

**University Undergraduate Faculty**  
**Report on the Impact of SAGES**

**April 24, 2008**

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## Executive Summary

When SAGES was approved for full implementation, it was with a provision that the Executive Committee of the University Undergraduate Faculty would provide to the Provost and other University officers an annual report on the impact of the program. A brief report (*see Appendix VI*) was completed in the spring of 2006, near the end of the first year of full implementation of SAGES. This new, more substantial report is based on two more years of experience and data. The list of questions we have developed is long and we have partitioned the responsibility for answering them into five different task groups. Some of the answers are, at this time, less complete than might be desired, but the structure is now in place to provide a more complete analysis in our next report.

The SAGES Phase I Report highlighted four major reasons for adoption of this program:

- (i) serving our students better by improving writing and other communication skills,
- (ii) developing a distinguished undergraduate curriculum via active engagement
- (iii) improving student recruiting and improving net tuition revenue, and
- (iv) involving the professional schools in undergraduate education.

While there is evidence that SAGES has been successful in improving writing skills and partially successful in providing more seminar experience (*student and faculty opinions are mixed on this point*), there has been no improvement in the tuition discount rate, perhaps a mild increase in our attractiveness to prospective students and their parents, and little involvement of the professional schools.

SAGES has certainly had an impact on writing instruction in the University and the Department of English believes that students are benefiting in most respects. There are, however, concerns related to the expectations of SAGES students and the uniformity of writing instruction in different First and University Seminar courses. There are also concerns about the impact on the English Department itself, which has had to make major adjustments to accommodate SAGES, including large increases in the number of non-tenure track faculty. Changes in the Writing Resource Center, WRC, are having a positive impact beyond the bounds of SAGES, even extending into our graduate programs; 40% of all visits to the WRC are by graduate students seeking assistance.

The impact of the seminar experience is less clear, with mixed evaluations by students and with significant stress on departments which must provide the teaching staff for these seminars. Evaluation of these stresses is complicated by the large increase in undergraduate enrollment that coincided with full implementation of SAGES. The teaching demands associated with First and University Seminars have been concentrated in the College of Arts and Sciences, and spread throughout the departments in that College, while the demands associated with the increased numbers of undergraduates are being felt disproportionately by certain departments within and outside the College. SAGES draws tenure track faculty away from teaching departmental courses and, since promised hiring has not taken place, weakens the undergraduate major and graduate programs in many departments.

During the 2007-2008 academic year, the Case School of Engineering faculty voted for a major change in SAGES; making the University Seminars an option rather than a requirement for their majors. After months of discussion within the UUF Committee on Curriculum and negotiations between the Deans of the CSE and CAS, the CSE has agreed to a tabling of their proposal until the 2008-2009 academic year while the other UUF schools discuss potential changes to the SAGES program and determine if a university-wide set of requirements can and should be retained. It is critical that the curriculum committees of the UUF schools act quickly on this issue. The Deans, Provost and perhaps others may need to participate in this process, at the appropriate time.

The impact of the SAGES Departmental Seminar and Capstone requirements have been relatively minor in many departments and even in entire schools, particularly those such as the CSE which had similar pre-existing requirements and/or have been able to handle the SAGES mandate with relatively small adjustments to existing courses. However, certain other departments with large numbers of majors, such as Biology, Biochemistry, Chemistry, Nutrition and Psychology, are being sorely tested by a mandate to provide departmental seminars and capstones with no additional resources. It is too soon to tell whether students are benefiting from these two requirements.

The impact of SAGES on student recruiting and student morale is similarly mixed. As part of the overall educational experience at CWRU, SAGES is a useful marketing tool for Admissions. However, there is a danger that negative comments about the program from some upper-level students to visiting prospective students detract from this message. SAGES may be helping to increase the number and broaden the type of students who matriculate to CWRU, but this has not led to increased enrollment in the School of Engineering and there is some preference in that school, and among students in general, for traditional General Education courses rather than SAGES seminars.

Advising of students in the SAGES program impacts students mainly during their first semester and has relatively little effect after they declare a major. This advising increases the demands placed on First Seminar instructors, making a complex teaching assignment even more time-consuming. Students' interests, in terms of a major, are not generally a match with the First Seminar instructors' expertise, leading to some discontent on both ends.

We find no evidence for SAGES causing a reduced tuition discount rate, nor for any effect on faculty research revenue. Due to extensive use of non tenure-track faculty to teach University seminars, SAGES costs have been kept to a manageable level. 78% of First seminars (42% of University seminars) were taught by tenure-track faculty in 2005/06, falling to 65% in 2007/2008 (24% for University seminars).

*Aside from Gary Chottiner, Chair of the SAGES Impact Committee: We have tried to provide a scholarly, critical review of the impact that SAGES has had on the University. We hope that our effort has resulted in a document similar to the writing we encourage our SAGES students to produce. This report necessarily calls attention to many weaknesses in the SAGES program. Lest the reader get the wrong impression, I want to say that, in my mind, the people responsible for implementing SAGES have done a remarkable job under sometimes difficult circumstances.*

## **Introduction**

### **Mandate in the SAGES Phase II Report**

The Seminar Approach to General Education and Scholarship (SAGES) was approved by the CWRU faculty and administration for full implementation in the fall of 2005 with the provision that *“The University Undergraduate Faculty (UUF) Executive Committee will be charged with developing and executing recommendations for evaluating institutional impact. Furthermore, the UUF Executive committee should develop, on an annual basis, reports regarding the impact of SAGES ...”*

The full text of this mandate, which includes suggestions of questions that should be asked and the apparatus that should be used for assembling a report, is provided in Appendix I of this document.

### **Formation of the SAGES Impact Committee and its structure**

On January 24, 2008, the UUF Executive Committee, UUFXC, formally constituted a new SAGES Impact Committee. Although the UUFXC also created such a committee during the previous academic year, that committee did not succeed in issuing a report. The UUFXC did issue a report in the spring of 2005; that document can be found in Appendix VI of this document. The members of the 2008 committee are:

#### **College of Arts and Sciences**

Gary Chottiner - chair  
Kurt Koenigsberger  
Peter Haas  
Heather Morrison

**Francis Payne Bolton School of Nursing**  
Chris Hudak

**UG Studies**  
Jeffrey Wolcowitz

#### **Case School of Engineering**

John Blackwell  
Jay Mann

**SAGES**  
Peter Whiting

#### **Weatherhead School of Management**

Timothy Fogarty

**Undergraduate Student Government**  
David Poerschke - VP, Acad. Affairs

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The SAGES Impact Committee first met on February 6, 2008 and, at that time, divided its work into the following task groups.

### **ACADEMICS, INCLUDING WRITING INSTRUCTION, THE SEMINAR EXPERIENCE, AND STUDENT MORALE**

*Kurt Koenigsberger, Jeffrey Wolcowitz, Tim Fogarty, David Poerschke*

## **TEACHING & FACULTY SCHOLARSHIP**

*Jay Mann, Gary Chottiner, Chris Hudak*

## **SAGES FINANCES**

*Heather Morrison, Tim Fogarty, John Blackwell*

## **ADMISSIONS, INSTITUTIONAL REPUTATION & UCI/COMMUNITY INTERACTIONS**

*Peter Whiting, Heather Morrison, Peter Haas*

## **ADVISING**

*Jeffrey Wolcowitz, Chris Hudak, Peter Haas*

While a great deal of effort has gone into assembling and analyzing data for our report, this document is clearly just a beginning. Much of the committee's effort has been devoted to determining what questions should be asked and how we should go about answering them. In several cases, it was not possible to address important issues in the time frame and with the resources available to us this year. However, we feel that identifying the important questions is a critical first step in studying the impact of SAGES. Throughout this report, we point out those issues which should be studied in more depth over the next academic year, with the expectation that next year's edition of this report will lead to a deeper understanding of the impact of SAGES. Hopefully we have established a process that will lead to a series of reports that will be useful to the university community.

It is important to recognize when reading this report that the mandate for our committee is neither to evaluate how well the SAGES program is being administered nor to suggest specific changes in the SAGES program; this is for others to decide. Our mandate is to evaluate the **IMPACT** that the SAGES program is having on the institution. While this requires some consideration of the administration of the program, the degree of success of its components and certainly the promised and perceived goals of SAGES, we do so primarily in terms of the mandate we were given.

### **A Brief Description of the SAGES Program**

The history of the SAGES program can be found in the SAGES Phase I and Phase II Reports, SPIR and SPIIR, at <http://www.case.edu/provost/pdf/SAGESTaskForcePhaseIReport9-23-03.pdf> and <http://www.case.edu/provost/pdf/SAGESTaskForcePhaseIIReport3-15-04.pdf>. These reports provide the justification for the creation of the SAGES program and its various elements. A detailed description of those elements can be found on the SAGES web site, <http://www.case.edu/sages/index.html>.

SAGES arose out of an effort to improve the General Education Requirements (GER) of the College of Arts and Sciences (CAS). A SAGES pilot program, limited to about 150 volunteer students and a cadre of volunteer faculty, was launched in the fall of 2002. This pilot was to be evaluated during the 2004-2005 academic year but, in January 2003, shortly after his appointment as University President, Edward Hundert challenged the faculty to institute SAGES

for all CWRU students as soon as possible. As a result, all freshmen took SAGES as part of their GER starting in the fall of 2005.

Students enroll in a SAGES First Seminar (FS) during the fall of their freshmen year. The maximum enrollment in these seminars is 17 students, a limit shared by the subsequent University Seminars (US's) and Departmental Seminars (DS's). The FS instructor serves as the students' academic advisor until the student declares a major, which students may do near the end of their first fall semester. A qualified writing co-instructor is assigned to each FS, as a typical FS instructor is not an expert in writing instruction. FS experiences also include visits to University Circle or other regional cultural and educational institutions.

Students have three additional semesters, until the end of their sophomore year, to complete two US's. Although there is no formal writing co-instructor for these courses, the US's are writing intensive courses and a writing liaison is available to assist with writing instruction. In fact, it is the combination of two US's plus the FS that was designed to replace the previous writing General Education Requirement of ENGL 150, Expository Writing. After completing this set of three seminars, students submit a Writing Portfolio which is used to evaluate whether they have mastered writing at the level expected of a CWRU graduate. More details about writing instruction before and within SAGES are included later in this report, in the section devoted to academics and writing.

The Departmental Seminars did not exist in the pilot phase of SAGES but were incorporated into full implementation to replace one of the original three US's. This change was recommended in the SAGES Phase II Report to address the difficulties that would arise in staffing three US's. Each academic department was expected (*but not officially required*) to create a DS for its majors (*although SAGES itself allows students to take a DS from any department*). In many cases, departments adapted existing courses to comply with the writing and other requirements of SAGES. The 2007-2008 academic year is the first year in which a full class of SAGES students is enrolled in DS's.

The SAGES Capstone is designed to showcase the academic knowledge gained through students' disciplinary studies, using communication skills learned in earlier SAGES courses. The first full complement of SAGES students will take SAGES Capstones in the 2008-2009 academic year, so the full impact of the SAGES Capstone requirement cannot yet be determined.

### **Justification for creating SAGES and its expected impact**

The SAGES Phase I Report includes a section titled **The Rationale for Change**. This section provides four major reasons for adopting SAGES as a university-wide element of the undergraduate GER.

1. Serving our current students better. It was argued that SAGES would be a significant improvement over ENGL 150 in teaching writing and other communication skills.
2. Developing a distinguished undergraduate curriculum. A basic premise of SAGES is that a small seminar (*seminar here means a class with active engagement and discussion rather than a presentation by an expert*) is superior to typical lectures-style courses, particularly the

large lectures that freshmen typically take. The small seminar, led by a regular faculty member, would also give students more personal contact with faculty starting from the first day of class.

3. Improving student recruiting and improving net tuition revenue. A case was made that SAGES would be very attractive to high school students and would lead to an increased applicant pool and reduced tuition discount rates.
4. Involvement of professional schools in undergraduate education. The SAGES Phase I report promoted SAGES as a mechanism to increase the interaction of faculty in the professional schools with undergraduate education, to the mutual benefit of all parties. In fact, this report projected that 81 faculty from the professional schools would teach SAGES Seminars for a class of 900 undergraduates.

*"One potential source of faculty comes from the professional schools. In our model we project 4 courses will be taught by faculty from Dentistry, an additional 4 from Law, 5 from MSASS, 9 from Nursing, 21 from Management, and 40 from the much larger faculty of the School of Medicine. The Task Force believes that the use of professional school faculty is not simply an expediency to fill classrooms. Rather, inclusion of professional school faculty is considered a major plus for the program. "*

By the time the Phase II Report was issued, it was understood that the professional school participation would fall far short of earlier expectations. Last year only 5 faculty members from the professional schools taught SAGES US's.

Other elements of SAGES were also important to its approval and were expected to have a major impact on the university. The First Seminars were originally intended to provide a common experience for all freshmen, to promote bonding. However, the common, or at least similar, syllabus across all FS's has been superseded to some extent by demands for more variety. Having the First Seminar instructors serve as academic advisors was intended to help students feel more comfortable working with their advisors, compared to seeking assistance their first year from someone who might barely know them. The requirement that each FS class visit Cleveland, and particularly University Circle, cultural institutions was designed to improve interactions with those institutions and to help CWRU students appreciate the unique resources available on or near campus.

### **Resources Used for this Report**

The SAGES Impact Committee sought data and input from a number of sources, including the following.

Director of SAGES/SAGES-Central. Peter Whiting is a member of the SAGES Impact Committee

Center for Institutional Research, CIR <http://www.case.edu/president/cir/cirhome.htm>

Jean Gubbins and Thomas Geaghan of the CIR supplied much of the data and some of the analysis used for this report. It would have been difficult to assemble this report without their assistance. They have offered to include questions posed by our committee in future studies, and this should be of great value in addressing questions which we were not able to answer in this first report.

UUF Committees (Academic Standing, Curriculum, Student Life, Services and Environment, and Undergraduate Admissions).

CAS Office of the Dean



Office of Undergraduate Studies

Kolb Assessment of the SAGES Pilot, dated October 30, 2003

A survey distributed to the chair of each department in the UUF, requesting feedback on the impact of SAGES from the point of view of individual departments. The committee received replies from 15 of 22 departments in the CAS, 3 of 7 in the CSE, 2 departments in WSOM and both departments in the SOM (Nutrition and Biochemistry). There were no replies from the FPBSON. The replies to this survey are included in Appendix II.

Undergraduate Student Government - David Poerschke, the Vice President of Academic Affairs for USG is a member of our committee. USG volunteered to create, distribute and help analyze a survey of our undergraduate student body for this report. 419 students completed this survey. A summary of the replies is included in Appendix III.

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## **Reports of the Task Groups**

### **ACADEMICS, INCLUDING WRITING INSTRUCTION, THE SEMINAR EXPERIENCE, AND STUDENT MORALE**

*Kurt Koenigsberger, Jeffrey Wolcowitz, Tim Fogarty, David Poerschke*

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#### **Writing Instruction and Programs**

*Kurt Koenigsberger*

*The next four pages compare writing instruction now to the situation prior to SAGES. This information is critical to understanding the impact of SAGES on writing instruction and on the Department of English, but the reader may prefer to continue reading at the section titled SAGES Impact Assessment.*

#### **Writing programs under previous GER**

##### ***Curriculum/coursework***

Prior to the implementation of SAGES, Case undergraduates were required to complete with a grade of “C” or better English 150, “Expository Writing,” a 1-semester expository writing course with an enrollment capped at 20. Courses were topical: individual instructors designed syllabi according to their interests and pedagogical styles, but syllabi regularly took imaginative literary texts as the focus of the class. Course descriptions circulated among students so that they were able to choose among English 150 courses with topics that interested them. Across sections, English 150 had set standards that required 28-30 pages of finished (typed) writing, distributed over 4-5 formal writing assignments. English 150 demanded an 8-10 page research paper and a number of formal in-class writing assignments as well.

##### ***Non-native speakers of English and developmental writing***

Students identified by Undergraduate Admissions and Undergraduate Studies as non-native speakers or who had SAT verbal scores below a certain threshold were required to complete English 148: Introduction to Composition (enrollment capped at 12) with a grade of “C” or better before enrolling in English 150.

### ***Transfer students and AP credit***

Transfer students who completed a 3-credit expository writing course or equivalent at another institution took a three-hour Transfer Placement Exam to determine whether the transfer credit satisfied CWRU “competence” standards or whether an additional 1 credit hour of English 180: Writing Tutorial was necessary to meet “competence” standards. Advanced Placement credit equivalencies were controlled by the English Department. In the period immediately preceding the implementation of SAGES, scores of 4 or 5 on the Literature/Composition AP exam (the most common English AP exam) earned credit for English 200. A 4 or 5 on the relatively rare Language/Composition AP exam earned credit for English 150. (The English Department voted unanimously in 2003-04 to change the credited course from English 150 to English 202, with the intent that AP credit would no longer exempt anyone from the English 150 requirement, though that change was never implemented by the Office of Undergraduate Studies.)

### ***Staffing***

Approximately 45 sections of English 150 (capped at 20) were offered throughout the academic year (Fall, Spring Summer). Approximately 17 sections of English 148 (capped at 12) were offered. English faculty taught English 148 or 150 once every other year; the balance of the sections were taught by English graduate TAs, and occasionally by a lecturer.

### ***Writing Resource Center***

The Writing Resource Center was located in Bellflower Hall 104 and employed graduate TAs as writing tutors to provide supplemental one-on-one instruction to students struggling in English 148 or English 150 and to teach English 180 (for transfer students) and English 148 for non-undergraduates.

### ***Administration***

The English Department controlled the content of English 148 and 150 courses, trained graduate teaching assistants, made determinations about transfer placement, and staffed the Writing Resource Center, which operated from the English Department’s budget. English 148 and English 150 were supervised by a Director of First-Year Composition, who also directed the Writing Resource Center.

### ***Writing Competence***

The University’s Writing Requirement stipulated that students pass English 150 with a grade of “C” or better. The English Department developed “C-competence Standards” to help individual instructors evaluate writing proficiency in individual sections and to assess Placement Exams of transfer students.

### ***Assessment/Impact***

As the SAGES Phase I Task Force Report noted, the National Survey of Student Engagement indicated that only 54% of Case seniors felt that their undergraduate experience contributed “quite a lot” or “very much” to their ability to write clearly and effectively in the era of English 150. After the required completion of English 150 in the first year of students’ careers, few had occasion to write again intensively until their senior years, if they then. Faculty regularly complained about the poor writing skills and performances of upper-division students. Despite

“C-competence Standards,” students’ performance in class (participation, engagement with topical material) sometimes skewed grades and proficiency standards. Students complained about the requirement in general, about the topics advertised for individual sections of English 150, and about the fact that most were being taught by graduate TAs interested in literature rather than in the kind of writing the students planned to do. Taken as a whole, these dynamics suggest that the English 150 curriculum was not ideal.

## **Writing programs in SAGES**

### ***Coursework/curriculum***

The SAGES program does not offer formal writing courses. Instead, it requires three semesters of general coursework (First Seminar & 2 University Seminars) and two semesters of disciplinary coursework (Departmental Seminar and Senior Capstone) that are writing intensive. In other words, English 150 was not simply parceled out across the SAGES seminars. Instead, the SAGES curriculum provides intensive, inquiry-based writing opportunities across the undergraduate curriculum.

The SAGES program offers a series of Learning Outcomes around which it encourages faculty leaders of FSEMs and USEMs to design their courses. The English Department has supplemented them with a series of recommended writing outcomes, suggesting that First Seminar should employ writing to help students come to terms with the University environment and with general academic inquiry, while University Seminars should begin to cultivate writing practices that enable research-based inquiry in broad intellectual domains. This leaves to Departmental Seminars and Capstones the fostering of writing typical to disciplinary forms of inquiry. The SAGES guidelines for faculty and Fellows recommend that 1/3 of the meetings in First Seminar be devoted to discussions of writing, while the proportion of University Seminar meetings should be closer to 1/6. SAGES expects that University Seminars should require 10-12 page research papers.

### ***Non-native speakers of English and developmental writing***

As of Fall 2007, students enroll in sections of First Seminar devoted to second-language speakers if they are identified by the Office of Undergraduate Admissions and the Office of Undergraduate Studies as non-native speakers and their Writing Samples (written during Summer Orientation) indicate additional instruction in writing might be necessary. Some of these sections “stretch” the FSEM course over two semesters or more. Students who have SAT verbal scores below a certain threshold and whose Writing Sample indicates additional writing support might be necessary are advised to enroll in English 183: Academic Writing Studio (a one-credit seminar-based course) concurrently with First Seminar.

### ***Transfer students and AP credit***

Students who transfer to Case having satisfactorily completed a 3-credit expository writing course elsewhere are given credit for FSCC 100, and enroll in a one-credit First Seminar Transfer Supplement (FSTS 100) which provides an orientation to University Circle and Case, and which requires some additional writing. Students with Advanced Placement credit in Literature/Composition or Language/Composition receive credit for English 200 or English 150 as appropriate, but do not receive credit for any SAGES course.

### ***Staffing***

SAGES offers formal writing support to First and University Seminars, in the form of a Writing Instructor in First Seminar (to lead the 1/3 of the sessions involving writing and to collaborate in the design of writing assignments and the instructional response to student work) or a Writing Liaison in University Seminars (to lead workshops in the 1/6 of the sessions devoted to writing, to meet individually with students, and to assist faculty in developing writing assignments). Writing Liaisons also offer 4 hours per week of consulting services, and so are in effect WRC consultants attached to particular sections of University Seminars. By contrast, Writing Instructors help to lead seminars. The Writing Resource Center draws upon the same pool of trained writing teachers as SAGES seminars, in order to provide individual writing support to SAGES students.

In 2007-08, 78 sections of First Seminar and 125 sections of University Seminar were offered. 127, or 62.6%, of these sections were provided with writing support in the form of an Instructor or Liaison. 16.5% of this support comprised English graduate TAs; 8.6% comprised TAs from other humanities departments; 44.9% comprised English Lecturers; and 29.9% comprised of special SAGES Lecturers.

In 2007-08, the English Department employed 15 full-time Lecturers (with PhDs in English or related fields) to teach in SAGES. The SAGES office employed 8 part-time Lecturers (who have 1 to 8 class assignments per year, with MAs in English or related fields and training in writing pedagogy). TAs from English or other humanities departments are trained in English 400: Rhetoric and the Teaching of Writing before teaching in SAGES.

### ***Writing Resource Center and the Peer Writing Crew***

The Writing Resource Center is based in Bellflower Hall 104, with satellite consulting sites in Kelvin Smith Library, SAGES Cafe, and Nord Hall. The Center works individually with undergraduate and graduate students, staff, and faculty across campus, provides workshops to the entire campus community, administers English 180 (now an elective one-credit individual tutorial course) and English 148 for non-undergraduates, and coordinates the assessment of Writing Portfolios during the academic year. The center is staffed by English graduate TAs, TAs from other humanities departments, English Lecturers, and SAGES Lecturers. The Writing Resource Center is a joint venture of the English Department and SAGES. Usage of the WRC (measured by numbers of visits to the Center) in Fall 2007 ran about 50% higher than in Fall 2006. SAGES students seeking additional assistance with writing account for roughly half of the increase over Fall 2006.

The Peer Writing Crew is administered through Educational Services for Students and provides peer-tutoring services to undergraduate students by 10 Case undergraduates. Problems with ESS's online scheduling software have made it difficult to get reliable data on usage of the PWC at this point, but peer tutors also work regularly with sizable numbers of SAGES students on an individual basis.

### ***Administration***

The content of individual SAGES courses is controlled by faculty who teach courses, with the guidance of the SAGES office. The curriculum as a whole is controlled by the University

Undergraduate Faculty. The SAGES office, the Department of English, and the Office of Undergraduate Studies collaborate on matters of placement, staffing, and evaluation of writing proficiency.

While it no longer controls the curriculum or has a direct hand in the SAGES classroom as it did with English 150, the English Department bears the largest portion of responsibility for day-to-day implementation of writing support in SAGES. It trains graduate TAs from English and other disciplines, houses English Lecturers, and manages the Writing Resource Center. SAGES Lecturers have as their home base the Writing Resource Center. In addition to administering the English 148/150 program (still required of Cleveland Institute of Music Students) and managing the Departmental teaching of English graduate TAs, the Director of Composition (based in English) coordinates and oversees the work of SAGES Writing Instructors and Liaisons, the WRC, the ESL and developmental writing programs, and the English Department's technical and professional writing programs (ENGL/ENGR 398, ENGL 217B, and Nursing Consultation). The Director of Composition also conducts orientations and training for new writing instructors, offers workshops for faculty, prepares the semester-long Pedagogy Seminar Series required of all new SAGES writing instructors, offers regular workshops for writing support staff, maintains print and online writing resources, and observes the teaching of and advises TAs and Lecturers as requested and appropriate. In addition to the tenure-line Director of Composition, the Department houses the full-time Director of the Writing Resource Center and has hired a full-time coordinator of second-language writing and literacy for 2008-09.

### ***University writing requirement***

Because the SAGES program does not feature writing courses, but rather inquiry-based seminars that emphasize the role of writing in the academic enterprise, the university's writing requirement is tied not to a particular course but rather to a portfolio that displays the best composite set of practices students have cultivated during their time in the First and University Seminars. After the second University Seminar, students assemble a portfolio of work from each of their seminars, including a 10-12 page research paper and a reflective essay on their practices and experiences as writers. Portfolios are evaluated by panels of readers from the English Department – comprising faculty and experienced SAGES writing instructors – for completeness and for overall demonstration of sound writing practices. (Criteria for evaluation are available on the SAGES website at [www.case.edu/sages/portfolio0607.htm](http://www.case.edu/sages/portfolio0607.htm) ) Students who submit portfolios that receive “revise and resubmit” notices are invited to meet with the Director of the Writing Resource Center and other WRC consultants to talk about writing practices and to develop revision strategies. Upon formal acceptance of the portfolio, students are deemed to have fulfilled the University Writing Requirement.

### **SAGES Impact Assessment**

*How has student writing changed as a result of SAGES?*

The Center for Institutional Research furnishes data from the National Survey of Student Engagement that suggest the SAGES curriculum has “Contributed to Writing Clearly and Effectively” to a greater extent than the previous set of General Education requirements. (On a four-point scale, students under the old GER responded with a mean score of 2.44; under the full implementation of SAGES GER, the score rose to 2.71 for students in 2005-06. ) At the same time, English faculty reading and responding to SAGES writing portfolios in Summer 2007

reported an overall improvement in student writing from the set of portfolios submitted during the Pilot Phase of SAGES. Most portfolios receiving “revise and resubmit” notices are incomplete, do not include appropriate assignments, or fail to incorporate and document sources responsibly and according to prevailing academic standards. Relatively few are required to be revised for issues of argumentation, grammar, usage, or style.

The survey distributed to individual departments of the University suggests little observable impact from the perspective of faculty – a slight majority of departments that reported a difference in students’ writing see improvement. In Spring 2006, writing instructors in SAGES seminars estimated that the courses in which they served spent approximately 1/6 of class time (as opposed to the SAGES office’s recommendation of 1/3) on writing instruction in First Seminars and much less in University Seminars, so there is some concern about the extent to which the guidelines provided by the SAGES office are being implemented.

Results of the student survey distributed as a part of the UUF’s SAGES Impact assessment suggest that students perceive only a marginal improvement in their writing as a result of SAGES (64% of students reported their writing was “the same” or only marginally improved, 51% responded “not at all” or less than “somewhat” when asked whether SAGES taught them how to improve their writing). The survey results indicate that while students believed that writing would be an important component of the first three SAGES seminars (56% thought writing would be among the 4 most important features of SAGES), they did not experience the degree of writing instruction they expected (only 37% found writing to be among the 4 most important components).

Students’ written comments in particular note that First Seminar compares unfavorably with high school AP English courses in terms of time and attention devoted to writing instruction. Many students appear to understand First Seminar as a composition course, rather than the SAGES curriculum as a whole providing a series of writing-intensive seminars. Student comments also indicate a high degree of variability across sections in terms of faculty engagement with writing, of the requirements for writing, and of grading standards. A number of students complained that they wrote very little in certain SAGES seminars and that their writing received little attention; others complained that their seminars were extraordinarily demanding and, they felt, unfair by comparison with the experiences of other Case students.

A survey of English graduate TAs teaching English 148 or English 150 in Spring 2008 (a program that continues to fulfill Cleveland Institute of Music general education requirements) suggests that, since Case students primarily now enroll in SAGES seminars rather than English 148 and English 150, low enrollments have compromised the classroom dynamics in English 148 and English 150. A comparable survey of SAGES Writing Liaisons in Spring 2008 suggests that writing instructors as a group believe that SAGES fosters knowledge about and practices of good writing at a slightly lower rate than the English 150 program (4.95 on a 7-point scale, compared with 5.5 for English 150). These surveys also revealed that Writing Liaisons believe that SAGES seminars cultivate oral speaking and presentation skills at a much higher rate (4.12 compared with 2.25 in English 150), foster intellectual conversation in and out of the classroom at a higher rate (4.29 compared with 3.75 in English 150), and introduce students to Case as a research university to a greater extent (3.71 compared with 3.25 in English 150). While the writing instructors suggest that SAGES achieves its objectives in relation to writing at about the same rate that English 150 did, SAGES writing instructors do not *understand* those objectives as well

(4.94 compared with 5.75 for English 150 instructors) and believe that students understand the expectations and outcomes of SAGES even less well (3.59 for SAGES students' understanding of expectations and outcomes, compared with 5.00 for English 150).

Written responses of Writing Liaisons overwhelmingly support the student comments in the 2008 SAGES Impact survey about the variation in attention to writing across SAGES seminars, and noted that cultivating good writing practices in students depends on the individual faculty members leading seminars, whose efforts to integrate writing into the seminar and determinations of how much time is devoted to writing instruction make an enormous difference to students' learning about writing. One Liaison observes that certain faculty members "neglect writing" altogether and fail to promote writing support services; another complains that some Writing Liaisons' contributions are consistently marginalized in the classroom.

*How has the SAGES curriculum affected the resources for and structure of our writing programs? How has the form of writing instruction in SAGES affected individual departments and offices of the university?*

The largest impact has been on the English Department, which no longer has the authority it had under the previous GER to determine the configuration or content of general education courses making use of its writing instructors and cannot ensure the consistency of writing instruction delivered in the courses. The scope and degree of the English Department's responsibilities have increased dramatically, however, as the total number of writing-intensive courses has tripled, the number of courses in which Writing Instructors and Liaisons serve has more than doubled, and it has effective responsibility for a pool of writing instructors, over 83% of whom are neither English graduate TAs nor tenure-track English faculty. As the English Department's response to the Department Survey reveals, the number of non-tenure-track appointments in the Department has ballooned dramatically, to the point at which Lecturers now make up a "shadow faculty" in a period in which numbers of tenure-line faculty in English have declined. This poses special challenges for and entails additional responsibilities upon the Chair of English and the Director of Composition, who manage the teaching and contractual aspects (including hiring) of this pool of non-tenure-track faculty and who must provide training, infrastructure, and material support to accommodate it.

It is perhaps worth highlighting another impact of full implementation of SAGES on English's contributions to writing in general education programs. Increasingly 200-level courses in the Department have to be taught by graduate TAs. And along with a smaller graduate program and shorter time-to-degree periods for English grad TAs, the numbers of graduate TAs available to staff writing or writing-intensive seminars in the general education program are fewer than they were under the old GER. Without a substantially larger tenure-track English faculty, any University writing requirement is at this point likely to require a significant number of non-tenure-track writing instructors.

*How has SAGES affected and accommodated basic writers and non-native speakers and writers of English?*

Early in the full implementation of the SAGES curriculum, provision was made for non-native speakers in the form of dedicated seminars that ensures additional assistance with writing

until the point at which students are able to enter a University Seminar with confidence in writing and speaking skills. Challenges remain in relation to this growing population of Case undergraduates, and a specialist in ESL has been hired to coordinate services for AY 2008-09. Provisions are far fewer for “basic” or “developmental” writers. In Fall 2007 students identified as potentially benefiting from additional support were strongly advised to enroll in English 183 concurrently with First Seminar, but few did so, and of those who enrolled in 183, few completed the course satisfactorily. It is safe to state that basic or developmental writers are not served nearly as well by the SAGES curriculum as they were by English 148 under the previous GER.

*What is the impact on faculty of the form of writing required in SAGES?*

The most immediate impact of SAGES on voting faculty of the UUF is that the faculty at large, not simply the English Department, is responsible for writing instruction in the SAGES classroom. 37% of faculty and fellows teaching in SAGES elect to assume this responsibility without the formal support of a Writing Instructor or a Writing Liaison. Among other things, this responsibility has raised the awareness of faculty across campus about the importance of writing instruction and support services, and has increased demand for and attendance at workshops and extracurricular programs such as the Faculty Writing Fellows program of the Center for the Study of Writing in Spring 2008.

To the extent that the requirements of the SAGES curriculum and its methods of providing writing support have added to the University’s numbers of non-voting faculty, there has been an ambivalent impact. On one hand, the Phase I SAGES report envisioned Lecturers, Post-Doctoral Fellows, and Graduate TAs from beyond English as likely to be involved in the staffing of SAGES courses. Full-time Lectureships in English provide an opportunity for highly qualified PhDs to work in the University with full privileges and benefits of non-voting faculty, but they afford no opportunity for security of appointment or professional advancement. Part-time Lectureships in SAGES provide instructional opportunities to strong teachers with MA qualifications, yet (even when Lecturers assume eight teaching assignments over the course of an academic year) offer none of the benefits accorded to full-time University employees.

*What are the effects of requiring a satisfactory writing portfolio as the mechanism for determining writing proficiency at Case?*

During the SAGES pilot program, a Writing Portfolio Committee comprising faculty from across the University reviewed the portfolios of the first pilot class of students (Summer 2004). Of the approximately 100 portfolios reviewed, the committee had serious concerns with roughly 20-30%. While the committee did not feel it could countermand the grades given by instructors to these students, it did report that there was a need for more writing instruction in SAGES seminars. The Portfolio Committee was disbanded when SAGES was fully implemented in Fall 2005, with the effect that portfolios are read not by faculty from across the University but by a group of faculty and experienced SAGES writing instructors in English.



Before disbanding, the Portfolio Committee concluded that the writing portfolio as currently configured was an inadequate mechanism for assessing student writing. Offering the “final” evaluation that can (potentially) undermine the grades given by Case faculty members is problematic. In addition, the portfolio had the unintended effect of creating the expectation that students with poor writing skills would be “caught” in the portfolio process and would get help at that point, rather than receiving appropriate writing instruction throughout the SAGES program.

While recent portfolio readers report improvement in the portfolios overall (in Summer 2007, only around 10% of portfolios received “revise and resubmit” notices), student comments in the SAGES Impact survey suggest that similar concerns to those of the Pilot Portfolio Committee persist. Many students perceive the exercise of preparing the portfolio to be redundant, and those for whom it is not redundant are frustrated that work that is acceptable to seminar faculty needs to be revised again. Portfolio readers report student frustration when they are held accountable for fundamental academic standards and practices (e.g., for incorporating and citing others’ words and ideas) that they have not been taught in SAGES seminars. Several students and many portfolio readers noted that a number of University Seminars do not require (or teach skills for) the 10-12 page research paper that the Writing Portfolio calls for as an outcome of the University Seminar.

*How effective are Departmental Seminars and Capstones in training students to write in disciplines and majors?*

The student survey distributed as part of the SAGES Impact assessment reveals that relatively few students are aware of the expectations of their Departmental Seminars or Capstones. (37% reported “not at all” or less than “somewhat” when asked whether they were aware of goals and expectations for the written work in DSEMs; 54% responded in that way when asked about Capstones in their majors.)

*How has SAGES affected the Writing Resource Center and attendant writing support services?*

The Writing Resource Center has expanded significantly in the past year in particular, moving in the direction of the robust campus resource envisioned in the SAGES Phase II report. Under the previous GER, the WRC was primarily a center providing supplementary writing assistance to students in English 148 and 150. The WRC continues to see students from English 148 and English 150 courses, but it also has seen increasing numbers of SAGES students (who now make up about 40% of total visits to the WRC). The success of the WRC in support of SAGES has raised the visibility of writing across the campus, and other University constituents are also making use of the center at an increasing rate. The WRC now sees a substantial number of graduate students from across the units of the University – they make up approximately another 40% of WRC visits. What is more, for the first time in 2007-08, the WRC offers a range of standard, in-class workshops to faculty upon request, and schedules regular workshops each semester for the entire Case community. It does not, however, have a budget of its own, and is dependent upon English and SAGES for its staff and operating funds.

For the first time in 2007-08, the WRC has a full-time Director and extended its satellite locations to include Nord Hall and a more prominent location in Kelvin Smith Library. Nevertheless, the central office in Bellflower Hall 104 is bursting at the seams and the WRC Director says additional consulting space in the site is necessary if the current levels of services

are to be maintained. While the services and staff of the Center have increased dramatically in recent years, its physical space and equipment have not kept pace.

Gauging the impact of the Peer Writing Crew is difficult because Educational Services for Students has deemed the existing data on usage of the PWC not reliable. But end-of-semester surveys of faculty and Writing Instructors and Liaisons suggest that the Peer Writing Crew sees a significant number of SAGES students in its own right, and in Spring 2007 two members of the PWC produced an online writing guide for SAGES students. On the other hand, the same surveys reveal that faculty do not understand the differences between the services provided by the WRC and PWC, and that Writing Instructors and Liaisons are confused by the different administrative structures governing the Writing Resource Center (SAGES and English) and the Peer Writing Crew (ESS).

### **Academic Opportunities, Student Morale, and the Seminar Experience**

*David Poerschke*

#### **Introduction**

To ultimately meet the goals of the SAGES curriculum, it is imperative that students are fully engaged in their classes and have a positive outlook about the program. Fostering strong, positive student support for SAGES involves meeting student expectations, supplying opportunities for students to pursue diverse academic interests, and providing a rich seminar experience.

The following sections discuss the impact of the SAGES curriculum on students. Quantitative data came from evaluations administered by SAGES Central at the conclusion of each seminar class and from a comprehensive campus-wide survey administered by the SAGES Impact Committee in spring 2008. Appendix IV provides the results of this survey, which was designed to include many topics related to the students experience and was modeled after the evaluations used by the SAGES office but applied to the experience associated with the entire program rather than a specific seminar.

#### **Academic Opportunities**

The topic of academic opportunities concerns a student's ability to meet his or her educational goals and requirements. This includes the ability to enroll in SAGES seminars of interest as well as seminars needed to meet degree requirements and scholastic goals. With seminars limited to 17 students and with many sections running at capacity, it is possible that students can be closed out of seminars needed to meet graduation requirements. SAGES courses do not meet requirements for minors and topics diverge from typical introductory courses in the liberal arts and sciences. Seminars displace these more traditional courses and interested students must choose to either forgo the opportunity to pursue a minor or burden their schedules with additional coursework.

These concerns were addressed with the following questions. Students were given seven choices to describe their level of agreement ranging from "Not at all" to "A lot". In general, the

responses were spread over the range of response choice, but several interesting trends emerged. In response to Question #2, 65% of students responded that they are not at all or only somewhat able to enroll in courses aligned with their academic interests. Similarly, 39% indicate that they have difficulty enrolling in courses needed to meet degree requirements in Question #3. This is clearly not acceptable. A majority of students (52%) indicated in Question #5 that SAGES requirements have prevented their pursuit of other curricular opportunities.

- 1. I am able to enroll in SAGES courses that broaden my exposure to areas of study across the University.**
- 2. I am able to enroll in SAGES courses aligned with my academic interests.**
- 3. I am able to enroll in SAGES courses needed to meet my degree requirements.**
- 4. The SAGES curriculum has introduced me to new academic possibilities and intellectual opportunities.**
- 5. Requirements of the SAGES curriculum have prevented me from pursuing other curricular opportunities.**

These responses reveal a strongly held conviction among students that SAGES constrains their abilities to pursue their diverse academic interests. In some cases students report taking seminars in topics they are not interested in because desired seminars are full or offered at times in conflict with required courses. Limited availability of departmental seminars for some majors, most notably biology, has resulted in instances where not all students who need the course to meet graduation requirements are able to enroll.

It is important to acknowledge that any required GER course, and perhaps any requirement at all, will frustrate those who would rather be taking a course more closely aligned with their interests. SAGES may suffer from this problem more compared to typical GER courses because it can be harder to get into a particular 17 student seminar compared to a large GER lecture course. The responses to questions 1 – 5 should be compared to responses to similar questions posed for other GER courses; this would be useful for our next report. It would also be interesting to break out responses from students who did get into their choice of SAGES seminar.

The availability of University Seminars has had an unintended effect on the student demographic making up some class sections. Due to constraints of required coursework and clinical activity, nursing students have a limited number of choices each semester. Nursing students will enroll in the seminars available to them at a rate disproportional to other majors. The potential for exposure to new and different ideas through class discussion is limited because the course composition has a high concentration of other nursing students with similar academic backgrounds who likely spend a lot of time together due to the insular nature of their academic program.

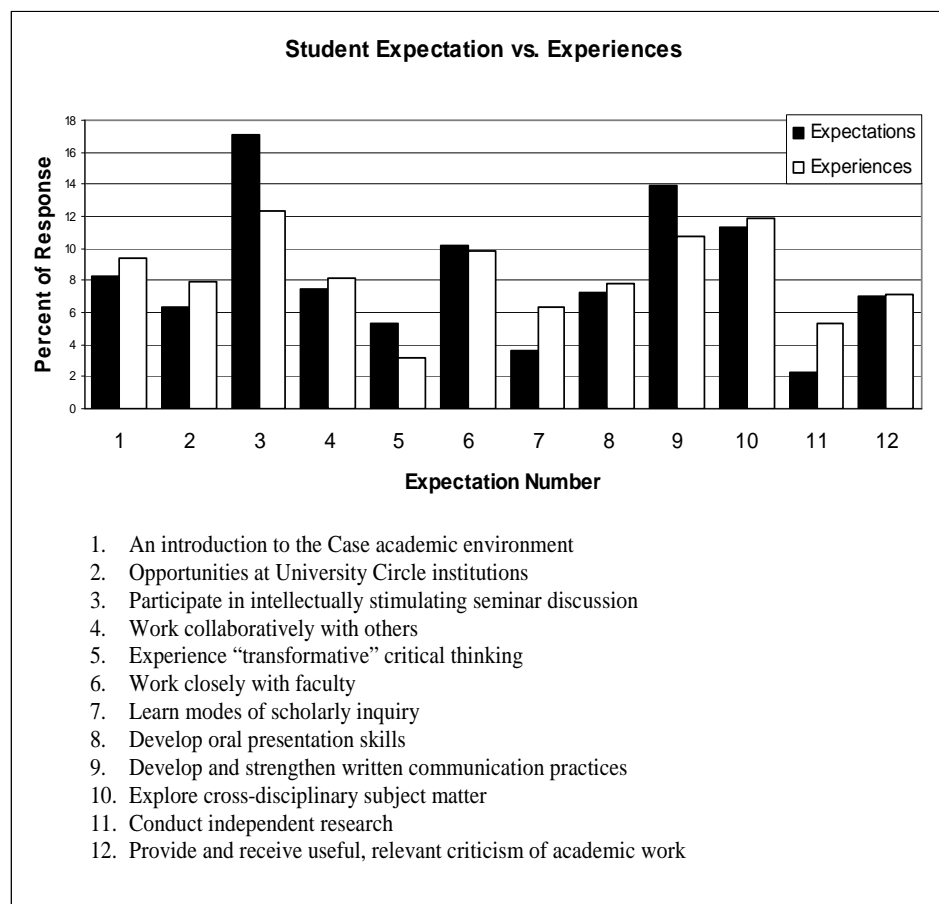
### **Student Expectations and the Seminar Experience**

Two components of the student experience were assessed. First, students were asked to compare their expectations of what the program would be like to their actual experience with the curriculum. The following list of questions focused on program goals and expected outcomes:

- 1. An introduction to the Case academic environment**
- 2. Opportunities at University Circle institutions**

3. Participate in intellectually stimulating seminar discussion
4. Work collaboratively with others
5. Experience “transformative” critical thinking
6. Work closely with faculty
7. Learn modes of scholarly inquiry
8. Develop oral presentation skills
9. Develop and strengthen written communication practices
10. Explore cross-disciplinary subject matter
11. Conduct independent research
12. Provide and receive useful, relevant criticism of academic work

Students were asked to select the four components they expected to be most important in the SAGES curriculum and then indicate four areas that had actually been key components of their seminar experiences. Figure 1 shows the results of this assessment. In general, the comparison between expectations and experiences shows a good correspondence; the exceptions are goals 3, 5, 9, and 11. Students hoped to participate in intellectual discussion and critical thinking while improving their writing but many found that these were not major components of their seminar experience. Student responses indicate that independent research is a more significant component of seminars than expected.



**Figure 1**

Students were also asked to rate the value of the seminar for their academic and personal development, experiences related to classroom conversation, discussion, and presentations, and

the readings assigned. The responses to these questions are found in Figures 2 – 4. Respondents found the experience in the University Seminars more valuable than in the First Seminar. Responses about the level of intellectual conversation and course materials were mixed but were positive overall compared to responses to other questions.

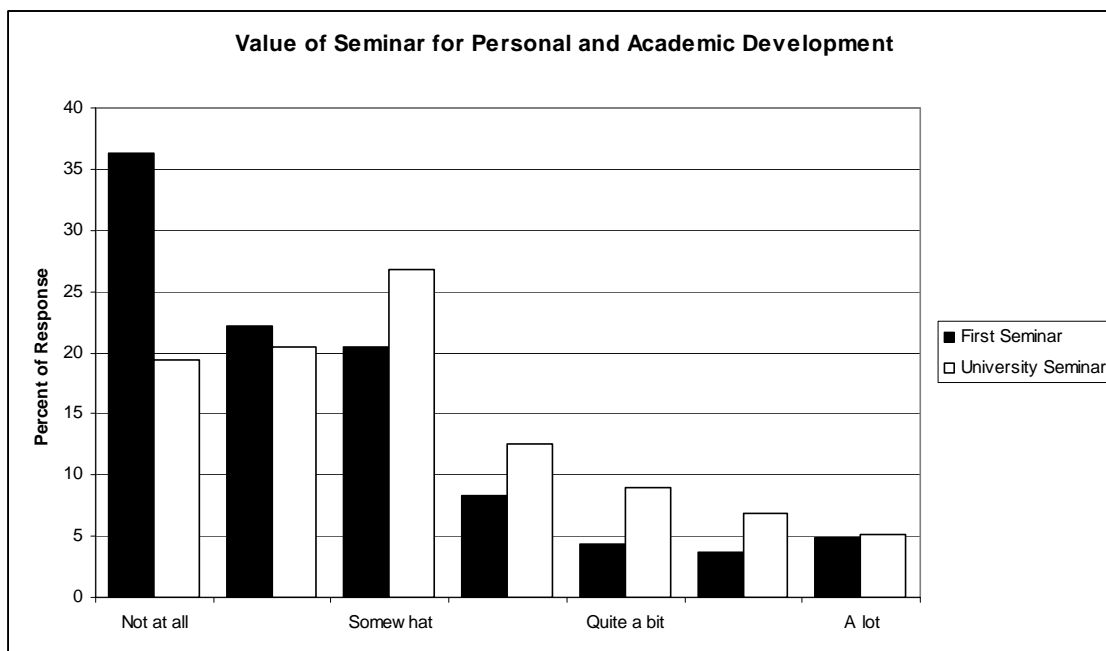


Figure 2

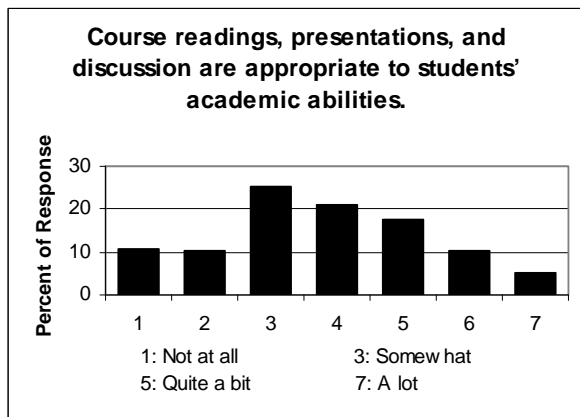


Figure 3

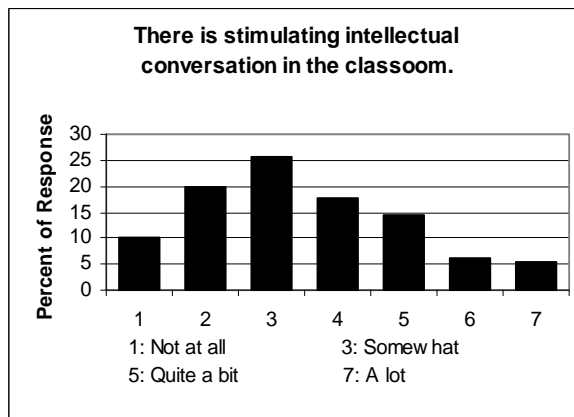
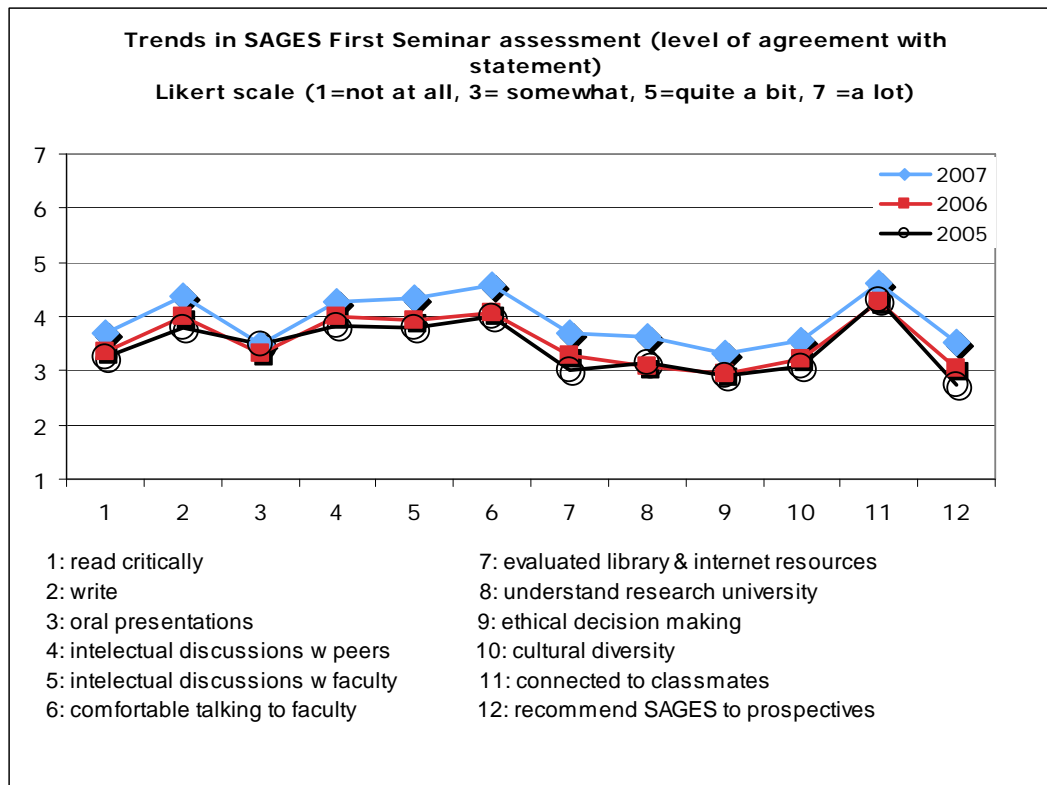


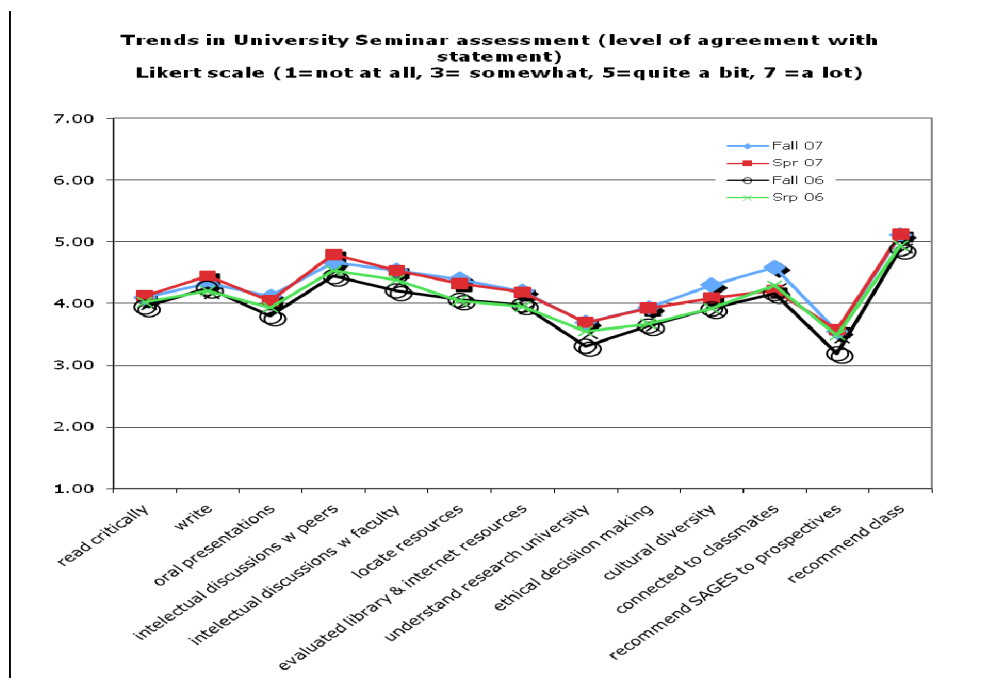
Figure 4

Several students commented that there are instances where they are not prepared to understand the material presented in some topical seminars. This is especially common in natural science based seminars.

Data collected by SAGES Central at the completion of First Seminars over the past three years shows an upward trend in student responses in 12 different categories of questions, as shown in the first figure below. The second figure below shows the results for a similar set of questions as applied to University Seminars. The US's rate slightly higher in most regards. One disturbing aspect of this data is the average response to the question about recommending

SAGES to prospective CWRU students; the average response was 3 to 3.5, and this was true even though students answered about 5 when asked whether they would recommend their particular US class to someone else. There is apparently significant cynicism about SAGES that is not justified by students' individual experiences.





## Student Morale

Student morale includes the topics discussed above plus the effects of broader, less tangible aspects of the SAGES curriculum.

When asked about a range of academic outcomes, including their ability to read, write, and communicate better compared to when they entered CWRU, students' responses were positive overall. Students perceive that their ability in these areas had improved because of the SAGES curriculum.

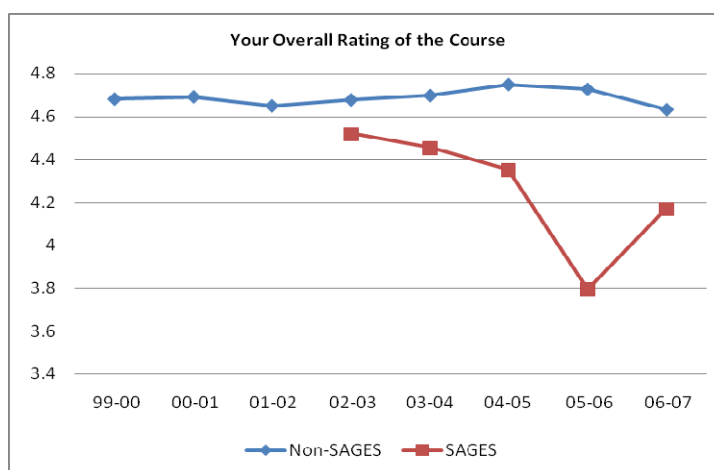
Students are often frustrated because they did not understand the specific requirements for the SAGES Writing Portfolio and Senior Capstone Project. When asked if they understood expectations for the Portfolio and Capstone and deadlines for the Portfolio, 36% responded positively about the Writing Portfolio and only 10% indicated that they understood what the Capstone involved. The feedback timeline for the Writing Portfolio posed problems for students participating in off campus experiential learning activities who were asked to make revisions and resubmit. Confusion about the capstone is understandable, given that the first full class of SAGES students will not take capstone courses until the 2008-2009 academic year.

Students were asked whether the requirements for their Writing Portfolio were met in their seminars. The range of responses indicates that there are instances where the Portfolio requirements are not met by work performed for the first three seminars. This hurts student morale because they are then asked to do additional work to meet all requirements. Students feel that after three semesters of writing intensive coursework the writing requirements should be met without the additional process of submitting the Writing Portfolio.

In many cases, it appears that better communication could foster improved student morale. Student repeatedly discussed frustration that they have not been able to find appropriate information about requirements for their major's departmental seminar and capstone under the SAGES curriculum. They report that attempts to contact SAGES central either through the [sages@case.edu](mailto:sages@case.edu) address or through individual staff members in the office have gone unanswered or that it has taken significant time to receive an answer about requirements for Writing Portfolio submission or capstone project. For many students, the Case Culture means planning semesters or years in advance to maximize the number of courses, minors, and majors that can be pursued. Without clear understanding of degree requirements it is hard to complete this planning. Some students reported that even after scheduling their capstone course they were not clear on the requirements and had little guidance in completing the requirements. However, it is important to note that the SAGES departmental seminars and capstones are not under the control of SAGES Central; it is the departments and schools who have authority over these requirements. There is a system in place to point students towards approved departmental seminars and capstone courses, and perhaps this system needs to be identified more clearly, but only departments can inform students of the expectations for their individual courses. Fortunately, this problem is likely to diminish with time, as the first generations of SAGES students complete their departmental seminars and capstones and information passes down to younger generations via the student grapevine – and as more faculty learn how their own departments are handling departmental seminars and capstones.

### Comparisons to Other Courses

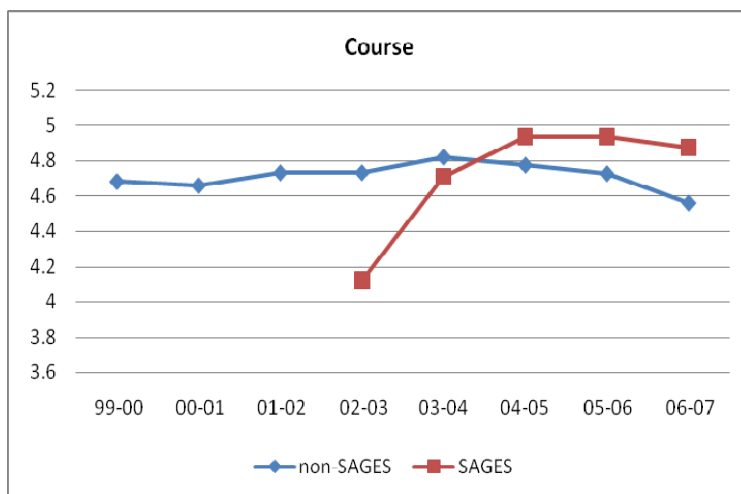
We have mentioned above that a more careful comparison of SAGES seminars to other required GER courses is necessary before judging the SAGES seminars. SAGES-Central has tried to assess just this factor. The Center for Institutional Research has studied student evaluations of SAGES First Seminars compared to other 100-level courses (shown in the first chart below), and University Seminars compared to other 200-level courses (shown in the second chart).



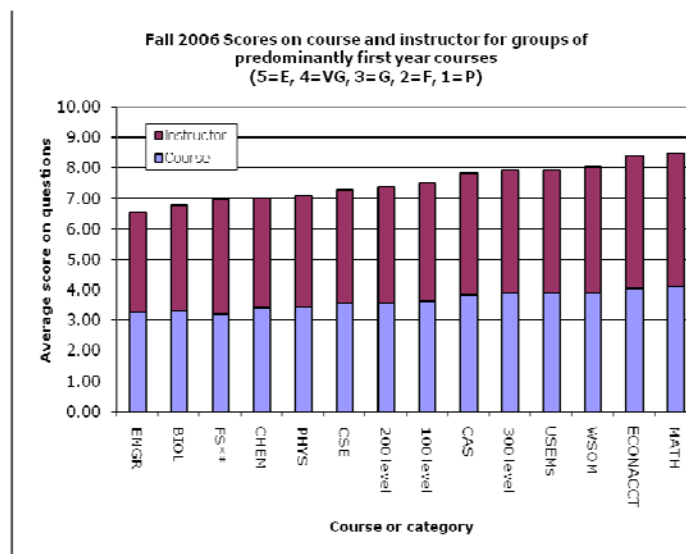
The large drop in 05-06 might be explained by the need to increase the number of First Seminars to handle 900 rather than 150 students and then, on short notice, to accommodate an

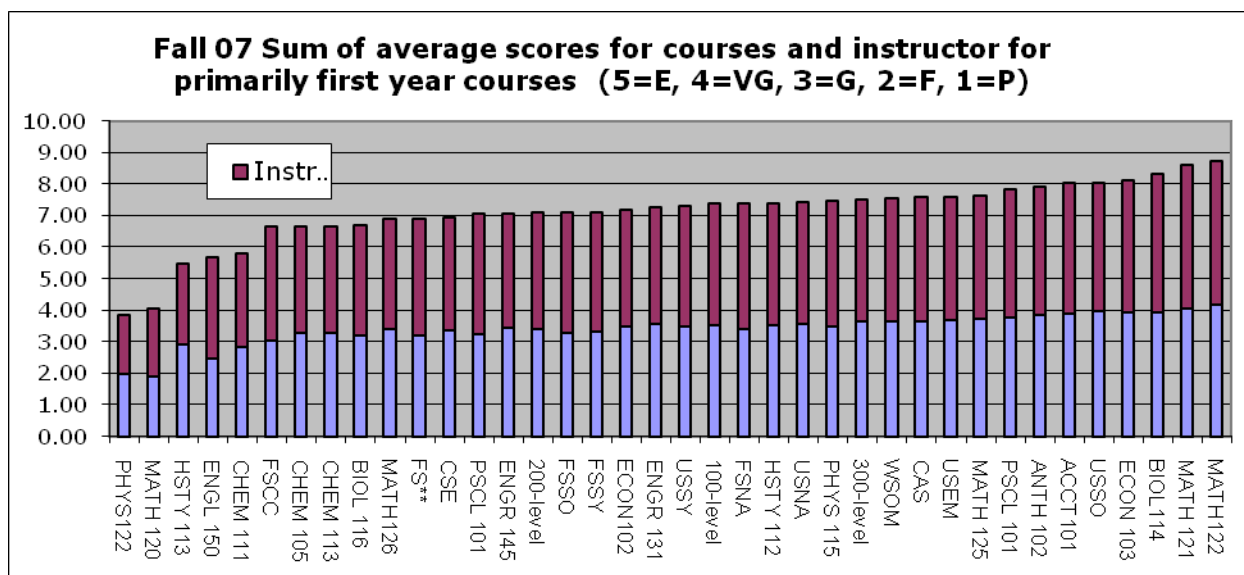


additional 200 students. One should also note the expanded vertical axis, which exaggerates the differences shown in these charts.



The plot above, comparing US's to other 200-level courses, is clearly encouraging. A similar pattern persists for separate questions in the survey data used to create this plot; students evaluations of the instructor, critical thinking and questions/discussions all ranked higher for the SAGES courses. So despite the problems and frustrations they report, students still seem to prefer their University Seminars to other courses they are taking. Again, care is needed in interpreting this data since the other 200-level courses are not limited to GER courses that might take the place of SAGES University Seminars but also includes ENGR, MATH, PHYS, CHEM and BIOL courses. SAGES has in fact collected data, using the course evaluations students complete at the end of each semester, showing student satisfaction across a range of courses for the past two fall semesters. Data in the two following plots includes only the fall semester because that is when the vast majority of SAGES First Seminars are offered.





This data for individual courses must be interpreted with caution. Much depends on the instructor; for example, PHYS 122 and CHEM 111 would have ranked near the top of this chart in other semesters. Still, it is clear that SAGES University Seminars are viewed favorably in comparison with most other courses student might be taking instead, including general 100 and 200 level courses. This data include responses from all CWRU undergrads. It has been suggested (and at least one survey conducted in an ENGR class supports the idea) that the results would look very different for sub-groups of students, such as engineering majors. This issue certainly merits further study. We have not been able to break down all of the data in this report in terms of majors, except for the data in the student survey. We have not performed a careful statistical analysis of this data but the table at the beginning of Appendix III suggests that there is no significant, overall difference in student satisfaction with SAGES when comparing students from the CSE, CAS and WSOM. The only difference that stands out is the generally lower overall evaluation of SAGES given by students in the nursing program.

### Suggestions for Future Assessment

The current modes of assessment do not differentiate between educational/academic outcomes and the student experience. One student pointed out in the short response section that while seminars provided valuable experiences, these experiences were not always positive and that the same value could be derived from a program that provided positive student experiences. It is suggested that future assessment should attempt to separate these aspects of the student experience

## **TEACHING & FACULTY SCHOLARSHIP**

*Gary Chottiner, Jay Mann, Chris Hudak*

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The Teaching & Faculty Scholarship group's focus was the impact of SAGES on faculty teaching loads and other faculty responsibilities, and on department programs in general. Evaluation of the pedagogical success of SAGES was left to the separate Academics group. Evaluation of the impact of the faculty advising component of SAGES was also handled separately, although some of the effects on faculty effort due to SAGES advising are included in this section.

### **THE QUESTIONS**

Many of the questions we've addressed in this section of our report were suggested in the SAGES Phase II Report. Others were raised in discussions within the UUFXC and the SAGES Impact Committee. Our concerns include:

1. How many more instructors are required for SAGES compared to the previous GER?
2. How many more instructors are required due to increased class sizes since SAGES was implemented?
3. How many more instructors have been hired since SAGES was implemented?
4. What is the distribution between schools, departments, and faculty ranks, tenure vs. non-tenure track for first and university seminar instructors?
5. What is the impact of having many non-UUF faculty teach SAGES seminars?
6. What non-SAGES courses are taught by non-tenure track faculty as a result of tenure-track faculty teaching SAGES seminars?
7. What 'savings' have resulted from offering FS/US courses? The SAGES report assumed that less teaching would be needed for other GER courses.
8. What upper level courses have not been taught (*undergraduate and graduate*) due to the transfer of resources to the SAGES program?
9. Are faculty who teach SAGES classes satisfied by the experience? Are they willing to continue to teach SAGES seminars?
10. What has been the impact of SAGES on research and other faculty responsibilities?
11. What impact has SAGES had on faculty morale?
12. Are there problems due to instructors from outside certain departments teaching courses that would normally be taught by faculty within particular disciplines?
13. What are the concerns for Departmental Seminars?
14. What are the concerns for SAGES Capstones, which will be fully implemented in the 2008-2009 academic year?

### **STAFFING CONCERNS**

When considering staffing concerns associated with SAGES, it's important to keep in mind the large increase in undergraduate enrollment that coincided with full implementation of SAGES. It is difficult to disentangle the effects of these two changes but it is important to make the attempt.

With entering class sizes of 1100 students (*the average over the past three years*) and with each student required to take 1 First Seminar (FS) and 2 University Seminars (US's), then in the steady state there should be about 3300 students enrolled in SAGES seminars each year. With a class limit of 17 students, and if each class could be filled to capacity, SAGES-Central needs to staff at least 194 FS/US classes. In the 2007-2008 academic year, there were actually 82 FS's and 133 US's offered, 215 total sections. This suggests that FS/US courses were running at 90% of capacity. Operating at such a high capacity lessens the need for faculty to teach in SAGES, but leads to discontent in the student population when they can't take the courses they prefer.

While the average teaching load varies for faculty in different disciplines, 4 courses per year is common in the humanities and social science departments of the College of Arts and Sciences (*in addition to research, advising and service duties*) so one could argue that the implementation of SAGES should have been accompanied by the hiring of at least 50 additional instructors. Concerns about staffing SAGES were present at every stage during its creation, and the SAGES Phase I Report devoted considerable attention to how this might be accomplished. Some excerpts from this report are reproduced below.

"The most daunting task is faculty staffing of the seminar courses that, under full implementation, all students would take during their first two years at Case. Indeed, in order for full implementation to occur, there must be a significant increase in the pool of University faculty engaged in the program. This should occur through the following:

- Net increase of faculty, particularly in the College of Arts and Sciences
- Incorporation of faculty from the professional schools
- Recruitment of accomplished individuals from outside the University to serve as Presidential Fellows
- Net increase in available faculty time through reduction of course offerings that are no longer necessary."

"Assuming an eventual freshman class of 900 students ... for a total of 300 during the course of a year. *{Note that at the time of this report, 3 rather than 2 US's were planned, as well as a smaller class.}* This steady state will continue as long as classes of 900 students matriculate. Currently, around 367 faculty teach undergraduate courses at Case each year. The implication is clear, that full implementation of the SAGES Pilot, using only the faculty who traditionally have taught undergraduates, would impact most if not all of the faculty in CAS and CSE."

"Ultimately a significant number of new hires will be required to balance out the increased teaching load mandated by SAGES. The model indicates that approximately 30 new hires will be needed, even with favorable numbers and reasonable use of professional school faculty and Presidential fellows. This number could be an underestimate. Moreover the model does not consider the increased faculty time associated with the capstone experience which is currently under development. It also assumes enthusiastic support from all of the professional schools."

"Examination of the number of classes required for full implementation (figure 2) clearly shows that most of the faculty of CAS and an increased number from other schools will have to be involved in SAGES at some time in their career. The favorable numbers provided by the various models can only be achieved if other courses are reduced or eliminated.

**These factors clearly indicate that it will be absolutely essential to hire a significant number of new faculty *{This was bolded in the report}*.** The models simply are not accurate enough to provide definite numbers of new faculty hires. But a conservative estimate would put the number at around 25-35."

"We must actively begin to fulfill the promise that was made in most if not all discussion of SAGES and PCUEL; that is, that these programs would not be implemented on the backs of existing faculty. Time and again the question was asked "Who will teach these courses?" Time and again the response indicated that the Board of Trustees had embraced these programs and was willing to hire additional faculty to help ease the burden."

## **1. How many more instructors are required for SAGES compared to the previous GER?**

This question has been addressed above; the answer is that approximately 50 instructors are required to teach the SAGES FS's/US's if each instructor teaches four courses per year. This number would change with different assumptions, such as the amount of teaching expected from each instructor, but it would be significant under any scenario. Also, this estimate does not include teaching of DS and Capstone courses; the issues for these courses vary for different departments and will be discussed separately.

The average enrollment in undergraduate classes at CWRU differs, as shown in the table below (*courtesy of the Center for Institutional Research, CIR*), depending on the level of the course and the school which offers it. This data suggests that the SAGES FS program requires about 2.5 times the number of faculty of a typical 100-level GER course. A SAGES US might replace a 100 or 200 level CAS course, and requires about twice the teaching resources. As we will show later, there has been no savings in traditional GER courses, thanks in part to increased enrollments but also due to the difficulty in eliminating such courses or even sections of them. So the SAGES FS/US courses do require teaching personnel equivalent to about 50 additional faculty. This corresponds to more than a 20% increase in the size of the faculty within the CAS, which does the bulk of the FS/US teaching.

	<b>College</b>					
CrseGroup	<b>A &amp; S</b>	<b>CSE</b>	<b>SOM</b>	<b>WSOM</b>	<b>FPB</b>	<b>Grand Total</b>
100-level	42.23	67.38		41.93	41.00	44.40
200-level	27.60	50.26	53.00	28.00	46.80	31.74
300-level	17.67	27.47	36.50	27.40	32.71	21.87
SAGES FS	15.95					15.95
SAGES US	15.14					15.14
Grand Total	24.42	38.33	39.25	30.29	37.22	27.31

## **2. How many more instructors are required due to increased class sizes since SAGES was implemented?**

To compare the effect of SAGES to the effect of large classes, one should consider the fact that for the 6 years before full implementation, the average entering class was slightly more than 800 (*itself a healthy increase from an average of fewer than 600 students in the late 1980's*). Since the fall of 2005, class sizes have averaged 1100 students. An increase from 800 to 1100 students is a jump of about 37%. One might naively expect that the size of the faculty should increase proportionally, and this increase in faculty should be spread rather uniformly throughout the UUF, compared to a concentration in the CAS due to SAGES alone. An increase of 37% in the CAS corresponds to  $0.37 \times 224 = 83$  faculty members.

However, increasing the undergraduate class size does not generally require the creation of new courses or even new sections of existing courses. Also, teaching undergraduates is only a fraction of the effort for faculty. To the extent that the number of graduate students and the

amount of research and service does NOT scale with the number of undergraduates (*although new faculty hires may mean increases in all three*), faculty hires need not be proportional to the increase in the number of undergraduates. Hiring teaching specialists such as Instructors, Lecturers and SAGES Scholars also decreases the need for tenure track faculty, although such hires are often considered unhealthy in the long term.

In spite of these mitigating factors, there clearly is an increase in the demands on tenure-track faculty due to increased class size. The stress is felt throughout the undergraduate program, but the impact should be far less than suggested in the calculation above. That said, there are areas in which one should expect an increase in workload proportional to the increase in the number of students. This includes advising, laboratory courses and independent-study type courses with one-on-one interactions with faculty. Many science and engineering, performance, and SAGES capstone courses fall into these latter categories and the impact of increased enrollment on certain departments has been significant.

Question #2 is intimately related to question #1, discussed above, and to question #7 about savings due to elimination of courses. Data provided below in connection with question #7 show that there has been little change in enrollment in popular introductory humanities and social science GER courses, although the enrollment in many math and science courses has increased significantly.

The following tables (*from the CIR*) show changes in the number of majors for the past five years. This information is useful in assessing the demands on departments in staffing their upper level courses and programs for majors. The data was taken in the fall of each year and the numbers are cumulative; they include all majors, freshmen through senior, in any given year. This means that the 2006 and 2007 numbers significantly underestimate the effects of the increase in class size in fall 2005. Data for the distribution of majors by classes in the fall 2007 is available but those numbers are distorted by the tendency of students to delay declaring majors until their sophomore or junior year. In fact, those numbers don't yet reflect the increase in the class size starting in fall 2005. So, despite its shortcomings, the cumulative information on majors may be more useful.

The first table below provides the number of majors in the arts, humanities and social science departments of the College of Arts and Sciences. The last column compares the number of majors in 2007 to the number in 2003, in terms of a percentage, excluding for convenience programs that enroll 12 or fewer students. The overall increase is 27%, with the Departments of Anthropology, Art History, International Studies, Music, Political Science and Theatre seeing the largest percentage increases.

College	MaiCode	Major	2003	2004	2005	2006	2007	07/03 in %
<b>CAS</b>		<b>Humanities &amp; Social Sciences</b>						<b>&gt;12 students</b>
AS	AMS	American Studies	2	4	3	4	2	
AS	ANT	Anthropology	38	42	45	44	63	<b>166</b>
AS	ARE	Art Education	1	4	8	8	5	
AS	ARH	Art History	19	16	18	28	30	<b>158</b>
AS	ASI	Asian Studies	4	3			2	
AS	CLS	Classics	10	6	7	6	8	
AS	COG	Cognitive Science				29	42	
AS	COS	Communication Sciences	28	39	25	10	15	<b>54</b>
AS	DAM	Dean's Approved	1			1		
AS	EDT	Teacher Education		13	10	6	6	
AS	EGL	English	67	64	68	68	57	<b>85</b>
AS	FFS	French and Francophone Studies		1	2	3	2	
AS	FRC	French	13	12	12	4	9	
AS	GEM	German	7	6	7	5	11	
AS	GER	Gerontological Studies	1	1				
AS	GES	German Studies	1	1	1			
AS	HSP	History/Philosophy of Science/Tech	1	1	2		3	
AS	HST	History	48	38	35	42	47	<b>98</b>
AS	IST	International Studies	24	23	23	31	37	<b>154</b>
AS	JPS	Japanese Studies	2		2	8	12	
AS	MUE	Music Education	4	5	6	10	11	
AS	MUS	Music	28	40	84	60	57	<b>204</b>
AS	PAR	Pre-Architecture	3		1	1	6	
AS	PBH	Public Health Studies				18	8	
AS	PHI	Philosophy	18	19	10	13	18	<b>100</b>
AS	POS	Political Science	62	64	64	90	86	<b>139</b>
AS	PSY	Psychology	161	167	167	176	174	<b>108</b>
AS	RLG/RLS	Religious Studies	11	10	14	11	11	
AS	SOC	Sociology	58	54	61	49	61	<b>105</b>
AS	SPA	Spanish	28	37	26	26	35	<b>125</b>
AS	THR	Theater	18	24	24	22	35	<b>194</b>
AS	WLT/CLT	World/Comparative Literature	1	1	2	2	1	
AS	WMN	Women's Studies	2		2	6	7	
		<b>TOTAL - CAS: H&amp;SS</b>	<b>902</b>	<b>945</b>	<b>970</b>	<b>1,078</b>	<b>1,147</b>	<b>127</b>
		<b>% change from 2003</b>	<b>100</b>	<b>105</b>	<b>108</b>	<b>120</b>	<b>127</b>	<b>127</b>

The science departments in the CAS have experienced an even larger growth in majors, with the 2007 numbers averaging about 146% of the 2003 values. While the Department of Physics has experienced the largest percentage growth, the Department of Chemistry and particularly the Department of Biology have seen far larger increases in terms of absolute numbers.

CAS		MATH & SCIENCE	03	04	05	06	07	%
AS	APM	Applied Mathematics	2	4	6	6	8	
AS	AST	Astronomy	10	12	10	10	12	
AS	BIO	Biology	179	191	188	252	274	153
AS	CHE	Chemistry	98	110	116	135	136	139
AS	EST	Environmental Studies	5	2	4	6	8	
AS	EVB	Evolutionary Biology	7	13	8	8	10	
AS	GEO	Geological Sciences	6	4	5	8	6	
AS	GNV	Environmental Geology	1			3	5	
AS	MAP	Mathematics and Physics	7	7	9	12	12	
AS	MAT	Mathematics	42	34	38	48	54	129
AS	NAT	Natural Sciences	6	2			1	
AS	PHY	Physics	31	30	28	41	48	155
CE	EPH	Engineering Physics	15	15	16	15	21	140
AS	STA	Statistics	5	8	9	11	6	
AS	SYB	Systems Biology					3	
		<b>TOTAL - CAS: MATH &amp; SCIENCE</b>	<b>414</b>	<b>432</b>	<b>437</b>	<b>555</b>	<b>604</b>	<b>146</b>
		<b>% change from 2003</b>	<b>100</b>	<b>104</b>	<b>106</b>	<b>134</b>	<b>146</b>	<b>146</b>

As shown below, the overall increase in majors for the CAS, over the past few years, is at least 33%. (We say ‘at least’ because, as discussed above, this data underestimates the changes we are examining.)

<b>TOTAL - CAS (w/o SOM)</b>	<b>1316</b>	<b>1377</b>	<b>1407</b>	<b>1633</b>	<b>1751</b>	<b>133</b>
<b>% change from 2003</b>	<b>100</b>	<b>105</b>	<b>107</b>	<b>124</b>	<b>133</b>	<b>133</b>

The biochemistry and nutrition programs offer their degrees through the CAS, and these majors typically take many math and science courses in the CAS. As shown below, both programs have encountered increases far above the institutional, or even the CAS average.

SOM/CAS			03	04	05	06	07	%
AS	BCH	Biochemistry	61	53	75	100	107	175
AS	NBM	Nutritional Biochemistry/Metabolism	4	16	13	12	9	
AS	NTR	Nutrition	17	13	22	25	30	176
		<b>TOTAL - SOM</b>	<b>82</b>	<b>82</b>	<b>110</b>	<b>137</b>	<b>146</b>	<b>178</b>
		<b>% change from 2003</b>	<b>100</b>	<b>100</b>	<b>134</b>	<b>167</b>	<b>178</b>	<b>178</b>

The number of majors in CSE degree programs has been relatively constant over the past 5 years, so the impact of SAGES on these departments should not be convoluted with effects due to increases in class size. There is a downside to this information. The CSE would in fact prefer larger classes and SAGES does not appear to be helping them achieve this goal.



<b>CSE</b>			<b>03</b>	<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>%</b>
CE/AS	CMP	Computer Science	137	106	96	113	92	<b>67</b>
CE	EAP	Electrical Engineering	94	87	75	68	81	<b>86</b>
CE	EAR	Aerospace Engineering	36	42	41	52	49	<b>136</b>
CE	EBI	Biomedical Engineering	228	288	293	302	256	<b>112</b>
CE	ECE	Chemical Engineering	81	70	72	78	89	<b>110</b>
CE	ECI	Civil Engineering	45	56	48	49	54	<b>120</b>
CE	ECM	Computer Engineering	121	114	95	79	65	<b>54</b>
CE	EFT	Fluid and Thermal Sciences	1	2				
CE	EMC	Mechanical Engineering	147	156	161	162	149	<b>101</b>
CE	EMS	Materials Science	18	18	16	19	18	<b>100</b>
CE	ESY	Systems and Control Engineering	32	32	31	27	10	<b>31</b>
CE	POL	Polymer Science	9	12	13	19	24	<b>267</b>
		<b>TOTAL - CSE</b>	<b>949</b>	<b>983</b>	<b>941</b>	<b>968</b>	<b>887</b>	<b>93</b>
		<b>% change from 2003</b>	<b>100</b>	<b>104</b>	<b>99</b>	<b>102</b>	<b>93</b>	<b>93</b>

The Weatherhead School of Management has seen increases on a par with university averages.

<b>WSOM</b>			<b>03</b>	<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>%</b>
WS	ACC	Accounting	53	55	53	65	79	<b>149</b>
AS	ECO	Economics	73	72	80	95	100	<b>137</b>
WS	MGT	Management	167	173	227	218	222	<b>133</b>
		<b>TOTAL - WSOM</b>	<b>293</b>	<b>300</b>	<b>360</b>	<b>378</b>	<b>401</b>	<b>137</b>
		<b>% change from 2003</b>	<b>100</b>	<b>102</b>	<b>123</b>	<b>129</b>	<b>137</b>	<b>137</b>

The Francis Payne Bolton School of Nursing has increased its undergraduate enrollment proportionally more than any other school in the past 4 years.

<b>FPBSON</b>			<b>03</b>	<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>%</b>
NS	NUR	Nursing	159	222	263	302	299	<b>188</b>
NS	RNB	Nursing (RN to BSN)			1	1	1	
		<b>TOTAL - FPBSON</b>	<b>159</b>	<b>222</b>	<b>264</b>	<b>303</b>	<b>300</b>	<b>189</b>
		<b>% change from 2003</b>	<b>100</b>	<b>140</b>	<b>166</b>	<b>191</b>	<b>189</b>	<b>189</b>

For completeness, we provide below the data for non-degree and undeclared students; the bulk of the latter are most likely freshmen who had not yet declared a major. The second table below shows the totals across all UUF departments. It's worth pointing out again that this table shows only a 19% increase in majors while we know that much larger classes matriculated starting in the fall of 2005. This reinforces the point that, since the data in these tables is

averaged across 4 years, including a smaller senior class and a large group of freshmen who had not yet declared majors, the increases described above underestimate the magnitude of the impact of increased class sizes.

UG800	Non-Degree	123	92	125	82	87	71
UGUNK	Undeclared	1,285	1,114	1,369	1,351	1,451	113

<b>TOTAL</b>	<b>3,966</b>	<b>3,920</b>	<b>4,335</b>	<b>4,555</b>	<b>4,737</b>	<b>119</b>
<b>% change from 2003</b>	<b>100</b>	<b>99</b>	<b>109</b>	<b>115</b>	<b>119</b>	<b>119</b>

In the department survey, in response to the question *What problems have arisen in your department due to recent increases in class size and how do these problems compare to any problems you attribute to SAGES*, several issues were noted. One must, however, be careful in interpreting department survey responses included throughout this section of our report. First of all, we are including only select answers, generally those that are most relevant and interesting. A better sense of the overall picture requires a reading of the complete, composite set of responses. These are included as Appendix II. One should also remember that about a third of the departments did not reply to this survey. There were 15 replies from the CAS (*of 22 departments*), 3 replies from the CSE (*of 7 departments*), 2 replies from WSOM, 2 replies from the SOM (*both departments*) and none from the FPBSON. The number of replies which are copied directly into this report is itself an indication of the level of concern departments have for each issue. Departments which are not quoted generally were not worried about the points raised by individual questions in the survey. It's also important to remember that most of the responses represent the understanding and opinion of the person who completed the survey; we are aware of some cases where faculty in a department did not agree with the answers supplied to this committee. We expect to see some difference responses the next time departments are asked to comment on SAGES.

#### CAS

Art History and Art: Our freshman ARTH 101/102 art survey course registration has dropped from an average enrollment of 70 to 30 students as a result of mandated SAGES seminars. This is quite serious as we depend on our survey courses to identify art history majors (most high schools do not teach art history, so the discipline is unknown among incoming freshmen).

Biology: Increases in class size and demand for SAGES courses have had major impacts on the Biology curriculum. Of the two, the increase in class size has been a greater factor. We have had to increase the number of sections of required lab courses; using time periods previously unused by Biology. There have been a number of unintended conflicts with co-curricular activities and other courses.

Chemistry: We have mainly had to increase the loads of our teaching assistants and a slight increase in lab section coverage by our non-tenure-track faculty. Probably not affected by SAGES.

English: The major impact has been to significantly increase demands on our writing and writing support programs and especially on our Director of Composition, who has assumed substantial additional curricular, administrative, and mentoring oversight responsibilities as a result of both the larger incoming class and the increased demands being made of the writing support our department provides to both students and faculty in the SAGES Program.

Geological Sciences: None. In fact, the larger class size has benefited some of our general courses by increasing enrollments to good sizes and has given us a few, badly needed majors.

Music: Music has experienced a much larger increase in majors than in the college population as a whole. This raises problems for us in auditioning, advising, juries, communication with applied instructors, and a host of other issues.

Political Science: Well, we have some courses filling, particularly the intro International Relations course. We would address that with an extra session, but can't.

Physics: The increase in class size has shown up primarily in our PHYS 115/116 life science sequence. The lectures for this course are significantly larger than they've been in the past but the bigger strain has been on the intro physics labs. We've been fortunate that the CAS Dean's office has provided the resources (staff and equipment) necessary to accommodate the increased demand. The problems due to the large class are of a very different nature than any problems associated with SAGES. The former places demands on our graduate student staffing for our intro labs and on our Lab Director while the latter may have led to a reduction in the variety of course offerings available to our undergraduate majors and graduate students.

One additional issue that may be associated with the increase in class size is the number of majors we now teach. Our senior, pre-SAGES class has 20 students but there are 27 in the junior class and 35 in the sophomore class. We have almost 40 students in two of our sophomore classes for physics majors (which are also taken by astronomy and some other majors). This leads to a significant change in tone, compared to having 20 students in the class, and a significant increase in the burden on the course instructors.

Psychology: SAGES is worse. Recent increases in class size just mean that large lecture classes are a bit bigger. SAGES means that I lose the equivalent of several faculty members a year.

### SOM

Biochemistry: The increased size of recent classes and particularly the increase in the number of premed students has roughly doubled the number of declared biochemistry majors. Our courses have all increased in size dramatically the past few years and strained some of our resources. Providing an adequate advising as been a problem and the large class sizes has led us to shift to using MediaVision and Blackboard more than we did in the past.

Nutrition: The following: challenges in allocation of faculty time, need to develop a new course, and a significant increase in the burden on faculty time and resources.

The impact of increased class size must certainly be felt in administrative offices, such as the Office of Undergraduate Studies, Educational Support Services for Students, etc. that deal directly with students and with SAGES issues, but we have not been able to address these concerns this year. The next report should include this factor.

### **3. How many more instructors have been hired since SAGES was implemented?**

In terms of tenure-track faculty, the short answer to this question is approximately 'none'. The Center of Institutional Research provided the following table that shows faculty size across the University. Full implementation of SAGES began in the fall of 2005.

FULL-TIME FACULTY						
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
College of Arts and Sciences	202	208	221	220	221	219
Case School of Engineering	108	114	115	112	116	115
Mandel School of Applied Social Sciences	28	29	28	26	26	26
School of Dental Medicine	66	65	66	66	67	70
School of Law	43	44	44	47	47	51
Weatherhead School of Management	84	83	85	79	65	60
School of Medicine	1,621	1,661	1,729	1,711	1,919	1,902
Frances Payne Bolton School of Nursing	51	49	53	69	62	78
<b>TOTAL</b>	<b>2,203</b>	<b>2,253</b>	<b>2,341</b>	<b>2,330</b>	<b>2,523</b>	<b>2,521</b>

Counts are as of November 1 of the respective fiscal year and include both Case-paid and non-Case-paid faculty at the ranks of Professor, Associate Professor, Assistant Professor, and Instructor. Medical school faculty total includes faculty from the Cleveland Clinic Lerner College of Medicine in 2004, 2005, and 2006.

The Office of the Dean of the College of Arts and Sciences provided more accurate and up-to-date information for their faculty size, including a distribution between appointment levels. The number of faculty in the College has increased by just one person since 2003-2004 (*the year before full implementation of SAGES and the increase in enrollment*).

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>Prof.</b>	108	106	104	105	102	105	102
<b>Assoc.</b>	54	53	55	57	56	59	64
<b>Assist.</b>	41	44	51	43	52	47	46
<b>Sr. Instr.</b>	2	2	3	3	3	2	3
<b>Instr.</b>	3	7	10	10	8	8	9
<b>Ten &amp; TenTrack</b>	203	203	210	205	210	211	211
<b>NTT</b>	5	9	13	13	11	10	13
<b>TOTAL</b>	<b>208</b>	<b>212</b>	<b>223</b>	<b>218</b>	<b>221</b>	<b>221</b>	<b>224</b>

One premise on which SAGES was promoted by the Hundert administration when they sought faculty approval for this program was that an improvement in the return on tuition made possible by SAGES would lead to the financial resources necessary to hire more faculty to staff the SAGES seminars. It may be too soon to judge whether this might eventually be the case, but it is clear that the promised hiring has not yet occurred. This is perhaps the fundamental problem with SAGES; with a higher return on tuition and more faculty, the impact of SAGES could be far more favorable in almost every way.

The third question in the department survey was *How many additional faculty and/or temporary hires was your department able to make explicitly to compensate for the demands of SAGES? Please describe the nature of each hire (tenure track, visiting, etc.).*

Astronomy reported one such hire. Music, Political Science and Religious Studies have made some hires which might have been helped by SAGES. Geology reported a search but they were not allowed to complete it after the first choice declined an offer. Several departments

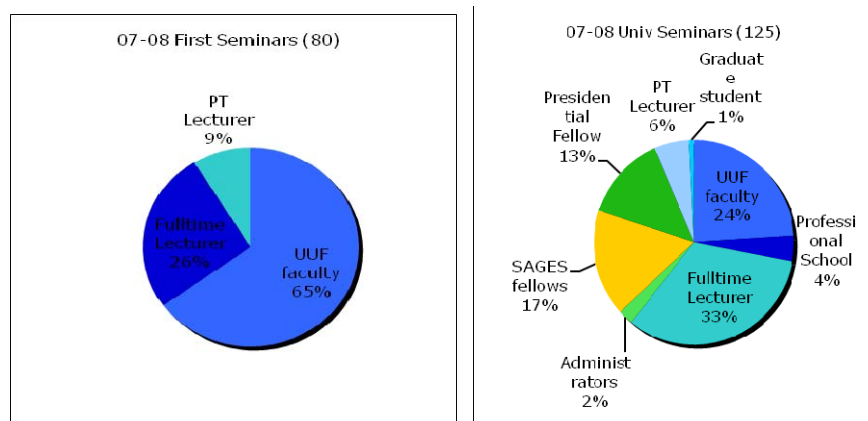
reported static or decreased staffing during recent years, in spite of increased teaching demands. It's therefore clear that SAGES teaching has come at some cost to departments, particularly given the concurrent increase in the number of students.

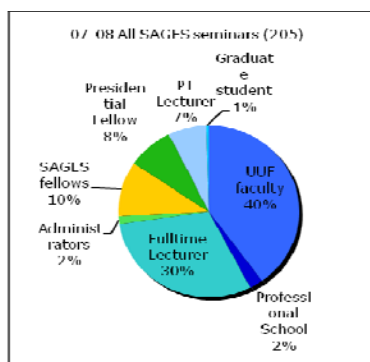
#### **4. What is the distribution between schools, departments, and faculty ranks, tenure vs. non-tenure track, for first and university seminar instructors?**

Rather than hire additional tenure-track faculty to teach SAGES, the program has depended heavily on Full-Time Lecturers and a variety of other professionals. The details, provided by SAGES-Central, are shown below. This was not unexpected; the SAGES Phase I Report promoted the creation of a Fellows program to help staff courses.

	2005-06			2006-07			2007-08		
	First Sem	USEM	All sem	First Sem	USEM	All sem	First Sem	USEM	All sem
UUF faculty	55	38	93	50	49	99	52	30	82
Professional School		10	10		6	6		5	5
Fulltime Lecturer	13	7	20	18	27	45	21	41	62
Administrators		0			3	3		3	3
SAGES fellows		14	14		21	21		21	21
Presidential Fellow		19	19		19	19		17	17
PT Lecturer	3	2	5		5	5	7	7	14
Graduate student		0			2	2		1	1
TOTAL	71	90	161	68	132	200	80	125	205

Presented graphically, one can more easily see that the First Seminars are generally taught by instructors who have a strong connection to the University; this is important because these instructors are the students' academic advisors and may be the faculty who students know best for their first year or more at CWRU. The situation for the University Seminars is very different.





The table below shows the distribution of SAGES teaching this past year within the CAS, which supplies most of the SAGES faculty. One key item is the number of FS/US courses taught in a given year divided by the number of faculty. The overall figure is 0.22, suggesting that, on average, 22% of the College faculty teach a FS or US seminar each year. Of course, some faculty teach multiple sections of FS/US and almost all teach other courses as well. One might suspect that each FS/US represents one major or graduate course not offered in each department.

CAS	Faculty	students in DS	FS taught	US taught	FS+US	FS+US divided by faculty	DS taught	total # seminars taught
<i>Anthropology</i>	13	16	2	0.5	2.5	0.19	1	3.5
<i>Art History and Art Education</i>	9	4	2	0.5	2.5	0.28	0	2.5
<i>Astronomy</i>	3	1	1	0.5	1.5	0.50	0	1.5
<i>Biology</i>	19	68	3	0.5	3.5	0.18	4	7.5
<i>Chemistry</i>	20	32	3	0.5	3.5	0.18	2	5.5
<i>Classics</i>	3	1	1	0.5	1.5	0.50	0	1.5
<i>Communication Sciences</i>	4	8	1	0.5	1.5	0.38	1	2.5
<i>Computer Science</i>		12	0	0.5	0.5		1	1.5
<i>English</i>	17	26	3	0.5	3.5	0.21	2	5.5
<i>Geological Sciences</i>	8	3	1	0.5	1.5	0.19	0	1.5
<i>History</i>	13	18	2	0.5	2.5	0.19	2	4.5
<i>Mathematics</i>	16	8	3	0.5	3.5	0.22	1	4.5
<i>Modern Languages</i>	16	19	3	0.5	3.5	0.22	2	5.5
<i>Music</i>	10	12	2	0.5	2.5	0.25	1	3.5
<i>Philosophy</i>	4	7	1	0.5	1.5	0.38	1	2.5
<i>Physics</i>	20	12	3	0.5	3.5	0.18	1	4.5
<i>Political Science</i>	8	28	1	0.5	1.5	0.19	2	3.5
<i>Psychology</i>	13	46	2	0.5	2.5	0.19	3	5.5
<i>Religion</i>	4	8	1	0.5	1.5	0.38	1	2.5
<i>Sociology</i>	8	18	1	0.5	1.5	0.19	2	3.5
<i>Statistics</i>	6	3	1	0.5	1.5	0.25	0	1.5
<i>Theatre and Dance</i>	8	7	1	0.5	1.5	0.19	1	2.5
<b>CAS - total</b>	<b>222</b>	<b>354</b>	<b>38</b>	<b>11</b>	<b>49</b>	<b>0.22</b>	<b>28</b>	<b>77</b>

The information provided above is critical in understanding the impact of SAGES on faculty and departments. Some points worth noting:

- UUF faculty, not including fulltime lecturers, teach only 25% of the US.
- Staffing of the SAGES seminars has been possible only because of non-tenure track full-time lecturers and temporary hires made explicitly for this purpose.
- There is clearly a heavy reliance on fulltime lecturers to staff the SAGES seminars; they outnumber tenure track faculty 4 to 3 in the US
- Presidential and SAGES Fellows outnumber UUF faculty in the teaching of US.
- Only 5 FS/US were taught by faculty from the professional schools in 2007-2008, down from 10 two years ago. President Hundert led the faculty to expect much more; he actively promoted SAGES as a mechanism to increase the interactions between the professional schools and the UUF departments and suggested that he would help make this happen. The SAGES Phase I report estimated that 81 SAGES seminars would be taught by professional school faculty. By the time the SAGES Phase II Report was issued, it was understood that this was a significant overestimate.
- SAGES-Central and various departments have done a remarkable job of identifying instructors for the SAGES FS/US courses, particularly in the first year of full implementation when an unexpected increase of 37% in class size was thrust upon the faculty with little advance notice.

## **5. What is the impact of having many non-UUF faculty teach SAGES seminars?**

Full-time lecturers teach 26% of FS and 33% of US. Many of these instructors are long-term colleagues and are valuable to departments beyond their ability to teach SAGES seminars. This issue should be examined more closely in the next SAGES Impact Report; departments should be asked directly whether SAGES support for such instructors benefits their programs beyond their commitment to teach SAGES seminars.

With so much teaching being done by non-UUF faculty, one has to be concerned about the quality of instruction and whether students resent this practice. SAGES-Central has tracked course evaluations for each type of instructor, as shown in the following tables. This data shows that the use of non-UUF instructors does not have a negative impact from students' point of view. The questions on these surveys used a scale of 1-7, where a higher number corresponds to a more positive response and a value of 4 indicates average.

### **UNIVERSITY SEMINAR - SAGES evaluations (average value of first 12 questions)**

<b>FACULTY TYPE</b>	<b>AVERAGE</b>	<b>ST DEV</b>	<b>number</b>
Admin	4.81	1.00	4
Grad student	4.39	0.69	3
Lecturer	4.06	0.75	24
Presidential Fellow	4.29	0.65	41
Prof School	4.39	0.54	13
SAGES Fellow	4.31	0.48	31
SAGES Fellow PT	4.04	0.71	33
UUF	4.12	0.73	71

<b>RANKED by Faculty Type</b>	
Admin	4.81
Grad student	4.39
Prof School	4.39
SAGES Fellow	4.31
Presidential Fellow	4.29
UUF	4.12
Lecturer	4.06
SAGES Fellow PT	4.04

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**FIRST SEMINAR - SAGES evaluations (average value of first 12 questions)**

<b>Faculty Type</b>	<b>AVERAGE</b>	<b>STDEV</b>	<b>Number</b>
Lecturers	3.68	0.59	18
SAGES Fellows	4.04	0.65	28
UUF	3.66	0.60	122

**Ranked by Faculty Type AVERAGE**

SAGES Fellows	4.04
Lecturers	3.68
UUF	3.66

The Presidential and SAGES Fellows programs were created at the inception of SAGES to help staff the SAGES seminars; this has been in the plans since SAGES was approved by the faculty. Presidential and SAGES Fellows teach 30% of US but are not involved in FS's since they are not appropriate academic advisors. These Fellows programs are described on the SAGES web site as:

**Presidential Fellows** are distinguished professionals, scientists, and humanists, mostly from the Cleveland area, who design and lead seminars in their areas of expertise. Presidential Fellows teach one seminar in the fall or the spring term of a given academic year.

**SAGES Fellows** will usually be visiting faculty from other universities, though we also welcome applications from postdoctoral candidates with teaching experience and from distinguished professionals in diverse fields. Appointed by the dean of the College of Arts and Sciences, SAGES Fellows will be recruited primarily from institutions outside the Cleveland area; international scholars are especially encouraged to apply.

Biographical sketches of current Fellows are available at [http://www.case.edu/sages/visiting\\_fellows.htm](http://www.case.edu/sages/visiting_fellows.htm) and selected excerpts are provided below to illustrate what these Fellows bring to the university community. It is an impressive group and SAGES-Central should be congratulated on identifying such people to help fill the gap in teaching needs. One would expect these Fellows to have a positive impact on the education of our students and the culture of our campus. This is something that might be examined more carefully in the next report.

Charles Bromley ...founded Greater Cleveland Community Shares. Mr. Bromley is an adjunct faculty member at the Levin College of Urban Affairs, Cleveland State University.

Steve Cagan has won two Fulbright Fellowships; an Artist's Fellowship from the National Endowment for the Arts; several fellowships from the Arts Councils of Ohio and New Jersey; and Teacher of the Year (1991), Rutgers University.



Bill Doll is a lawyer with a doctorate in sociology and a former theater critic for The Plain Dealer in Cleveland. His articles and speeches for clients have appeared in The Wall Street Journal, The New York Times, Fortune Small Business, the Washington Post, the National Law Journal, Vital Speeches, among others. Bill serves is on the Executive Committee of the Great Lakes Theater Festival and is a former president of the Cleveland Chapter of the American Civil Liberties Union.

Sam Fulwood III, is a feature reporter for The Plain Dealer and the author of two books. Before joining The Plain Dealer in 2000, Fulwood was a Washington correspondent and national race relations beat reporter for The Los Angeles Times. Other major newspapers where he has served as a reporter and editor include the Atlanta Journal and Constitution, the Baltimore Sun, and the Charlotte Observer. Fulwood has been a Nieman Fellow at Harvard University and an Institute of Politics Fellow at Harvard's John F. Kennedy School of Government. He contributed to The Los Angeles Times' Pulitzer Prize-winning staff report on the 1992 Los Angeles riots, and his work has also been recognized by Unity Awards in Media, the National Association of Black Journalists, the Associated Press Society of Ohio, and the Black Media Association of Charlotte, N.C.

John Garton is Assistant Professor of Art History at the Cleveland Institute of Art. In 2005, he received the Dean's Award for Innovation in Teaching. Before coming to Cleveland, Professor Garton taught art history at the Parsons School of Design in New York City and served as guest lecturer at the International University of Venice and Syracuse University's Florence Program.

Mary K. Holmes has ... used her skills and experience to start or support many community-building organizations, including The North Union Farmers Market, Ohio's largest and most successful farmers' market, and Red {an orchestra}, a new professional orchestra currently in its fifth successful season.

Roy Kaelin has a background of teaching astronomy and other natural sciences at Loyola and DePaul Universities and valuable experience from his years at Chicago's Adler Planetarium. As Manager of Astronomy Education at the Cleveland Museum of Natural History...

Joe Keiper became the Curator of Invertebrate Zoology at the Cleveland Museum of Natural History in 2000. He is also an adjunct assistant professor of biology at Case Western Reserve University and the consulting entomologist for the Cuyahoga County Coroner's Office.

Carolyn Leitman received her Ph.D. in English from Case Western Reserve. She brings to SAGES 45 years of teaching experience encompassing all levels from Operation Head Start through university. As a community college administrator, Carolyn was a consultant to the Ohio Board of Regents on reading competency testing and to local public school systems on writing across the curriculum. She has designed and implemented programs to address both writing instruction and writing improvement. She is a former Institute for Educational Leadership Fellow. Carolyn is also an adjunct professor of English at Notre Dame College, where she was recently named Outstanding Teacher of the Year.

Rick Nelson is Head and Professor of Music Theory at the Cleveland Institute of Music. Before coming to Cleveland, he was on the faculty of Mercer University in Macon, Georgia, for twenty years where he taught music theory.

Susan Oehler is the Education Programs Manager at the Rock and Roll Hall of Fame and Museum.

Erika Olbricht has taught at Pepperdine University, where she offered courses in Chaucer, Shakespeare, and Pastoral Literature (among others) and was the theatre department dramaturg for productions ranging from King Lear to Eve Ensler's Necessary Targets, performed at the Edinburgh Fringe Festival in 2006.

Chris Sheridan is special assistant to the president and director of presidential communications at Case Western Reserve University...

Andrea Simakis is a staff writer for The Plain Dealer. Simakis worked as a freelancer for The Village Voice and Glamour magazine. Her work for the Voice earned her an award from the Newswoman's Club of New York.

**6. What non-SAGES courses are taught by non-tenure track faculty as a result of tenure-track faculty teaching SAGES seminars?**

In response to the question *What non-SAGES courses were taught by non-tenure track faculty as a result of commitments by tenure-track faculty to teach SAGES seminars*, five departments reported that this was happening to some extent. Most departments felt this was not a factor for them.

Art History and Art : Three or four offerings.

Astronomy: Astronomy for non-majors: ASTR 201, 202, 204 are now taught more often by non-tenure track faculty

Classics: Greek and Roman History, intermediate and upper level Greek, intermediate Latin

English: In order to continue to offer a close to full spectrum of 200 level general education courses, considerably more of these courses are now being taught by grad TA's than might have been otherwise.

Geological Sciences: One of our larger enrollment, introductory courses is now taught by a non-tenure track faculty member.

Math: Mostly the effect is to put more non-regular faculty in service courses.

Physics: We had 4 non-tenure track instructors/faculty teaching non-SAGES courses and 2 tenured faculty teaching SAGES this past year, so one could make the case that any two of several physics courses are taught by non-tenure track faculty as a result of commitments to SAGES.

**7. What 'savings' have resulted from offering FS/US courses? What courses would most likely have been taken by students if not for the SAGES University seminars and how has enrollment in these courses changed as a result of students taking SAGES?**

Before SAGES, most students took ENGL 150; one might therefore expect some instructional savings should have resulted from the virtual elimination of ENGL 150; however the Department of English reports that this is not the case. A single faculty member was formerly assigned to supervise all of ENGL 150, a course taken by about 300 students each semester, with most of the actual instruction handled by graduate students from the Department of English. The details of this issue were described earlier in the Academics section of this report but the result is that no significant savings in faculty resources can be attributed to the replacement of ENGL 150 by the set SAGES seminars.

The adoption of SAGES was accompanied by a reduction in the number of departmental courses required in the GER of each school. A typical reduction was 3 courses in the humanities and social sciences, not counting ENGL 150. One might expect that this would result in a significant reduction in teaching loads for popular GER courses, which are usually 100- and 200-level offerings. This should be true even though class sizes increased significantly in the fall of 2005. However, departments reported few savings of this type, in part because these courses remained popular enough that they could not offer fewer sections or eliminate any courses. One would in any case expect little or no savings in the math and science intro courses, since these courses are generally required for students' degree programs. This suggests that any courses not taught due to SAGES are likely to be upper-level courses for majors and/or graduate students.

An examination of some randomly-chosen, popular GER courses in the humanities and social sciences revealed the following patterns, comparing pre-SAGES spring 2005 enrollments

to spring 2008 enrollments. The numbers were taken from the Registrar's Searchable Schedule of Classes. A more careful study of this issue should be undertaken for the next report.

		SPRING 2005	SPRING 2005	SPRING 2008	SPRING 2008
DEPT	COURSE	# SECTIONS	ENROLLMENT	# SECTIONS	ENROLLMENT
ANTH	102	2	74	2	95
ECON	102	4	177	4	174
ECON	103	6	208	5	205
FRCH	102	3	34	3	35
HSTY	113	1	96	1	84
PHIL	101	2	69	3	75
POSC	109	2	43	2	33
PSCL	101	2	106	2	167
SOCI	112B	2	82	3	145
THTR	100	3	36	3	41
<b>TOTAL</b>		<b>27</b>	<b>925</b>	<b>28</b>	<b>1054</b>

There has clearly been no reduction in the number of sections offered in these humanities and social science courses and there has been an increase of 14% in the number of students enrolled in them. Given that there has been a 37% increase in the number of freshmen since fall 2005, this data might support the hypothesis that the adoption of SAGES should lead to some savings in teaching resources in other GER courses; however any savings has been overwhelmed by the increase in class size.

An examination of introductory math and science courses, shown in the table below, is somewhat alarming. Not only hasn't SAGES led to a reduction in enrollments, but the percentage increase in enrollment in these courses is in many cases even larger than the increase in class size. This is apparently due to an increase in the number of students interested in the life sciences / pre-med programs.

		SPRING 2005	SPRING 2005	SPRING 2008	SPRING 2008
DEPT	COURSE	# SECTIONS	ENROLLMENT	# SECTIONS	ENROLLMENT
BIOL	214	8	191	12	307
CHEM	113labs	4	132	5	179
MATH	122	2	141	2	242
MATH	126	4	114	2	199
PHYS	116 labs	4	109	5	151
PHYS	122 labs	5	148	8	245*

\*This particular increase is in part an anomaly caused by an effort by the Office of UG Studies to have relatively more CSE students take physics in the fall semester.

In the department survey, in response to the question *What courses in your department likely required fewer teaching resources due to the reduction in General Education Requirements associated with the implementation of SAGES*, only five departments reported decreases; many more reported that there was no reduction in enrollment in their courses.

#### CAS

Astronomy: Class sizes in our non-majors courses have decreased. However, we are still offering them all.

English: Some of the 200 GER courses we used to teach regularly (ENGL 255 & 256) which we are now phasing out.

History: We have had smaller enrollments in History 112, "Introduction to American History."

Music: We have seen populations drop for MUGN 202, the second semester of what used to be our music appreciation sequence for non-majors. That is the only course where we have noticed reduced enrollments, both during the year and as a summer offering.

Religious Studies: We have seen a drop of enrollment in virtually all of our courses.

## **8. What upper level courses have not been taught (undergraduate and graduate) due to the transfer of resources to the SAGES program?**

Several departments in the CAS reported that one or two of their courses for majors, plus one or two graduate courses, have not been offered due to lack of faculty. In response to the question *What courses (undergraduate and graduate) were not offered by your department due to commitments to teach SAGES First and University Seminars*, departments replied:

### CAS

Anthropology: Assuming you mean in the past year, four upper level courses weren't taught.

Art History and Art: Every SAGES offering meant a loss of a course in art history.

Biology: Two non-major one hundred level courses were cancelled in preparation for SAGES.

Chemistry: We have had to cut back on our graduate offerings.

Classics: We have switched to offering CLSC295a/b Etymology only once a year rather than every semester.

CLSC202 Classical Mythology has in effect been replaced by USSY223

English: The number of courses we are able to offer majors and graduate students is reduced by one for every SAGES course our tenure track faculty teaches. (Which course is less a factor than the number reduced.) In the past three years we have averaged about 4 tenure track faculty a year teaching SAGES courses. That means we offered 12 fewer courses at various levels during that time.

Geological Sciences: All non-required upper level courses were dropped from the teaching load. In addition, one of our introductory courses which was usually taught by a tenure-track faculty member was taught (and is still being taught) by an outside instructor. What this means is that in order to handle the SAGES teaching load we have outsourced some of our regular instruction, which, I believe, has resulted in a decrease in the quality of our introductory courses and a decrease in the number of choices for our undergraduates. We did not change any of the graduate instruction because of SAGES.

History: The courses we would have been most likely to offer would have been 202, "Science in Western Thought," 377, "Nuclear Weapons and Arms Control," 214, "Comparative Slavery," 220, "The Early Modern Mediterranean," 356, "Industrial America," probably some modern British history, and a proposed history course on Elvis Presley and America. Our European history offerings have been the most effected, and this is indeed one of the areas students are frequently requesting that we offer more of.

Music: With sabbatical leaves reducing faculty available, we have been forced to drop topics courses at the graduate and undergraduate level.

Physics: PHYS 327/427 was not offered this spring. We now plan to offer PHYS 350/450 in alternate years rather than every year, even though PHYS 350 is a requirement for one of our degree programs. Various graduate courses are not offered due to insufficient faculty, 3-4 of whom teach a SAGES course each year.

Political Science: That can never be defined precisely. Obviously, for each SAGES seminar we lose a course; that means, for example, teaching 13 POSC courses instead of 15 in a semester. Almost all of our courses are 300/400 level, meaning joint undergrad and grad. Among the courses that have clearly not been offered due to SAGES at some point are Congress (Legislative Politics); U.S. Foreign Policy; Politics of the European Union; a new course Pete Moore wants to offer; Democratic Politics in Theory and Practice (our only Democratic theory course). It looks like we will have to drop the Health Policy/Politics course for next Fall, even though it is a popular course and would be central to re-starting the Public Health major, because I think all the other people I could ask would have arguments that they were being oppressed, so it's my turn to teach SAGES instead. I think we need to offer a second section of Introduction to International Relations in the Fall. It's a course that always fills up in the Spring and so arriving freshmen are disappointed when they can't register for

it. But the person who would otherwise do that course, Professor Posner, is the person I'm sticking with First Seminar. Part of the problem is, if people go on leave you can't ask a visitor to do First Seminar, and if you get an adjunct to cover a course you can't really have that adjunct do SAGES because that's cheating, not making your Department faculty contribution. So SAGES makes leaves in Fall particularly problematic.

Psychology: It varies every year. In 08-09, two sections of PSCL 101 are being cut. Also, PSCL 352 (Physiological Psychology) will not be taught, as it should be in the fall, because we need the instructor for a First Seminar.

#### CSE

Chemical: Maybe one graduate elective course.

Materials Science: We have sacrificed some technical elective offerings and moved courses to alternating years

It is clear that many departments feel that SAGES teaching has had a negative impact on their undergraduate and/or graduate programs.

### **9. Are faculty who teach SAGES classes satisfied by the experience? Are they willing to continue to teach SAGES seminars?**

Departments were originally simply told the number of FS's/US's that would have to be taught by their faculty. Some chairs had to assign SAGES seminars to faculty who were unenthusiastic about the task. Of course, the same thing can occasionally be said about other teaching assignments given to faculty. The very first question in the department survey was *How did you determine who would teach SAGES seminars for your department?*

It's difficult to summarize the responses to this question in simple terms; a reading of the full set of replies is particularly useful for this question but, in brief:

Some departments reported no or few problems and/or that their faculty are enthusiastic SAGES instructors. These departments included Art History, Biology, Chemistry, Cognitive Science, English, History, Music, Religious Studies, and Chemical, Macromolecular and Materials Science and Engineering.

A few departments reported moderate problems identifying and retaining SAGES instructors; Classics and Political Science.

Some department relied on adjuncts or had to work harder to identify instructors; Anthropology and Psychology.

The second question in the department survey was *What proportion of the faculty members who have taught SAGES seminars are interested in teaching them again?*

MOST: Chemistry, Cognitive Science, English (except for First Seminar), History, Music, Materials Science and Engineering, and Biochemistry.

SOME: Anthropology, Classics, Geology, Mathematics, Physics, Psychology, Religious Studies, Chemical Engineering.

FEW: Biology, Political Science, and Macromolecular Science

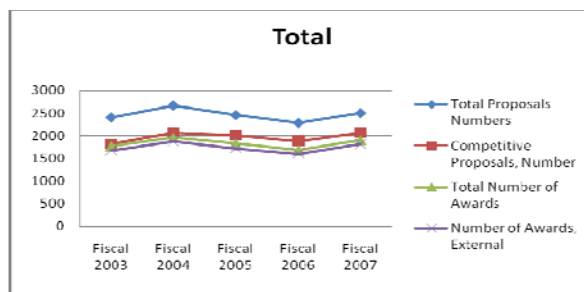
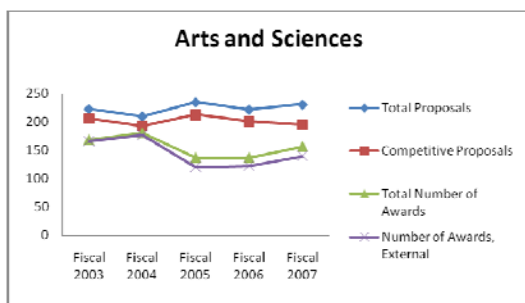
A few departments reported that it was more difficult to staff FS's because of the heavier load, including advising responsibilities, compared to US's and other courses. This extra effort may not be widely appreciated outside the cadre of First Seminar Instructors. Some members of our task group have taught First Seminars and continue to do so. Teaching a single such seminar is a full time load for a faculty member who is heavily involved in research and normal service duties. However, one member of our task group was asked by his chair to teach three First Seminars in a single semester, an assignment that was changed (to two FS) only after intervention by SAGES-Central, which does understand the extra commitment associated with FS's.

The FS co-instructors are absolutely essential for the realization of the First Seminar advantage, but these people are also too often overworked. Since each FS is a different course, it is difficult for the co-instructors to assist in several FS's at the same time.

### **10. What has been the impact of SAGES on research and other faculty responsibilities?**

The SAGES Impact Committee sought to collect data on research proposal and publication activity. The Center for Institutional Research provided the plots shown below, as well as equivalent plots for CSE, WSOM, FPBSON and SOM. We were not able to obtain comparable data on publication records but the CIR offered to assemble this data for the 2009 SAGES Impact Report.

It would be somewhat surprising to see a school or university-wide decrease in research activity, given the fact that only a minority of faculty actively participate in SAGES, and it is not possible to discern any pattern from these plots. For next year's report, the CIR offered to provide data that compares proposal activity for SAGES instructors to the activity for other faculty.



In response to the question in the department survey *What impact has SAGES had on research and other faculty responsibilities* the following issues were mentioned.

**Astronomy:** It has taken each of us (scientists) longer to learn how to teach a SAGES course than to teach a new astronomy course; so the semester(s) when this was happening saw a decrease in faculty research time.

Instructor time is significantly greater with a USem under the "writing liason" model – we have TAs for astro classes of this size. Thus time available for research (and applying for grants) is less for faculty teaching sages and the number of grants applied for has decreased.

**Biology:** There has been little impact on faculty research, but student advising loads have increased dramatically.

**Chemistry:** SAGES courses take a little more time away from other duties than normal chemistry courses.

Classics: I believe that teaching the most SAGES seminars in the department has slowed down (*name removed for privacy*)'s progress towards completing his monograph which he needs for tenure.

English: The major impact has been on the Director of Composition (see above) whose responsibilities approximately doubled as the demands of the writing component of SAGES increased. Similarly but not to quite the same extent with our people who specialize in teaching students for whom English is a second language. Obviously time spent in such activities diminishes the amount of time and energy available for research.

Also—but of a lesser order of magnitude--First seminar is so labor intensive, especially with the advising component, that it clearly cuts into time that could have been devoted to research.

Geological Sciences: The higher teaching loads caused not only by SAGES but also by too small a faculty size and the increased administrative and committee responsibilities of the faculty have resulted in some decrease in the number of proposals submitted.

Political Science: Here you have to distinguish between First Seminar, which is a royal pain in the tush and time sink, and University Seminar. First Seminar is a bad thing to do to faculty members. University Seminars can be fine.

#### CSE

Macromolecular: Extra teaching impacts on time available for research. Three faculty each teaching a SAGES course, given that the courses are new and take more faculty time than "normal" courses for our major, must have been the equivalent of the loss of one faculty member for between a semester and an academic year.

#### SOM

Nutrition: The reality of the situation is that SAGES has had a negative ripple effect on faculty time and resources as related to research and other responsibilities.

### **11. What impact has SAGES had on faculty morale?**

We hope next year to survey UUF faculty directly to estimate the impact of SAGES on faculty morale but meanwhile we are limited to indirect measurements. For example, question 9 in the department survey asked how many instructors are willing to continue teaching SAGES seminars. While the responses were not uniformly positive, it appears that a majority of faculty are satisfied enough with the experience to continue teaching SAGES seminars.

### **12. Are there problems due to instructors from outside certain departments teaching courses that would normally be taught by faculty within particular disciplines?**

This question was placed on our agenda because of concerns that instructors not based in some particular department were offering SAGES courses that ought to be taught by those departments. In fact, this issue was brought to the attention of the CAS Committee on Educational Programs while FS's and US's were originally working their way through the approval process. The approval process was modified at that time to inform departments, and give them an opportunity to object, when SAGES seminars were proposed that might infringe on a department's area of interest.

The department survey contained the following question *Does your department have any concerns related to the interdisciplinary nature of SAGES first and university seminars, in that some courses, perhaps taught by instructors from other fields, might compete with courses that your department offers or could offer?*

Affirmative answers came from

#### CAS

Astronomy: Yes; for example there is now an astronomy SAGES course taught by a CMNH staff member. We were consulted on curricular issues but there was no discussion of impact on the department. If the university has a need for more astro courses, this should be met by the astronomy department if possible.

English: Faculty in my department are not concerned about the fact of “interdisciplinarity” per se. However, some faculty in the department have been concerned, I think justifiably, by two things: 1.) A lack of effective communication about what’s being offered in SAGES, such that occasionally my faculty (Journalism and Film for example) find that SAGES faculty in other disciplines are offering courses very similar to theirs—which leads to 2.) a concern that at time SAGES courses are not being taught by faculty professionally trained to teach some of the things or kinds of things they offer.

History: Yes, this has come up. A course on sports in America was very close to one we offer, for example. There have been other cases.

Religious Studies: We have had some concerns about courses in the area of religion and religious studies that were taught by fellows that were unknown to the faculty and about whose credentials we were not consulted.

### **13. What are the concerns for Departmental Seminars?**

The demands and resources for this element of SAGES vary widely across schools and departments. For example, the CSE was able to modify an existing, required 300-level ENGL course to fulfill this SAGES mandates, so little additional burden on the CSE faculty should be attributed to SAGES. The same is true of Nursing and of several departments in the CAS. There are, however, some departments which feel very distinctly burdened by the departmental seminar requirement.

The department survey included the question *Please comment on how your department is accommodating the SAGES departmental seminar for your majors. Are the mandated class sizes (17 students per section) an issue? Are all majors able to take a departmental seminar during their junior year? Is the integration of writing instruction into the departmental seminar working well?*

#### CAS

Anthropology: Yes. Since these are Anthropology classes, they are open to all students. There needs to be a simple method to give priority to students who need the course specifically as a Department seminar, without excluding dual majors who took their official department seminar in another department but are still interested in the material or without excluding students from other majors who are interested in the material, while still keeping class size is kept at 17. Making instructors issue permits is no solution.

All majors don’t have to take our department seminar since it is not a major requirement. To my knowledge, all majors who want to have been able to. Only the first group since full implementation is going through this year though.

Yes. Why wouldn’t it? If it is a required part of a course, what choice is there but to fit it in. Not that difficult in a College of Arts and Sciences. Again, there is also a lot of writing in other courses which don’t have that designation.

Biology: The entering cohort of Biology majors has more than doubled with the increase in class size. We do not have enough “seats” in our SAGES Department Seminars to cover all of these students, and the 17 limit is being exceeded in some classes. We will likely need to offer multiple sections of the major courses that have been converted to SAGES Department Seminars. The resulting overflow to other courses makes them less likely to be offered in a seminar format with a limit of 17. Many Biology electives already had extensive writing assignments so the incorporation of writing instruction was not a major obstacle. However, the increases in



numbers of majors to be served will limit the willingness to faculty to take on additional sections or SAGES Departmental Seminar instruction.

Classics: The writing instruction that is offered by SAGES is generally speaking much too little and it has declined since the inception of the program. My colleagues have complained both to me and to Peter Whiting about the cost-cutting measures in the area of writing instruction.

We are now for the first time offering our departmental seminar. It is clear that we need to change its course numbering so that the enrollment can be greater than 1. It will be difficult to offer this on a regular basis.

Math: We created a new course, but have not figured how to staff it.

Psychology: We are trying to offer two sections of our department seminar each semester but can't always do so.

Our majors are sometimes being squeezed out of the class by the limit and are complaining. This will be a big problem for our department.

#### SOM

Biochemistry: The Departmental SAGE is a required course for our majors and is restricted to our majors. It is generally taken during the senior year as introductory biochemistry is taught during the junior year. The two introductory courses are prerequisites for the Departmental SAGE. Last fall, 32 students enrolled and were split into to sections. It will be a huge problem when the number of senior majors tops 34. Twelve of our faculty are already involved in the course and I can't see adding a third section.

Nutrition: If there were a great increase in the numbers of students, we may have to limit the number of majors in our program; we have recently seen a rise in the number of majors in our Department as well.

### **14. What are the concerns for SAGES Capstones, which will be fully implemented in the 2008-2009 academic year?**

As for the departmental seminar, the demands and resources for the SAGES capstone vary widely across schools and departments. The CSE already required a senior project, and the FPBSON and several departments in the CAS were able to adapt existing senior project courses to fulfill the SAGES mandate. There are, however, again some departments which feel very distinctly burdened by the capstone requirement.

The department survey included the question *The SAGES Capstones are not yet fully implemented but we welcome any comments you have on the impact you expect this element of SAGES will have on your department and on your majors.*

#### CAS

Astronomy: Capstone requirements have increased faculty teaching load. Previously we did research with the roughly 50% highest-performing students. Now we need to accommodate capstones for students who are not qualified to do research.

Biology: SAGES Capstones are emerging as a major challenge for the Biology Department. Next year, we have to find Capstone opportunities for 125 to 135 students. Our customary use of independent study courses can serve 25 to 35 students per year. We will try to accommodate the remaining 100 students with some project based labs and other non-lab based independent study options. We have the requisite courses available, but we do not know how well they will satisfy the student demand.

English: I believe that the English faculty have been generous in contributing their time and energy to the SAGES Program. We are stretched about as thin as we can go, however, and the addition of the capstone requirement is going to cut into our already depleted curricular offerings. There is, it seems to me, an obvious point of diminishing returns. Our graduate program makes a significant contribution to the SAGES Program in that many of our grad TA's serve as writing co-instructors and occasionally teach stand-alone SAGES courses. We have a large and growing undergraduate major and in an average year thirty graduate students in various stages in the program. We are perilously close to being too small in the tenure track to mount a credible, competitive graduate program. The two hires this year will help, but the problem remains. If our finite fund of available research, teaching, and mentoring time continues to be reduced by the demands of the SAGES Program—it will literally kill the goose that is laying the golden egg.

Music: We are still struggling to identify the kinds of capstones music majors might like to pursue. This is an advising issue for us, as much as anything. We are also finding that the requirement that double-majors only do one capstone is affecting us, since many students are electing (or are required) to do their capstones in their other major.

Physics: Our SAGES capstone/ senior project is a significant drain on the faculty, particularly since each physics major does an independent project working with a faculty member. The faculty receive little recognition, relief or funding for these efforts. That said, this is not primarily an issue with the SAGES program, as our department started requiring senior projects of all physics majors more than a dozen years ago. Before that, only the most talented students were allowed to do such projects; the rest took an additional semester of advanced lab. We do, however, recognize that the SAGES Capstones may be a significant burden on certain departments, and that the departments receive few resources to assist with this burden.

Psychology: This also will be a problem. We have a lot of majors and have not yet figured out how to accommodate all of the requests for capstones.

### SOM

Biochemistry: The impact of the Capstone will be on faculty time. The Capstone in Biochemistry is a thesis of the students undergraduate research experience. These documents are read and critiqued by faculty and the entire faculty participates in oral presentations and defenses of the student's research. This year we have 8 capstone students and are planning an all day event. As the capstone expands we will have to find two days for the presentations and more evaluators.

Nutrition: As mentioned previously, approximately 20% of our students in SAGES are motivated and demonstrate a passion for involvement. The remaining students are disinterested and/or unable/unwilling to participate fully. We see this among our SAGES Capstone students as well. Combined with the limited resources of our faculty, this component of SAGES is expected to place a further significant, often unreasonable burden on faculty and thus, have a negative impact on faculty research and non-SAGES teaching productivity.

The capstone requirement carries with it some unique concerns. It can cost several hundred dollars or more in materials, supplies, travel etc. for a student to complete a senior project. Departments are given almost no assistance with these expenses. In some fields, the expectation is that a capstone should be based on individual projects that take an inordinate amount of faculty supervision, compared to a regular lecture or seminar course. However, faculty receive little recognition and no relief for these efforts.

There is one additional concern associated with the SAGES capstone; the venue for the required final presentations. SOURCE has for a few years supervised a relatively small annual fair where students may present their research. SOURCE is now trying to plan for an almost tenfold increase in student participation, but it is not clear how this will work out in terms of scheduling and funding.

### OVERALL IMPACT

The last question in the department survey invited chairs to *Please feel free to provide additional comments about the impact, positive or negative, of the SAGES program on your department.*

### CAS

Astronomy:

-Our student-per-class enrollment has gone down despite the larger incoming classes: students have shifted from larger astronomy classes for non-majors into smaller SAGES classes

- The rush to implement SAGES has led to a large variation in quality of writing co-instructors. For our department, about half have been very good, the rest quite poor. Both good and poor co-instructors were adjuncts.
- Faculty are divided about the advising associated with FS. One thinks this is “one of the best aspects of the program” while another will not teach a First Seminar again because of the increased workload.
- We would welcome a rational discussion on SAGES impact in the Case community; this survey is a good start.

Biology: Overall, the Biology Department has a positive disposition to the SAGES program. However, there is a general perception that the transition to SAGES while increasing the incoming class size was a serious mistake. The focus of the Biology Department has thus turned from SAGES implementation to survival of the majors programs, and it will be a short-term (two to three years) inability of the Department to contribute fully to SAGES teaching in the First Seminar and University Seminar courses.

Chemistry: Our participation in SAGES (3.5 courses per year) has cut into our ability to provide a strong curriculum at the graduate level, as well as possibly highly popular elective courses at the undergraduate level. This negatively impacts the national stature of our department.

Classics: SAGES has had one major problem since its honest, if somewhat idealistic inception. There never were the resources here to offer all those seminars nor were they ever going to exist. Students have now been lured here with the promise that they will be taught by professors, but we are always scrambling for instructors.

Furthermore, what pedagogical merit SAGES had, has been forever tainted by it being hijacked by a failed University administration as a (bogus) recruitment tool.

My recommendation as a 19 year veteran at CWRU is to abandon it as soon as possible. If we want to attract students, we have to develop core courses that faculty can get excited about, rather than a syllabus drafted by a committee (FS) that professors do not want to teach and students do not want to take. Writing across the curriculum ought to be maintained in addition to bringing back Freshman English which I personally was happy to see go, but have changed my mind about. After all, originally we voted for an experiment.

We also have to look reality squarely in the eye. The era of globalization must not be mistaken as an era of Americanization. Therefore we are doing our students a decided disservice by not having a foreign language requirement.

Cognitive Science: SAGES works for us and we are pleased to contribute to the program.

English: The existence of a shadow faculty of SAGES lecturers continues to be a problem for the department. What follows is from our departmental planning document and is, I think, worth quoting in full:

The lecturers represent a shadow faculty as large as the tenure track faculty. In other ways, however, they are second-class citizens. They teach a 3-3 load while the tenure track faculty teach 2-2. Their salaries are significantly lower than the tenure-track faculty's. Full-time lecturers are invited to all faculty meetings, but of course cannot vote on many important issues, and only a few of them attend. They are on contracts for one year renewable up to three years. The department has just instituted a policy common at the better research one institutions requiring that lecturers must leave after three years. Thus they are also a transient population. So far the relationship between the two faculties has been relatively smooth. Obviously when there is this kind of disparity between salary, teaching load and status, trouble can always occur.

More importantly, however, the shadow department of lecturers contributes nothing to our most important departmental programs or to the areas of strength we wish to build. In the first two experimental years of SAGES we got significant help from the SAGES lecturers. However, since the SAGES program went full blast, the additional lecturers have had only a service function. (Occasionally I have bought the services of one or another to help with a course we needed covered but usually that has been as an overload.) The lecturers need an amount of administrative attention by the small department staff comparable to the tenure track faculty. They put an equal drain on our supply budget. They do not direct dissertations or serve on committees; and although some of them have impressive professional records, they do not add prestige or status to our department. Indeed, the contrary is more likely to be the case. The more we appear to our professional peers as primarily a service department loaded down with lecturers many of them our own PhD's the less likely we are to attract the serious attention of top graduate students and new faculty.

History: Those faculty who have taught in SAGES have liked it. Several of those who have not taught in SAGES have been turned off by the loss of autonomy in designing their courses because of the need to meet SAGES requirements, even in University Seminars. There has been some report that the demands of SAGES have made dedication to research time more challenging, but not devastating. SAGES does have a negative effect on the diversity of our History course offerings.

One faculty member who taught SAGES writes "I'd like students to be able to switch out of SAGES seminars for the first two weeks so they can find some they enjoy. Enter their names into a list of those willing to trade...so profs end up with around 17 each, still. The \$1500 account is good recognition for extra work and I'd be less enthused about it if it were not there."

Music: I think SAGES will ultimately be a good thing, but the FirstSeminars especially, and the advising responsibilities that go with that, tend to be challenging for faculty and not make them eager to repeat the experience.

Political Science: Overall, the impact on our ability to offer a competitive undergraduate experience in political science is negative. Whether there are compensating advantages is unclear. Most of the students who sign up for our major come to me to sign up, and I always ask them about what they've done while here, usually asking specifically about SAGES. In general, the word of mouth leans negative, but not angrily so.

### CSE

Macromolecular: Unanimous support for making departmental seminars optional. There is concern that using the university seminars to fulfill humanities requirements may lead to problems with ABET, so in the end "optional" may also need to be restricted to non-science or engineering courses. When SAGES was approved by CSE it was agreed that this question would need to be revisited.

Materials Science: *Our biggest concern about SAGES is to make the university seminars optional. Materials science students are often interested in minors and we believe the university would be best serving the students by allowing the university seminars to be optional. This would ensure that the mainstream courses in the humanities and social sciences would be available. Furthermore, I have heard anecdotally that students feel that the existing program becomes repetitious in that the benefits of the seminar-style is most profound when students are making the transition from high school to college (i.e., first-term freshman), and that it rapidly loses its benefit and the tradeoff between style and content become unfavorable.*

*What would be best for the university would also be best for materials science – a flexible high-quality instructional format that allows students to choose between options and is attractive to scholarly curious young people.*

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## SAGES FINANCES

*Heather Morrison, Tim Fogarty, John Blackwell*

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**Operating costs:** The "SAGES central" operating costs were \$2.4 million in 2008/2008. This comes out of the UGen budget. Revenue from all SAGES first and university seminars was \$5.1 million. \$2.1 million of this came from seminars taught by SAGES and presidential fellows, and is returned to UGen. The remaining \$3 million goes to the colleges, allocated by the numbers of faculty who actually taught the seminars, after a tax of order 10% has been extracted.

Income from philanthropy was 0.3 million in 2007/2008.

Clearly the costs of seminars taught by faculty are significantly higher than those taught by SAGES and presidential fellows. Despite initial expectations, the number of tenure track faculty has stayed almost constant since before full implementation.

(<http://www.case.edu/president/cir/fafpdfs/ftfacultyhist.pdf>)

**Tuition discount rate:** One of the original pro-SAGES arguments was that it would help reduce the tuition discount rate. It can be seen from the numbers below that there is no evidence for this; there is a clear correlation between the incoming class size and the discount rate (bigger incoming class increases discount rate) but no change that can be readily attributed to SAGES.

Fall 2002	841 deposits (in May)	55.23% discount
2003	875	55.67%
2004	790	54.53%
2005	1205	60.43%
2006	1034	57.35%
2007	1205	60.2%

**Faculty research revenue:** Any negative effects on faculty research productivity would presumably also have an effect on research overhead revenue. Numbers were provided by ORA to quantify the number and amount of grants submitted in 2003 through 2006 by faculty who taught First Seminar in 2005. It is hard to discern any effect here: year-to-year variations overwhelm any trend. 40 of the 66 faculty had no grant activity at all. In 03/04 the FS faculty applied for \$13.4 million in grants, in 04/05 \$7.8 million, 05/06 \$13 million, 06/07 \$9.4 million. We recommend that this should be monitored on a yearly basis for both First and University seminar instructors.

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## ADMISSIONS, INSTITUTIONAL REPUTATION, & UCI/COMMUNITY INTERACTIONS

*Peter Haas, Peter Whiting, Heather Morrison,*

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### QUESTIONS

- How has the student population changed (total number of applications, distribution between majors, geographic origin, socioeconomic status, ethnicity and gender)?
- To what extent can these changes be attributed to the full implementation of SAGES?
- Is it possible to distinguish the effect of SAGES from the effect of larger class sizes when addressing questions in this report?
- How were the large classes produced? How do the effects of SAGES, financial aid, and national trends in college applications contribute to the growth in class sizes?
- How have the institutional reputation and the reputation of the various undergraduate programs changed since SAGES was implemented, and can any changes be attributed to SAGES (perceptions of perspective students, parents, CWRU's peer institutions, general public)?
- What publicity has the SAGES program brought to the University (citations in college guides, popular press and rankings)?
- How does the Office of UG Admissions use SAGES in recruiting and is it demonstrably helpful (across all disciplines)?

Has SAGES led to increased interactions with UCI institutions, beyond 4th hour visits (for example, student jobs and/or research projects, faculty interactions, UCI institution staff teaching SAGES classes, etc.)  
Perhaps a more pointed question than the ones listed is "Of all of the factors that influence a student's decision to enroll, where does us having SAGES rank?"  
Has SAGES detracted from our ability to recruit transfer students?

## **ADMISSIONS**

One of the major reasons given for the development and implementation of SAGES was its usefulness as a recruiting tool for undergraduates. SAGES was meant to give CWRU a distinctive undergraduate program that could be used to attract a wider range of top students. In this regard, SAGES seems to have been somewhat successful. The number of applicants grew from 5493 in 2004, the year before full implementation of SAGES, to 7297 in 2007, an increase of roughly 33%. However, it is hard to determine how much of this can be attributed primarily, or even significantly to SAGES. Preliminary results from the Admitted Student Survey (n=1936, or about 35.5% of the admitted students) provide some insight, however. Admitted students (but not necessarily those who actually enrolled) were asked to rate how important various factors or programs were in their decision to apply; with 5 being extremely important and 1 means "not at all important". The 1,059 responses to this question yielded a mean response of 3.4, indicating that SAGES had a mild positive effect. Written feedback collected after Experience Case Days has also been positive.

Another way of getting at the impact of SAGES is to see whether it has influenced the yield rate. Chris Munoz, former Vice-President for Enrollment Management, estimated that without SAGES yield in 2005 would have been 22.4% instead of the actual 24.0% for the CAS, an increase of about 7%. We note, however, that the "bottom line", a decrease in tuition discount, has not been achieved (see Finances section).

The current Vice-Provost for Enrollment Management, Randy Deike, regards SAGES, in particular First Seminar, as an important tool in the recruitment of students, although not the only, or even main, one. Enrollment Management presents SAGES not so much as a stand-alone program but as one component of the educational experience at CWRU.

Parents in particular see the emphasis of the SAGES curriculum on small class size and contact with, and mentoring by, full-time faculty as attractive. In this regard, SAGES is a significant asset in recruiting. On the other hand, his office is careful not to oversell SAGES because it is really just a small part of the student's overall experience. One of its strengths is its commonality across the undergraduate curriculum, a commonality which Randy Deike sees as signaling our commitment to SAGES as one of the ways we develop skills in our undergraduates. Randy also commented that from a marketing point of view, it would be significantly harder to "sell" a SAGES program that varied from school to school.

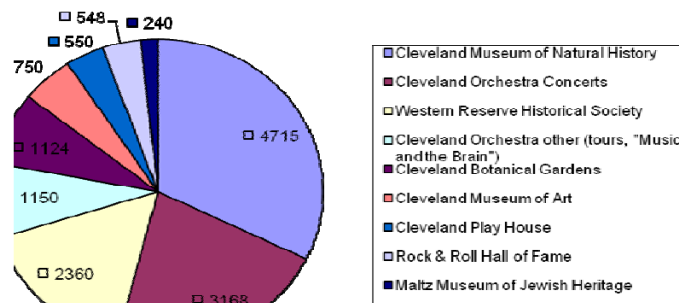
We are concerned, however, that negative reactions to SAGES by existing upper-class students (see the Student Survey in the Appendix) will have a corresponding negative effect on recruitment; this was noted by in written comments in the Admitted Students Survey.

## UCI INSTITUTIONAL VISITS

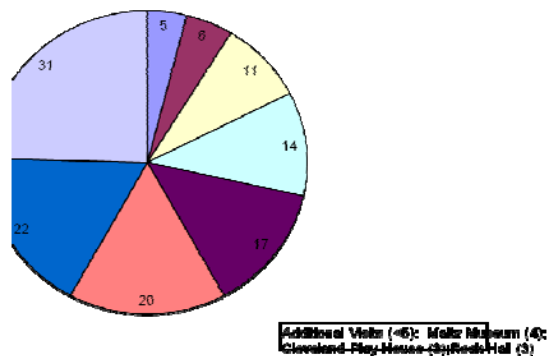
Data collected over the last two years on First Seminar visits to UCI institutions indicates an overall positive effect. On a scale from 1 to 7, with seven being the most positive, students queried about their likelihood of returning to the institution gave a mean result of 4 in 2006 and nearly 5 in 2007. The quality of the programs was rated by students just below 5 in both years.

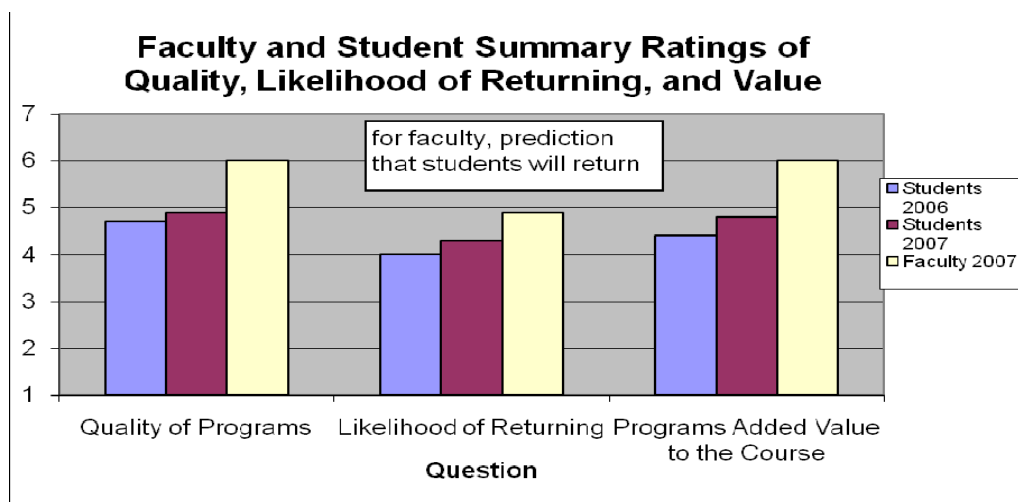
SAGES-Central provided data on the dollars spent at various institutions and the number of visits. This data is illustrated by the following two pie charts (which unfortunately were cropped in translation). Each 'visit' in the second chart corresponds to a class of 17 students. The expense to SAGES to pay for these visits is relatively small and the same might be said for the income for the institutions, but this part of the SAGES program is probably of value to everyone concerned. In fact, the third plot below shows the response to just this question.

**Spending at Major Institutions/Experiences in dollars**



**Visits or Experiences at Major Institutions**





## **INSTITUTIONAL REPUTATION**

We have not been able to distinguish a significant impact on the institutional reputation due to publicity related to the SAGES program. This issue should be addressed more carefully in our next report. Appendix V provides known mentions of SAGES in the local and national media, but we are not confident that this is a thorough collection; we hope that it is not.

## **CONCLUSIONS**

All available data tend to show that the SAGES program is having an overall positive effect both on recruitment and on visits to UCI institutions, although those effects are mild. Better and more finally focused data are needed to draw more substantive conclusions.

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## **ADVISING**

*Jeffrey Wolcowitz, Chris Hudak, Peter Haas*

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## **THE QUESTIONS**

How was freshman advising handled before SAGES and is there any evidence that advising has changed for the better or worse? This should be addressed from the points of view of students, advisors and the Office of UG Studies. It will be necessary to isolate the effects of increased class sizes from the effects of SAGES. It is important to compare disciplinary advising during the summer sessions and the ability of students to declare majors in the fall to the former practice of assigning disciplinary advisors rather than First Seminar advisors.

Is there any increased demand on faculty advisors associated with SAGES? The biggest effects may be the increased need for faculty to learn policies associated with a range of majors, plus the larger class sizes. Are students getting poor advice from First Seminar advisors who aren't familiar with policies for a range of majors?

Are students more likely to seek advising help from an instructor who they see 2 - 3 times per week in class?



Are the First Seminar instructors filling an important mentoring role, independent of academic advising? Do students form a closer bond with these advisors?  
What is the financial cost associated with SAGES advising? Faculty now receive discretionary funds for First Seminar advising and salary for summer advising. Is it fair to associate these costs with SAGES?  
Is there evidence that our students continue to interact with their SAGES First Seminar instructors after the student declares a major (and receives a major-field advisor)?

## **INTRODUCTION**

From the data available so far it is impossible to draw any firm conclusions as to whether pre-major advising is better now than in the pre-SAGES day. This indeterminacy is due to a number of factors. Primary, of course, is that the role of advising has changed with the implementation of SAGES. In particular, the fact that the student's First Seminar instructor is also the student's advisor makes the role of the advisor not directly comparable to the role under the pre-SAGES system. In addition, since the introduction of SAGES, the student body has changed, especially in overall size, by some 25%, thus expanding the number of advisors. Thus, while it is clear that SAGES has had an impact on advising of first year students, it is hard to draw definite comparative conclusions. Overall, the evidence so far seems to suggest that students' general satisfaction (or dissatisfaction) with the advising experience has not undergone any major shift.

The following looks at the SAGES advising arrangement from the point of view of the students, the faculty, and concludes with some administrative considerations.

## **STUDENTS**

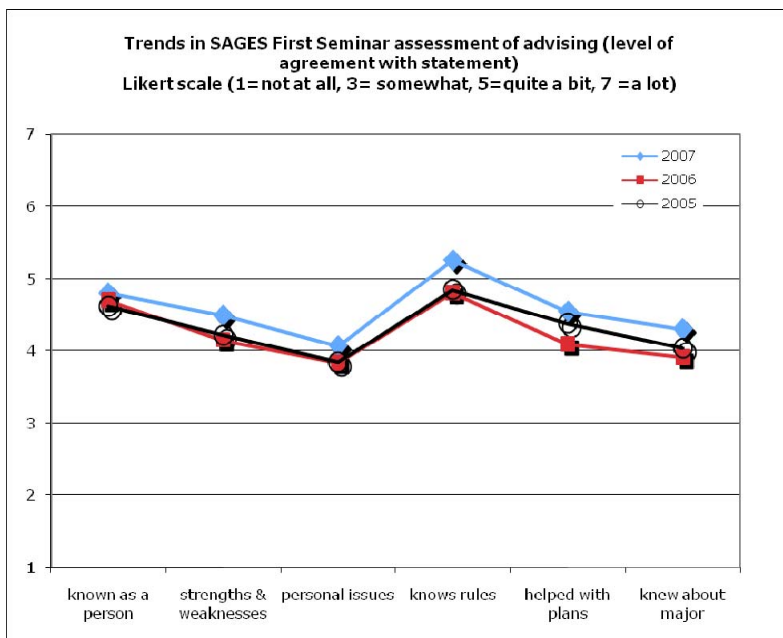
There is some evidence that students do not feel that they are getting good academic guidance; on the survey about fifty percent marked somewhat or not at all for the question dealing with general academic advice. There is even greater dissatisfaction, however, with advice about potential majors, with over two-thirds on the survey indicating that they were only "somewhat" or "not at all pleased" with the first year advisor, and half indicating similar feelings about being pointed to appropriate sources for academic guidance. While the first year advisor is not, and maybe cannot, be expected to have expertise in all possible majors, this may indicate a problem given how early CWRU students decide on a major.

The Office of Undergraduate Studies has tried to address these concerns by moving the Majors Fair, officially called the Choices Fair, to early November. This affords students a formal opportunity to learn more about various majors before they register for the fall semester. There is also a wealth of information available through online guides, handbooks and regular emails to first year students. Despite all this, too many students are unhappy with their First Seminar advising experience.

About half the students report that seeing their advisor several times a week makes it easier for them to seek the advisor's advice, even as regards personal matters (about one quarter of the respondents). A similar proportion of students, however, report that they have declared their majors early in order to get a new advisor. It is thus hard to draw hard conclusions about whether or not a different advising system would substantially change the situation. In other words, the fact that the majority of first year students do declare a major early may reflect the

desire on the part of such students to have early on a “career” advisor in the area of their direct interest and not a breakdown in the First Seminar advising relationship as currently set up. In any case, there does not seem to be a significant occurrence of mentoring on the part of the First Seminar instructor after the first semester.

The table below was compiled by SAGES-central based on their survey data. It shows students' responses to six different aspects of advising. One clear trend is that responses were more positive in 2007 than they had been up to that time. It would be useful to compare the replies to this set of questions to the replies for a similar set asked about the major advisors.



## FACULTY

From the faculty side, the SAGES First Seminar advising requirement is clearly an additional burden on those instructors. Overall, given some fixed number of students, there should be no net increase in the amount of advising per student required, but First Seminar instructors do have to become familiar with a variety of complex requirements, rules and regulations that have no immediate relationship to their academic or professional interests. Some first year instructors have indicated that they appreciate the chance to learn more about the overall curriculum of the university. Others see this as simply more work and of a type that one does not need to do when teaching any other course. This may be especially true for those First Seminar instructors who are drafted into the position. The professor's attitude to being an advisor will of course end up being communicated to the advisees and this may be an important factor in some students' dissatisfaction with their First Seminar advisors.

## ADMINISTRATION

Students have their first contact with an academic advisor during their summer orientation session, during which students are generally paired with advisors from one of the disciplines

students think they will eventually pursue. Although these advising meetings may last only 15 minutes, some students may think of these faculty members, who help them organize their fall course schedule, as their academic advisor. When these students arrive on campus, they then find a new academic advisor, namely their First Seminar instructor. Once they declare a major, usually before the end of their first year, the students are handed off to a third advisor. It's not hard to understand some confusion and irritation associated with this process. It is not clear, however, that this is a problem attributable to SAGES since similar rapid changes in advisors seems to have occurred in the pre-SAGES days as well.

The first SAGES Impact Report in 2006 (Appendix VI) offered the following suggestion.

First Seminar professors must be designated freshman mentors, not freshman advisors. The advisory function of First Seminar professors has not been sufficiently satisfactory to either students or professors. It is clear that a high cost/quality educational institution must provide excellent advising. Advising of freshmen should fall to the Office of Undergraduate Studies and the respective colleges and schools. The Office of Undergraduate Studies is very attuned to advising needs of our freshmen, and the colleges/schools are clearly interested in improving freshman advising. It may be necessary for the Office of Undergraduate Studies to reorganize/add staff to help meet this responsibility, and that should be done as soon as possible. The colleges and schools have unique needs and should be responsible for establishing effective advising to meet those respective needs in direct conjunction with the Office of Undergraduate Studies.

This year's SAGES Impact Committee prefers to refrain from making specific suggestions for changes in the operation of SAGES. It is, in fact, possible that the current advising arrangement is as satisfactory as any other we have had in the past. Still, we encourage the Office of Undergraduate Studies and SAGES Central to consider modifications in SAGES advising that address the concerns expressed by students and First Seminar instructors.

In almost all cases, the advising folder does not follow the student through these shifts. This situation is exacerbated by the fact that many students declare a second or even third major, thus having several advisors, only one of whom, if any, have the students advising record. This, however, seems to be a more general problem with our advising set up and not a function of SAGES itself.

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## **Recommendations for future studies of the impact of SAGES**

We have pointed out throughout our report various questions which merit more research and discussion for the next report. We fully expect that, after faculty, staff, administrators and students have an opportunity to read this report, we will hear of corrections that should be made to our data and additional issues that should be considered in the next Report on the Impact of SAGES. The issues that we know should be addressed are reviewed below.

1. Faculty morale is one such issue and we are struggling with how to measure it.
2. The effect on faculty research activity should be examined more carefully, as measured by publications and proposals, for those faculty members teaching in the SAGES program.
3. The impact of departmental seminars should be assessed next year, the first year after a full class of SAGES students has taken these courses. Are these courses succeeding in

the goals laid out for them? What do students and departments think of their departmental seminar courses?

4. The Impact of the SAGES capstone requirement should be followed during its first year of full implementation. Are students being offered suitable capstone experiences? Can departments continue to handle this requirement with the resources at their disposal?
5. What impact does SAGES have on university facilities, including classroom space and time slots?
6. What impact does SAGES have on administrative offices that work directly with students, including the Office of Undergraduate Studies and Educational Support Services for Students?
7. Who are the non-tenure track people teaching FS and US and are these people of value to departments independent of their contribution to SAGES? Is SAGES in fact a useful mechanism that helps support staff members who departments want to retain in any case?
8. Are the Presidential and SAGES Fellows bringing anything to the University beyond their immediate teaching responsibilities? If not, could we make better use of these people?
9. The department survey should be repeated. Once chairs and their faculty have an opportunity to view the first round of returns, there may be interest in revising the responses for a second round.
10. The Center of Institutional Research should be even more heavily involved in the next report. Not only are they able to assist in gathering and analyzing data, but they can also contribute to posing questions that we should be addressing.
11. A more careful examination of possible savings in GER courses would be useful; the current report includes only a cursory examination of a few randomly chosen courses.
12. Better data, and perhaps more carefully constructed questions, are needed to gauge the impact of the UCI visit component of SAGES.
13. We need a more comprehensive study of the local and national publicity attributed to SAGES.
14. Students' complaints concerning access to relevant SAGES seminars should be compared to their comments about other GER courses, to determine which issues are specific to SAGES seminars and which are indicative of disinterest in taking GER breadth requirements. It would also be interesting to break out responses from students who did get into their choice of SAGES seminar to see how important this factor is in their evaluation of SAGES.
15. Students' evaluations of FS and US should be broken down by their eventual major, to determine if engineering majors, for example, really do have a lower opinion of the SAGES courses they have taken.
16. Survey statistics should be examined for effects due to involuntary teaching assignments; for example is the distribution of responses broader than expected or double-peaked?
17. The survey concerning SAGES FS advising should be repeated for major advising within departments, to determine the relative strengths and weaknesses of the current system.

## **Recommendations for action**

The mandate for our committee was to study the impact of SAGES on the University. It is incumbent on other faculty committees and on the Provost and the Deans of the Constituent Faculties to act on our report and on other information at their disposal, and consider making specific changes in the SAGES program. This process should begin as soon as possible.

There are a few items that stand out in terms of the impact of SAGES and which should be an institutional priority to address. One is the overall demand being placed on faculty to teach both SAGES and larger overall classes, without any significant hiring of tenure track faculty. This is detrimental to programs for undergraduate majors and graduate students. A related issue is the burden on certain departments, such as Biochemistry and Biology, to provide suitable SAGES Departmental Seminar and Capstone courses for a large number of majors. While these departments will do whatever is necessary so that students in the class of 2009 can graduate, the situation is untenable in the longer term.

Another aspect of the SAGES Capstone could be seen as an opportunity rather than a problem. With about 1000 students completing SAGES capstones each year, a Capstone Fair could become a celebration of the undergraduate experience. It could evolve into one of our most important annual campus traditions and should be useful for publicity, recruiting and fund-raising.

The impact of SAGES would be perceived as more positive by students if issues related to uniformity of writing instruction, as well as students' expectations *vis a vis* writing instruction, could be addressed satisfactorily. We know that SAGES-Central has worked hard on this issue and we can offer no specific advice on how this could be done better, but it is clearly a concern. The Writing Portfolio requirement also has a negative impact on students' perception of SAGES. Changes in this requirement might improve their attitude noticeably.

There is concern in some quarters, among faculty and students, about the value of the University Seminars compared to regular departmental courses. In fact, the CSE faculty feels that departmental courses in the CAS would better serve their students and has voted to make the US's an option rather than a requirement. We have not found hard data to support a conclusion that departmental courses are better than US courses, but the issue merits careful consideration. While we can imagine various modifications of SAGES that would address some of the concerns we have heard, it is not within our mandate to propose specific changes. What we do wish to say is that the US's have a large and complicated impact on the university, its students, schools and departments. Several factors need to be taken into account when considering changes to the US's.

- Writing instruction is closely intertwined with the US's, so these courses can't simply be eliminated. The CSE has incorporated into their latest proposal a response to this concern.
- Undergraduate Student Government has passed a resolution requesting a uniform set of SAGES requirements throughout the university.

- The by-laws under which we operate give the faculty of the schools the right to control their curricula. While any changes are subject to review by the UUF and Faculty Senate, it is not clear that these bodies have the authority to prevent a school from making a change that their faculty support.
- Changes in curriculum are actually implemented by offices that report to the Provost. For example, the Office of Undergraduate Studies controls the official listing of degree requirements. The UUF itself reports to the Provost as well as to the Faculty Senate.
- Changes in SAGES have budgetary and staffing implications that the faculty are powerless to resolve; the Provost and Deans have direct control over finances.
- Significant modifications of SAGES may require personnel changes, and the effect of these may be exacerbated if a large number of students are suddenly allowed to take departmental GER courses in place of US's.
- In the end, we all report to the Board of Trustees and that Board may have something to say about the future of SAGES.

It is important, however, that the curriculum committees of the schools take the first step and begin a dialogue to determine if the current arrangements are satisfactory or if modifications should be considered. This needs to be done in the fall of 2008 in order to avoid a destructive clash over control of general education requirements. The Deans and Provost may also need to participate in this process, at the appropriate time.

## **APPENDICES**

## **APPENDIX I: SAGES Phase II Report, mandate for this study**

### **Institutional Impact Evaluation**

The anticipated impact of SAGES on the University is large. Nearly all facets of the university will be affected. Thus, it is crucial that the impact of the program on the institution's operation be monitored. Furthermore the information that is obtained must be used by those individuals and groups that are empowered to make changes as required.

We stress that the Director of SAGES will have authority over and be responsible for the implementation and operation of SAGES. The assessment of impact is a separate function. What is needed is a role normally played by a visiting committee. In this case the impact of SAGES will be monitored by an "internal visiting committee".

When considering the impact of SAGES on the University, some of the questions that need to be asked are:

- How will the student population change? This includes the total number of applications, but also includes student demographics such as distribution between majors, geographic origin, socioeconomic status, ethnicity and gender.
- Who teaches SAGES? It is desirable that the teaching faculty be distributed among the various colleges and schools and faculty ranks. Moreover, neither the untenured faculty, nor any other identifiable subgroup of faculty, should be forced to assume a disproportionate load. Unwavering commitment from all of the schools in the University is expected. The staffing must be tracked so that deviations from expectations are quickly identified and addressed.
- What resources are devoted to SAGES upon implementation? Although SAGES is derived from pedagogical desires of faculty and is designed to achieve academic goals, it is staff intensive and, therefore, expensive. Fiscal models project enhanced revenues that will be more than enough to offset increased expenses, but the revenues and costs must be monitored to insure that SAGES does not threaten the financial health of the schools or University.
- What is the effect of SAGES on institutional reputation? The profile not only of the University, but also the individual schools and colleges will be affected by SAGES. Citations in college guides, popular press, and rankings need to be tracked and analyzed to determine how the program affects how we are perceived by prospective students, their parents, our peers in the academic world, and the public at large.
- What is the effect on morale? SAGES offers the possibility for raising the level of student and faculty engagement in scholarship in a manner that results in vastly improved intellectual and personal satisfaction. Measures of student engagement and measures of morale need to be made to determine the nature (positive or negative) and intensity of the change on morale. It is important, also, to determine the range of responses, i.e., whether different identifiable subgroups are experiencing different consequences.
- What is the effect on the rest of the undergraduate curriculum? A successful program will extend the SAGES style into other parts of the university. Evidence that can demonstrate such a trend needs to be tabulated.

The above represents only some of the ways SAGES will have impact, but it serves to indicate the required breadth of continued study of SAGES efficacy. The question is how to make such measurement and how to disseminate the information?

The committee strongly feels that existing apparatus should be used for this purpose. The University Undergraduate Faculty (UUF) Executive Committee will be charged with developing and executing recommendations for evaluating institutional impact. Furthermore, the UUF Executive committee should develop, on an annual basis, reports regarding the impact of SAGES using input from the Admissions Office, the Institutional Research Office, Undergraduate Studies – particularly the Dean of First Year Students, and its own constituent committees (Academic Standing; Curriculum; Student Life, Services and Environment; and Undergraduate Admissions).

We recommend that each report be distributed to the deans and executive committees of all schools and colleges for informational purposes. Most importantly, each report together with recommendations for action, based on trigger conditions as described above, will also be submitted to the Provost. Each action request will be routed through the Provost office with the expectation that the Provost will refer most requests directly to another office, including the Director of SAGES, a Dean, Admissions, etc., as appropriate. Each action request will result in a response that ultimately will be reported back to the UUF Executive Committee.



## **APPENDIX II: Department Survey Collected Replies**

### **How did you determine who would teach SAGES seminars for your department?**

#### **CAS**

Anthropology: *This question as well as questions about the independent impact of SAGES are difficult to answer at the present time since we have been understaffed since the implementation of SAGES. It is as a result a struggle to meet college, department and SAGES requirements and impossible to say how much of the struggle is due to SAGES alone. We would have failed on all fronts without adjuncts who are hired on a per course basis. We've been lucky that such adjuncts have so far been available. In addition, it should be noted that SAGES has been understanding about the fact that we are currently limited in our ability to offer SAGES courses. Existing faculty in general are resistant to changing a course they feel is successful in order to meet SAGES requirements and they are resistant to teaching a course which is not identified as an Anthropology course. It seems counterproductive to force someone to teach in SAGES if they are not willing, although that will obviously become necessary at some point. It was noted that whether or not one taught a course in SAGES was not included in this year's activity report. All of this means that adjuncts are essential for meeting our University Seminar and Department Seminar requirements. Without them, the tenure-track faculty wouldn't be able to meet the course requirements of our majors and others, which are just as important in the long-run and much more important to most faculty. The simple answer then, whoever is willing to do it*

Art History and Art: *Faculty volunteered*

Art Education

Astronomy: *Discussion in faculty meetings; asked our non-faculty instructor if he was interested in teaching a USem*

Biology: *Faculty volunteered for all seminars following discussions of needs at a faculty meeting. Some follow up was necessary to encourage faculty members to consider the possibility, but all volunteered readily.*

Chemistry: *Asked for volunteers. So far this has worked out.*

Classics: *By finding the people willing to teach them. Nobody in Classics has been willing to teach the boilerplate FS.*

Cognitive Science: *All members of the department teach SAGES seminars. We are a particularly emphatic contributor of First Seminars.*

Communication Sciences

English: *I ask for volunteers. I have never had trouble getting them.*

Geological Sciences: *Other teaching obligations; teaching schedule; faculty interest.*

History: *Asked for volunteers*

Mathematics: *Volunteers, lottery*

Modern Languages and Literatures

Music: *Faculty hired recently under SAGES are expected to handle FirstSem teaching. One of them also offered a University Sem, and other faculty have offered departmental sems.*

Philosophy

Physics: *When full implementation of SAGES began and the department was told how many instructors it should supply, the chairman requested volunteers. After considering the overall teaching needs of the department, two faculty volunteers ended up teaching SAGES*

*FS/US the first year, some under slight duress, while two non-tenure track staff members were required to teach SAGES seminars. This past year, the two tenure track faculty members and one of the staff members were willing to continue teaching SAGES, fulfilling the department commitment to the program.*

*Political Science: A combination of factors. I have excluded a very senior faculty member who is totally uninterested and teaches very popular courses to large enrollments. Then one major consideration is spreading the burden – trying to provide a sense of fairness, so nobody does “too much.” Next is what was expected when new people were hired – in essence, a bias towards having the newer (not necessarily young; includes a senior recent hire) do SAGES because they were hired with a warning this was part of the job. Next is the difference between first seminar and university seminar. It is easier to get people to do university seminar and, therefore, I will tend to have a person who has a USSO course do it more often than a person who teaches First Seminar. When a faculty member has a course s/he likes to teach but that is not in the main line of the discipline and can be adapted to look (even be) interdisciplinary, I’ll try to get them to do it as SAGES (i.e. “I won’t let you teach that unless you’ll do it as SAGES). Last is who the heck is available, particularly for first seminar.*

*Psychology: A few kind souls volunteer. Then, it comes down to whoever I can most effectively plead to or browbeat.*

*Religious Studies: Generally in a department meeting, with some suggestions from me as chair as to who owes a course.*

Sociology

Statistics

Theater and Dance

Dance Program

Theater Arts

## CSE

Biomedical

*Chemical: Those profs. who would do best with the SAGES seminar format and who did not filled their teaching quota for the year.*

Civil

Electrical & Computer

Macromolecular: *Other teaching responsibilities*

*Materials Science: I seek volunteers to teach seminars that are in the strategic interest of the department. Faculty from EMSE have taught three different university seminars. Two of the three were aligned with departmental goals of offering a course that simultaneously meets the learning outcomes of SAGES and serves the department by introducing materials education to the larger community (Materials in Sports, and the Role of Materials in Emerging Technologies – 2 sections). The third course was a service learning course (the Role of Technology in Meeting People’s Needs). I have, as department chair, taught in the program since full-implementation. This makes it easier to ask for participation.*

Mechanical & Aerospace

## WSOM

*Integrated Studies: Personal desire of the faculty member to do so.*

Organizational Behavior: *Asked for interested volunteers; first tenure-track faculty and then non-tenure track*

#### FPBSON

#### SOM

Biochemistry: *We only teach a Departmental SAGE. As far as I'm aware, none of our faculty have taught in First Seminar or University SAGES. For the Departmental SAGE, faculty volunteered to participate.*

Nutrition: *we have a Department Seminar, but do not have faculty that teach SAGES seminars.*

**What proportion of the faculty members who have taught SAGES seminars are interested in teaching them again?**

CAS

Anthropology: *Two tenure-track faculty taught a University Seminar three times during the pilot. Neither has asked to teach it again. I've taught the First Seminar twice now and intend to continue teaching it.*

Art History and Art: 100%

Art Education

Astronomy: 70%.

Biology: *Those teaching Department Seminars and SAGES Capstone project based labs are all interested in continuing. Due to retirement and other teaching needs for major programs, only one of three First Seminar instructors can continue. Staffing limits the ability of the Department of Biology to offer University Seminars.*

Chemistry: *Because of our normal teaching commitments, we are following the initial Peter Whiting suggestion that a person who volunteers to do a SAGES course will do this three times, preferably in consecutive years.*

Classics: *It depends on the seminars. Nobody here wants to teach the boilerplate FS, people will teach their own thematic FS. USs are downright popular.*

Cognitive Science: 100%

Communication Sciences

English: *100% have been willing to teach SAGES courses a second time, but more than one has said they only want to teach USEMS. First Seminar is a much bigger commitment of time and energy.*

Geological Sciences: 2/5

History: 100%

Mathematics: *1 person (7%) for First Seminar, some more interest in University Seminars.*

Modern Languages and Literatures

Music: *Not all are enthusiastic about the experience, but no one has refused to do it.*

Philosophy

Physics: *2 of the 3 current instructors are interested in teaching SAGES FS/US again. The third might be willing to teach his SAGES FS again but would prefer not to.*

Political Science: *None, if they could help it. It is nobody's first choice.*

Psychology: *About half*

Religious Studies: *About half*

Sociology

Statistics

Theater and Dance

Dance Program

Theater Arts

CSE

EMAC: *Other teaching responsibilities*

Biomedical

Chemical: *I do not know for sure, but I would estimate 1, maybe 2.*

Civil

Electrical & Computer

Macromolecular: *Faculty numbers have declined, and we need to teach new electives. So teaching demands are increasing, and SAGES participation may be impacted.*

Materials Science: *Three out of eleven. I think all will do so again.*

Mechanical & Aerospace

#### WSOM

Integrated Studies: all

Organizational Behavior: *Most (100% not counting one who has left the university for another job)*

#### FPBSON

#### SOM

Biochemistry: *We taught our Departmental SAGE for the first time last semester (Fall '07). I haven't polled the participants but I assume that most would be willing to return.*

Nutrition: NA

**How many additional faculty and/or temporary hires was your department able to make explicitly to compensate for the demands of SAGES? Please describe the nature of each hire (tenure track, visiting, etc.).**

**CAS**

Anthropology: *Our permissions to search have been based on our understaffing, rather than a need to meet the demands of SAGES. Our adjunct hires are on a per course basis. The number of courses taught by adjuncts is similar to pre-SAGES days. The impact has thus been a decrease in offerings in Anthropology with an increase in University or Department seminars offered by these adjuncts.*

Art History and Art: *None*

Art Education

Astronomy: *We received an additional tenure-track position to allow us to teach SAGES classes*

Biology: *None. SAGES teaching obligations had to fit into planned expansion of the Department. Growth in student demand for Biology courses has led to a decrease in SAGES seminar teaching for 2008/2009.*

Chemistry: *We are down in faculty size since the time the initial "SAGES participation expectations" were declared. At one point, when we were making a hire to replace someone who had left, we were told that the search was approved "only if we fulfilled our SAGES expectations". We have not received any compensatory hiring authority in order to meet our SAGES obligations.*

Classics: *Explicitly to help out with SAGES, none. We added two assistant professors in 2005 which essentially ensured a survival of Classics at this university. Before there was only me as a regular faculty member. It was understood that they would teach SAGES courses, but there is actually nothing in writing that compels them to do so.*

Cognitive Science: *None as far as I understand, although the ability of Cognitive Science to provide expert contribution to "The Life of the Mind" was discussed during the establishment of the department.*

Communication Sciences

English: *We have not had permission to hire anyone in the tenure track explicitly to help compensate for the demands of SAGES. Indeed, over the past five years we have shrunk in size in the tenure track, while at the same time—explicitly to help the SAGES Program—we have hired and at times maintained more SAGES lecturers not on the tenure track than we have tenure track faculty. At present we have thirteen faculty on the tenure track and one tenure track colleague on permanent half time. We have, therefore, thirteen and one half tenure track faculty. We had permission to hire in the tenure track this year, and we have just completed two successful searches. Therefore in fall we will be fifteen and one half tenure track. There will also be at least thirteen SAGES Writing co-instructors, and to handle the increased demands the SAGES Program has made on the WRITING SUPPORT services our department provides, we have also hired a Director of the Writing Center (lecturer) and an ESL Specialist (lecturer). We will therefore still have a shadow department of lecturers equal in size to our faculty in the tenure track. Most of them have office space in Guilford House, and in terms of administrative load on our office staff, we have doubled in size without additional staff support. The thirteen writing co-instructors only contribute teaching to our department if/when we can buy their time from SAGES. We have done this occasionally, but*

*not regularly. And the Writing Co-Instructors do not participate in department committee work, mentor students, etc.*

*Geological Sciences: We were allowed a search during the first year, which failed to attract our first choice candidate. Then the money problems hit and we were not allowed to extend a second offer. We taught 4 first seminars and a University seminar that year and received no compensation whatsoever even though our allotment was 1 and 1. In addition, since Peter Whiting is a member of our department we are essentially down a faculty member.*

*History: To my knowledge, no History hire has ever been made explicitly to meet the demands of SAGES.*

*Mathematics: Not clear. Math is about 40% understaffed for the courses we teach, so we are always hiring temporary (lecturers) people, and SAGES was just part of the package. Maybe it means one or two more temps to teach service courses; maybe it means we don't offer a course or two.*

*Modern Languages and Literatures*

*Music: In 2005, we were searching for a new tenure-track position. The simultaneous retirement of a senior faculty member allowed us to hire 3 instead of 1. This was a critical and timely hire for us with respect to SAGES. We have since grown the faculty by one additional junior tenure-track faculty member. All four of these faculty have been SAGES teachers.*

*Philosophy*

*Physics: It is difficult to say precisely because of retirements and changes in department chairs and deans, but probably is it one lecturer was justified by SAGES teaching needs.*

*Political Science: Very hard to define, because it's hard to say what our base was. If our base was seven, I'd say that at least the 8<sup>th</sup> required a commitment to teach one more SAGES course each year. I'm not sure what I promised for the 9<sup>th</sup> – at least, I'd like not to go back over that...*

*Psychology: none*

*Religious Studies: We were authorized, and accomplished, one full-time hire during the first year of the implementation of SAGES.*

*Sociology*

*Statistics*

*Theater and Dance*

*Dance Program*

*Theater Arts*

## CSE

*Biomedical*

*Chemical: None*

*Civil*

*Electrical & Computer*

*Macromolecular: None!*

*Materials Science: Zero.*

*Mechanical & Aerospace*

## WSOM

*Integrated Studies: none*

*Organizational Behavior: None*

FPBSON

SOM

Biochemistry: *We did not add any new faculty to the department for the purpose of teaching our SAGE course. We used 12 faculty members from the medical school. All were full time faculty with either primary or secondary appointments in Biochemistry*

Nutrition: NA



**What courses (undergraduate and graduate) were not offered by your department due to commitments to teach SAGES First and University Seminars?**

**CAS**

Anthropology: *Assuming you mean in the past year, four upper level courses weren't taught.*

Art History and Art: *Every SAGES offering meant a loss of a course in art history.*

**Art Education**

Astronomy: *One course was re-designed to make it a dept seminar; but no courses were struck from the books. The only courses eligible for this are our largest classes, so in terms of department finances we would be crazy to delete them.*

Biology: *Two non-major one hundred level courses were cancelled in preparation for SAGES.*

Chemistry: *We have had to cut back on our graduate offerings. We have not reduced our undergraduate offerings (we can't – all the courses are major requirements in one way or another).*

Classics: *We have switched to offering CLSC295a/b Etymology only once a year rather than every semester. CLSC202 Classical Mythology has in effect been replaced by USSY223*

Cognitive Science: *As the department is only in its four semester of providing courses, and so has always operated within the context of SAGES, this question probably does not apply to us directly.*

**Communication Sciences**

English: *The number of courses we are able to offer majors and graduate students is reduced by one for every SAGES course our tenure track faculty teaches. (Which course is less a factor than the number reduced.) In the past three years we have averaged about 4 tenure track faculty a year teaching SAGES courses. That means we offered 12 fewer courses at various levels during that time.*

Geological Sciences: *All non-required upper level courses were dropped from the teaching load. In addition, one of our introductory courses which was usually taught by a tenure-track faculty member was taught (and is still being taught) by an outside instructor. What this means is that in order to handle the SAGES teaching load we have outsourced some of our regular instruction, which, I believe, has resulted in a decrease in the quality of our introductory courses and a decrease in the number of choices for our undergraduates. We did not change any of the graduate instruction because of SAGES.*

History: *The courses we would have been most likely to offer would have been 202, "Science in Western Thought," 377, "Nuclear Weapons and Arms Control," 214, "Comparative Slavery," 220, "The Early Modern Mediterranean," 356, "Industrial America," probably some modern British history, and a proposed history course on Elvis Presley and America. Our European history offerings have been the most effected, and this is indeed one of the areas students are frequently requesting that we offer more of.*

Mathematics: *Not clear—we juggled—see above. Mostly the effect is to put more non-regular faculty in service courses.*

**Modern Languages and Literatures**

Music: *With sabbatical leaves reducing faculty available, we have been forced to drop topics courses at the graduate and undergraduate level.*

**Philosophy**

Physics: *PHYS 327/427 was not offered this spring. We now plan to offer PHYS 350/450 in alternate years rather than every year, even though PHYS 350 is a requirement for one of*

*our degree programs. Various graduate courses are not offered due to insufficient faculty, 3-4 of whom teach a SAGES course each year.*

Political Science: *That can never be defined precisely. Obviously, for each SAGES seminar we lose a course; that means, for example, teaching 13 POSC courses instead of 15 in a semester. Almost all of our courses are 300/400 level, meaning joint undergrad and grad. Among the courses that have clearly not been offered due to SAGES at some point are Congress (Legislative Politics); U.S. Foreign Policy; Politics of the European Union; a new course Pete Moore wants to offer; Democratic Politics in Theory and Practice (our only Democratic theory course). It looks like we will have to drop the Health Policy/Politics course for next Fall, even though it is a popular course and would be central to re-starting the Public Health major, because I think all the other people I could ask would have arguments that they were being oppressed, so it's my turn to teach SAGES instead. I think we need to offer a second section of Introduction to International Relations in the Fall. It's a course that always fills up in the Spring and so arriving freshmen are disappointed when they can't register for it. But the person who would otherwise do that course, Professor Posner, is the person I'm sticking with First Seminar. Part of the problem is, if people go on leave you can't ask a visitor to do First Seminar, and if you get an adjunct to cover a course you can't really have that adjunct do SAGES because that's cheating, not making your Department faculty contribution. So SAGES makes leaves in Fall particularly problematic.*

Psychology: *It varies every year. In 08-09, two sections of PSCL 101 are being cut. Also, PSCL 352 (Physiological Psychology) will not be taught, as it should be in the fall, because we need the instructor for a First Seminar.*

Religious Studies: *I cannot identify any specific course that were clearly not taught because of SAGES*

Sociology  
Statistics  
Theater and Dance  
Dance Program  
Theater Arts

#### CSE

Biomedical  
Chemical: *Maybe one graduate elective course.*  
Civil  
Electrical & Computer  
Macromolecular: *none*  
Materials Science: *We have sacrificed some technical elective offerings and moved courses to alternating years*  
Mechanical & Aerospace

#### WSOM

Integrated Studies: *none*  
Organizational Behavior: *None*

#### FPBSON

SOM

Biochemistry: *We discontinued an undergraduate seminar series (BIOC 371 & 372) and replaced it with the Departmental SAGE (BIOC 373).*

Nutrition: *NA*

**What non-SAGES courses were taught by non-tenure track faculty as a result of commitments by tenure-track faculty to teach SAGES seminars?**

**CAS**

Anthropology: *It went the other way. And see answer above on use of adjuncts*

Art History and Art : *Three or four offerings. It would be horribly time consuming to try to retrace the departmental history of personnel and course offerings for me as a new department chair.*

Art Education

Astronomy: *Astronomy for non-majors: ASTR 201, 202, 204 are now taught more often by non-tenure track faculty*

Biology: *None*

Chemistry: *We have non-tenure track faculty helping with large undergrad courses because we are down in overall faculty number, not because of SAGES.*

Classics: *Greek and Roman History, intermediate and upper level Greek, intermediate Latin*

Cognitive Science: *None. We have no non-tenure-track faculty yet.*

Communication Sciences

English: *In order to continue to offer a close to full spectrum of 200 level general education courses, considerably more of these courses are now being taught by grad TA's than might have been otherwise.*

Geological Sciences: *One of our larger enrollment, introductory courses is now taught by a non-tenure track faculty member.*

History: *This doesn't apply to us—we have hired lecturers to make up some teaching, but not particularly because of SAGES.*

Mathematics: *Not clear—we juggled—see above. Mostly the effect is to put more non-regular faculty in service courses*

Modern Languages and Literatures

Music: *Do you mean over the last three years? I've only been chair for a few months, so I can't fully answer that question. We tend to hire lecturers for lower level classes, classes for non-majors, and classes especially for CIM students, though that is not universally true.*

Philosophy

Physics: *We had 4 non-tenure track instructors/faculty teaching non-SAGES courses and 2 tenured faculty teaching SAGES this past year, so one could make the case that any two of several physics courses are taught by non-tenure track faculty as a result of commitments to SAGES, assuming that these non-tenure track faculty aren't available only because of SAGES funds.*

Political Science: *Hard to say precisely again, but the course we taught with non-tenure-track faculty this year were The United States and Asia and Politics of Development in the Global South. It's hard to say because I'm not sure we had anyone who could have taught the first one otherwise. And we taught four SAGES courses, but we were only replacing two course slots, and we also had somebody on leave one semester so these two courses could be viewed as replacement for him, not for what we lost to SAGES.*

Psychology: *We usually just don't offer courses. Our lecturer budget was not increased, so we can't afford to hire non-tenure track faculty.*

Religious Studies: *none*

Sociology

Statistics  
Theater and Dance  
Dance Program  
Theater Arts

CSE

Biomedical  
Chemical: *none*  
Civil  
Electrical & Computer  
Macromolecular: *none*  
Materials Science: *none*  
Mechanical & Aerospace

WSOM

Integrated Studies: *none*  
Organizational Behavior: *One or two sections of ORBH 413 were covered by advanced doctoral students*

FPBSON

SOM

Biochemistry: *There were no changes in our regular course offerings or teaching faculty other than the replacement of BIOC 371 & 372 with SAGES BIOC 373.*  
Nutrition: *In order to maintain a graduate program and participate in teaching medical and nursing school students, as well as Nutrition students, we are unable to provide other faculty for other seminar courses.*

**What courses in your department likely required fewer teaching resources due to the reduction in General Education Requirements associated with the implementation of SAGES?**

CAS

Anthropology: *The reduction in GER had no effect. We still offer the same courses and number of sections of these courses that we did before SAGES.*

Art History and Art: --

Art Education

Astronomy: *Class sizes in our non-majors courses have decreased. However, we are still offering them all.*

Biology: *None*

Chemistry: *None – all our undergrad courses are required by our majors in one way or another.*

Classics: *none*

Cognitive Science: *As the department is only in its four semester of providing courses, and so has always operated within the context of SAGES, this question probably does not apply to us directly.*

Communication Sciences

English: *Some of the 200 GER courses we used to teach regularly (ENGL 255 & 256) which we are now phasing out.*

Geological Sciences: *None.*

History: *We have had smaller enrollments in History 112, "Introduction to American History."*

Mathematics: *None*

Modern Languages and Literatures

Music: *We have seen populations drop for MUGN 202, the second semester of what used to be our music appreciation sequence for non-majors. That is the only course where we have noticed reduced enrollments, both during the year and as a summer offering.*

Philosophy

Physics: *none*

Political Science: *None. In order for that to happen, you need to have courses you offer in multiple sections. Except for POSC 109, we don't.*

Psychology: *None. (This was spread out among many classes. A hypothetical reduction of a couple students each in six or seven large lecture classes has no effect on resource allocation.)*

Religious Studies: *We have seen a drop of enrollment in virtually all of our courses*

Sociology

Statistics

Theater and Dance

Dance Program

Theater Arts

CSE

Biomedical

Chemical: *none*

Civil

Electrical & Computer

Macromolecular: *none*

Materials Science: *I don't understand this question.*

Mechanical & Aerospace

WSOM

Integrated Studies: none

Organizational Behavior: *None*

FPBSON

SOM

Biochemistry: *GERs do not directly affect the Biochemistry course offering because even our introductory course is an advanced course aimed at juniors.*

Nutrition: *NA*

**What problems have arisen in your department due to recent increases in class size and how do these problems compare to any problems you attribute to SAGES?**

**CAS**

Anthropology: *None of which I am aware.*

Art History and Art: *Our freshman ARTH 101/102 art survey course registration has dropped from an average enrollment of 70 to 30 students as a result of mandated SAGES seminars. This is quite serious as we depend on our survey courses to identify art history majors (most high schools do not teach art history, so the discipline is unknown among incoming freshmen).*

**Art Education**

Astronomy: *No problems directly connected with larger incoming classes*

Biology: *Increases in class size and demand for SAGES courses have had major impacts on the Biology curriculum. Of the two, the increase in class size has been a greater factor. We have had to increase the number of sections of required lab courses; using time periods previously unused by Biology. There have been a number of unintended conflicts with co-curricular activities and other courses.*

Chemistry: *We have mainly had to increase the loads of our teaching assistants and a slight increase in lab section coverage by our non-tenure-track faculty. Probably not affected by SAGES.*

Classics: *SAGES has added courses for us while not really eliminating any so far.*

Cognitive Science: *Cognitive Science at present, in its fourth semester of providing classes, has 63 undergraduate majors. Students in other majors also take our courses. We welcome them.*

**Communication Sciences**

English: *The major impact has been to significantly increase demands on our writing and writing support programs and especially on our Director of Composition, who has assumed substantial additional curricular, administrative, and mentoring oversight responsibilities as a result of both the larger incoming class and the increased demands being made of the writing support our department provides to both students and faculty in the SAGES Program.*

Geological Sciences: *None. In fact, the larger class size has benefited some of our general courses by increasing enrollments to good sizes and has given us a few, badly needed majors.*

History: *We continue to have manageable enrollments.*

Mathematics: *No particular problems. We went to other teaching models—large lectures, online*

**Modern Languages and Literatures**

Music: *Music has experienced a much larger increase in majors than in the college population as a whole. This raises problems for us in auditioning, advising, juries, communication with applied instructors, and a host of other issues.*

**Philosophy**

Physics: *The increase in class size has shown up primarily in our PHYS 115/116 life science sequence. The lectures for this course are significantly larger than they've been in the past but the bigger strain has been on the intro physics labs. We've been fortunate that the CAS Dean's office has provided the resources (staff and equipment) necessary to accommodate the increased demand. The problems due to the large class are of a very different nature*



*than any problems associated with SAGES. The former places demands on our graduate student staffing for our intro labs and on our Lab Director while the latter may have lead to a reduction in the variety of course offerings available to our undergraduate majors and graduate students.*

*One additional issue that may be associated with the increase in class size is the number of majors we now teach. Our senior, pre-SAGES class has 20 students but there are 27 in the junior class and 35 in the sophomore class. We have almost 40 students in two of our sophomore classes for physics majors (which are also taken by astronomy and some other majors). This leads to a significant change in tone, compared to having 20 students in the class, and a significant increase in the burden on the course instructors.*

Political Science: *Well, we have some courses filling, particularly the intro International Relations course. We would address that with an extra session, but can't.*

Psychology: *SAGES is worse. Recent increases in class size just mean that large lecture classes are a bit bigger. SAGES means that I lose the equivalent of several faculty members a year.*

Religious Studies: *No particular problems except when we have several people on leave or teaching release. When this happens, we are stretched as a small department to staff our required courses, and SAGES courses and still have a reasonable selection of electives.*

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#### CSE

Biomedical

Chemical: *none*

Civil

Electrical & Computer

Macromolecular: *Not relevant to our situation*

Materials Science: *As a small department, this has not been an issue for us.*

Mechanical & Aerospace

#### WSOM

Integrated Studies: *none*

Organizational Behavior: *None attributable to SAGES*

#### FPBSON

#### SOM

Biochemistry: *The increased size of recent classes and particularly the increase in the number of premed students has roughly doubled the number of declared biochemistry majors. Our*

*courses have all increased in size dramatically the past few years and strained some of our resources. Providing an adequate advising as been a problem and the large class sizes has led us to shift to using MediaVision and Blackboard more than we did in the past.*

*Nutrition: The following: challenges in allocation of faculty time, need to develop a new course, and a significant increase in the burden on faculty time and resources.*

## What impact has SAGES had on research and other faculty responsibilities?

### CAS

Anthropology: *None of which I am aware.*

Art History and Art: *Basically loss of time that could have been devoted to research.*

Art Education

Astronomy: *It has taken each of us (scientists) longer to learn how to teach a SAGES course than to teach a new astronomy course; so the semester(s) when this was happening saw a decrease in faculty research time. Instructor time is significantly greater with a USem under the "writing liason" model – we have TAs for astro classes of this size. Thus time available for research (and applying for grants) is less for faculty teaching sages and the number of grants applied for has decreased.*

Biology: *There has been little impact on faculty research, but student advising loads have increased dramatically.*

Chemistry: *SAGES courses take a little more time away from other duties than normal chemistry courses.*

Classics: *I believe that teaching the most SAGES seminars in the department has slowed down Paul Iversen's progress towards completing his monograph which he needs for tenure.*

Cognitive Science: *As the department is only in its four semester of providing courses, and so has always operated within the context of SAGES, this question probably does not apply to us directly. We assume that any other GER program would have a similar impact. One thing we are grateful for is the remarkable benefit of undergraduate tuition that comes with having a strong and attractive undergraduate program. Case Western Reserve University has achieved a remarkable turnaround in demand for its undergraduate programs in the last four years. We cannot say without study what part of this splendid achievement is owed to the establishment of SAGES.*

Communication Sciences

English: *The major impact has been on the Director of Composition (see above) whose responsibilities approximately doubled as the demands of the writing component of SAGES increased. Similarly but not to quite the same extent with our people who specialize in teaching students for whom English is a second language. Obviously time spent in such activities diminishes the amount of time and energy available for research.*

*Also—but of a lesser order of magnitude--First seminar is so labor intensive, especially with the advising component, that it clearly cuts into time that could have been devoted to research.*

Geological Sciences: *The higher teaching loads caused not only by SAGES but also by too small a faculty size and the increased administrative and committee responsibilities of the faculty have resulted in some decrease in the number of proposals submitted.*

History: *Not much—there's been some concern that the demands of SAGES does have some impact on research time.*

Mathematics: *Nothing overall noted—perhaps it has affected research of some individuals who have not commented.*

Modern Languages and Literatures

Music: *Not a significant impact, so far as I am aware.*

Philosophy

Physics: *Other than the normal impact of teaching a new course, there are no identifiable concerns in this regard - except, perhaps, for Gary Chottiner, who as chair of the UUFXC and of the SAGES Impact Committee, is devoting significant time to SAGES beyond his normal SAGES teaching and advising duties.*

Political Science: *Here you have to distinguish between First Seminar, which is a royal pain in the tush and time sink, and University Seminar. First Seminar is a bad thing to do to faculty members. University Seminars can be fine. We don't know enough about departmental seminars yet. We always had a senior project, so the only change from having SAGES capstones is that we have to find a way to do the public presentations and to have an audience for those presentations. That is a pain in the tush for the department chair, who has to both arrange it and somehow convince faculty to attend so there is an audience.*

Psychology: none

Religious Studies: *It has had no noticable impact on research and other responsibilities, except for the persons doing First Year advising, who is taking this on as "extra" service.*

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## CSE

Biomedical

Chemical: *Minimal effect on research.*

Civil

Electrical & Computer

Macromolecular: *Extra teaching impacts on time available for research. Three faculty each teaching a SAGES course, given that the courses are new and take more faculty time than "normal" courses for our major, must have been the equivalent of the loss of one faculty member for between a semester and an academic year.*

Materials Science: *It is a mild distraction.*

Mechanical & Aerospace

## WSOM

Integrated Studies: *none*

Organizational Behavior: *One faculty member is doing extensive research related to assessing impact of SAGES*

## FPBSON

## SOM

Biochemistry: *None*

Nutrition: *The reality of the situation is that SAGES has had a negative ripple effect on faculty time and resources as related to research and other responsibilities. Approximately 20% of our SAGES students are motivated and demonstrate a passion for involvement. The remaining students are disinterested and/or unable/unwilling to participate fully. We propose that SAGES*

*be made an optional honors program in which students would apply to be involved. Students could be selected based on committee evaluation and academic performance.*

**Does your department have any concerns related to the interdisciplinary nature of SAGES first and university seminars, in that some courses, perhaps taught by instructors from other fields, might compete with courses that your department offers or could offer?**

CAS

Anthropology: *No.*

Art History and Art: *no*

Art Education

Astronomy: *Yes; for example there is now an astronomy SAGES course taught by a CMNH staff member. We were consulted on curricular issues but there was no discussion of impact on the department. If the university has a need for more astro courses, this should be met by the astronomy department if possible.*

Biology: *The Biology Department has no such concerns.*

Chemistry: *Only minor concerns.*

Classics: *No.*

Cognitive Science: *No. We see that as a strength of the university.*

Communication Sciences

English: *Faculty in my department are not concerned about the fact of “interdisciplinarity” per se. However, some faculty in the department have been concerned, I think justifiably, by two things: 1.) A lack of effective communication about what’s being offered in SAGES, such that occasionally my faculty (Journalism and Film for example) find that SAGES faculty in other disciplines are offering courses very similar to theirs—which leads to 2.) a concern that at time SAGES courses are not being taught by faculty professionally trained to teach some of the things or kinds of things they offer.*

Geological Sciences: *Not really, since these courses are for the GER and don't count toward the Departmental requirements. We would, however, object to the SAGES courses being permitted to substitute for Department-based courses.*

History: *Yes, this has come up. A course on sports in America was very close to one we offer, for example. There have been other cases.*

Mathematics: *No*

Modern Languages and Literatures

Music: *We have no problem with that.*

Philosophy

Physics: *No*

Political Science: *No, because students have so little control over what SAGES courses they take anyway.*

Psychology: *No such concerns have been raised.*

Religious Studies: *We have had some concerns about courses in the area of religion and religious studies that were taught by fellows that were unknown to the faculty and about whose credentials we were not consulted.*

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### CSE

Biomedical

Chemical: *not that I'm aware of*

Civil

Electrical & Computer

Macromolecular: *No competition that we can see*

Materials Science: *None.*

Mechanical & Aerospace

### WSOM

Integrated Studies: no

Organizational Behavior: *No*

### FPBSON

### SOM

Biochemistry: *As stated above, we have not contributed to teaching in First or University Seminars.*

Nutrition: *We are aware of another SAGES seminar course which deals with sustainable agriculture, food supply, and nutrition as well, in which the person instructing the seminar is not a faculty, but has been brought in from outside. We have some experience with the individual and are aware that not everything they present is appropriate.*

**Is there any apparent difference in students who have gone through SAGES, in terms of engagement and communication skills?**

**CAS**

Anthropology: *I don't know how this would be assessed, especially since most classes are still lecture classes.*

Art History and Art: *Difficult to note at this point. I would expect undergraduates to be more articulate, and more open to seminar approaches in other courses.*

Art Education

Astronomy: *It's difficult to evaluate; we don't see a huge difference.*

Biology: *It is a little early to tell, but there does seem to be an increase in student activity in elective courses.*

Chemistry: *It probably has been helpful, but this is based on anecdotal comments.*

Classics: *The consensus among my colleague is that the quality of student writing has declined sharply.*

Cognitive Science: *We are all new at Case and have taught only under SAGES, so could only compare our present students with students we had at other institutions.*

Communication Sciences

English: *In reading portfolios this past summer it became clear that some students (a small number, but still. . .) had gotten all the way through the SAGES program without having produced a research paper. This would not have happened under the old system.*

Geological Sciences: *We are not equipped to properly evaluate this.*

History: *Not that I can see. Student writing and oral expression is variable in quality, as it was before SAGES.*

Mathematics: *No*

Modern Languages and Literatures

Music: *We do notice a higher level of critical thinking and writing skills in the SAGES population. Obviously, this has yet to be quantified, but many faculty are convinced it is true.*

Philosophy

Physics: *There is enough variability between students and classes that we haven't identified any particular differences between SAGES and non-SAGES groups.*

Political Science: *I can't imagine how we would tell that, given that we don't have a controlled experiment and we don't have measures, anyway. (To the extent there was an experiment, with the pilot, it was a self-selected group, so inference is a bad idea).*

Psychology: *no*

Religious Studies: *There has been a slight improvement in writing skills.*

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**CSE**

Biomedical

Chemical: *nothing obvious*



Civil

Electrical & Computer

Macromolecular: *No obvious difference so far*

Materials Science: *None. Our experience is that the students have been well-prepared by the GERs both prior to and since SAGES was introduced.*

Mechanical & Aerospace

#### WSOM

Integrated Studies: *They may be more agile in class discussion.*

Organizational Behavior: *I do not know. We typically do not see these students again.*

#### FPBSON

#### SOM

Biochemistry: *I don't know. We have not done anything that would enable us to distinguish between pilot SAGE students and non-SAGE students.*

Nutrition: *There has been either no change or in some cases a decline in the level of student ability as related to speaking and writing ability.*

**Has the "SAGES style" been extended into or had any effect on your department's programs?**

**CAS**

Anthropology: *No. People who have always taught seminar-type classes still do while those who have taught lecture style classes still do, except for courses converted to a Department Seminar.*

Art History and Art: *Faculty has discussed allowing selected undergraduate majors into graduate seminars, and revision of courses from 3 per week at 50 minutes to one meeting per week for 150 minutes.*

Art Education

Astronomy: *No.*

Biology: *In general, the Biology Department was tending toward a more explicit emphasis on active learning in introductory and elective courses. Student experience with the Seminar format is making this transition easier and more instructors are interested in the transition.*

Chemistry: *It has led to some faculty to consider incorporating more discussion into their courses.*

Classics: *By "SAGES Style" I take it you mean the seminar format. Only a scientist could ask such a question. Seminars have been the backbone of university instruction in the Humanities ever since Alexander von Humboldt. Before SAGES, most of our teaching was done in this way. We had four large lecture style courses, namely CLSC 111-112 Greek and Roman Civilization and CLSC 203-4 Greek and Latin Literature (in translation). These popular courses are getting much lower enrolment. This is actually good for the courses but bean-counters at the highest level (Don Feké) may fault our department for overall lower enrollments.*

Cognitive Science: *The SAGES style is a general style for all of our seminar courses. SAGES provides a kind of DNA for the seminar culture in our department.*

Communication Sciences

English: *Not really. The seminar style is very common and popular in our discipline*

Geological Sciences: *Yes. As the faculty become more comfortable in teaching in the seminar style, they have implemented more teaching using that format as well as other teaching styles that they have learned elsewhere (ex: service learning).*

History: *No. We were already offering many seminars, many of them interdisciplinary, and we already had a capstone.*

Mathematics: *No, except see next comment.*

Modern Languages and Literatures

Music: *The creation of department seminars to fit the SAGES model is new and a good thing.*

Philosophy

Physics: *The only effect has been on the courses we use for our SAGES departmental seminar and our capstone. We intended to make these changes independent of SAGES, in part because our students requested them, but the requirements of SAGES did lead us to formalize these changes.*

Political Science: *No. More precisely, no more than before. We each teach the ways that we believe best fit our material and our skills. As we should.*

Psychology: *no*

Religious Studies: *No particular impact I can identify*

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### CSE

Biomedical

Chemical: *no*

Civil

Electrical & Computer

Macromolecular: *This was tried in one course and judged to be unsuccessful*

Materials Science: *Not significantly. I have not heard of this from either the students or the faculty.*

Mechanical & Aerospace

### WSOM

Integrated Studies: *Not in ways that are evident.*

Organizational Behavior: *No; the effect has been the other way with Professor Kolb's research on experiential learning being used to guide and inform the assessment of SAGES classrooms.*

### FPBSON

### SOM

Biochemistry: *I can't say that it has other than generating the Departmental SAGE course and incorporating a capstone project and a requirement.*

Nutrition: *Pre-SAGES we already had many of the components (i.e. writing requirement and paper evaluation, experiential learning depending on major selection, small class size, etc.). of the current SAGES*

**Please comment on how your department is accommodating the SAGES departmental seminar for your majors. Are the mandated class sizes (17 students per section) an issue? Are all majors able to take a departmental seminar during their junior year? Is the integration of writing instruction into the departmental seminar working well?**

#### CAS

Anthropology: *Yes. Since these are Anthropology classes, they are open to all students. There needs to be a simple method to give priority to students who need the course specifically as a Department seminar, without excluding dual majors who took their official department seminar in another department but are still interested in the material or without excluding students from other majors who are interested in the material, while still keeping class size is kept at 17. Making instructors issue permits is no solution.*

*All majors don't have to take our department seminar since it is not a major requirement. To my knowledge, all majors who want to have been able to. Only the first group since full implementation is going through this year though.*

*Yes. Why wouldn't it? If it is a required part of a course, what choice is there but to fit it in. Not that difficult in a College of Arts and Sciences. Again, there is also a lot of writing in other courses which don't have that designation.*

Art History and Art: *No, yes, yes.*

Art Education

Astronomy: *We have re-designed our required "Astronomical techniques" course to make it a department seminar. This has worked quite well and has not produced problems with class sizes but we have a small majors program.*

Biology: *The entering cohort of Biology majors has more than doubled with the increase in class size. We do not have enough "seats" in our SAGES Department Seminars to cover all of these students, and the 17 limit is being exceeded in some classes. We will likely need to offer multiple sections of the major courses that have been converted to SAGES Department Seminars. The resulting overflow to other courses makes them less likely to be offered in a seminar format with a limit of 17. Many Biology electives already had extensive writing assignments so the incorporation of writing instruction was not a major obstacle. However, the increases in numbers of majors to be served will limit the willingness to faculty to take on additional sections or SAGES Departmental Seminar instruction.*

Chemistry: *We have converted upper division major-required lab-lecture courses to our DS courses. The individual lab sections are sufficiently small to meet the SAGES criterion. The disciplinary writing pertains to lab reports. This is the first year we are doing this – we will need at least another year to allow for evaluation.*

Classics: *The writing instruction that is offered by SAGES is generally speaking much too little and it has declined since the inception of the programme. My colleagues have complained both to me and to Peter Whiting about the cost-cutting measures in the area of writing instruction.*

*We are now for the first time offering our departmental seminar. It is clear that we need to change its course numbering so that the enrollment can be greater than 1. It will be difficult to offer this on a regular basis.*

Cognitive Science: *As yet, we face no difficulties. The system is working smoothly for us.*

Communication Sciences

English: *We now have a senior (departmental) seminar, ENGL 380 for majors and a capstone, ENGL 395. Many take the senior seminar in their junior year, and the size has not been a problem.*

Geological Sciences: *We already had the equivalent of a department seminar prior to SAGES, and could accommodate all of our majors. So this SAGES requirement had no impact on that. However, a few students from other department are now enrolling in our Department seminar. So far this has not been a problem but if large numbers (>17) of students do this it would be a problem for us because we would then need to offer more than one section of the seminar.*

History: *We've been taking existing courses and fitting them to the needs for departmental seminars. The mandated course size means that the most popular elective classes are not candidates for DSem, because we do not want to depress enrollments or alienate majors.*

Mathematics: *We created a new course, but have not figured how to staff it. David Singer has found he likes the seminar approach and we have redesignated some of his courses as seminars. To date, the 17 limit may have impacted a few students, but nothing systematic yet. However, it may well in the future, in that the demand will grow. David has taken care of the writing component.*

Modern Languages and Literatures

Music: *This has not been a problem so far.*

Philosophy

Physics: *Our department seminar is a sequence of three 1-credit courses taken over three semesters. Each course is associated with either a lab or a senior project; these provide the content for discussions in the seminar. Our departmental seminars do run through the senior year but every student is able to take them - so far. With the larger classes coming down the pipeline, this could pose a problem but it's not a problem with SAGES since we want to run our program in this fashion in any case. Communication is a very important part of these seminars, with students required to write proposals, reports and papers, make presentations to the class, discuss their work and prepare posters for the SOURCE fair.*

Political Science: *On the writing, beats the heck out of me. I'm trying to do it in mine, but it's too early to tell because I just got my first assignment. Class size is an issue if the class is attractive and people are turned away because they are not juniors. Students don't like being turned away from classes. But we do limit some other classes, too. We have made enough space available; our goal actually has been to have about twice as many spaces as there are junior-year majors. My concern has been more how to make sure that they all knew they should take care of the requirement. I must have sent six e-mails to our students this year trying to make sure they took care of it. I have monitored who seems to be a junior (it's not entirely clear) and who has signed up for the various seminars, and e-mailed individuals who were the former but not the latter. So it's another administrative burden.*

Psychology: *We are trying to offer two sections of our department seminar each semester but can't always do so. Our majors are sometimes being squeezed out of the class by the limit and are complaining. This will be a big problem for our department.*

Religious Studies: *We have had little experience yet with departmental seminars.*

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## CSE

Biomedical

Chemical: *The ChE Department has offered two SAGES departmental seminars, in Fuel Cells and Energy and in Surface Science. The mandated class size is not an issue, as far as I know. The ChE Dept. has been integrating writing instruction into its curriculum, via ENGR 398.*

Civil

Electrical & Computer

Macromolecular: *Using ENGR 398/ ENGL 398 in the junior year. This course is designed to be writing intensive.*

Materials Science: *Engineering has as school-wide departmental seminar that is required of all engineering students. MS&E uses this to meet the departmental seminar requirement.*

Mechanical & Aerospace

## WSOM

Integrated Studies: *Not relevant.*

Organizational Behavior: *We do not have UG majors*

## FPBSON

## SOM

Biochemistry: *The Departmental SAGE is a required course for our majors and is restricted to our majors. It is generally taken during the senior year as introductory biochemistry is taught during the junior year. The two introductory courses are prerequisites for the Departmental SAGE. Last fall, 32 students enrolled and were split into two sections. It will be a huge problem when the number of senior majors tops 34. Twelve of our faculty are already involved in the course and I can't see adding a third section.*

Nutrition: *If there were a great increase in the numbers of students, we may have to limit the number of majors in our program; we have recently seen a rise in the number of majors in our Department as well.*

**The SAGES Capstones are not yet fully implemented but we welcome any comments you have on the impact you expect this element of SAGES will have on your department and on your majors.**

### CAS

Anthropology: *Very difficult to evaluate due to dual majors. We have no way of predicting which of our majors will choose to do a Capstone with us rather than in their other major, until they actually come to us. That also makes it more difficult to monitor whether students are on schedule.*

Art History and Art: --

Art Education

Astronomy: *Capstone requirements have increased faculty teaching load. Previously we did research with the roughly 50% highest-performing students. Now we need to accommodate capstones for students who are not qualified to do research.*

Biology: *SAGES Capstones are emerging as a major challenge for the Biology Department. Next year, we have to find Capstone opportunities for 125 to 135 students. Our customary use of independent study courses can serve 25 to 35 students per year. We will try to accommodate the remaining 100 students with some project based labs and other non-lab based independent study options. We have the requisite courses available, but we do not know how well they will satisfy the student demand.*

Chemistry: *Too early to say.*

Classics: *We have always had a capstone experience, it was just voluntary. Our hope was that these would become proper courses, but in effect we still have to teach these components as an overload as we have done for decades.*

Cognitive Science: *We have set up a capstone procedure that works for us and should continue to work well for the foreseeable future. Of course, we do understand that very large departments (like Biology) might need to operate in a different fashion.*

Communication Sciences

English: *I believe that the English faculty have been generous in contributing their time and energy to the SAGES Program. We are stretched about as thin as we can go, however, and the addition of the capstone requirement is going to cut into our already depleted curricular offerings. There is, it seems to me, an obvious point of diminishing returns. Our graduate program makes a significant contribution to the SAGES Program in that many of our grad TA's serve as writing co-instructors and occasionally teach stand-alone SAGES courses. We have a large and growing undergraduate major and in an average year thirty graduate students in various stages in the program. We are perilously close to being too small in the tenure track to mount a credible, competitive graduate program. The two hires this year will help, but the problem remains. If our finite fund of available research, teaching, and mentoring time continues to be reduced by the demands of the SAGES Program—it will literally kill the goose that is laying the golden egg.*

Geological Sciences: *We already had the equivalent of a senior thesis as a capstone prior to SAGES so this SAGES requirement had no impact on us. However, we could not accommodate a huge increase in the number of students needing faculty supervision of senior theses without additional hires and perhaps a change in the nature of the capstone requirement as well.*

History: *We're offering the same capstone we've had for over 10 years. SAGES raises increased possibility of non-majors taking the course. So far, I believe that has happened only once.*

Mathematics: *No comment yet. To date, we have only a few students, and are handling the capstone ad hoc. I do not know what will happen when a full class hits us.*

Modern Languages and Literatures

Music: *We are still struggling to identify the kinds of capstones music majors might like to pursue. This is an advising issue for us, as much as anything. We are also finding that the requirement that double-majors only do one capstone is affecting us, since many students are electing (or are required) to do their capstones in their other major.*

Philosophy

Physics: *Our SAGES capstone/ senior project is a significant drain on the faculty, particularly since each physics major does an independent project working with a faculty member. The faculty receive little recognition, relief or funding for these efforts. That said, this is not primarily an issue with the SAGES program, as our department started requiring senior projects of all physics majors more than a dozen years ago. Before that, only the most talented students were allowed to do such projects; the rest took an additional semester of advanced lab. We do, however, recognize that the SAGES Capstones may be a significant burden on certain departments, and that the departments receive few resources to assist with this burden.*

Political Science: *We'll be fine, except for the presentation problem. More precisely, it's not really a change, except for the oral presentation. And we decided to implement that early, so we're already doing it.*

Psychology: *This also will be a problem. We have a lot of majors and have not yet figured out how to accommodate all of the requests for capstones.*

Religious Studies: *Our normal major/minor seminar is certified as a capstone course. We expect some extra project advising from non-majors.*

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## CSE

Biomedical

Chemical: *The SAGES capstone course will be the ChE Senior Design class, which we are already teaching and which is a required course for the BS degree in chemical engineering.*

Civil

Electrical & Computer

Macromolecular: *Engineering senior thesis is used for our capstone.*

Materials Science: *Our department, like essentially all the engineering programs, has had a capstone in place for decades. With minor alterations it has been adjusted and will meet the SAGES requirements for our students.*

Mechanical & Aerospace

## WSOM

Integrated Studies: *none*



Organizational Behavior: *Some of our senior faculty may be interested, but it will be very difficult for them to respond because of course staffing demands we currently face inside WSOM*

#### FPBSON

#### SOM

Biochemistry: *The impact of the Capstone will be on faculty time. The Capstone in Biochemistry is a thesis of the students undergraduate research experience. These documents are read and critiqued by faculty and the entire faculty participates in oral presentations and defenses of the student's research. This year we have 8 capstone students and are planning an all day event. As the capstone expands we will have to find two days for the presentations and more evaluators.*

Nutrition: *As mentioned previously, approximately 20% of our students in SAGES are motivated and demonstrate a passion for involvement. The remaining students are disinterested and/or unable/unwilling to participate fully. We see this among our SAGES Capstone students as well. Combined with the limited resources of our faculty, this component of SAGES is expected to place a further significant, often unreasonable burden on faculty and thus, have a negative impact on faculty research and non-SAGES teaching productivity.*

**Please feel free to provide additional comments about the impact, positive or negative, of the SAGES program on your department.**

CAS

Anthropology: *Too soon. There isn't enough experience with Capstones yet.*

Art History and Art: --

Art Education

Astronomy:

*-Our student-per-class enrollment has gone down despite the larger incoming classes: students have shifted from larger astronomy classes for non-majors into smaller SAGES classes*

*- The rush to implement SAGES has led to a large variation in quality of writing co-instructors. For our department, about half have been very good, the rest quite poor. Both good and poor co-instructors were adjuncts.*

*- Faculty are divided about the advising associated with FS. One thinks this is "one of the best aspects of the program" while another will not teach a First Seminar again because of the increased workload.*

*- We would welcome a rational discussion on SAGES impact in the Case community; this survey is a good start.*

SAGES classes.

Biology: *Overall, the Biology Department has a positive disposition to the SAGES program.*

*However, there is a general perception that the transition to SAGES while increasing the incoming class size was a serious mistake. The focus of the Biology Department has thus turned from SAGES implementation to survival of the majors programs, and it will be a short-term (two to three years) inability of the Department to contribute fully to SAGES teaching in the First Seminar and University Seminar courses.*

Chemistry: *Our participation in SAGES (3.5 courses per year) has cut into our ability to provide a strong curriculum at the graduate level, as well as possibly highly popular elective courses at the undergraduate level. This negatively impacts the national stature of our department.*

Classics: *SAGES has had one major problem since its honest, if somewhat idealistic inception. There never were the resources here to offer all those seminars nor were they ever going to exist. Students have now been lured here with the promise that they will be taught by professors, but we are always scrambling for instructors.*

*Furthermore, what paedagogical merit SAGES had, has been forever tainted by it being hijacked by a failed University administration as a (bogus) recruitment tool.*

*My recommendation as a 19 year veteran at CWRU is to abandon it as soon as possible. If we want to attract students, we have to develop core courses that faculty can get excited about, rather than a syllabus drafted by a committee (FS) that professors do not want to teach and students do not want to take. Writing across the curriculum ought to be maintained in addition to bringing back Freshman English which I personally was happy to see go, but have changed my mind about. After all, originally we voted for an experiment.*

*We also have to look reality squarely in the eye. The era of globalization must not be mistaken as an era of Americanization. Therefore we are doing our students a decided disservice by not having a foreign language requirement.*

Cognitive Science: *SAGES works for us and we are pleased to contribute to the program.*

Communication Sciences

English: *The existence of a shadow faculty of SAGES lecturers continues to be a problem for the department. What follows is from our departmental planning document and is, I think, worth quoting in full:*

*The lecturers represent a shadow faculty as large as the tenure track faculty. In other ways, however, they are second-class citizens. They teach a 3-3 load while the tenure track faculty teach 2-2. Their salaries are significantly lower than the tenure-track faculty's. Full-time lecturers are invited to all faculty meetings, but of course cannot vote on many important issues, and only a few of them attend. They are on contracts for one year renewable up to three years. The department has just instituted a policy common at the better research one institutions requiring that lecturers must leave after three years. Thus they are also a transient population. So far the relationship between the two faculties has been relatively smooth. Obviously when there is this kind of disparity between salary, teaching load and status, trouble can always occur.*

*More importantly, however, the shadow department of lecturers contributes nothing to our most important departmental programs or to the areas of strength we wish to build. In the first two experimental years of SAGES we got significant help from the SAGES lecturers. However, since the SAGES program went full blast, the additional lecturers have had only a service function. (Occasionally I have bought the services of one or another to help with a course we needed covered but usually that has been as an overload.) The lecturers need an amount of administrative attention by the small department staff comparable to the tenure track faculty. They put an equal drain on our supply budget. They do not direct dissertations or serve on committees; and although some of them have impressive professional records, they do not add prestige or status to our department. Indeed, the contrary is more likely to be the case. The more we appear to our professional peers as primarily a service department loaded down with lecturers many of them our own PhD's the less likely we are to attract the serious attention of top graduate students and new faculty.*

Geological Sciences

History: *Those faculty who have taught in SAGES have liked it. Several of those who have not taught in SAGES have been turned off by the loss of autonomy in designing their courses because of the need to meet SAGES requirements, even in University Seminars. There has been some report that the demands of SAGES have made dedication to research time more challenging, but not devastating. SAGES does have a negative effect on the diversity of our History course offerings.*

*One faculty member who taught SAGES writes "I'd like students to be able to switch out of SAGES seminars for the first two weeks so they can find some they enjoy. Enter their names into a list of those willing to trade...so profs end up with around 17 each, still. The \$1500*

*account is good recognition for extra work and I'd be less enthused about it if it were not there."*

Mathematics

Modern Languages and Literatures

Music: *I think SAGES will ultimately be a good thing, but the First Seminars especially, and the advising responsibilities that go with that, tend to be challenging for faculty and not make them eager to repeat the experience.*

Philosophy

Physics:

Political Science: *Overall, the impact on our ability to offer a competitive undergraduate experience in political science is negative. Whether there are compensating advantages is unclear. Most of the students who sign up for our major come to me to sign up, and I always ask them about what they've done while here, usually asking specifically about SAGES. In general, the word of mouth leans negative, but not angrily so.*

Psychology: --

Religious Studies: --

Sociology

Statistics

Theater and Dance

Dance Program

Theater Arts

CSE

Biomedical

Chemical:

Civil

Electrical & Computer

Macromolecular: *Unanimous support for making departmental seminars optional. There is concern that using the university seminars to fulfill humanities requirements may lead to problems with ABET, so in the end "optional" may also need to be restricted to non-science or engineering courses. When SAGES was approved by CSE it was agreed that this question would need to be revisited.*

Materials Science: *Our biggest concern about SAGES is to make the university seminars optional. Materials science students are often interested in minors and we believe the university would be best serving the students by allowing the university seminars to be optional. This would ensure that the mainstream courses in the humanities and social sciences would be available. Furthermore, I have heard anecdotally that students feel that the existing program becomes repetitious in that the benefits of the seminar-style is most profound when students are making the transition from high school to college (i.e., first-term freshman), and that it rapidly loses its benefit and the tradeoff between style and content become unfavorable.*

*What would be best for the university would also be best for materials science – a flexible high-quality instructional format that allows students to choose between options and is attractive to scholarly curious young people.*

Mechanical & Aerospace

WSOM

Integrated Studies:

Organizational Behavior:

FPBSON

SOM

Biochemistry: --

Nutrition: *Please see prior comment(s)*

### **APPENDIX III: Student Survey**

There are three parts to this appendix. The first is table summarizing the results, broken out by school affiliation. This is followed by a detailed printout of survey questions and responses. We have also included a representative portion, 8 out of 35 pages, of free form comments that students were invited to add to their responses. The responses were selected by the student representative of our committee, David Poerschke.

	ENGR	MAIS	NSOM	M	F	1	2	3	4	5
1. How do you perceive the changes in your ability to write resulting from coursework in the SAGES curriculum?	4.31	4.19	4.42	4.35	4.45	4.43	4.36	4.31	4.29	4.67
2. How do you perceive the change in your critical reading abilities resulting from coursework in the SAGES curriculum?	4.24	4.14	4.21	4.28	4.22	4.21	4.24	4.08	4.27	5.00
3. How do you perceive the change in your critical thinking abilities resulting from coursework in the SAGES curriculum?	4.32	4.08	4.35	4.45	4.40	4.27	4.36	4.27	4.30	5.00
4. How do you perceive the change in your oral presentation and speaking abilities resulting from coursework in the SAGES curriculum?	4.27	4.00	4.28	4.45	4.31	4.34	4.14	4.35	4.35	4.33
5. How do you perceive the change in your classroom engagement resulting from coursework in the SAGES curriculum?	4.29	4.08	4.25	4.18	4.20	4.25	4.24	4.18	4.35	4.57
6. How do you perceive the change in your understanding of Case as a research university resulting from coursework in the SAGES curriculum?	3.73	3.77	3.73	3.88	3.70	3.78	3.84	3.61	3.70	4.29
7. How do you perceive the change in your intellectual conversations outside the classroom resulting from coursework in the SAGES curriculum?	4.17	3.94	4.08	3.98	4.07	4.10	4.21	4.04	3.97	4.36
8. The First Seminar has been valuable to my academic and personal development. (If you have no basis to judge, please select "N/A.")	2.57	2.05	2.53	2.65	2.57	2.45	2.70	2.66	2.16	2.86
9. University Seminars have been valuable to my academic and personal development. (If you have no basis to judge, please select "N/A.")	3.10	2.44	3.22	3.17	3.18	3.07	2.98	3.08	3.28	3.71
10. There is stimulating intellectual conversation in the SAGES classroom. (If you have no basis to judge, please select "N/A.")	3.62	3.06	3.45	3.38	3.48	3.35	3.32	3.44	3.79	4.00
11. Course readings, presentations, and discussion are appropriate to students' academic abilities.	3.86	3.37	3.75	3.75	3.68	3.61	3.69	3.63	3.74	3.93
12. Educational services provided to support SAGES courses, including Peer Writing Crew and Writing Resource Center, have met my academic needs.	3.45	2.88	3.25	3.41	3.28	3.30	3.33	3.19	3.45	3.00
13. My SAGES courses taught me how to improve my writing.	2.65	2.37	2.85	2.67	2.87	2.67	2.91	2.66	2.63	3.07
14. My SAGES experience emphasized writing as a component of lifelong learning.	3.04	2.83	2.96	3.02	2.99	3.02	3.22	2.82	2.86	4.33
15. My SAGES First Seminar instructor was able to provide academic guidance for my prospective major(s).	2.74	2.03	2.73	2.53	2.93	2.47	3.09	2.66	2.16	2.43
16. My SAGES First Seminar instructor was able to point me to appropriate sources of academic guidance for my prospective major(s).	3.71	2.65	3.38	3.34	3.73	3.21	3.65	3.42	2.95	2.79
17. My SAGES First Seminar instructor was able to advise me on general academic issues at Case.	3.72	2.86	3.61	3.73	3.59	3.25	4.01	3.40	3.19	4.14
18. My SAGES First Seminar instructor was able to point me to appropriate sources of advice on general academic issues at Case.	3.85	2.91	3.54	3.76	3.95	3.38	4.03	3.40	3.29	4.36
19. My SAGES First Seminar instructor was able to advise me on personal issues.	2.90	1.52	2.80	3.05	3.25	2.47	3.01	2.72	2.36	3.78
20. My SAGES First Seminar instructor was able to point me to appropriate sources of advice on personal issues.	2.88	1.72	2.76	2.74	3.16	2.50	3.01	2.53	2.46	3.78
21. Because my advisor was someone with whom I was taking a class, I was more likely to seek advice from him/her about planning for my major(s).	3.07	1.77	3.01	3.09	2.84	3.33	2.71	2.58	3.71	5.00
22. Because my advisor was someone with whom I was taking a class, I was more likely to seek advice from him/her about general academic issues.	3.38	2.52	3.37	3.50	3.56	3.13	3.70	3.06	2.96	4.15
23. Because my advisor was someone with whom I was taking a class, I was more likely to seek advice from him/her on personal issues.	2.34	1.38	2.23	2.38	2.48	2.05	2.42	2.23	1.92	2.91
24. In general, I think my advising experience while enrolled in First Seminar was enhanced by having an advisor whom I saw regularly in class and who got to know me and my academic work.	3.25	2.63	3.14	2.95	3.34	3.01	3.64	2.84	2.68	4.07
25. I postponed my declaration of a major to continue working with my First Seminar instructor as my advisor.	1.39	1.08	1.48	1.94	1.57	1.41	1.77	1.38	1.27	1.14
26. I declared a major sooner than I was ready in order to get an advisor in a field that I was considering.	3.66	2.24	3.35	3.53	3.35	3.47	3.48	3.54	3.35	2.85
27. Between the completion of First Seminar and being assigned to an advisor in my major, my First Seminar instructor continued to be available to me for academic and other advice.	3.23	2.42	3.08	3.18	3.35	2.86	3.36	2.86	3.01	3.25
28. Even after declaring a major and being assigned to an advisor in that field, I have continued to seek informal advice and contact with my First Seminar instructor.	1.50	1.34	1.63	1.70	1.69	1.48	1.65	1.50	1.62	1.46
29. I am able to enroll in SAGES courses that broaden my exposure to areas of study across the University.	3.65	2.94	3.71	3.67	3.81	3.52	3.69	3.44	3.68	4.79
30. I am able to enroll in SAGES courses aligned with my academic interests.	3.22	2.19	3.38	3.15	3.25	3.23	3.30	2.92	3.38	3.57
31. I am able to enroll in SAGES courses needed to meet my degree requirements.	4.31	3.77	3.98	4.25	4.27	3.99	4.01	4.00	4.32	4.71
32. The SAGES curriculum has introduced me to new academic possibilities and intellectual opportunities.	2.95	2.55	3.13	3.05	3.05	3.05	3.12	2.86	3.12	3.43
33. Requirements of the SAGES curriculum have prevented me from pursuing other curricular opportunities.	4.35	5.31	4.47	4.98	4.30	4.78	4.42	4.61	4.71	4.50
34. I am aware of requirements and deadlines for my Writing Portfolio.	3.86	3.69	3.99	3.75	3.81	4.01	3.23	3.98	4.62	5.00
35. Requirements in my SAGES First Seminar helped me to meet expectations of my writing portfolio.	3.46	3.25	3.32	2.95	3.31	3.37	3.47	3.23	3.27	3.00
36. Requirements in my SAGES University Seminars helped me to meet expectations of my writing portfolio.	3.97	3.42	3.95	3.85	3.87	3.97	3.76	3.93	4.03	4.33
37. I understand the goals and expectations for the academic written work in my SAGES Departmental Seminar.	2.96	2.79	3.23	3.66	3.00	3.31	2.80	2.90	3.58	4.45
38. I understand the goals and expectations for the academic, written work in my SAGES Senior Capstone project.	1.87	1.97	2.41	2.44	2.15	2.25	2.08	1.83	2.92	3.62



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## View Summary

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The survey has **419** entries. [Show details of all entries](#)

## SAGES Impact Student Survey

This spring a committee representing the interests of the students, faculty, and administration was formed to evaluate the impact of the SAGES undergraduate curriculum since its implementation. The report issued by the committee at the end of the semester will be used in the future to guide the direction and form of the program.

Student input is vital to providing a complete and accurate picture of the impact of the SAGES program on academics, advising, and general morale related to the program. Responses to the questions in this survey will be used in conjunction with data from assessments given at the end of individual courses and discussion with individual students in the Impact Report.

Please complete all sections of the survey to the degree you are able based on your experience in the program. If you have not completed all aspects of the program (for instance if you have only completed First Seminar or only First Seminar and University Seminars) please indicate N/A for questions pertaining to those components you have not completed.

## Academic Outcomes

### 1. How do you perceive the changes in your ability to write resulting from coursework in the SAGES curriculum?


1 weaker	<a href="#">22</a>	( 5%)	<div></div>
2	<a href="#">15</a>	( 4%)	<div></div>
3	<a href="#">34</a>	( 8%)	<div></div>
4 same	<a href="#">159</a>	(38%)	<div></div>
5	<a href="#">111</a>	(26%)	<div></div>
6	<a href="#">62</a>	(15%)	<div></div>
7 stronger	<a href="#">16</a>	( 4%)	<div></div>
no answer	<b>0</b>	( 0%)	


### 2. How do you perceive the change in your critical reading abilities resulting from coursework in the SAGES curriculum?


1 weaker	<a href="#">15</a>	( 4%)	<div></div>
2	<a href="#">4</a>	( 1%)	<div></div>
3	<a href="#">29</a>	( 7%)	<div></div>
4 same	<a href="#">251</a>	(60%)	<div></div>
5	<a href="#">77</a>	(18%)	<div></div>
6	<a href="#">30</a>	( 7%)	<div></div>
7 stronger	<a href="#">13</a>	( 3%)	<div></div>
no answer	<b>0</b>	( 0%)	


### 3. How do you perceive the change in your critical thinking abilities resulting from coursework in the SAGES curriculum?





1 weaker [10](#) ( 2%) 


2 [5](#) ( 1%) 

3 [33](#) ( 8%) 

4 same [223](#) (53%) 


5 [96](#) (23%) 


6 [37](#) ( 9%) 


7 stronger [14](#) ( 3%) 


no answer [1](#) ( 0%)


**4. How do you perceive the change in your oral presentation and speaking abilities resulting from coursework in the SAGES curriculum?**


1 weaker [14](#) ( 3%) 


2 [9](#) ( 2%) 

3 [25](#) ( 6%) 

4 same [233](#) (56%) 


5 [88](#) (21%) 


6 [33](#) ( 8%) 


7 stronger [15](#) ( 4%) 


no answer [2](#) ( 0%)


**5. How do you perceive the change in your classroom engagement resulting from coursework in the SAGES curriculum?**


1 weaker [23](#) ( 5%) 


2 [12](#) ( 3%) 


3 [38](#) ( 9%) 

4 same [198](#) (47%) 


5 [81](#) (19%) 


6 [41](#) (10%) 


7 stronger [23](#) ( 5%) 


no answer [3](#) ( 1%) 


**6. How do you perceive the change in your understanding of Case as a research university resulting from coursework in the SAGES curriculum?**


1 weaker [45](#) (11%) 


2 [27](#) ( 6%) 


3 [54](#) (13%) 

4 same [200](#) (48%) 


5 [51](#) (12%) 


6 [27](#) ( 6%) 


7 stronger [12](#) ( 3%) 


no answer [3](#) ( 1%) 


**7. How do you perceive the change in your intellectual conversations outside the classroom resulting from coursework in the SAGES curriculum?**


1 weaker [29](#) ( 7%) 


2 [17](#) ( 4%) 

3 [29](#) ( 7%) 

4 same [217](#) (52%) 










5 [79](#) (19%) 

6 [30](#) ( 7%) 










7 stronger **16** ( 4%)   
 no answer **2** ( 0%)

## Seminar Experience










**1. The First Seminar has been valuable to my academic and personal development. (If you have no basis to judge, please select "N/A.")**

1 Not at all **149** (36%)   
 2 **91** (22%)   
 3 Somewhat **84** (20%)   
 4 **34** ( 8%)   
 5 Quite a bit **18** ( 4%)   
 6 **15** ( 4%)   
 7 A lot **20** ( 5%)   
 N/A **4** ( 1%)   
 no answer **4** ( 1%) 








**2. University Seminars have been valuable to my academic and personal development. (If you have no basis to judge, please select "N/A.")**

1 Not at all **76** (18%)   
 2 **80** (19%)   
 3 Somewhat **105** (25%)   
 4 **49** (12%)   
 5 Quite a bit **35** ( 8%)   
 6 **27** ( 6%)   
 7 A lot **20** ( 5%)   
 N/A **22** ( 5%)   
 no answer **5** ( 1%) 

**3. There is stimulating intellectual conversation in the SAGES classroom. (If you have no basis to judge, please select "N/A.")**

1 Not at all **42** (10%)   
 2 **83** (20%)   
 3 Somewhat **106** (25%)   
 4 **74** (18%)   
 5 Quite a bit **60** (14%)   
 6 **26** ( 6%)   
 7 A lot **23** ( 5%)   
 N/A **0** ( 0%)   
 no answer **5** ( 1%) 

**4. Course readings, presentations, and discussion are appropriate to students' academic abilities.**

1 Not at all **44** (11%)   
 2 **42** (10%)   
 3 Somewhat **104** (25%)   
 4 **86** (21%)   
 5 Quite a bit **73** (17%)   
 6 **43** (10%)   
 7 A lot **21** ( 5%) 

N/A [3](#) ( 1%) |  
*no answer* [3](#) ( 1%) |

**5. Educational services provided to support SAGES courses, including Peer Writing Crew and Writing Resource Center, have met my academic needs.**

1 Not at all [43](#) (10%) ■  
 2 [34](#) ( 8%) ■  
 3 Somewhat [66](#) (16%) ■  
 4 [45](#) (11%) ■  
 5 Quite a bit [21](#) ( 5%) ■  
 6 [13](#) ( 3%) |  
 7 A lot [17](#) ( 4%) |  
 N/A [175](#) (42%) ■  
*no answer* [5](#) ( 1%) |

**6. My SAGES courses taught me how to improve my writing.**

1 Not at all [120](#) (29%) ■  
 2 [93](#) (22%) ■  
 3 Somewhat [88](#) (21%) ■  
 4 [40](#) (10%) ■  
 5 Quite a bit [45](#) (11%) ■  
 6 [14](#) ( 3%) |  
 7 A lot [15](#) ( 4%) |  
 N/A [1](#) ( 0%)  
*no answer* [3](#) ( 1%) |

**7. My SAGES experience emphasized writing as a component of lifelong learning.**

1 Not at all [100](#) (24%) ■  
 2 [82](#) (20%) ■  
 3 Somewhat [93](#) (22%) ■  
 4 [52](#) (12%) ■  
 5 Quite a bit [49](#) (12%) ■  
 6 [17](#) ( 4%) |  
 7 A lot [20](#) ( 5%) ■  
 N/A [2](#) ( 0%)  
*no answer* [4](#) ( 1%) |

## Expectations and Experiences

**1. Based on your understanding of the SAGES curriculum before coming to Case Western Reserve University, which of the following components did you expect to be most important to your academic experience of the SAGES program? Please check four (4) responses.**

An introduction to the Case academic environment	<a href="#">139</a> (33%) ■
Opportunities at University Circle institutions	<a href="#">106</a> (25%) ■
Participate in intellectually stimulating seminar discussion	<a href="#">288</a> (69%) ■
Work collaboratively with others	<a href="#">125</a> (30%) ■
Experience "transformative" critical thinking	<a href="#">89</a> (21%) ■
Work closely with faculty	<a href="#">172</a> (41%) ■
Learn modes of scholarly inquiry	<a href="#">61</a> (15%) ■

Develop oral presentation skills	<a href="#">123</a> (29%)	<div><div></div></div>
Develop and strengthen written communication practices	<a href="#">235</a> (56%)	<div><div></div></div>
Explore cross-disciplinary subject matter	<a href="#">190</a> (45%)	<div><div></div></div>
Conduct independent research	<a href="#">38</a> ( 9%)	<div><div></div></div>
Provide and receive useful, relevant criticism of academic work	<a href="#">119</a> (28%)	<div><div></div></div>

**2. Based on your coursework to this point, which of the following have been most important to your academic experience of the SAGES curriculum? Please check four (4) responses.**

An introduction to the Case academic environment	<a href="#">135</a> (32%)	<div><div></div></div>
Opportunities at University Circle institutions	<a href="#">113</a> (27%)	<div><div></div></div>
Participate in intellectually stimulating seminar discussion	<a href="#">176</a> (42%)	<div><div></div></div>
Work collaboratively with others	<a href="#">116</a> (28%)	<div><div></div></div>
Experience "transformative" critical thinking	<a href="#">46</a> (11%)	<div><div></div></div>
Work closely with faculty	<a href="#">141</a> (34%)	<div><div></div></div>
Learn modes of scholarly inquiry	<a href="#">90</a> (21%)	<div><div></div></div>
Develop oral presentation skills	<a href="#">111</a> (26%)	<div><div></div></div>
Develop and strengthen written communication practices	<a href="#">153</a> (37%)	<div><div></div></div>
Explore cross-disciplinary subject matter	<a href="#">170</a> (41%)	<div><div></div></div>
Conduct independent research	<a href="#">76</a> (18%)	<div><div></div></div>
Provide and receive useful, relevant criticism of academic work	<a href="#">102</a> (24%)	<div><div></div></div>

## Advising










**1. My SAGES First Seminar instructor was able to provide academic guidance for my prospective major(s).**

1 Not at all	<a href="#">150</a> (36%)	<div><div></div></div>
2	<a href="#">77</a> (18%)	<div><div></div></div>
3 Somewhat	<a href="#">63</a> (15%)	<div><div></div></div>
4	<a href="#">31</a> ( 7%)	<div><div></div></div>
5 Quite a bit	<a href="#">31</a> ( 7%)	<div><div></div></div>
6	<a href="#">25</a> ( 6%)	<div><div></div></div>
7 A lot	<a href="#">19</a> ( 5%)	<div><div></div></div>
N/A	<a href="#">20</a> ( 5%)	<div><div></div></div>
no answer	<a href="#">3</a> ( 1%)	<div><div></div></div>










**2. My SAGES First Seminar instructor was able to point me to appropriate sources of academic guidance for my prospective major(s).**

1 Not at all	<a href="#">83</a> (20%)	<div><div></div></div>
2	<a href="#">60</a> (14%)	<div><div></div></div>
3 Somewhat	<a href="#">80</a> (19%)	<div><div></div></div>
4	<a href="#">47</a> (11%)	<div><div></div></div>
5 Quite a bit	<a href="#">54</a> (13%)	<div><div></div></div>
6	<a href="#">32</a> ( 8%)	<div><div></div></div>
7 A lot	<a href="#">35</a> ( 8%)	<div><div></div></div>
N/A	<a href="#">23</a> ( 5%)	<div><div></div></div>
no answer	<a href="#">5</a> ( 1%)	<div><div></div></div>










**3. My SAGES First Seminar instructor was able to advise me on general academic issues at Case.**

1 Not at all [71](#) (17%)   
 2 [53](#) (13%)   
 3 Somewhat [85](#) (20%)   
 4 [52](#) (12%)   
 5 Quite a bit [56](#) (13%)   
 6 [37](#) (9%)   
 7 A lot [38](#) (9%)   
 N/A [20](#) (5%)   
 no answer [7](#) (2%) 










**4. My SAGES First Seminar instructor was able to point me to appropriate sources of advice on general academic issues at Case.**

1 Not at all [66](#) (16%)   
 2 [55](#) (13%)   
 3 Somewhat [74](#) (18%)   
 4 [54](#) (13%)   
 5 Quite a bit [68](#) (16%)   
 6 [37](#) (9%)   
 7 A lot [32](#) (8%)   
 N/A [27](#) (6%)   
 no answer [6](#) (1%) 

**5. My SAGES First Seminar instructor was able to advise me on personal issues.**

1 Not at all [103](#) (25%)   
 2 [25](#) (6%)   
 3 Somewhat [25](#) (6%)   
 4 [30](#) (7%)   
 5 Quite a bit [18](#) (4%)   
 6 [15](#) (4%)   
 7 A lot [16](#) (4%)   
 N/A [183](#) (44%)   
 no answer [4](#) (1%) 

**6. My SAGES First Seminar instructor was able to point me to appropriate sources of advice on personal issues.**

1 Not at all [95](#) (23%)   
 2 [19](#) (5%)   
 3 Somewhat [28](#) (7%)   
 4 [26](#) (6%)   
 5 Quite a bit [20](#) (5%)   
 6 [10](#) (2%)   
 7 A lot [14](#) (3%)   
 N/A [202](#) (48%)   
 no answer [5](#) (1%) 

**7. Because my advisor was someone with whom I was taking a class, I was more likely to seek advice from him/her about planning for my major(s).**

1 Not at all [147](#) (35%)   
 2 [43](#) (10%)   
 3 Somewhat [53](#) (13%) 

4 [34](#) ( 8%) ■  
 5 Quite a bit [41](#) (10%) ■  
 6 [21](#) ( 5%) ■  
 7 A lot [35](#) ( 8%) ■  
 N/A [39](#) ( 9%) ■  
*no answer* [6](#) ( 1%) |

**8. Because my advisor was someone with whom I was taking a class, I was more likely to seek advice from him/her about general academic issues.**

1 Not at all [118](#) (28%) ■  
 2 [37](#) ( 9%) ■  
 3 Somewhat [56](#) (13%) ■  
 4 [43](#) (10%) ■  
 5 Quite a bit [56](#) (13%) ■  
 6 [26](#) ( 6%) ■  
 7 A lot [40](#) (10%) ■  
 N/A [35](#) ( 8%) ■  
*no answer* [8](#) ( 2%) |

**9. Because my advisor was someone with whom I was taking a class, I was more likely to seek advice from him/her on personal issues.**

1 Not at all [195](#) (47%) ■  
 2 [38](#) ( 9%) ■  
 3 Somewhat [32](#) ( 8%) ■  
 4 [22](#) ( 5%) ■  
 5 Quite a bit [18](#) ( 4%) ■  
 6 [17](#) ( 4%) ■  
 7 A lot [15](#) ( 4%) ■  
 N/A [77](#) (18%) ■  
*no answer* [5](#) ( 1%) |

**10. In general, I think my advising experience while enrolled in First Seminar was enhanced by having an advisor whom I saw regularly in class and who got to know me and my academic work.**

1 Not at all [131](#) (31%) ■  
 2 [54](#) (13%) ■  
 3 Somewhat [62](#) (15%) ■  
 4 [37](#) ( 9%) ■  
 5 Quite a bit [48](#) (11%) ■  
 6 [28](#) ( 7%) ■  
 7 A lot [39](#) ( 9%) ■  
 N/A [16](#) ( 4%) ■  
*no answer* [4](#) ( 1%) |

**11. I postponed my declaration of a major to continue working with my First Seminar instructor as my advisor.**

1 Not at all [315](#) (75%) ■  
 2 [18](#) ( 4%) ■  
 3 Somewhat [16](#) ( 4%) ■  
 4 [5](#) ( 1%) ■  
 5 Quite a bit [6](#) ( 1%) |

6 [3](#) ( 1%) |  
 7 A lot [13](#) ( 3%) |  
 N/A [39](#) ( 9%) |  
 no answer [4](#) ( 1%) |

**12. I declared a major sooner than I was ready in order to get an advisor in a field that I was considering.**

1 Not at all [132](#) (32%) |  
 2 [26](#) ( 6%) |  
 3 Somewhat [35](#) ( 8%) |  
 4 [17](#) ( 4%) |  
 5 Quite a bit [27](#) ( 6%) |  
 6 [21](#) ( 5%) |  
 7 A lot [76](#) (18%) |  
 N/A [77](#) (18%) |  
 no answer [8](#) ( 2%) |

**13. Between the completion of First Seminar and being assigned to an advisor in my major, my First Seminar instructor continued to be available to me for academic and other advice.**

1 Not at all [101](#) (24%) |  
 2 [49](#) (12%) |  
 3 Somewhat [39](#) ( 9%) |  
 4 [41](#) (10%) |  
 5 Quite a bit [40](#) (10%) |  
 6 [15](#) ( 4%) |  
 7 A lot [27](#) ( 6%) |  
 N/A [99](#) (24%) |  
 no answer [8](#) ( 2%) |

**14. Even after declaring a major and being assigned to an advisor in that field, I have continued to seek informal advice and contact with my First Seminar instructor.**

1 Not at all [251](#) (60%) |  
 2 [31](#) ( 7%) |  
 3 Somewhat [28](#) ( 7%) |  
 4 [7](#) ( 2%) |  
 5 Quite a bit [6](#) ( 1%) |  
 6 [2](#) ( 0%) |  
 7 A lot [8](#) ( 2%) |  
 N/A [75](#) (18%) |  
 no answer [11](#) ( 3%) |


**15. Did you choose your major and get assigned to an advisor in that major before selecting courses for the next semester?**


Yes [208](#) (50%) |  
 No [164](#) (39%) |  
 N/A [42](#) (10%) |  
 no answer [5](#) ( 1%) |


## Curricular Opportunities and Assessments





**1. I am able to enroll in SAGES courses that broaden my exposure to areas of study across the University.**


1 Not at all [50](#) (12%) 


2 [54](#) (13%) 

3 Somewhat [115](#) (27%) 


4 [66](#) (16%) 

5 Quite a bit [62](#) (15%) 


6 [27](#) ( 6%) 


7 A lot [37](#) ( 9%) 


N/A [2](#) ( 0%)


no answer [6](#) ( 1%) 


**2. I am able to enroll in SAGES courses aligned with my academic interests.**


1 Not at all [74](#) (18%) 


2 [83](#) (20%) 

3 Somewhat [114](#) (27%) 


4 [43](#) (10%) 

5 Quite a bit [47](#) (11%) 


6 [30](#) ( 7%) 


7 A lot [24](#) ( 6%) 


N/A [1](#) ( 0%)


no answer [3](#) ( 1%) 


**3. I am able to enroll in SAGES courses needed to meet my degree requirements.**


1 Not at all [36](#) ( 9%) 


2 [42](#) (10%) 


3 Somewhat [83](#) (20%) 


4 [74](#) (18%) 

5 Quite a bit [66](#) (16%) 


6 [30](#) ( 7%) 


7 A lot [65](#) (16%) 


N/A [19](#) ( 5%) 


no answer [4](#) ( 1%) 


**4. The SAGES curriculum has introduced me to new academic possibilities and intellectual opportunities.**


1 Not at all [100](#) (24%) 


2 [75](#) (18%) 

3 Somewhat [101](#) (24%) 

4 [54](#) (13%) 

5 Quite a bit [43](#) (10%) 

6 [17](#) ( 4%) 

7 A lot [26](#) ( 6%) 

N/A [1](#) ( 0%)

no answer [2](#) ( 0%)

**5. Requirements of the SAGES curriculum have prevented me from pursuing other curricular opportunities.**

1 Not at all [41](#) (10%) 

2 [45](#) (11%) 



3 Somewhat [60](#) (14%) ■  
 4 [49](#) (12%) ■  
 5 Quite a bit [52](#) (12%) ■  
 6 [46](#) (11%) ■  
 7 A lot [120](#) (29%) ■  
 N/A [4](#) ( 1%) |  
 no answer [2](#) ( 0%)

**6. I am aware of requirements and deadlines for my Writing Portfolio.**

1 Not at all [51](#) (12%) ■  
 2 [74](#) (18%) ■  
 3 Somewhat [78](#) (19%) ■  
 4 [59](#) (14%) ■  
 5 Quite a bit [43](#) (10%) ■  
 6 [27](#) ( 6%) ■  
 7 A lot [82](#) (20%) ■  
 N/A [2](#) ( 0%)  
 no answer [3](#) ( 1%) |

**7. Requirements in my SAGES First Seminar helped me to meet expectations of my writing portfolio .**


1 Not at all [70](#) (17%) ■  
 2 [54](#) (13%) ■  
 3 Somewhat [105](#) (25%) ■  
 4 [47](#) (11%) ■  
 5 Quite a bit [58](#) (14%) ■  
 6 [18](#) ( 4%) |  
 7 A lot [26](#) ( 6%) ■  
 N/A [37](#) ( 9%) ■  
 no answer [4](#) ( 1%) |


**8. Requirements in my SAGES University Seminars helped me to meet expectations of my writing portfolio .**


1 Not at all [43](#) (10%) ■  
 2 [35](#) ( 8%) ■  
 3 Somewhat [83](#) (20%) ■  
 4 [50](#) (12%) ■  
 5 Quite a bit [71](#) (17%) ■  
 6 [29](#) ( 7%) ■  
 7 A lot [41](#) (10%) ■  
 N/A [63](#) (15%) ■  
 no answer [4](#) ( 1%) |


**9. I understand the goals and expectations for the academic written work in my SAGES Departmental Seminar.**

1 Not at all [91](#) (22%) ■  
 2 [62](#) (15%) ■  
 3 Somewhat [54](#) (13%) ■  
 4 [47](#) (11%) ■  
 5 Quite a bit [43](#) (10%) ■


6 [20](#) ( 5%) 


7 A lot [27](#) ( 6%) 


N/A [72](#) (17%) 


no answer [3](#) ( 1%) 


**10. I understand the goals and expectations for the academic, written work in my SAGES Senior Capstone project.**


1 Not at all [159](#) (38%) 


2 [68](#) (16%) 


3 Somewhat [44](#) (11%) 


4 [18](#) ( 4%) 

5 Quite a bit [15](#) ( 4%) 

6 [12](#) ( 3%) 


7 A lot [12](#) ( 3%) 


N/A [88](#) (21%) 


no answer [3](#) ( 1%) 


## Demographics


**1. What is your primary school of enrollment?**


Frances Payne Bolton School of Nursing [36](#) ( 9%) 

Case School of Engineering [136](#) (32%) 


The College of Arts and Sciences [203](#) (48%) 


Weatherhead School of Management [40](#) (10%) 


Other [2](#) ( 0%) 


no answer [2](#) ( 0%) 


**2. What is your year of enrollment at CWRU?**


First [160](#) (38%) 

Second [122](#) (29%) 


Third [120](#) (29%) 


Fourth [14](#) ( 3%) 


Fifth or more [3](#) ( 1%) 


no answer [0](#) ( 0%) 

**3. I am a**

Woman [222](#) (53%) 

Man [184](#) (44%) 

Prefer not to answer [12](#) ( 3%) 

no answer [1](#) ( 0%) 

**Please use the space below to offer your comments or elaborations on any of your numerical responses above:**

**200 responses** [view this question](#) [view all questions](#)

Part of Filer. Tell us what you think about it.

## **Selected freeform responses**

### ***Introduction***

*After completing the quantitative portion of the student survey, students were given the opportunity to provide additional feedback about the program and SAGES Impact survey. This appendix contains a selection of the 200 student responses that capture the general sentiment and perceptions students have about the program.*

*In many cases, these responses express ignorance or misunderstanding about the program procedures, goals, and policies. When reviewing the student opinions herein, we suggest the reader consider how the University might systematically clear up common misunderstandings and improve public relations.*

---

I believe the key to a successful seminar is a good instructor. My first seminar instructor did an excellent job at guiding discussions. I ended up taking a university seminar with this instructor not because I was interested in the topic of the seminar but because I knew that the instructor could engage me in any topic.

Most of the complaints I here from other students are about specific instructors and not the SAGES program as a whole.

---

My university seminar classes were wonderful and interesting. My first semester course was really terrible.

The biology department does not offer enough departmental seminars. This year only 3 were offered, capped at 17 students each. And I know that there are more than 51 biology majors in my year. I was stuck taking a class that didn't interest me very much and that I am not enjoying just to get into a departmental.

Requirements for double majors in the sages program are not clear. Do we take two departmental and two capstones or just one of each? Advisors don't seem to know the answer.

---

I entered in fall 2003 and have therefore only had to take one SAGES class, the engineering departmental seminar. I was not impressed with the intellectual level of discussion; we seem to spend a lot of time expressing opinions without any factual support and without any particular material or pedagogical aim.

Scheduling conflicts with departmental seminars for small departments (such as Music) are a major problem.

---

I have had mixed reactions to SAGES courses. For example, when I got the opportunity to take Corporate

Governance as a SAGES course, which was taught by an esteemed faculty in my area of study, I was extremely excited. The course was interesting, the professor was great, and I really enjoyed it. On the other hand, I am now forced into taking a USNA course for my final university seminar. I enrolled in The Musculoskeletal Machine, and found it to be ridiculously difficult. The material could only make sense to someone with a background in biology and mechanics, and I had to drop the course because after 3 weeks of science lectures I did not understand anything (I am in accounting). I do not have any interest in science, so forcing me into a science course is frustrating. Now there are no SAGES courses offered yet, and I'm not sure how to fill my requirements.

---

The SAGES program had the potential to be a great way to have seminar based classes but the lack of enthusiasm by many of the teachers because they don't want to be doing a SAGES class hurts the program. There are also a lot of really obscure classes and only a few that would interest me anyway but they usually don't fit into my schedule. SAGES also conflicts with scheduling other classes that are required by my major and that has made it difficult.

---

The idea of making the first year SAGES professor the student's adviser may be a good idea in theory, but it ultimately fails in practice. While we hope that faculty from every concentration would be knowledgeable about the types of issues that first years face, the truth is that faculty members are very deeply embedded in their own departments. I had an extremely negative experience with my first year adviser, as he did not know anything about my major and was also callous and could not understand his advisee's concerns. I declared my major the very first day that I could possibly declare, just to get a new adviser.

---

I am a first year nursing student at Case Western Reserve University and as many CWRU students know nurses have very limited flexibility in our scheduling. Although I understand the purpose of SAGES, and agree that if implemented correctly it may provide helpful, it unfortunately takes away from valuable experiences. The spaces that SAGES fills in the Nursing curriculum are our only opportunities to truly go and explore other areas of study. I had to overload in order to take a religion and a psychology course. They are by far some of my favorite courses, however in order to complete them I had to overload, which is not possible for many students. College should enable students to seek out their interests and enable the development of a well-rounded nature. The SAGES program has taken away that valuable scheduling time that would have originally enabled me to abstain from overloading and still experience classes outside of my major. The Sages program should either be thrown out or merely shortened. I like the idea of a departmental and a Capstone, however, one freshmen sages seminar is sufficient for an introduction to writing.

---

I am extremely disappointed with the SAGES program.

- (1) I spend three semesters dabbling in writing not even learning to write as well as I could with a more tried-and-true style of writing instruction.
- (2) Having to take 3 SAGES seminar classes restricts the humanities I can take. As an engineer I have very few electives and SAGES makes that worse.
- (3) SAGES is extremely difficult on transfer students (to and from Case).
- (4) The little writing I do learn from my seminars is the same 10th-grade-level instruction (definition of a thesis, comma usage, etc.)
- (5) Restricting students to take seminars in three different categories is limiting: sometimes students can only choose

a class based on his/her course schedules because there are so few options in one field (i.e. Social, Symbolic or Natural Sciences fields).

(6) I feel that having fields only dilutes each field. Science classes are too scientific for humanities majors and too dumbed down for science majors, and vice versa.

(7) Please get rid of the SAGES program and put back the humanities core program.

---

SAGES works well with engaging instructors, capable of motivating and encouraging open-ended conversation. This is a skill that not all professors necessarily possess, and in order to embrace the seminar format of SAGES for the benefit of students, this skill is vital for success and appreciation. Standardization of the grading criteria (preferably the traditional A,B,C, etc. scale) across seminars and SAGES professors would make students' transition from high school English courses to the First Year seminar smoother and more understandable. Having a central instructor and a writing instructor was helpful and more strongly emphasized two components of SAGES: writing and thought-provoking discussion.

---

I would have liked to have a general English class. My knowledge of the particulars of grammar is not the greatest, and SAGES did not help me with that at all. I think the program would be strengthened if the requirements were two SAGES classes and one introductory English class that included a thorough review of grammar. There isn't even a grammar class at Case at all. I know a person that is going to CSU just for a grammar class. This issue needs to be addressed. SAGES is good for looking at diverse subjects, but literature and grammar are important academic fields that are not addressed at all in the SAGES program. I feel like I have been cheated out of this aspect of the college experience.

---

As an Engineering student, I think it is ridiculous that SAGES is even being considered to become optional. I have had a truly unique experience in my SAGES classes. It is an experience that both initially attracted me here to Case, and is going to keep me here for the remainder of my undergraduate work. I know of no other university that offers this kind of insightful, enlightening, and engaging class. Under no circumstances should it be removed from any curriculum here at Case, as these courses are a vital part of any student's complete learning package.

The topics that are offered are varied and intriguing. It would be impossible for a student not to end up in a course that interested them. (so long as they do the appropriate research before joining the class) I believe that there lies the biggest problem with SAGES. Students, at least around me, fail to take the time to read not only the course description, but also the faculty members' summary and their biography. Doing all the initial research is the only surefire way to end up in a course that is interesting with a professor from whom you wish to learn. I see students simply not putting the work into picking their course, and then complaining when its subject or instructor doesn't align with their goals.

---

At best, SAGES has had no positive effects on my learning at CWRU or the cultivation of my writing abilities. At worst, it has been a hindrance that has frustrated both my SAGES professors and myself and has provided nothing more than something to gripe about and bad memories of wasted hours and credit hours which could have been far more productively and enjoyably allocated. SAGES has been considered by all whom I have encountered—student,

faculty, and administration alike-as a dismal failure which has disappointed the students and retarded the University's ability to encourage sincere learning and intellectual stimulation to its students. I can only hope that the University is able to shake off the chains of this poorly executed idea (which with proper attention and funding could have been an unqualified and fantastic success) before it leaves an indelible and significantly negative impression on too many of its students and soon-to-be alumni.

---

The Sages program could be refined and kept, however, some changes should take place. The writing liason is almost useless he or she were to attend every class and be available with an understanding of what is truly taking place within the classroom. The seminars are always full and scheduling is a hassle -- let alone trying to get something you're actually interested in. The budget is generally used for something menial like food or a party with some excuse that it bonds the class, however it has always been held at the end of the semester. (from those I've spoken with and my own experiences.) There are only so many university circle institutions that can be visited and most of the students have been to them (botanical gardens, museums, severence hall, etc.) Nothing new is learned at these outings and they don't cost money to budget since Case students get in free at all of them. Writing seems to take second place to discussion. This may be good in some senses; however, I believe students would benefit from a core composition requirement.

---

As I begin to think about scheduling for my final year at Case I am very concerned about the Senior Capstone project. The faculty in my department are unsure of how to proceed with Capstones and the students aren't sure what the expectations and requirements are for this project. Clear explanations of this vitally important final component to my degree would be appreciated and should be issued to both faculty and students in a timely manner. In addition the substitution of the SAGES curriculum for the prior rudimentary English curriculum causes problems for students that enter with AP or IB English credits. I took these classes in high school with the assumption that they would be applied towards college credit in these introductory English classes. It makes no sense to me that classes that would allow a student to skip ahead in the prior English curriculum would be ignored by the SAGES program. I feel it is unnecessary for students who took the time and effort to take AP English classes in high school and achieved passing scores on those exams to take a basic class designed to evaluate and improve writing and speaking skills that are already at an appropriate level. Finally, the SAGES program would benefit from being run by faculty capable of enhancing writing and speaking skills. Numerous courses within the SAGES program are currently being taught by professors with poor writing skills themselves and no desire to teach a seminar style class.

---

In order for a program like SAGES to be effective, emphasis needs to be placed on flexibility. Flexibility in classes: times, types, subjects as well curriculum. More stress on SEMINAR rather than writing. People who want to do research papers will do them in their own majors. SAGES should be expanding open, intelligent discussion. Topics could include more pressing issues of society.

Freshman seminar might be better if more emphasis was placed on good sources and discussion while waiting for University seminars to stress the formal papers and presentation.

---

I really liked the opportunity SAGES provided to have your first advisor as a professor. I think that this is the most advantageous part of the program because it helps you become accustomed to the university atmosphere; I did not feel intimidated at all approaching him because I saw him on a regular basis. My overall SAGES experience has been pretty good. My first seminar was not on a topic of particular interest to me, but I did learn how to read more critically and revise my academic writing more thoroughly. I really enjoy my university seminar right now because I was able to choose a topic within my academic interests. I know of other students who have not had as positive of an experience as I have, so there are probably improvements that can be made to the SAGES program, but overall I feel it is pretty effective at attaining its goals.

---

I have two points I wish to make:

- 1) I do not feel that I have improved anything from SAGES. In most respects, I feel like I am exactly where I came from in high school. In other respects, most notably writing, I actually have less confidence now than I did in high school. I would have preferred an actual composition class where the focus of the course is writing. That would have been infinitely more useful.
  - 2) I feel like SAGES has also detracted from my university experience. I have never felt excited, anxious, or even indifferent towards this program. My experiences have only fortified my negative view toward the program. Sometimes I hear that others have had positive experiences, and this only serves to make my peers and me bitter that the same standards do not apply for all SAGES courses. Moreover, the course eats a lot of time that I would rather spend doing something I am interested in--like pursuing a minor.
- 

As an engineer, I would GREATLY prefer to take more humanities classes than SAGES. If you get an interesting SAGES, it's usually way too much work for an engineering schedule, and the other choice is to have an easy but incredibly boring class. I'd so much rather take an interesting history class that might actually be useful to me someday where I will still get writing and research experience. It seems like humanities classes fill the same needs as SAGES with more opportunities for better subjects.

---

SAGES courses are not bad courses in and of themselves. They cover a broad range of interesting topics while also giving students who are often in large lecture classes a small classroom experience and active discussion. However, SAGES courses ultimately serve no purpose. My writing has not improved (if anything, my high school English courses were more difficult) and my presentation skills remain the same. I can probably best illustrate this by saying that I wrote four 3-page essays for my SAGES class, each took me 45 minutes to write, and I ultimately received four 'A' grades. I found I could lead a class discussion after reading 15 pages of the assigned reading. SAGES was an easy 'A' that taught me nothing while depriving me of more worthwhile classes in the university.

---

Because of SAGES I was introduced to philosophy which I ended up adding as a second major.

---

SAGES requires too much time that should be devoted to a preferred major. I do not think it is necessary for SAGES courses to extend further than freshman year.. or for that matter.. even the first semester of the first year. I also did not find it helpful that my SAGES instructor was also my advisor. My advisor has no knowledge of the fields of study I am interested in and this is a problem because I have not declared a major yet so I feel as though I have less options of people to talk to.

---

Once you get past the university seminar, information on the departmental and senior capstone project is elusive and confusing. This needs to be improved. More departmental seminars should be offered.

---

While I believe SAGES has the potential to be an extremely useful program, my overall experience in SAGES has been extremely disappointing. I came into Case as a fairly strong writer and I was not challenged by the SAGES writing requirements. At the same time, as a member of the SAGES Peer Writing Crew, I know many students feel overwhelmed by the writing standards in SAGES. The vast disparity of writing levels in a single SAGES class creates a dilemma for both professors and students. How can a professor adequately address the needs of struggling students without boring students who have a strong background in writing? This is why I would suggest treating SAGES in the same manner you treat math or science courses: create placement tests that put students in SAGES classes where their unique writing needs will be addressed.

I think the SAGES First Seminar has some benefits. While I can't say we had many memorable intellectual discussions in First Seminar, the class still provided a decent introduction to the university and a way to meet people in a small classroom setting. I think SAGES First Seminar could act as a sort of writing placement test. If students invest in their First Seminar class and learn to speak and write effectively, they should be able to "test out" of University Seminars. I have heard that in the future engineering students may not be required to take University Seminars because of the demanding engineering curriculum. I understand this logic, but I also don't think it makes sense to exempt engineers from SAGES when humanities majors who are probably already taking four or five writing and reading based classes still have to take SAGES. Almost all of my classes are small, discussion based, and writing intensive so for me there is nothing unique about a SAGES class. At best, my University Seminar is an easy A; at worst, it is a complete waste of time.

---

My Sages instructors have all been very knowledgeable with regards to their areas of interest and study. However, the writing component in my Sages experience has been undervalued, and the topics are often of little interest to me. I have found myself scheduling whatever Sages class fits into my schedule. A general writing course would be more effective at emphasizing writing than a Sages course and would also free up my schedule allowing me to take classes out of my major area that actually interest me--making me a more well-rounded individual.

---

As a nursing student with a well-defined course of study throughout my undergraduate experience, my University Seminar selections were based solely on what would fit in my schedule... NOT what I wanted to take. I felt quite isolated as a result... and my seminar classes were at least halfway filled by nursing students. It wasn't exactly



interdisciplinary.

---

SAGES is not entirely worthless, as many students seem to feel. I feel that a few more years of the pilot would have made the university better prepared for this program to launch. Departmental seminars especially are ridiculous. As a history major, every class in the history department trains majors in history writing. Our methodology class, HSTY 250, would be an especially apt class for this requirement, as we learn about the history of the profession, and how to properly research. However, as this class typically has 20-25 students enrolled, it cannot count as a departmental seminar. Considering that the whole point of the seminar is to learn how to write like a historian, one would think it would be acceptable to the university. The 17 student cut-off ruins this.

---

I believe every undergraduate should have a grounding in basic economics, philosophy, government, classics, history, etc. So I would prefer that SAGES seminars focus on fundamental subjects like these instead of trendy courses like "Nature Writing" and race/gender/sexuality "studies." I would not only be more motivated to study something that's not irrelevant, but everyone in the undergraduate community would be able to engage in more informed discussions, which is a good thing, of course.

---

I love the SAGES program. I think it is a wonderful idea. A lot of my peers have trouble with writing, and I think it is a great idea to have them take small writing-oriented seminar that is more likely to align with their own personal interests rather than just a general English class. Personally, I feel that I left high school with a writing style that was already very well-developed, so SAGES has not improved my writing level very much, but I think it has been really helpful for a lot of my friends.

I also think the seminar aspect of the course has been wonderful. Most of my classes are large lectures, and even in most of my smaller classes, discussion is not really encouraged because everyone just wants to get through the material. SAGES, for me, has been a welcome change from most of these other classes, and many of the discussions I have had in SAGES classes have been eye-opening and engaging and have concerned subjects very distant from my own field of study which I would never have been able to have otherwise. This has been the most exciting part of SAGES for me.

I also liked having my First Seminar instructor as an advisor. It was a great way to transition into college because it was so easy to get to know your advisor in of the relaxed atmosphere of the SAGES class, even if you are a generally shy person, as I am.

I know a lot of people complain about SAGES, and maybe I was just lucky in that I got into two seminars in which I was really interested in the subject material, but I have been very pleased with my SAGES experiences thus far and look forward to my third semester of SAGES in the fall.

---

My only complaint with the SAGES program is that at times it seems as though the teachers themselves lack a firm understanding of the things that need to be accomplished, and so concepts that could be taught successfully in one to two lessons stretch out across the semester. The SAGES program has encompassed the best and the worst of my

academic experiences. I think it is critical that instructors, advisers, mentors, etc. understand the program. I cannot number the times I felt like I had no where to turn for SAGES scheduling help, and understanding how to graduate. General education requirements will always be a bummer for some students, but if students are, from the outset, given many choices for their SAGES courses, and have experienced teachers emphasizing their subjects from a hands-on, experiential perspective, the SAGES Program will be destined for success.

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I feel that SAGES actually gets in the way of my other courses that I need to take for my major. As an Anthropology major, all I do is read and write. The added stress of having even more reading and writing put onto my work load is really unbearable. I feel that being in SAGES hasn't really changed my writing ability, as my writing is graded per individual assignment and I am not told how I am as a writer overall. If this course is meant to stimulate discussion among students then it really is no different than my anthropology seminar classes. Making this long of a requirement blocks me from taking courses that I really want to take, and that are required. Maybe a required freshman course would be better. And if this is supposed to help me pick a major, maybe scheduling meetings between faculty of the interested major and student should be done. All in all, SAGES makes me even more miserable while attending this university.

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The concepts of active class discussion and close interpretive reading must be really STRESSED to any faculty teaching SAGES. My two university seminars have been largely an opportunity for professors to teach whatever they want (which is fine) without guiding important conversations between the students (which is unfortunate). SAGES gives a great opportunity to examine diverse topics which I otherwise wouldn't take a course on; I get great reading material, but the discussions are not fostered to the extent that they should be.

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I think one thing that would greatly enhance the SAGES program is if syllabi were available during scheduling periods so that students had a better idea of the expectations of the instructor and the course material. This would allow students to make better decisions regarding what SAGES class they choose to take in the upcoming semester, and not be surprised or disappointed when the class first meets.

In addition, I believe that the chance for students to take a course with a visiting professor or community member is extremely important to one's academic career. I do not believe that these professors should be looked down upon because they are not full-time faculty; instead, they had different life experiences that they can share with students, rather than simply discussing their research or teaching.

Lastly, I believe that by forcing students to take a SAGES seminar in three different areas is unfair and really limits their interests. All SAGES seminars are different, even if they are in the same 'world' category. Especially for students who were randomly placed into a 'world' seminar their first semester, this requirement is extremely limiting.

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Engineering students at Case don't seem to have very good writing skills, and I came into Case thinking that SAGES was just an excuse for engineers not to have to take a general English composition class. I believe that SAGES classes should focus more on proper writing form and be more strict about grammar, diction, and sentence structure necessary for clear and effective writing. I submitted papers for my First Seminar for which would have received Cs on in high school and got As on in college.

After First Seminar, I had a low opinion of SAGES. However, my first University Seminar was absolutely fantastic,

and my second one is close to as fantastic as the first. The professors chosen for these two University Seminars were some of the most interesting people I have ever met, and they really changed my opinion of the program. I still find it easier than I did in high school to do well on my writing assignments, but when the student gets the opportunity to choose the topic of their seminar, it is much more enjoyable than the practically random First Seminar.

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I think the SAGES program could be significantly strengthened if grades were eliminated from the classes. This way students would feel more inclined to take risks with their writing styles, for example, or to disagree with others in class without their grades suffering as a result. Also, people hate the SAGES program more and more when it brings their GPA down, especially if they are taking significantly harder classes than SAGES and doing better in their harder classes, which is not rare. The program is way too subjective, and you can work really hard on a paper just to be handed a bad grade because your teacher happens to not like your writing style.

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SAGES increases the amount of time necessary to graduate with little time to explore outside activities -- personal, university, academic, social. Friends at other universities laugh at SAGES -- it's embarrassing! Most people need to attend at least one semester of summer school or postpone their original graduation date. This seems to be a subtle way of getting more money from s

#### **APPENDIX IV: English 148/150 Instructors and Writing Liaisons Survey Results**

In Spring 2008, during separate mandatory staff meetings for English 148 and 150 instructors and for SAGES Writing Liaisons (all of whom also have served in FSEM classrooms as Writing Coinstructors), surveys were distributed asking a series of questions on a Likert Scale of 1-7 and soliciting qualitative responses. The results are as follows.

##### **Course fosters the following:**

*Writing practices and knowledge about what constitutes good writing*

148/150 (N=4)	5.5
SAGES (N=17)	4.94

*Critical Reading Skills*

148/150	5
SAGES	4.35

*Oral presentation and speaking skills*

148/150	2.25
SAGES	4.12

*An ability to conduct intellectual conversations, both in and outside the classroom*

148/150	3.75
SAGES	4.29

*An understanding of CWRU as a research university*

148/150	3.25
SAGES	3.71

##### **To what extent are**

*The expectations and outcomes of the respective writing program clear to you?*

148/150	5.75
SAGES	4.94

*The expectations and outcomes of the respective writing program clear to students?*

148/150	5
SAGES	3.59

*The expectations and outcomes of the respective writing program realized in courses?*

148/150	4
SAGES	3.82

##### **Comments (148/150 Graduate TAs)**

1. SAGES encourages students to develop their oral communication and presentation skills more than English 148/150, especially with the ESL sections. On the other hand, English 150 teaches research writing step by step, whereas SAGES assumes students already know that. Some

SAGES University Seminars are very similar to topical 150 courses. I guess my major concern for SAGES is that students may not be getting adequate writing instruction. For 150/148, it would be the dwindling numbers of students in classes, especially ESL students. Getting discussions going in a class of 4 students is really hard – the conversation is just not there.

2. 150 classes obviously devote more time specifically to writing instruction, which means students have a chance to work through the problems that they bring to the course.

3. I think that SAGES does more work with speaking and presentation skills than 150 is able to do. I personally feel the need to do more writing instruction in 150 than in SAGES, which is more discussion oriented. Therefore, I think that SAGES is a more diverse program, but one that shortcuts writing instruction.

4. The varying levels of ability make it challenging to reach every student in English 148, which is why I have been working with each in the WRC every week. In a lot of ways, this has been the most helpful.

### **Comments (SAGES Writing Liaisons)**

1. One weakness of the SAGES program seems to be that it collapses the conventions of writing – which vary widely from discipline to discipline – into goals that may or may not resonate from one discipline to another. Then, in the SAGES classroom, profs from various backgrounds are not necessarily able to teach writing according to these priorities. I wonder whether students would be better served by 1) seminars that focus on the cultivation of critical thinking skills and their translation into writing, and or 2) discipline-specific research seminars that concretely/systematically pursue research questions through the semester and culminate in an on-going – if somewhat more narrowly defined – pursuit of a topic or thesis within the conventions of that discipline. This would allow students to learn from one course to the next how we conduct research across the University.

2. Writing in SAGES all really varies from course to course and [faculty] instructor to [faculty] instructor. There are decent USEMs and great USEMs and not-so-great USEMs (Same with FSEMs) – it all depends on the lead instructor and that person's motivations for teaching SAGES. Things writing related and otherwise are always better when the person designs a SAGES course because s/he likes the idea of SAGES rather than because s/he heard that it's a breeze to teach (I once heard an individual say that it was like being granted course release – YIKES!)

3. SAGES should seriously think about revising the job description for Liaisons. 4 hours of Writing Center Tutoring per class is too much. I attend class regularly for all 3 USEMs. Why? It helps me to get to know the students, and it helps them become more comfortable with me. (I attend class but do not do the reading.) SAGES needs to provide more orientation for faculty and writing instructors [together], especially during the first semester. Also, there needs to be more distinction of FSEMs from USEMs. More seminars should be taught solo by English teachers. Solo seminars of the English teacher's own design should be the bulk of Freshman Seminars.

4. English 150 is focused on writing, whereas SAGES shas or should have a seminar approach which combines oral as well as written communication. While the seminar approach is a much stronger pedagogical format *if* it is uniformly used across the university's First Seminar and USEMs, English 150 offers a standardized, systematic vehicle to insure that all students are competent writers. Administratively, the use of English faculty and graduate students within a department's control is *much* better.

5. In a standard composition class, it is sometimes easier to focus the readings and instruction about readings on the writing outcomes [than it is in SAGES}. The success of realizing the expectations and outcomes of writing in a SAGES course do rely heavily on the dedication of the faculty member to not only discuss content in weekly readings, but also how the readings make meaning through the way they are written. It is difficult to get students (and to find class time) to discuss readings for content and writing, especially if the writing instructor has limited class time or limited input in a class.

6. Writing instruction seems to vary a great deal [across sections]. In looking at mid-semester surveys filled out by my students, they responded overwhelmingly negatively to the question: How do you think *other students* feel about SAGES? I'm not really sure what to make of that! I've had a really positive experience so far, and students did write that they found the writing instruction helpful and beneficial. However, they still seem to show a lack of close reading/critical thinking in class discussions and papers. (Although this is hard to judge since I am not experienced enough to know what my expectations of freshmen papers/responses should be yet.)

7. I think the extent to which SAGES fosters critical reading skills depends largely on the texts the SAGES instructors choose and the amount of time they allow writing instructors to contribute to those lessons. Similarly, if the critical reading skills aren't fostered, then the integration of writing instruction with the reading suffers.

8. Students seem a little frustrated/confused with the consistency of writing instruction across FSEM/USEM courses. They have observed the the instructor and writing liaison often disagree about writing practices. Students are not overly frustrated, but a general degree of resentment is evident.

9. The experience students have with writing in SAGES courses is so highly variable that it's hard to generalize about what they actually learn from these assignments. To a certain extent, this variability results from different understandings among faculty from different departments about programmatic outcomes associated with the SAGES curriculum, and as it [sic] relates to writing.

10. I have noticed that the students in English 148, particularly with regard to willingness to put forth extra effort, display a higher degree of interest in improving their writing skills. It has been a pleasure to work with them. SAGES students have given mixed signals – some are enthusiastic while others appear indifferent. Overall, though, working as a SAGES Liaison has been a positive experience.

11. There are still many USEM instructors who neglect writing – not just in the classroom, but in the ways they design writing/paper assignments and in how they promote or fail to promote the Writing Center services.

12. Faculty instructors should not feel solely responsible for the course. The writing *must* be integrated and it is very often the case that Writing Liaisons are treated as idiots who couldn't possibly understand the course content – [so] we should just stick to grammar and MLA format. No wonder the program gets criticized!

## **APPENDIX V: SAGES PUBLICITY**

07/07/04	Plain Dealer	"In 2005, Case undergrads will all be Sages under plan"	SAGES expands from pilot to university-wide aprogram and extends through entire undergraduate curriculum, distinguishing SAGES from undergraduate seminars elsewhere.
undated (reference is to pilot program)	press release	"Case students study context as well as content of sports in innovative new SAGES seminar"	Chris Sheridan, writer and columnist for the Plain Dealer and a SAGES Presidential Scholar, teaches "Sports and American Society in the 20th Century."
03/09/04	Plain Dealer	"Loving Learning for its Own Sake"	Sam Fulwood --author of the article and SAGES instructor----recalls a day just before spring break when he gave his students permission to leave class early and all opted to stay, to make the point that SAGES students embrace the inherent value of learning.
undated (reference is to Hundert's appointment)	Plain Dealer	"CWRU leader sees a future shaped by 'amazing people' "	President Hundert supports expansion of SAGES by creating presidential fellowships.
undated (reference is to Hundert's convocation address)	Plain Dealer	"CWRU's new chief sketches its future"	This article does not mention SAGES per se but includes, in a short list of President Hundert's aims, his intention to "build productive partnerships with the community and other institutions (arguably a reference to the eventual collaboration with UCI institutions.
09/19/04	Plain Dealer	"It's not only rock 'n' roll; it's history"	Warren Zanes, vice-president of education at the Rock and Roll Hall of Fame and Museum, teaches a SAGES seminar, "Emergence of Rock and Roll."
09/26/04	Plain Dealer	"University is reshaping Circle"	Although the article does not specifically mention SAGES, it mentions University Circle's cultural institutions and quotes UCI's president who applauds President Hundert's success at opening the CWRU campus.
03/02/05	Plain Dealer	"Medicine and Science" column	Bob Walter, CWRU graduate and geochronologist formerly at the Cleveland Museum of Natural History, returns to campus as a Presidential Fellow to teach a SAGES seminar on geology, evolution, and science history.
Fall '04	Liner Notes-- Rock and Roll Hall of Fame and Museum	"Education: Rock Hall Teams up with CWRU for New Class"	Rock Hall will collaborate with SAGES to offer a class, "The Emergence of Rock and Roll," the first of several such seminars.
05/05/05	Plain Dealer	"Case's SAGES speaks to students"	Columnist Sam Fulwood writes that CWRU has dramatically changed its former image as a geek's school, judging from the students he taught in a media literacy seminar for the SAGES pilot program.
no date	Plain Dealer	"Case first-year enrollment is up 70%"	CWRU's effort to bolster its undergraduate program, in which SAGES is a cornerstone, yields increased enrollment.



05/02/05	Crain Communications (reprinted in LexisNexis)	"Rallying for rock's acceptance"	Jason Hanley and Susan Oehler, newly-appointed associates in the education department at the Rock and Roll Hall of Fame and Museum, join Warren Zanes who teaches a SAGES seminar; Rock Hall staff will teach more SAGES courses in coming years.
05/09/05	Inside Higher Ed-- News	"Enrollment Coup"	Freshman class is 61% larger than last year's, attributed in part to SAGES, which is "distinctive among comparable undergraduate programs for the number of seminars offered.
05/02/05	Crain's Cleveland	"Case enrollment to grow"	The number of first-year students starting classes in the fall is substantially larger than in past years; the increase is likely based in part on the SAGES initiative.
09/01/05	Continental (magazine)	"Real World 101"	SAGES, with its emphasis on learning by argumentation, is a good example of the growing emphasis on "experiential learning" in higher education.
04/26/06	New York Times	"Brand U."	SAGES is a model of pandering to students, from the low standard of class behavior will be tolerated, to the mandate that instructors respect all points of view on morality, rationality, and personal responsibility as equally valid.
January '06	Admissions (The National Newspaper of Admissions Marketing)	"Case Western Reserve University Markets Better, Redefines Itself"	Formerly better known for engineering and science, CWRU has begun to capitalize on its strengths in the humanities, of which SAGES is one facet, and the effort has resulted in larger numbers of applicants and enrollments.
08/30/06	Cleveland Jewish News	"Profile: Bringing the world's folktales home"	Amy Friedman, a folklorist, columnist and author of two books, and producer of a CD, is returning to Cleveland to teach a [SAGES] seminar on memoirs.

## **APPENDIX VI: Report of the UUFXC on the SAGES for AY 2005 – 2006**

*Presented at the spring 2006 General Meeting of the UUF*

### **Introduction**

For 2005 – 2006, the first academic year of full implementation of the SAGES for an entering freshman class, the UUFXC determined it would exercise its responsibility for oversight of the SAGES as a committee of the whole. A UUFXC subcommittee for oversight of the SAGES has been established for oversight in the future. Reports from UUF faculty and committees, colleges and schools involved SAGES, students and administration to the UUFXC were requested to address

Positives aspects of the SAGES

Concerns about the SAGES

Suggestions for improvement

Reports received by the UUFXC are attached to the end of the academic year report of the UUFXC to the UUF.

The First Seminars of the SAGES taught in the fall 2005 semester were the only part of the SAGES for which the UUFXC was able to gather information, but reports to the UUFXC were also expected to address concerns about additional future aspects of the SAGES. The UUFXC recognizes that any undertaking as significant as the SAGES will require adjustments, and examination of, essentially, only one semester of the SAGES is probably insufficient to justify major changes to the SAGES. Nevertheless, some recommendations are made that need to be addressed.

### **Positives**

There are many positive items related to the First Seminars and the SAGES. Among them are

1. SAGES, despite a number of difficult issues such as a considerably larger than expected entering class, has been well administered.
2. Senior faculty responded admirably to the call for coverage of First Seminars.
3. Most faculty members believe the pedagogical rationale for the SAGES is valid.
4. The Art and Science Group reports a possible positive effect on attracting incoming freshmen.
5. The colleges and schools most directly affected by the SAGES seem to be coping with expected effects of junior and senior level SAGES requirements.
6. The Office of Undergraduate Affairs has made appropriate adjustments in academic rules to accommodate the SAGES effects.

## **Concerns**

Among the main concerns about the SAGES are

1. There exist broad and deep concerns about sufficiency of resources – financial, faculty and physical plant.
2. Significant strain upon the faculty members who taught the fall First Seminars seems common, and many appear to be discouraged by the overall results.
3. Student evaluations of the fall First Seminars are, overall, unacceptably low.

## **Suggestions**

The UUF believes it is very early in the SAGES implementation, and does not wish to overreact to reported concerns about the SAGES. Even if difficulties were much greater than reported, no exit strategy has been developed, and SAGES would need to be bolstered. The UUFXC believes that the suggestions below should be implemented by trustees, administration and faculty to address concerns mentioned above.

1. Resource needs must be realistically addressed by the trustees, administration and faculty senate. The UUF recognizes the issue of resources for the SAGES is extremely challenging in the current university environment. It is difficult for the UUFXC to know how to provide specific guidance in this matter, but the UUFXC and the newly established Subcommittee for the Oversight of SAGES will be willing to assist/advise those more directly responsible for resources.
2. Unleash the faculty teaching the First Seminar. The very large majority of First Seminars were taught by seasoned faculty. The overriding pedagogical purpose, as stated in the Phase I and Phase II reports, is basically to assist the students in developing the ability to Identify an Issue, Research that Issue, Analyze that Issue, and Appropriately Present Reasoned Conclusions About that Issue. The extensive and well intentioned guidance provided First Seminar professors was generally counterproductive. It should be assumed the senior faculty members involved are, overall, very capable of handling the learning goals intended with minimal guidance.
3. Avoid setting unrealistic expectations in the minds of incoming students. The SAGES should not be oversold. The benefits and importance of the SAGES need to be carefully and realistically explained to potential and incoming students. Students need to clearly understand the SAGES approach is tough and a lot of work, though well worth it for the benefits.
4. The fourth hour of the First Seminar was a hit or miss situation, and appeared to be too often a miss. The fourth hour must be much more consistent. Either a series of university events should be implemented (perhaps as few as two) with required attendance by First Seminar students, or the fourth hour should be withdrawn. If the fourth hour is withdrawn, that hour can be reestablished in the future if an appropriate approach can be determined.

5. First Seminar professors must be designated freshman mentors, not freshman advisors. The advisory function of First Seminar professors has not been sufficiently satisfactory to either students or professors. It is clear that a high cost/quality educational institution must provide excellent advising. Advising of freshmen should fall to the Office of Undergraduate Studies and the respective colleges and schools. The Office of Undergraduate Studies is very attuned to advising needs of our freshmen, and the colleges/schools are clearly interested in improving freshman advising. It may be necessary for the Office of Undergraduate Studies to reorganize/add staff to help meet this responsibility, and that should be done as soon as possible. The colleges and schools have unique needs and should be responsible for establishing effective advising to meet those respective needs in direct conjunction with the Office of Undergraduate Studies.

### **Conclusion**

The UUFXC realizes there are many other issues and suggestions related to the SAGES than are contained in this report. We believe that all faculty should consider the reports attached, generally quite informative, to understand additional matters. This report has attempted to focus on the main issues that can and should be addressed as soon as possible, but does not intend that other items be ignored.