the Chemical Sciences and training grants from the National Institutes of Health.

Finally, this new program provides a perfect opportunity for fundraising from our existing base of alumni. It will appeal to a diverse group of alumni. In fact, a new member of the CWRU Board of Trustees has a Ph.D. in chemistry and was a General Manager of the Life Sciences group at a Fortune 100 company. This individual will be consulted as we move forward.

5. What are the national and international competitive programs and their resources?

As stated previously, there are no similar programs at the undergraduate level that we can find. Graduate programs are being launched so our students will have opportunities for additional graduate education in Chemical Biology.

6. How does the proposed program
  - a. move the college's strategic plan forward in regard to the goals for undergraduate education? (See Appendix, page 3.)

This new program is truly a 21<sup>st</sup> Century educational opportunity. While both chemistry and biology are robust and rich fields of research and study, this interdisciplinary approach to understanding living systems from the basis of atoms and molecules. This strong foundational approach will enable our graduates to assess living systems in ways not currently available to them and to

apply this knowledge to solving some of the greatest challenges in human health and life sciences today.

b. strengthen the discipline through scholarship?

Scholarship is evidenced by an application of the basic knowledge an individual or group possesses to solve specific well-defined problems. This new major will provide students with a foundation of knowledge in both chemistry and biology that will then be supplemented with applications specific to living systems. Each student pursuing this major will be required to complete a capstone research experience that will enable them the opportunity to demonstrate their ability to gather information, apply their knowledge and solve a problem.

c. foster collaboration across disciplines?

This new program will enlist the collaboration of multiple departments on campus including biology, biochemistry, chemical engineering and macromolecular science and engineering. By creating a program that utilizes existing advanced courses, we hope to build a foundation that will facilitate the development of new courses that build on the strengths of each department while continually maintaining an emphasis on the underlying chemistry of the material.

d. increase attractiveness of the department and the college (to faculty, undergraduate students, graduate students, potential donors)?

Our hope is that this first-of-its-kind program will serve as a beacon to attract talented faculty and graduate students. However, our primary goal in creating this new major has been to create a unique program that will prepare today's students to face tomorrow's challenges. These future graduates will use the tools provided by this program to develop new drugs, new diagnostic tools and new treatments for the health challenges we all face.

In terms of potential donors, this program provides a truly one-of-a-kind opportunity to become a trailblazer. Potential donors will find this unique program particularly attractive and see it as a legacy they can leave for future generations.

7. How does the proposed program relate to the university's strategic plan? Might the program:

a. involve alliance areas?

Human Health and Infectious Diseases are two of the alliance areas delineated in the Strategic Plan. This new major is specifically targeted to this area and, in particular, to attracting the strongest undergraduate students to study the foundational concepts needed in this area.

- b. involve internationalization?  
While no specific objective has indicated an emphasis on internationalization, this program will attract significant attention and may serve as a recruiting tool for international students and collaborators.
  - c. involve other units?  
As described earlier, this new major represents collaboration with other departments and schools within the university. While this degree is granted by the College of Arts and Sciences, specifically, the chemistry department, students in this program will be taking classes and doing research across the university and at the Cleveland Clinic.
  - d. increase the university's impact by advancing our academic programs?  
Any new program that is the first of its kind is bound to generate national attention. That attention will serve to raise the stature of the institution and impact not only our undergraduate students but our faculty and national reputation as well.
  - e. increase the diversity on our campus?  
Human health is an issue that is, obviously, a diverse issue and impacts all persons. Individuals pursuing educational programs in human health are as diverse as any group on this campus. We expect that diversity of our students, our faculty and our research will come about as a natural consequence. We will, however, strive to utilize this program to increase the diversity of our undergraduate majors.
  - f. strengthen institutional resources?  
By developing a unique new program, we expect to garner the attention of many individuals and groups that will desire to partner with us in this endeavor. These partnerships are a potential source of new resources for the university.
  - g. foster collaborations/partnerships with other institutions?  
In our development of this new major we consulted faculty from several other institutions, e.g., Oberlin College and Harvey Mudd College, and individuals including the Director of Editorial Development at the American Chemical Society. All expressed interest in collaborating with us as we move forward. When asked why their own institutions were not considering a similar course of action, most indicated a lack of critical mass needed to launch and sustain a new program. We have that critical mass and are ready to move this program forward.
8. How will the program contribute to CWRU's reputation regionally, nationally, and internationally?

Case Western Reserve University is recognized as a major research university with emphases in biomedicine and engineering. This new major will demonstrate the forward thinking present in this institution and serve as a sign that it is our intent to continue to innovate in all areas of education and research. We are not content to maintain our reputation but we are willing to take risks that will make us stand out in the crowd.

9. To what extent does the new program reflect a change of departmental priorities and subsequent reallocation of resources?

Recent faculty hires within the department have focused on the areas of chemical biology as well as energy and materials. It has been a strategic intent of the department to recruit new faculty that complement existing faculty and build a strong base in chemical biology. Chemical biology is one of two research foci in the department's strategic plan. This major has been discussed over the course of several years and the department is now ready to move forward. The emphasis on interdisciplinarity within the department and university, the desire to recruit students with 21<sup>st</sup> century educational programs and our critical mass of faculty make this the perfect time to launch this unique and exciting program.

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

Docket# \_\_\_\_\_

College/School: College of Arts and Sciences  
Department: DANCE

PROPOSED:  major  
 minor  
 program  
 sequence  
 degree

**APPROVED**  
A&S CEP 2-17-12  
A&S Executive Comm. 3-9-12  
A&S Faculty 3-30-12

TITLE: Major in Dance

EFFECTIVE: Fall, Spring, or Summer 2012 (year)

DESCRIPTION:

Proposed is a 41 credit major in Dance-BA degree. The required courses include 21 credits in a technique core, 9 credits of theory and research including the SAGES departmental seminar, an additional three classes selected from among a range of 300 level classes offered by the new Department of Dance and 2 credits of rehearsal/production related courses. Prior to Dance becoming an autonomous department in January of 2011, there was only a BA degree with a major in Theater Arts with a concentration in Dance. That concentration is no longer in existence and with the new department, is the need for the new major.

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? tl

Contact person/committee: G. Gagliardi

SIGNATURES:

Department Curriculum Chair(s)/Program Directors: \_\_\_\_\_  
Department Chair: Karen Potter 1/3/11  
College/School Curriculum Committee Chair: R. Jordan 12/29/11  
College/School Dean(s): L. Kodjic 2/17/12  
UUF Curriculum Committee Chair: \_\_\_\_\_ 2-12-12

File copy sent to: \_\_\_\_\_ Registrar Office of Undergraduate Studies/Graduate Studies  
Other: J. W. Skolwitz for KSCUE  
sent 4-12-12

# Undergraduate Major in Dance- Preamble and Narrative

Eleceiibe 29,2011 :J/A'-Uti-11 2- cZulz\_\_

## Preamble:

In 2010, the proposal to separate the Department of Theater and Dance into two autonomous departments was approved and took effect January 1, 2011. The following is a proposal to establish a new major in Dance (Bachelor of Arts degree) to replace what had heretofore been a 'concentration' in Dance electable by students pursuing a BA degree in Theater Arts. The requirements for the concentration were reviewed by the three full time tenured/tenure track faculty in dance and modified after a comparison with other BA degrees in Dance offered by institutions similar to CWRU. In October 2011, the Dean of Undergraduate Studies, Jeffrey Wolcowitz also reviewed the proposal and provided feedback that resulted in minor adjustments. At that time, he recommended that we proceed with the request for two semesters of DANC 386, Rehearsal and Performance (0 credit), to count as the University Physical Education Requirement. *(This will be tantamount to the Eurhythmics courses that count for the physical education requirement for music majors. There have been preliminary discussion the Patrick Kennedy in the Physical Education Department.)*

The result of that review, the degree plan, is submitted along with this narrative proposal. Minor revisions to existing courses, i.e. courses repeatable for credit and the reduction of DANC 386 to zero credits, will be submitted for approval to the CEP for the January meeting. Below is the required Program Proposal Narrative with responses to many of the questions in the College of Arts and Sciences *Guidelines for College Considerations of Proposed New Degree/Program/Major/Minor/Sequence Track.*

## Narrative:

### *Importance of the proposed program*

The proposed BA degree with a major in dance will be the only undergraduate degree for the new Department of Dance and thus, is critically needed since dance was separated from Theater and the concentration in dance with the Department of Theater will no longer exist. The faculty, like the faculty of Theater (the prior home department), believe strongly in the efficacy of the BA degree as opposed to a Bachelor of Fine Arts (BFA) degree and there are no plans to propose a BFA. As since 1975 and as designed, students will continue to interact in classes, rehearsals and performances with students in the graduate program. However, Course Action Forms requesting new course numbers and syllabi demonstrating concomitant differentiations in student assessments were submitted to the CEP in 2011 and have been approved, thereby facilitating the proper distinctions between undergraduate and graduate requirements.

### *Distinction*

The department fully believes that being among the smaller number of private research institutions offering BA degrees with a major in dance coupled with the option for students to pursue two degrees will actually increase interest in CWRU and in Dance at CWRU.

Additionally, that our faculty all bring the expertise and experience of their major professional performing careers and that we are a leader on an international level in the fields of dance science/wellness and dance and technology, further promotes our attractiveness to high school students who are reviewing research institutions. Finally, our proposed major is distinctive in that it will require students to take more credits in technique than may be typical of other BA degrees with a major in Dance, thus keeping the students actively dancing, and it has been uniquely designed to allow students to select other required courses from among choreography, dance science or pedagogy to pair well with a second major or promote more in depth study in a particular area.

#### *Survey of other degree programs -perceived market:*

A review of other programs in the state of Ohio reveals that most institutions that grant degrees in dance offer the BFA. These include Kent State, Ohio State University, Ohio University, The University of Cincinnati and the University of Akron which does also offer a BA with a Cognate in Business. Other BA programs exist at Oberlin (30 credits required) and Denison (36 credits- only 12 in dance technique). Other institutions offer BA degrees in Theater Dance or Theater such as the College of Wooster and Miami University. On a national level, the BFA degree with a major in Dance is more common than a BA, in part because a common mission of a BFA degree program is to prepare dancers for the professional performance arena. The mission and goals of Dance at CWRU, provided along with the submission of this document, extend beyond the scope of preparing dancers for a professional performance career.

#### *Projected Costs to Mount the Program*

This program can be mounted without any major new costs to operate the program. Indeed, the financial resources have long been in place to operate what was the 'concentration' that has existed since dance merged with theater in the '70's.

A brief summary/history of the program, now department, highlights the fact that Dance was an important part of the education experience for the Flora Stone Mather College for Women in the early part of the 20<sup>th</sup> century. Indeed, dance has existed in some form in Mather Dance Center since 1911 having been part of Physical Education, and then the Department Drama and Dance in 1974. While the department underwent two name changes, some funding for dance was sustained, and by 2000, funding for the then Dance Program was increased and became somewhat autonomous with a separate 'sub-budget line' within the department. Hence, most of the needed resources to sustain the establishment of dance as a department with a separate undergraduate degree, have in fact, been in place for more than a decade.

#### *Faculty/Staff*

However, because there have been only two tenure track positions in dance dating back to 1975, there has long been a need for more faculty. That need has been preliminarily met with the hire of an Assistant Professor in Dance last spring. The justification of the hire was to help support the undergraduate curriculum, particularly as it relates to the shift from being a program to a department with a new major. With current plans for the performing arts to be partially located in the Maltz Performing Arts Center (MPAC) in the not too distant future, and with a growing number of students

interested in a major or minor in dance, the need for more faculty has been articulated and was factored into strategic plans related to the MPAC.

#### *Graduate Student Support*

Already existing is support for graduate students who in the third year of the degree program serve as instructors (TA's) for lower level dance classes. This has long been a practice and the funding of graduate students to teach removes some of the need for funding for staff (lecturers). Strategic planning discussions related to the proposed new/renovated Maltz Performing Arts Center have entertained the idea of 'increasing the graduate population' and thus, there would potentially be a small increase in the number of TA's to handle an increased number of classes that could be offered with more studio space.

#### *Space/Resourses*

With regards to existing facilities, the Department of Dance is the only resident of Mather Dance Center (MDC). The building houses three studios one of which converts into a 'studio theater' for performances, a costume shop, a storeroom, one classroom, two gender specific dressing rooms, one administrative office, three faculty offices and one shared office for part-time lecturers. There is currently no need for additional office space for faculty or graduate students. Additionally, there are currently three designated offices planned in the MPAC, so with existing offices and the potential for three more offices in the MPAC, there will not be a need for more office space with any future hires.

Improvements to MDC will continue to be made as funds for the installation of a new industry standard fully 'sprung floor' were donated to the College of Arts and Sciences by the former Flora Stone Mather Alumna Association. Having a new floor in MDC and additional training and performance facilities in the MPAC should also attract more students and high caliber faculty as well.

Other resources already in place include the existing library collections that were noted in a review by a representative from the National Association of Schools of Dance as being adequate. Additionally, the department has a separate video collection housed in Mather Dance Center, and just recently received news that the librarian who oversees the collections for the Music Department has been assigned to also oversee the dance collections. Planning meetings with that librarian have already occurred.

#### *Funding/Projected Income*

Regarding the potential for an increase in funding, it is believed that the establishment of Dance as a separate department with a major in dance, if approved, will inspire alumni to increase their contributions. When the Friends of Dance (FOD) affinity group was reinvigorated about a decade ago, more alumni began to contribute to FOD. With our visibility as a department and with the anticipation of a new major in dance, an increase in contributions can be expected. Additionally, with a third faculty person in place and the potential for more in the future, the department can begin to strategize on securing outside funding for the artistic productions mounted each fall.

#### *Growth Potential*

The potential growth of our undergraduate dance population is already very clear as a result of recruitment efforts through Admissions. The department has already auditioned seven students, most

of who applied to CWRU through the 'early admit' process. That represents a substantial increase in the number of students auditioning. (The number of students who auditioned both last year and the year prior was two.) Another three to four students have made preliminary plans to audition in the spring. All of the students with whom the faculty have met, expressed an interest in CWRU because they could potentially pursue two majors, one in dance with an area of interest that matched well with the other interests that ranged from Art History, to Biology and Physics.

#### *Relation to University Mission and Strategic Plan*

In summary, the approval of a new major in dance will help to attract even more students like those who recently graduated with two degrees, one being a BA with a major in Theater Arts with a concentration in Dance. Recent graduates include: one with a second major in Math who was inducted into the Ohio Chapter of Phi Beta Kappa and is now a graduate student in Math at CWRU who also plans to pursue an MA in Dance in the future; one with a second major in Cognitive Science who is in her first year in the PhD program in Physical Therapy at Northwestern State University; one whose second major was Art History who recently completed the MA degree in Dance History at Florida State University. A current senior completing two degrees, one the major in Theater Arts with a concentration in dance, plans to pursue an MS in Dance Science at the Laban School in London. Additionally, with an approved major in dance that allows for partner classes in dance science, the potential for more codified bridging with the Sports Medicine program through Physical Education, Sports (Dance) Nutrition through the Department of Nutrition and even with biomechanists in the Department of Bio-Medical Engineering can be more fully explored.

Finally, with more students and more faculty, the department has the potential to expand upon its existing partnerships with the Cleveland Institutes of Art and Music. Dance has a long history of collaborations with faculty and students at both institutions and has only been limited by its small numbers. The dance cohort that has long been only two faculty, an average of eight graduate students and two to six undergraduate dance concentration students could only realize so much. Our achievements have been huge; we are internationally recognized in dance wellness and dance and technology, and, importantly, for training strong dancers with brilliant minds. We now have to possibility to enhance and increase...; to build upon our knowns in order to explore the unknowns; to continue to be in a vanguard position, preparing young people for the ever changing landscape dance as a performing art. We believe strongly that having a major in dance will continue to help diversify the undergraduate population at Case Western Reserve University.

## Degree Requirements for Proposed Major in DANCE, Bachelor of Arts Degree

Case Western Reserve University

<b>Proposed Major in Dance: 41 credits</b>	
<i>Technique Core- A minimum of 21 credits required: 15 in Modern, including at least one class at the 300 level; 6 in Ballet (all but 103 and 160 repeatable for credit as advised and/or desired)</i>	
<p><b>Modern Techniques:</b> By advisement and placement, selected from among the three credit and floating credit classes listed below:</p> <p>Three Credit Classes: 103, 104, 203, 204, 303, 304 First, Second and Third Year Modern Techniques I &amp; II respectively</p> <p>Floating Credit classes: 317, 318, 403, 404, 407, 408 Advanced or Fourth Year Techniques I &amp; II respectively</p>	15 credits
<p><b>Ballet Techniques:</b> By advisement and placement, selected from among the three credit and floating credit classes listed below:</p> <p>Three Credit classes: 160, 161, 260, 261 First and Second Year Ballet Techniques I &amp; II respectively</p> <p>Floating Credit classes: 360, 361, 460, 461 Third and Fourth Year Ballet Techniques I &amp; II respectively</p>	6 credits
<i>Care Theory and Creative Research Requirements: 9 credits</i>	
121 or 122, Dance in Culture	3 credits
314, The Craft of Choreography	3 credits
355, 20th Century Dance History, Department SAGES Seminar	3 credits
<i>Additional Core Requirements: 9 credits from among the list below To promote depth of study in a particular area and/or partner with a second major</i>	
315, Music and Choreography (for students interested in creative research)	3 credits
324, Costume and Light Design for Dance (for student interested in theatrical elements)	3 credits
335, Pedagogy (for students interested in teaching)	3 credits
345, Kinesiology (for students interested in Dance Science and Medicine)	3 credits
346, Topics in Dance Wellness (for students interested in Dance Science and Medicine)	3 credits
396, Senior Capstone (SAGES capstone requirement)	3 credits
<i>Additional Performance/Physical Requirements: 2 credits</i>	
385, Rehearsal and Production ( <i>repeatable for credit</i> )	2 credits
386, Rehearsal and Performance ( <i>one semester substitutes for one semester of University Physical Education Requirements for Majors and Minors only</i> )	0 credits
<b>TOTAL DANCE CREDITS</b>	<b>41</b>

# ***The Dance Department: An Executive Summary***

---

## **Vision**

The mission of the Dance Department at Case Western Reserve University is to provide the highest caliber of education, dance training, and opportunities for creative and scholarly research for those pursuing the MFA or MA in Contemporary Dance, the BA and the general student. Committed to being an international leader in the burgeoning fields of Dance Medicine and Science as well as Dance/Technology and celebrating dance from both a global and historic perspective, we strive to contribute to the advancement of dance as a vital and necessary art form. In an environment that supports dancer health, the promotion of excellence in technical training, the advancement of critical thinking, the encouragement of exploration into new territories, the mastery of craft with breadth of vision, and the development of mature and contemporary aesthetics are at the heart of this small department based in a research institute.

## **| Mission Statement**

- To provide professional level technical training to graduate students in a conservatory like setting to assure preparedness for entry into the professional and/or academic arenas of dance.
- To provide professional level technical training to undergraduate students that provides a foundation for personal expression and the development of the creative voice.
- To provide a comprehensive examination of craft elements related to the art of choreography along with opportunities to explore and develop working relationships with creative resources to promote mature, sophisticated contemporary, artistic explorations with clear evidence of thoughtful and intellectual comprehension.
- To provide additional programs and areas of course work and exposure such as Dancer Wellness and Dance and Technology to augment the field of dance globally both artistically and academically.
- To foster critical thinking and analytical exchange.
- To ensure a positive, nurturing environment for ongoing creative and intellectual development.
- To provide students and audiences with a diversity of artistic and cultural experiences.
- To promote a diverse population of highly qualified students.
- To contribute to the cultural vitality of the university community as well as the local, national and international artistic communities.

## **| Dance Department Goals**

- To provide performance opportunities in works by noted choreographers, faculty, and peers to broaden and intensify the repertory and transformative performing experience for undergraduates and graduates and community participants.

- To increase laboratory teaching experiences for the graduate student by affording undergraduate teaching opportunities as well as choreographing and overseeing the undergraduate performance ensemble.
- To provide quality physical training in dance by incorporating vigorous and thoughtful cross training based on quantifiable, professional evaluations.
- To strengthen and maintain existing alliances with area, regional, and state dance organizations and arts organizations and seek alliances where cosponsoring may serve broader audiences.
- To broaden, strengthen, and expand working relationships with other non-local institutions and to establish new associations all using Internet2 and other multimedia technologies.
- To support undergraduate exposure to a wider range of a dance forms through student groups where possible.
- Ensure heightened perceptivity of aesthetic and kinesiological principles.
- To maintain ongoing review of curriculum as it relates to the development of dance in the 21st century.
- To carry forth, with continual reflection upon and acknowledgement of the excellence of the program, its position as a leading Graduate Training Program in Dance not only in the nation, but globally.

## **Dance Program Overview**

### **!Introduction**

The Dance Department is distinguished as one of the oldest of the 30 plus MFA programs in Dance in institutions of higher education and a founding member of the National Dance Association. Founded in 1975, it is entering its 4th decade with an unparalleled four semester choreography curriculum, professional level technical training and notably, a unique music curriculum that is allied with the Cleveland Institute of Music (CIM). Housed in Mather Dance Center, it is a department that reaches beyond the university community to embrace the greater Cleveland dance community while memberships in state, national and international organizations give it a global profile. It has charged into the 21st century as a leader with new programs and alliances to further challenge and prepare students for an exploration of uncharted territory as intellectual and aesthetic voyagers and leaders. Roots to the heritage of 20th century Modern Dance pioneers whose risk taking gave birth to a new art form are used to endorse and promote contemporary artistic inquiry and are the foundation used to support the ever changing landscape of dance.

### **| Brief History**

Dance was an important part of the educational philosophy of the Flora Stone Mather College for Women where it was housed (like so many other programs founded in the early part of the 20th century) in the Physical Education Department. In 1956, Kathryn Karipides came to Western Reserve University to teach Modern Dance, Folk and Square Dance and Social Dance. Ballet and Jazz Dance classes were also offered and taught by local guest instructors. In 1972, the Dance Program forged a path followed by so many other programs as it moved into the Department of Drama. Curricula for both an undergraduate concentration and a minor were

developed. At the request of then chair, Ted Hurstand, Kelly Holt was asked to devise a curriculum for a Master of Fine Arts Degree. Holt had backgrounds in both theater and dance, had been the first male dancer with the Erick Hawkins Dance Company and had worked closely with other faculty at New York University to establish their graduate program. By 1975, he was also asked to join the faculty at Case Western Reserve University.

From 1969 through 1979, the Case Western Reserve Modern Dance Company, a resident company comprised of area professionals and CWRU students performed at Eldred Theater as the "Dance Theater of Kathryn Karipides and Henry Kurth". In the 1980's, Mather Gymnasium was fitted, according to Kurth's technical design, with a full cyclorama, theatrical lighting equipment and moveable bleachers for audiences and was fittingly renamed Mather Dance Center (MDC). The program's international status and reputation coupled with its growing needs required that it become an autonomous academic unit within the college. Therefore, with the support of the faculty of the college of arts and sciences the program was separated into its own department in 2011.

Since the 1950's, numerous workshops, lecture demonstrations and master classes were sponsored in association with the Cleveland Modern Dance Association (now DanceCleveland, one of the first organizations of its kind). Such distinguished dancers and teachers as Doris Humphrey, Anna Sokolow, Erick Hawkins, and Murray Louis to name a few have graced the studios at MDC. Each year concerts have been produced featuring works by faculty, guest artists, MFA candidates and alumni. Additionally, the undergraduate ensemble "Scandals" was founded in the '80's by Janet Meskin ('82) and renamed "MaDaCol" (Mather Dance Collective), by Louis Kavouras ('89) in the early 90's when he directed the ensemble. On average, 40 dancers from the Cleveland community as well as the university community participate in the two concerts produced by MaDaCol each year. Each performance draws house capacity audiences.

## **Focus**

The focus of the Dance Department, which is comprised of both graduate and undergraduate programs, has always been on Contemporary Dance. Areas of specialization in the MFA and MA degree programs include Choreography, Performance and Pedagogy with an emerging emphasis in Dancer Wellness/Medicine/Science. The undergraduate students, who pursue the BA, are immersed in a strong liberal arts education, the core of which is the unique Seminar Approach to General Education and Scholarship (SAGES).

The Dance Department has always facilitated an intense interaction between students and faculty ensuring quality education and personal attention while also providing an environment for healthy and rigorous physical training, varied performance opportunities and creative investigation in the choreographic process.

Historically the emphasis of the dance department has been the graduate program due to the carefully considered and researched paradigm in its original design, scope, and focus. An additional important factor in this initial planning was the fact that developing an undergraduate major in dance at a private university would be defeating as there existed (and still does) myriad public institutions offering a range of undergraduate degrees at lower tuition rates with a greater range of offerings needed for a well balanced undergraduate education. Commencing AY 04-05, an initiative to attract undergraduate students majoring in the arts was established by the president of the university. Active recruitment by the admissions office and the newly

established undergraduate scholarships for dance has re-energized the dance emphasis of the department's overarching BA degree.

### **Philosophy**

Embracing a philosophy of education that is committed to the development of the total individual, emphasis is placed on the technical, aesthetic, professional and academic training of every student with keen guidance that allows the individual to nurture their creative spirit and sharpen their cognitive and analytical skills. The curriculum which includes a wide spectrum of course offerings provides the foundation for stimulating artistic and academic inquiry. Faculty, both full and part time are encouraged to structure their courses with a trans-/inter- disciplinary approach when possible, especially in the undergraduate curriculum, to promote a sensibility that the study of dance as an art form is most relevant when coupled with an understanding of literature, politics, art, sociology, and other areas of the arts and humanities.

## By-Law VII. COMMITTEES

### Item a. General Provisions....

5) In the event of a resignation of the chair of a standing committee, the Chair of the Senate, in consultation with the Executive Committee, may select a replacement for the remainder of the year. In the case of the resignation of a member of a standing committee, the Chair of that standing committee, in consultation with the Chair of the Faculty Senate Nominating Committee, may select a replacement for the remainder of the year. This provision regarding appointment of replacements for chairs or committee members supersedes other provisions within Article V of the Constitution or the Faculty Senate By-Laws regarding the appointment of chairs or members of standing committees.