

Faculty Senate Meeting
Thursday, October 25, 2012
3:30 p.m. - 5:30 p.m., Adelbert Hall, Toepfer Room

AGENDA

3:30 p.m.	Approval of Minutes from the September 24, 2012 Faculty Senate Meeting, <i>attachment</i>	R. Dubin
	Approval of Amendment to April 25, 2012 Faculty Senate Meeting Minutes, <i>attachment</i>	R. Dubin
	President's and Provost's Announcements	B. Snyder B. Baeslack
	Chair's Announcements	R. Dubin
3:40 p.m.	Report from the Executive Committee	S. Garverick
	Report from Secretary of the Corporation	L. Keefer
3:45 p.m.	Motion to Approve FSCUE: Resolution on Course Repetition and Restarting GPA Post-Separation Policy <i>attachment</i>	J. Wolcowitz
3:55 p.m.	Motion to Approve FSCUE: New Majors (Chemical Biology and Dance) <i>attachments</i>	G. Tochtrop J. Wolcowitz
4:00 p.m.	Motion to Approve MSASS By-Laws, <i>attachment</i>	G. Gilmore
4:10 p.m.	Motion to Approve School of Dental Medicine By-Laws <i>attachment</i>	J. Goldberg
4:20 p.m.	Motion to Approve School of Nursing By-Laws <i>attachment</i>	D. Lindell
4:25 p.m.	Motion to Approve Grievance and Conciliation Policy, <i>attachment</i>	W. Gingerich
4:35 p.m.	Conciliation Report, <i>attachment</i>	W. Gingerich
4:45 p.m.	Update on Diversity Strategic Action Plan	M. Mobley M. Burrows
5:00 p.m.	Process for Outcome Assessment at CWRU	S. Perry



Faculty Senate Meeting

Thursday, October 25, 2012

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

Members Present

Daniel Akerib
Bruce Averbook
Bud Baeslack
Matthias Buck
Gary Chottiner
Elizabeth Click
Chris Cullis
William Deal
Nicole Deming
Peg DiMarco
Robin Dubin
Taryn Fitch
Steven Fox
John Fredieu

Steve Garverick
Alfredo Hernandez
Sue Hinze
Mark Joseph
Thomas Kelley
Kurt Koenigsberger
Erin Lavik
Deborah Lindell
Joseph Mansour
Greggory Mentele
Frank Merat
Sonia Minnes
Ray Muzic
Dale Nance

Leena Palomo
Deepak Sarma
Robert Savinell
Benjamin Schechter
JB Silvers
David Singer
Martin Snider
Barbara Snyder
Alan Tartakoff
Lee Thompson
Mark Votruba
Xin Yu
Rebecca Zirm

Members Absent

Hussein Assaf
Joseph Baar
Ronald Blanton
Lee Blazey
Richard Buchanan
Christine Cano
David Crampton
Lisa Damato

Thomas Egelhoff
Karen Farrell
Patricia Higgins
Zheng-Rong Lu
Laura McNally
Kathryn Mercer
William Merrick

Simon Peck
Bonnie Richley
Sandra Russ
Matt Sobel
Randall Toy
Gillian Weiss
Nicholas Ziats

Others Present

Daniel Anker
Christine Ash
Melissa Burrows
Donald Feke
Cleve Gilmore
Wally Gingerich

Jerry Goldberg
Arnold Hirshon
Barb Juknialis
Ermin Melle
Marilyn Mobley
Dean Patterson

Susan Perry
John Sideras
Lynn Singer
Greg Tochtrop
Colleen Trembl
Jeff Wolcowitz

Call to Order

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

Approval of Minutes

The minutes of the Faculty Senate meeting of September 24, 2012 were approved as submitted.

A proposed amendment to the April 25, 2012 Faculty Senate meeting minutes relating to the Master of Science track in Wireless Health was also approved. The April 25, 2012 minutes will be amended accordingly. *The amendment is attached.*

President's Announcements

President Barbara Snyder thanked the faculty for their involvement in Alumni/Parents weekend. She stated that over 2000 people came to the Blue Block Party celebration, half of whom were students. At the culmination of the Blue Block Party celebration President Snyder announced gifts from the Mt. Sinai Foundation and the Cleveland Foundation for a new medical school building. As of September 30, 2012, 744 million dollars have been raised towards the university's capital campaign. Bruce Loessin, Senior Vice President for University Relations and Development, will attend a future Faculty Senate meeting to report on the university's development efforts. Robert E. Widing II has been appointed Dean of the Weatherhead School of Management (as of 10/15/12) and President Snyder thanked JB Silvers for his dedication and commitment to the school as interim dean. Glenn Nicholls, Vice President for Student Affairs, is retiring as of the end of the 2012-13 academic year. Tinkham Veale, philanthropist and CWRU alumnus will be honored at a memorial service in the Horsburgh Gym on Friday, October 26th.

Provost's Announcements

Provost Bud Baeslack announced that a search committee has been formed to fill the Vice President for Student Affairs position. The committee expects to complete the search process by July 1, 2013. The strategic planning steering committee will be meeting next week.

Chair's Announcements

Prof. Robin Dubin, chair, Faculty Senate, reported that the membership of the Ad-Hoc Committee on Appointments Outside the Constituent Faculties is complete and that meetings are being scheduled.

Report from the Executive Committee

Prof. Steven Garverick, chair-elect, Faculty Senate, reported that the Faculty Senate Executive Committee voted to approve the awarding of an honorary degree to Cleveland artist Julian Stanczak. Prof. Garverick also reported that the committee reviewed a proposal to amend the Senate by-laws. The amendment would create a procedure for replacing a chair or member of a standing committee who resigns. The committee voted to send the proposal to the Committee on By-Laws for review. FSCUE is reviewing a proposal on the governance of the SAGES program and Prof. Garverick encouraged the senators to familiarize themselves with the proposal and to seek feedback from their constituents.

Report from Secretary of the Corporation

Ms. Colleen Treml, deputy general counsel, reported that the CWRU Board of Trustees Executive Committee, at their September meeting, approved 8 resolutions to approve/amend endowments totaling approximately \$4.89 million. Several junior and senior faculty appointments, 3 faculty appointments to endowed professorships and 3 emeriti appointments were approved. The Finance and Audit Committees of the BOT gave reports. The October meeting was cancelled and all resolutions and actions were moved to the next BOT meeting on November 13th.

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. The subcommittee proposed that grades for all iterations of repeated courses be included in the calculation of a student's GPA and that the prohibition for using the P/NP for a repeated course be lifted. The subcommittee also proposed that the GPA no longer be restarted after a period of academic separation and that students be allowed to maintain all grades earned before separation; not just those where the student earned a grade of C or better as the current policy indicates. Finally, the committee recommended that a cumulative GPA of 2.000 still be required for students to graduate. Dean Wolcowitz stated that these policies are in line with our peer institutions. The Senate voted to approve the Resolution on Course Repetition and Restarting GPA Post-Separation Policy. *The resolution is attached.*

FSCUE: New Majors (Chemical Biology and Dance)

Dean Wolcowitz presented a proposal for a new undergraduate major in Chemical Biology. Professor Greg Tochtrop from the Chemistry Department provided an explanation of the differences between biochemistry and chemical biology and indicated that student interest is high in the new major. Students will be housed in the Chemistry Department. The Senate voted to approve the new major in Chemical Biology. *Materials are attached.*

Dean Wolcowitz also presented a proposal for a new undergraduate major in dance. He explained that two years ago the Senate had voted to separate the departments of theater and dance and that this current proposal creates the major within the dance department. The Senate voted to approve the new major in dance. *Materials are attached.*

MSASS By-Laws Revisions

Dean Grover Gilmore presented a proposal to revise the Mandel School of Applied Social Sciences' (MSASS) By-Laws. The school's Committee on Students for the Masters Program has two functions: advisory and consultative. These functions will now be split between the school's Masters Curriculum Committee and Committee on Students and the By-Laws are being revised to reflect this change. The By-Laws are also being revised to delete the word "Masters" from the Masters Curriculum Committee name and the Committee on Students for the Master's Program name since MSASS offers more than just master's degree programs. The Senate voted to approve the proposal for revisions to the MSASS By-Laws. *The MSASS By-Laws revisions are attached.*

School of Dental Medicine By-Law Revisions

Dean Jerry Goldberg presented a proposal for revisions to the School of Dental Medicine's (SODM) By-Laws. The SODM is proposing to change the name of the Committee on Graduate Studies and Research to the Committee on Graduate Studies. A separate committee on research is necessary due to the large amount of research being conducted by graduate students within the school. The Senate voted to approve the proposal for revisions to the SODM By-Laws. *The SODM By-Laws revisions are attached.*

School of Nursing By-Laws Revisions

Deborah Lindell presented a proposal for revisions to the School of Nursing (SON) By-Laws. The revisions reflect the new organizational structure within the SON and the name change of the Master of Nursing (MN) program to the Graduate Entry Nursing Program (GENP). The Senate voted to approve the proposal for revisions to the SON By-Laws. *The SON By-Laws revisions are attached.*

Grievance and Conciliation Policy

Professor Emeritus Wallace Gingerich, Conciliation Counselor, presented revisions to the grievance and conciliation policy of the Faculty Handbook. An ad-hoc committee led by Professor Emeritus Wilbur Leatherberry had been formed in 2008 to revise the grievance policy procedures. In January of 2010, the Senate approved recommended changes designed to streamline grievance procedures and which also included changes to the number and selection of faculty on grievance hearing committees. The ad-hoc committee had also recommended the creation of a pilot program for a conciliation process. In April of 2011 the senate approved formalizing the conciliation process and charged the Senate Committee on By-Laws with formulating language for the Faculty Handbook. In addition to drafting this language, the Committee on By-laws proposed revisions to Articles IV and V of the Handbook making the language pertaining to board membership and other process-related matters consistent within faculty disciplinary procedures and faculty grievance procedures. The Senate approved the additions and revisions. *The additions and revisions are attached.*

Conciliation Report

Prof. Emeritus Wallace Gingerich summarized his activities in the conciliation program over the past year, and reported that those who have taken advantage of the conciliation services this year have not, thus far, filed grievances.

Update on Diversity Strategic Action Plan

Dr. Marilyn Mobley, Vice President for Diversity, Inclusion and Equal Opportunity reported on recent activity in her office. The website has been updated and this semester the Power of Diversity Lecture series features lectures by CWRU Professor Rhonda Williams, Jacob Gayle, and T.J. McCallum. Receptions for underrepresented faculty, students and staff have been extremely successful and the second cohort of the Train the Champion program includes 30 people. Dr. Mobley has been meeting with the Deans from each one of the schools to review their diversity plans. These plans are required by the University's Strategic Action Plan (DSAP). In February of 2013 Dr. Mobley will report to the university campus about the progress being made on the school's plans. Dr. Mobley introduced Dr. Melissa Burrows, Faculty Diversity Officer, who presented data on faculty diversity. A senator requested that in the future they include data on student and staff diversity also.

Process for Outcome Assessment at CWRU

Susan Perry, University Director of Outcome Assessment, discussed her role at the university. Under the CWRU Philosophy of Assessment Statement approved by the Faculty Senate in April of 2004, each school is charged with carrying out appropriate outcome assessments and her role is to assist them in doing so. She would like to see the schools sharing information wherever possible.

The meeting was adjourned at 5:09 p.m.

Approved by the Faculty Senate



Rebecca Zirm
Secretary of the University Faculty

Course Repetition Restarting GPA Post-Separation GPA ≥ 2.000 for Graduation

April 17, 2012

Report from Subcommittee on
Academic Standing to FSCUE

A Tale of Four Students

Arlene: Earns all C's; graduates with 120 credit-hours and GPA = 2.000

Bret: Earns a mix of F's and C's; not separated; repeats all courses with F's and earns C's; graduates with 120 credit-hours and GPA = 2.000

Cindy: Earns a mix of F's and C's; separated; does not repeat courses with F's; earns C's in all courses after separation; graduates with 120 credit-hours and GPA = 2.000

Don: Earns a mix of F's and C's; not separated; takes exactly the same courses as Cindy; completes 120 credit-hours but does not graduate because GPA < 2.000

Why are Bret, Cindy, and Don being treated differently from one another?

Current Course Repetition Policy

When a course is repeated, the first grade will remain visible on the transcript, but will be removed from the calculation of the cumulative grade point average and the grade point average for the semester in which the course was first taken. Also, credits earned for that enrollment will be deleted. The new grade will then be used for calculation of the cumulative grade point average and the grade point average for the semester in which it was earned, regardless of whether the new grade is higher or lower than the first grade. The student's transcript will show the comment "REPEATED: NO CREDIT AWARDED" directly below the original grade.

Some Concerns

Incentives: Do we mean to provide a GPA incentive for a student to repeat a course in which he received a disappointing grade rather than move on to something else?

Definitions: If a student fails the honors version of a course (PHYS 124) and then (wisely?) takes the non-honors version (PHYS 122), should that count as a repeat under the policy? Since all USSY seminars fill the same curricular niche, should the course repeat option be applied if a student takes a second USSY seminar?

Some Concerns

Inequity: Courses are offered with different frequency; some are offered only once. Is it equitable for some students to improve their GPAs because they had the good luck to fail a course that is being offered again?

Consistency: Why do we omit the first iteration of a repeated course in the reported GPA when we think it is important to include it in the scholarship GPA (under old rules)?

Integrity of the transcript: Is there a mismatch between the grades showing on the transcript and the reported GPA that may confuse or mislead the reader of the transcript?

Proposal on Course Repetition

That the 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

Current Policy on Restarting GPA

Students readmitted after being separated for reasons of academic performance will retain the credits they earned before separation only for those courses passed with a grade of C or better.

Readmitted students do not retain quality points earned before separation, and the cumulative grade point average will be restarted and include only those grades earned after readmission.

Some Concerns

Incentives: Does this distort decisions about academic probation and separation by adding a consideration beyond a student's readiness to perform at a level that will lead him back to good standing?

Consistency: Why do we omit courses taken before separation from the reported GPA when we think it is important to include these in the GPA calculation for Latin honors at graduation?

Integrity of the transcript: If a student returns from separation and then received all A's, is it appropriate that his reported CWRU GPA is 4.000?

Proposal on Restarting GPA

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)

Current Policy on GPA ≥ 2.000 to Graduate

Every candidate for a baccalaureate degree from the university must:

1. complete a foundation curriculum ...;
2. complete two semesters of physical education;
3. **complete a course of studies with a cumulative grade point average of no less than 2.000 for work taken at Case Western Reserve University;** and
4. earn in residence at Case Western Reserve University a minimum of 60 semester hours, of which at least 30 must be earned after the student achieves senior status.

Some Concerns

Completion of requirements vs. history: If a student has completed the requisite number of credit-hours with an appropriate GPA for those courses, why do we care that the student may have had some missteps along the way?

Difficulty overcoming bad grades: Is it right that the only ways to offset D's and F's are to earn A's and B's or repeat specific courses?

Some Concerns

Consistency with P/NP policy: If we are not concerned about D's and F's hidden behind P's and NP's for elective courses, why do we care about them if they are showing?

Consistency with major GPA: Why do we include all grades in calculating the overall GPA to check for 2.000 when we include only the courses used to fulfill major requirements in calculating the major GPA for 2.000 for those degrees that have such a requirement?

Proposal on GPA \geq 2.000 to Graduate

That we make no change to the requirement of a cumulative GPA of at least 2.000 for graduation.

Benchmarking Data

Polled AAU Registrars

43 Responded

Benchmarking on Course Repetition

If an undergraduate enrolls in the same course for a second time, which grade is included in the GPA that you calculate for the student?

55% (22) Both grades

33% (13) Only the grade from the second enrollment

13% (5) Only the grade from the first enrollment

Benchmarking on Restarting GPA

If an undergraduate is temporarily required to withdraw/suspended/separated from the university for a semester or more because of poor academic performance and then returns to the university, how are credits earned before the period of withdrawal treated?

95% (41) Student retains all credits earned before the absence

5% (2) Student retains credits earned with grades $\geq X$

0 Student loses all credit earned before absence

Benchmarking on Restarting GPA

If an undergraduate is temporarily required to withdraw/suspended/separated from the university for a semester or more because of poor academic performance and then returns to the university, how are the grades from before the period of absence treated in the GPA that you calculate for the student?

95.3% (41) All grades before separation are included in GPA

2.3% (1) Only grades for which student retains credit are included

2.3% (1) GPA is restarted

Benchmarking on $\text{GPA} \geq 2.000$ to Graduate

In addition to a total number of credit-hours earned and meeting specific course requirements, do undergraduates need to achieve a minimum GPA in order to graduate?

70% (30) Student must have a cum $\text{GPA} \geq X$

51% (22) Student must have a $\text{GPA} \geq X$ in the major

12% (5) No, but we have a different rule that makes sure the student did not skim by with minimal performance

5% (2) No, earning sufficient credit hours and meeting specific course requirements are sufficient to graduate

How Many Students Wouldn't Graduate?

783 students graduated in May 2011.

Of these, 11 had been separated earlier.

Also, looked at the 15 students who graduated with $GPA \leq 2.500$.

3 students were on both lists, for a total of 23 students.

2 would not have graduated.

1 would have had a **higher** GPA.

Summary

That the 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;

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); and

That we make no change to the requirement of a cumulative GPA of at least 2.000 for graduation.

THE END

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:cccc"4

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.

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? Biochemistry, Biology, Chemical Engineering, Macromolecular Science & Engineering

Contact person/committee: Mike Kenney, Chair, Undergraduate Affairs Committee of the Chemistry Department

SIGNATURES:

Department Curriculum Chair(s)/Program Directors:

Michael Kenney 3-4-11

Chemistry Department Chair:

Mary Barber 3/4/11

Biochemistry Department Chair:

Michael H. ...

Biology Department Chair:

ll 3/4/2011

Chemical Engineering Department Chair:

Mal ... 3/10/2011

Macromolecular Science & Engineering Department Chair:

... 3/2/11

College/School Curriculum Committee Chair:

M. Kenney/cas 3-17-11

College/School Dean(s):

J. Robin/cas 3-17-11

~~Curriculum Committee Chair:~~

File copy sent to:

gistrar
-----Other:

T

Mathematics Department Chair:

... 3/11/2011

Physics Department Chair:

Ralph ... 3/8/2011

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
Total Hours	15	Total Hours	16
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
Total Hours	15	Total Hours	15
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
Total Hours	16	Total Hours	15
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
Total Hours	15	Total Hours	15

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.

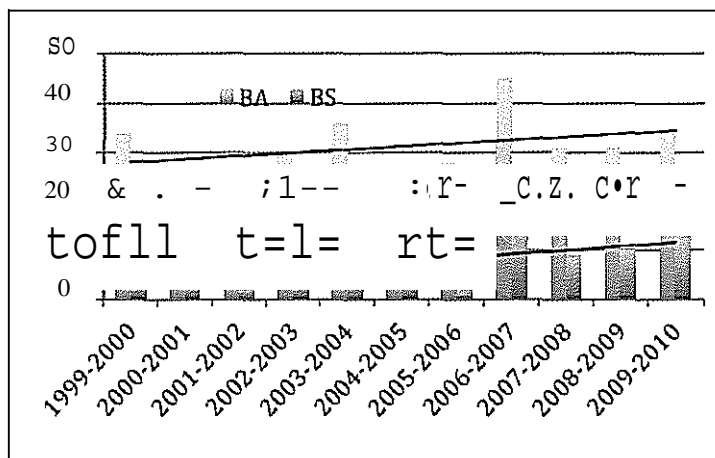
Chemistry, as a discipline, is very mature. Most chemistry departments and majors are based on the traditional divisions of analytical, biochemical, inorganic, organic and physical chemistry. At the same time, the research emphasis of most departments, including our own, has shifted to a more interdisciplinary 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] 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)

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 21st 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 21st 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 _____
College/School Curriculum Committee Chair: R. Jordan _____
College/School Dean(s): L. Kodish _____
UUF Curriculum Committee Chair: _____

File copy sent to: _____ Registrar _____
Other: J. W. Skolwitz for FSCUE _____
sent 4-12-12

Undergraduate Major in Dance- Preamble and Narrative

Eleceiiibe 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 20th 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

Proposed Major in Dance: 41 credits	
<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>Modern Techniques: 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 & II respectively</p> <p>Floating Credit classes: 317, 318, 403, 404, 407, 408 Advanced or Fourth Year Techniques I & II respectively</p>	15 credits
<p>Ballet Techniques: 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 & II respectively</p> <p>Floating Credit classes: 360, 361, 460, 461 Third and Fourth Year Ballet Techniques I & 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
TOTAL DANCE CREDITS	41

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.

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 10/15/2012](#)

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

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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 Faculty Senate Academic Integrity Standards has occurred;
- 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, as provided in the CWRU Academic Integrity Standards. If the alleged violation is one for which the penalty is separation from the university (defined as level 3 and level 4-) in the Academic Integrity Standards for Graduate Students (Chapter 4, Article VI of the Case Western Reserve University Faculty Senate Handbook, then the dean of

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the Mandel School will automatically forward the case to the dean of graduate studies to be heard under the University Academic Policies and Procedures. -In cases where students are having serious difficulties in meeting field requirements or when the students' behavior is in violation of the Professional Code of Conduct Policy (see the M.S.S.A. Program Instructor's Manual and the MSSA Student Handbook), the committee shall refer the student to the Committee on Students to consider administrative action.

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

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

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

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

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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.

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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"> • Master’s degree in social work or related field. (1) • Evidence of professional expertise and excellence in an area of social welfare. (3) • Evidence of pedagogical abilities relevant to social work education. (2) • Willingness to participate in school service and administrative tasks. (4)

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

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

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

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

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

COMMITTEE ON GRADUATE STUDIES ~~AND RESEARCH~~

The committee shall consist of an appointee of the dean (who shall serve as ex officio non-voting members), ~~the director of research and~~ the program directors of departments offering graduate programs of study, and three (3) Voting Faculty of the Dental Faculty who are not members of the departments offering graduate programs. The latter three (3) members of the committee shall be elected in accordance with the Bylaws, Article III, Section 5.a. and for a term as specified in Article V, Terms of membership.

The duties and functions of this committee shall be to:

1. establish and monitor rules and regulations and the quality standards for graduate and residency programs in the School of Dental Medicine. Criteria shall be in compliance with guidelines set forth by the School of Graduate Studies and the Commission on Dental Accreditation ~~of the American Dental Association.~~
2. establish and monitor guidelines for graduate student admissions in the School of Dental Medicine. Criteria shall be consistent with standards set forth by the School of Graduate Studies.
3. identify students with less than satisfactory performance. Students to be placed on probation shall be notified by the committee, and the conditions to be met by the student to remove him/herself from probationary status shall be prescribed.
4. review for completeness and good standing the credentials of each candidate for the award of a degree and/or certificate. Committee endorsement for each candidate is required. The committee shall forward the names of endorsed candidates to the faculty for consideration for the award of a degree.
5. annually review graduate core courses for appropriateness and completeness of content, and make specific recommendations to course directors.
6. oversee graduate course deletions and new course additions.
7. review incidents of alleged unethical behavior on the part of graduate students.
- ~~8. review annual progress reports of ongoing research and make these available to faculty, students, and alumni.~~
- ~~9. review and evaluate the research qualifications for candidates for appointments and/or promotions when deemed necessary by the department chairperson, the Committee on Faculty Academic Status, the Executive Board, and/or the dean.~~
- ~~10. select a faculty member to serve on the University Institutional Review Board for experimentation involving human subjects.~~

- 118. provide procedural oversight for graduate research, including thesis protocols.
- 129. review and recommend changes in clinical policies, standards of care, logistics in graduate education and ~~clinical~~ research, facilities, and fiscal matters affecting the clinical phase of graduate education, ~~and clinical~~ research, and fellowships.

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 executive associate dean for academic programs~~ 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 MN~~ program, and one (1) from the DNP program.
3. Program directors for the BSN, ~~GENP Grad-Entry~~, MSN and DNP programs – *ex-officio*.
4. The ~~Associate Dean for Academic Affairs executive-associate-dean-for-academic-programs~~ – *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 MN~~, 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 ~~Master-of-Nursing (MN)-Program 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 ~~MN 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 MN~~ program.

c. Functions

1. Evaluate ~~GENP MN~~ program admission policies and criteria and recommend changes to the faculty.
2. Interview non-nurse, post-baccalaureate applicants to the ~~GENP MN~~ program.
3. Admit applicants to the ~~GENP MN~~ 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 associate-dean for-doctoral-programs~~.

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 MN** 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 MN~~, DNP and PhD selected by the appropriate student association.
3. The program directors for the BSN, MSN, ~~GENP MN~~, DNP and PhD Programs – *ex officio*.
4. The ~~Associate Dean for Academic Affairs executive associate dean for the academic programs~~ – *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, ~~Associate Deans for Doctoral Education~~, Director of PhD program, ~~Associate Dean for Academic Affairs Programs~~, 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 Associate Dean for Doctoral Education~~ 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 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.

Faculty Handbook, Chapter Three, Part I, 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

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 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 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 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 hearing 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 matter. 2) The chair or member has a history of conflict with either party. 3) 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 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. No persons involved in the hearing procedure shall discuss the hearing matter except as provided herein.
- e) 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 recording 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.
- m) 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.
- n) 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.
- o) 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, as well as to the appropriate dean, chair or vice president.

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 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. 3) 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.
- d) 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).

- e) 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.
- f) 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.
- g) 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.
- h) 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.

- i) 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.

- j) 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.

Case Western Reserve University

Faculty Conciliation and Mediation Program

Report to Faculty Senate

October 25, 2012

Background

The Faculty Conciliation and Mediation Program was established in January 2010 to provide a mechanism for faculty to resolve academic disputes collaboratively, with the hope that mediation could serve as an alternative to the formal grievance process in some instances. The Program is staffed by a part-time Conciliation Counselor who provides individual consultation, conflict coaching, facilitated dialogue and mediation to parties in a dispute. The program also has access to the services of professional mediators when needed.

Activities during the 2011-2012 year

- Provided conciliation and mediation services to 10 faculty members
- Publicized services of the Conciliation and Mediation Program through meetings with A&S Chairs' Council and SOM Faculty Council, article in Case Daily, updates to brochure and web site
- Made presentations to UCITE and MSASS Alumni

Issues brought

- 7 personnel practice (tenure, workload, supervisory relationship)
- 2 inter-collegial/interpersonal conflict (day to day interactions)
- 1 departmental conflict

Services provided

- 7 consultation and/or conflict coaching
- 3 facilitated conversation including both parties to the conflict

Observations and impressions

- Many users came for advice on how to manage issues that could develop into more serious conflicts later.
- Most users preferred to manage their issues on their own and therefore were interested in consultation and/or coaching on how to approach the other party.
- No grievances have been filed by the 24 users of the Conciliation and Mediation Program to date.

Submitted by:

Wallace J. Gingerich
Conciliation Counselor
conciliator@case.edu
368-0313

Office of Inclusion,
Diversity
and
Equal Opportunity

Update

Faculty Senate

October 25, 2012

Marilyn S. Mobley, PhD

Vice President

Inclusion, Diversity and Equal Opportunity
and

Melissa K. Burrows, PhD

Faculty Diversity Officer

OIDEO Updates

- Staff Changes
 - Faculty Diversity Officer — Melissa K. Burrows, PhD
 - Manager of Faculty Diversity and Development—Robynn K. Strong
 - Diversity Program Manager — Janetta Hammock
 - EEO and Diversity Manager — Gia M. Adeen
 - Executive Aide — Kimberly S. Yurchick
 - Diversity Fellow — Obie Okuh
- Updated website, monthly e-updates and the annual report
- Power of Diversity Lecture Series for Fall 2012
- URM Receptions (in collaboration with the President's Advisory Council on Minorities)

Implementation of the Diversity Strategic Action Plan (DSAP)

- Approval by Faculty Senate—December 2011
- Presentation to Board of Trustees—February 2012
- Adoption by Diversity Leadership Council—March 2012
- Launching of CWRU as Institutional Home for the Association for Underrepresented Minorities (AUMF)
- Planning for the 52 Stories Project
- Planning for the Mentoring Circle Project (CAS, CSE, LAW)
- Hosting of Employee Resource Group Interest Meetings
- Meetings with Deans to Discuss Ways to Embed Diversity into School Strategic Plans
- Hosting of Campus-Wide Graduation and Welcome Receptions for URM students (in collaboration with President's Advisory Council on Minorities)
- Launching of Diversity Champion Annual Fund
- Continuation of Train the Champion

Total Faculty by School/College

Faculty Comparison	2005/06 Faculty	2006/07 Faculty	2007/08 Faculty	2008/09 Faculty	2009/10 Faculty	2010/11 Faculty	2011/12 Faculty
Arts and Sciences	220	219	222	229	241	255	261
Dental Medicine	66	68	71	73	70	67	65
Engineering	117	115	110	108	107	111	114
Law	48	51	51	49	47	43	45
Management	74	60	61	58	59	66	69
Medicine	748	756	621	585	578	577	593
MSASS	25	26	27	26	25	26	28
Nursing	59	71	75	81	92	87	82
Total Faculty	1,357	1,366	1,238	1,209	1,219	1,232	1,257

All numbers are for Board-approved, Case-paid faculty only at the rank of instructor and above.

For the School of Medicine, this number changed after the affiliation agreement went into effect during 2006.

Women Faculty by School/College

Faculty Comparison	2005/06 Women	2006/07 Women	2007/08 Women	2008/09 Women	2009/10 Women	2010/11 Women	2011/12 Women
Arts and Sciences	73	81	84	85	96	104	107
Dental Medicine	17	18	21	23	23	22	21
Engineering	12	13	12	14	13	14	14
Law	12	16	18	19	19	17	17
Management	16	14	13	11	11	13	15
Medicine	259	265	209	187	190	196	204
MSASS	13	13	13	13	13	15	15
Nursing	54	66	70	77	87	82	74
Total Faculty	456	486	440	429	452	463	467

All numbers are for Board-approved, Case-paid faculty only at the rank of instructor and above.

For the School of Medicine, this number changed after the affiliation agreement went into effect during 2006.

*Advancing diversity through inclusive thinking,
mindful learning and transformative dialogue*

Total Minority Faculty by School/College

Faculty Comparison	2005/06 Minority	2006/07 Minority	2007/08 Minority	2008/09 Minority	2009/10 Minority	2010/11 Minority	2011/12 Minority
Arts and Sciences	25	25	25	26	30	33	33
Dental Medicine	17	19	19	20	20	18	16
Engineering	30	32	31	33	35	35	34
Law	5	4	4	3	2	2	3
Management	16	10	11	13	14	18	19
Medicine	137	152	142	143	143	143	149
MSASS	3	4	4	4	4	5	6
Nursing	5	7	10	9	12	11	12
Total Minority Faculty	238	246	246	251	260	265	272
Underrepresented Minority Total *	70	72	65	64	70	72	73

* African Americans, Hispanic Americans, Native Americans, Alaska Natives, Hawaiian Natives, and natives of the U.S. Pacific Islands. Women are considered an underrepresented group in the STEM fields.

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Fall 2011 Update on Metrics

	CWRU	CMU	Chicago	Emory	JHU	Rochester	Vanderbilt	Wash U
Total FT Tenured/Tenure Track Faculty								
Fall 2007	813	607	1,108	1,128	2,405	1,250	1,178	1,213
Fall 2008	823	618	1,114	1,154	2,239	1,270	1,210	1,234
Fall 2009	807	635	1,106	1,182	2,559	1,288	1,235	1,260
Fall 2010	814	650	1,105	1,185	2,541	1,305	1,242	1,254
Faculty Diversity: Women								
Fall 2007	30%	23%	26%	28%	32%	29%	24%	22%
Fall 2009	29%	23%	26%	31%	33%	30%	26%	24%
Faculty Diversity: Underrepresented Minority								
Fall 2007	5%	5%	6%	7%	6%	3%	6%	4%
Fall 2009	5%	5%	7%	6%	6%	3%	6%	4%
<p><i>Source: U.S. Department of Education. Counts include only those medical faculty who are paid through the institution. Diversity data are collected every other year.</i></p>								

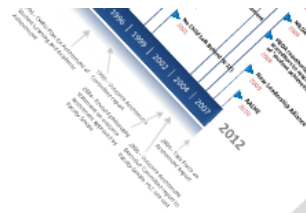
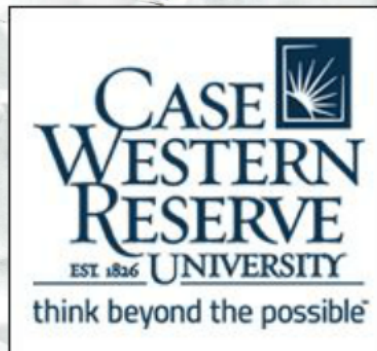
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Questions/Answers/Discussion

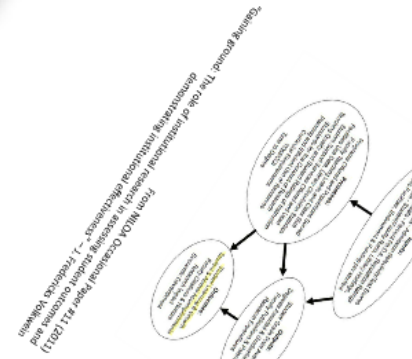
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Outcome Assessment

Susan Perry
University Director of Outcome Assessment



- IPEDS
- Undergraduate retention
- Undergraduate graduation rates

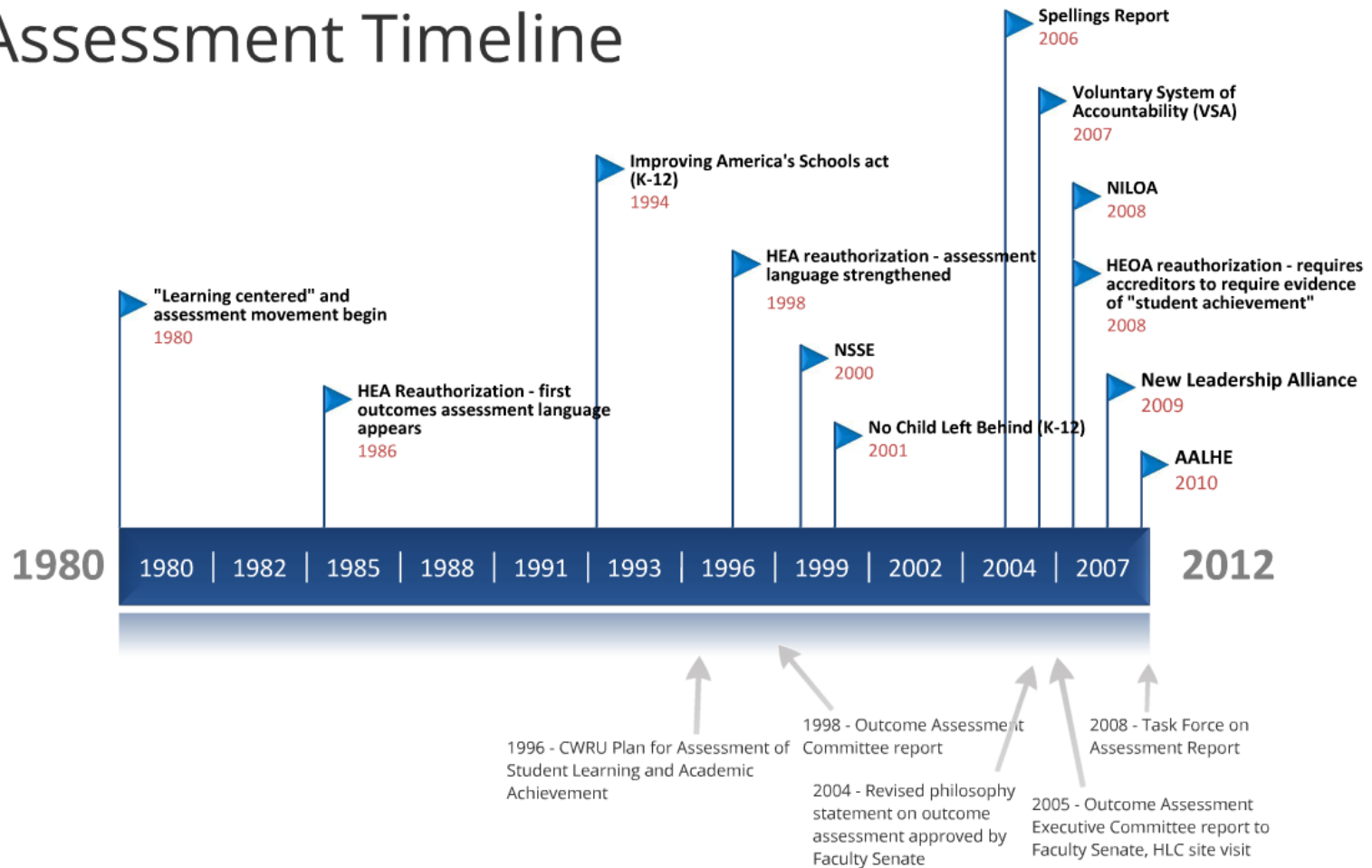


RESERVE
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Outline

- Defining academic "outcome" assessment
- Assessment at CWRU
- Ongoing activities and next steps

Assessment Timeline



Outputs



Measures of student accomplishment

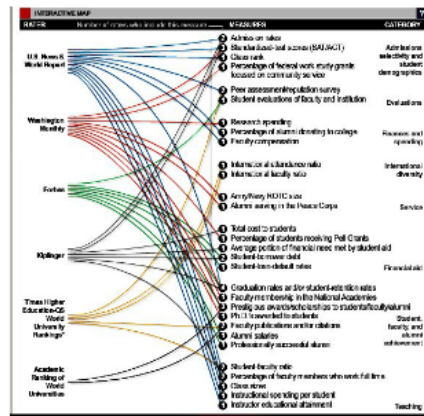
- Courses / credit hours completed
- Grades
- Certificates
- Degrees

Measures of institutional accomplishment

- IPEDS
 - Undergraduate retention
 - Undergraduate graduation rates

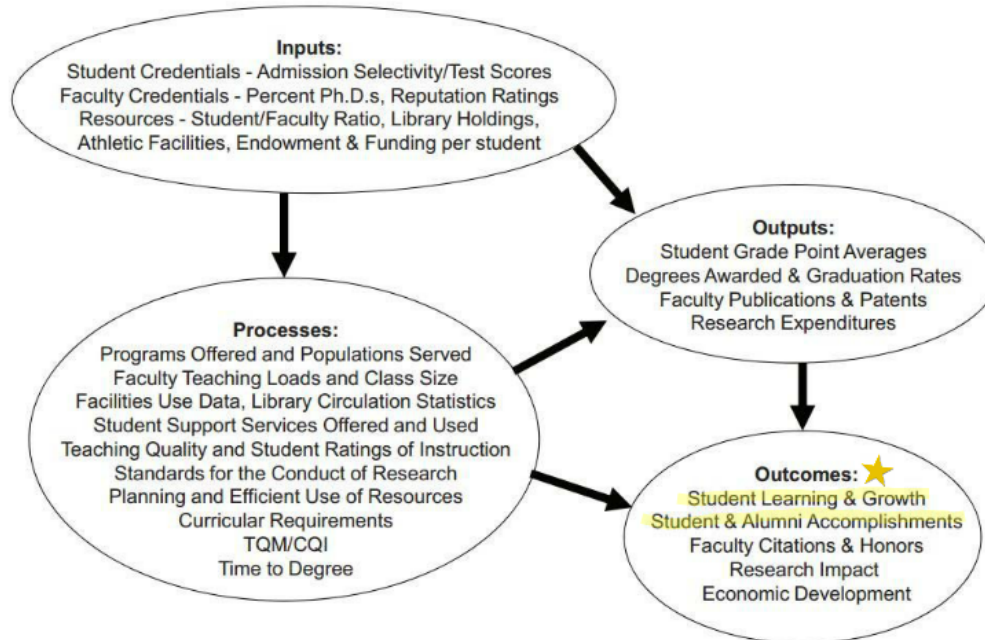


The screenshot shows the Ucan website interface. At the top, there's a banner for 'Ucan Get the Facts For a Smart College Choice!'. Below that, there's a navigation menu with options like 'Home', 'Choose a College', 'Compare Colleges', and 'Advanced Search'. The main content area features the 'College Navigator' search tool, which includes a search bar for 'Name of School', a dropdown for 'States (use map for COLLEGEdata)', and various filters like 'ZIP Code', 'Programs/degrees', and 'Level of Award'. There are also sections for 'Match by Name' and 'Match by Preferences'.



From the Chronicle of Higher Education Online edition, 8/29/10
 "30 ways to rate a college" – Alex Richards and Ron Coddington, Measuring Stick

Outcomes



From NILOA Occasional Paper #11 (2011)

“Gaining ground: The role of institutional research in assessing student outcomes and demonstrating institutional effectiveness” – J. Fredericks Volkwein

Essential features of academic outcome assessment

- Clearly stated intended outcomes for student learning
- Effective processes for assessment of student learning
- Assessment of curricular and co-curricular programs
- Use of information gained from assessment to improve student learning
- Methods used to assess student learning reflect good practice, including the substantial participation of faculty

CWRU Philosophy of assessment

Approved by Faculty Senate April 27, 2004

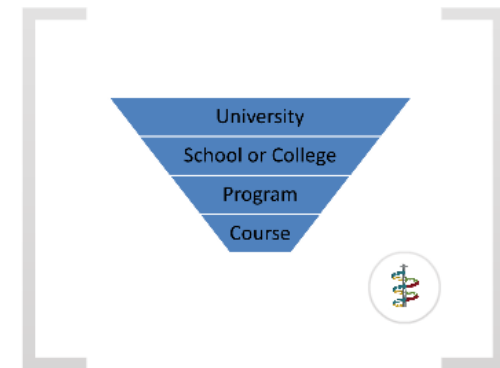
Case Western Reserve University commits to a comprehensive educational outcome assessment program, wherein we measure how our students have changed, what knowledge has been learned, and what competencies have been developed. Our educational outcome assessment programs will not only provide information on how well we are achieving our objectives, but also identify what types of programs and experiences have the most powerful impacts. The ultimate goal is to incorporate continuous evaluation into the educational culture for the improvement of programs and for enhancing the distinctiveness of our university.

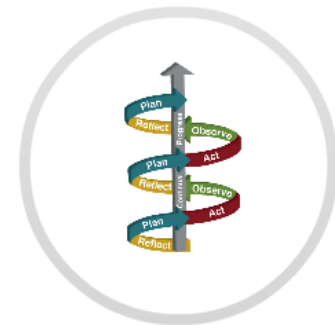
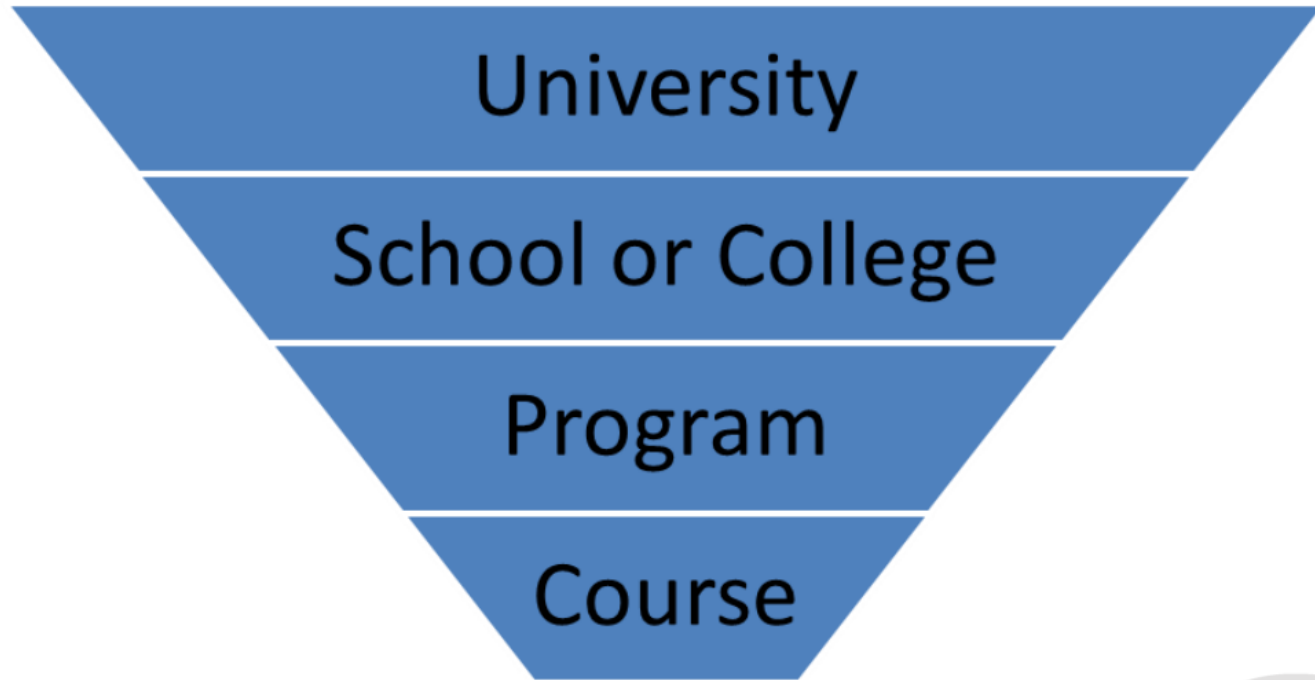
Education outcome assessments will be based on the core vision and mission of each school and the university as a whole. The faculty, empowered by adequate resources and support to carry out assessment activities, accepts that educational outcome assessment is a part of academic duties. Outcome assessment is embraced as a means that can lead to improvements in teaching and learning, plus provide evidence of teaching effectiveness for institutional purposes.

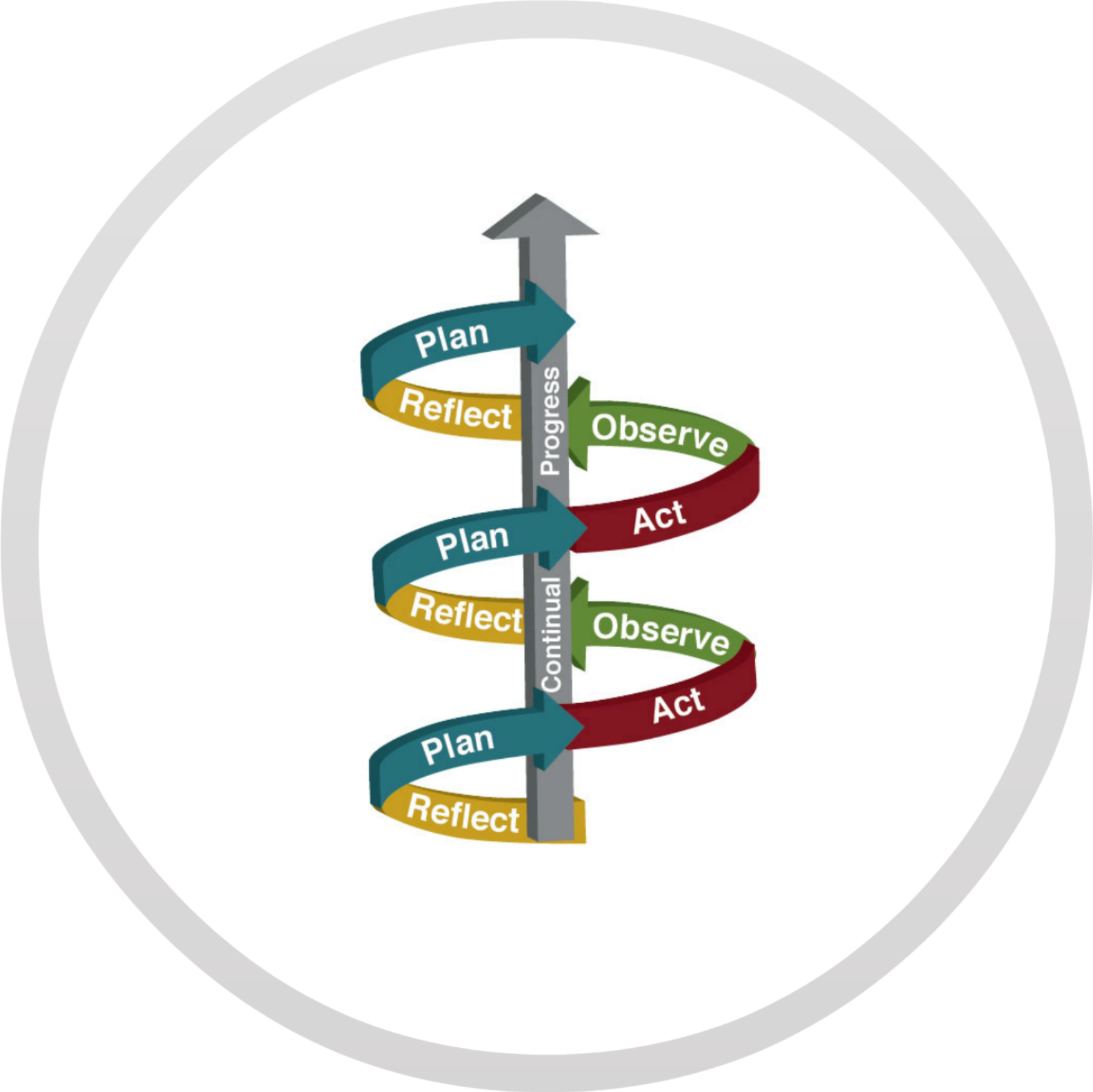


Task force on assessment (2008)

- Are CWRU students achieving the educational goals the university has identified?
- What can make learning a more effective experience?







Plan

Reflect

Observe

Act

Plan

Reflect

Observe

Act

Plan

Reflect

Progress

Continual

Ongoing activities

- Learn more about existing assessment processes
- Identify potential assessment opportunities and tools
- Inventory and support development of outcome assessment plans for each unit, degree program and/or general education requirements
 - Outcomes / objectives
 - Curriculum / experience map
 - Data and analysis
- Organize and chair an Outcome Assessment Coordinating Committee of assessment liaisons and UCITE

Where are others in this process?

(NILOA 2009 survey highlights)

- Most institutions had identified a set of common learning outcomes that apply to all students
- Most institutions used a combination of institution and program-level assessment
- Assessment was driven more by accreditation and a commitment to improve than external pressures from government or employers
- The two greatest needs to advance student learning outcomes assessment are **greater involvement of faculty and more assessment expertise, resources and tools**



Next steps

- Increase awareness and visibility of outcome assessment at CWRU
 - professional development
 - celebrating faculty accomplishments
 - valuing assessment work
 - transparency
- Build a culture of assessment at the university

susan.perry@case.edu

(216) 368-4389



susan.perry@case.edu

(216) 368-4389

