



**Faculty Senate
Executive Committee**
Thursday, February 11, 2010
10:00 a.m. – 12:00 p.m. – Toepfer Room

AGENDA

10:00am	Approval of Minutes from the January 13, 2010 Executive Committee meeting, <i>attachment</i>	C. Musil
	Provost's Announcements	B. Baeslack
	University Professor, Faculty Handbook <i>attachments</i>	C. Cano
10:10am	President's Announcements	B. Snyder
10:15am	Chair's Announcements	C. Musil
10:20am	Report from Committee on University Libraries	P. Haas
10:40am	Report from Committee on Undergraduate Education <i>attachments</i>	G. Chottiner
10:45am	Absentee Senators	C. Musil
	New Business	
	Approval of Draft Agenda for the February 24, 2010 Faculty Senate meeting, <i>attachment</i>	C. Musil



lower tuition increase is better for students, this will allow less leeway for increases to faculty salaries in the upcoming year. The two tiered tuition will disappear next year, having been in effect for 7 years until the last students graduated.

Prof. Christine Cano, chair, Committee on By-laws introduced the draft guidelines and the required updates to the Faculty Handbook, proposed by the Provost's Office, for the bestowed title of University Professor, the university's highest award for a faculty member. The Committee on By-laws reviewed and ~~634rd20~~

Librarians are anxious about the balance between librarians and IT professionals at Ohio Link. Provost Baeslack commented that Case Western Reserve Vice President Lev Gonick is chairing the search committee for Ohio Link's next Executive Director. The Provost established the Library Task Force as part of the university's strategic planning efforts, the Faculty Senate Committee on University Libraries endorses the recommendations of the Task Force that: money for the strategic alliances should include funds directed to library resources, that the University Libraries should be included in the university's strategic plan and the university's fund raising efforts. Discussion followed about the Faculty Senate's choice of the Espresso Book Machine as the fourth budget priority. There were questions about maintenance expenses on the machine and any plans for upgrades as new technologies become available. There was an inquiry about a strategic plan for the University Libraries; Prof. Haas confirmed that such a plan was completed two years ago and that it would be shared with the candidates for the position of University Librarian.

Report from Committee on Undergraduate Education

Prof. Gary Chottiner, chair, Committee on Undergraduate Education, confirmed that the FSCUE would provide a regular report of its activities to the chair of the Faculty Senate. The wording approved by the FSCUE:

Prof. Gary Wnek, chair, Committee on Graduate Studies, presented the School of Engineer's plan to offer the Master of Science and the Master of Engineering degree through distance learning. The School of Engineering has offered distance learning programs for many years. Every department in the School of Engineering has a course-only Master of Science degree. In 1995 the school introduced the Master of Engineering, a practice-oriented program for 30 credit hours, with 18 hours in core business classes and 12 hours in technical studies which are completed out in the field. Plan B of the Master of Engineering does not have a required technical project. There is no residency requirement for either the Master of Science or the Master of Engineering. Advising and mentoring will continue to be provided by faculty. Distance learning programs require Board of Regents requires approval. Dean Chuck Rozek, Graduate Studies, confirmed that because there is no change in the curriculum a faculty senate vote is not required. But the report will be presented to the Faculty Senate for information purposes. The Executive Committee endorsed the proposal for distance learning as submitted.

Absentee Senators

Prof. Carol Musil confirmed that she would contact, as directed by the Faculty Senate By-laws, the five senators who have missed most of the faculty senate meetings this academic year. She will encourage them to attend regularly or consider stepping down to be replaced by another faculty member from the same school or college.

Approval of the Monday, February 24, 2010 Faculty Senate meeting agenda

The agenda for the February 24 faculty senate meeting was approved. The meeting was adjourned at 11:45 a.m.

APPROVED

TO: Carol Musil, Chair of the Faculty Senate

FROM: Gary Chottiner, Chair of the Faculty Senate Committee on Undergraduate Education

Following up on our phone conversation yesterday, I am reporting on actions taken at yesterday's FSCUE meeting that I think should be called to your attention. The complete agenda for the meeting is available on Blackboard; the draft minutes should be available some time later this month.

1. Approval of FSCUE business by the Faculty Senate

We were asked by the Faculty Senate and by the Provost to recommend a method to determine what actions taken by the FSCUE should require approval at the FS and/or ExComm level. The FSCUE was told of concerns that the volume of business conducted at the committee's level could cause problems elsewhere if everything had to be taken to the ExComm and the FS for final approval.

TO: Carol Musil, Chair of the Faculty Senate

FROM: Gary Chottiner, Chair of the Faculty Senate Committee on Undergraduate Education

The FSCUE met on Tuesday, February 9, 2010. The following elements of that meeting might be of interest to the Faculty Senate Executive Committee.

1. Funds for Undergraduate Advising Programs

We have heard that the FSCUE request for funds for undergraduate advising has been approved. It's unclear, however, what the next step will be and how these funds will be used and managed. The FSCUE has scheduled a discussion of this issue and may be able to make recommendations.

2. Changes in Undergraduate Handbook and Faculty By-laws

The FSCUE confirmed its requests for the two changes shown below. There was, however, a suggestion that the FS Committee on By-laws should draft better language for the change described in item 3, the added phrase is out of place in its current location.

(b) The Undergraduate Program Faculty is responsible for the administration of all undergraduate programs at the University. ~~All proposals for undergraduate courses and programs must be submitted for appropriate review through at least one of the four UPF Constituent Faculties.~~ All proposals for undergraduate courses and programs must be submitted for appropriate review through the school(s) offering the course or program. The Faculty Senate Committee on Undergraduate Education (or its designated subcommittee) shall act as the undergraduate curriculum committee for courses generated by departments or schools that are not part of the UPF Constituent Faculties.

3) Any standing committee of the Faculty Senate may establish subcommittees and appoint members of such subcommittees, provided, however, that the establishment of any standing subcommittee shall be subject to approval by the Faculty Senate, except for the Faculty Senate Committee on Undergraduate Education. The membership of any subcommittee need not be confined to members of the parent committee.

3. Keeping the Undergraduate Program Faculty, UPF, informed about FSCUE business

Although the fall and spring UUF meetings were generally poorly attended, these meetings did provide a mechanism to inform the faculty about UUF business. The FSCUE is concerned about losing touch with the faculty and wishes to pursue several mechanisms to prevent this from happening.

A. The FSCUE will draft regular reports of its activities (*perhaps at the end of each semester*) and distribute these to the UPF.

B. The chair of the FSCUE will offer to attend a faculty meeting in each school to report on our activities, invite suggestions and respond to questions.

C. The FSCUE suggests that the Faculty Senate consider incorporating a report of FSCUE

his office apparently has broader interests and responsibilities compared to the FSCUE, we hope that we can coordinate our activities with his working groups where that makes sense and move ahead on our own on other issues.

6. The FSCUE is meeting again on December 3 and December 16; we are trying to schedule a 3 hour meeting on the 16th so that we can make progress on a host of issues, some of which date back more than a year to the UUF.

ATTACHMENTS

- FSCUE Resolution to form an Academic Standing Subcommittee
- FSCUE Resolution to form a Student Life Subcommittee
- FSCUE Resolution concerning R grades

Objectives of the Proposed Degree Program

The primary objective of the proposed program is to provide a means for individuals to complete our previously approved Master of Science and Master of Engineering degrees through an on-line mechanism of course delivery. The proposed change will increase the number of courses that are available via distance mechanisms so that students have a greater course selection and can complete an entire graduate degree via the distance mechanism.

The same academic standards of admission and performance will apply, ensuring that the quality of the degree is maintained. Expanding our on-line delivery mechanism will enable us to extend the Master of Science and Master of Engineering degree programs to a student audience for whom regular travel to campus would be difficult or impossible, in particular practicing engineers who may live some distance from campus, and/or have time schedule limitations.

We have routinely offered courses via distance mechanisms for several decades, initially through our Instructional Television Network, which recorded lectures in real-time, followed by mail delivery of VHS tapes, then mail delivery of DVDs, and now on-line delivery via our MediaVision web site and iTunes.

Response to program standards:

1. The program is consistent with the institution's role and mission.

The Case School of Engineering plays a strong role in providing education for the engineering profession. Included in our mission is the role of providing continuing education opportunities for practicing engineers. The proposed program facilitates our ability to achieve this mission by making it easier for students to overcome the logistical and financial barriers imposed by commuting to campus, and allows students not in the Cleveland area to pursue the Master of Science and Master of Engineering degrees.

2. The institution's accreditation standards are not appreciably affected by offering the program, especially via alternative delivery mechanisms.

The proposed distance learning courses and degree programs are identical to our current on-campus and mixed campus-distance based courses and degree programs. Student performance assessments are the same regardless of the delivery mechanism, as required by our university accreditation agency: The Higher Learning Commission.

3. The institution's budget priorities are sufficient to sustain the program in order for a selected cohort to complete the program in a reasonable amount of time.

A priority for the Case School of Engineering is to increase our support of industry. Because the infrastructure for providing internet delivery of lectures and course materials is already in place, the resources required for expanding the delivery are incremental and are covered by the university and school budgets. We also expect increased enrollment as a result of this offering.

4. The institution has in place sufficient technical infrastructure and staff to support offering the program, especially via alternative delivery mechanisms.

Technical support is available through our department of Instructional Technology and Academic Computing, ITAC, which provides supports for Blackboard, Adobe Connect, and MediaVision, The MediaVision team is responsible for providing traditional audio-visual services; technology enhanced classrooms as well as a set of “video-centric” technologies that are designed to take advantage of the university’s world-class, gigabit-to-the-desktop network, and is responsible for placing lectures on-line for distance student access, and for maintaining dedicated classrooms with lecture recording facilities. Pedagogical support for faculty is provided through the University Center for Innovation in Teaching and Education, UCITE.

The Case School of Engineering has appointed a Faculty Director for Continuing Education, who oversees the distance education program, including marketing and outreach staff. The Faculty Director also oversees a staff member who is responsible for processing applications, enrollment, and programs of study for students in the Master of Engineering Program. This staff member also acts as a point of contact for students in this program. Students in the Master of Science program apply and are managed through the School of Graduate Studies in the same way as on-campus students. The School of Graduate Studies is devising a way for separately identifying distance education students in the Master of Science program so that their progress can be assessed separately. Acceptance, advising, and programs of study are all executed at the department level, while Marketing/Recruiting/Enrollment are managed in CSE

As enrollment in distance education programs increases, we will expand support to meet the need.

5. The institution has in place sufficient protocols for ensuring instructional commitments are met, including instructor/staff training, compliance with copyright law, and quality instruction among other variables.

Because all the courses to be offered via the distance mechanism are part of the standard curriculum, many faculty routinely teach courses that are recorded, and materials are placed on-line via Blackboard, the requirement to comply with copyright laws is well understood and actively promoted, and there is essentially no difference between the on-campus and distance courses in teaching or assessment.

6. The institution has in place a relevant and tested method of assessing learning outcomes, especially in the case of alternative delivery mechanisms.

Assessment of our graduate programs is a continual process and is required to maintain our accreditation.

7. As new delivery mechanisms are brought into course instruction, students and faculty are presented with sufficient training and support to make appropriate use of new approaches.

The MediaVision distance mechanism is already used by a large number of faculty and requires minimal change in how faculty deliver course material. Some faculty members have taken the initiative to learn and adopt other delivery mechanisms including Adobe Connect, which is site licensed for the entire university. The University Instructional Technology and Academic Computing (ITAC) department also provides technical support and training for Adobe Connect. Students have adapted well to the use of Blackboard, iTunes, and MediaVision web based resources.

8. The institu

11. In those instances where program elements are supplied by consortia partners or outsourced to other organizations, the university accepts responsibility for the overall content and academic integrity of the program.

Not applicable.

12. In those instances where asynchronous interaction between instructor and student is a necessary part of the course, the design of the course, and the technical support available to both instructor and student are sufficient to enable timely and efficient communication.

The MediaVision and Blackboard web resources provide excellent communications support between students and instructors/teaching assistants. Further, faculty currently involved in teaching courses via distance mechanisms communicate regularly with on- and off-campus students via email and phone. In those instances when an instructor chooses to use Adobe Connect as the distance mechanism, two-way audio and video are possible if the off-campus student has suitable technology.

13. Faculty are assured that appropriate workload, compensation, and ownership of resource materials have been determined in advance of offering the off-site or alternatively delivered course.

Because the courses are taught at the same time as the on-campus courses, the course load for faculty will be the same. We will use the same mechanisms for teaching assignments and compensation as we presently use, and additional resources are made available to faculty teaching off-campus students on an as needed basis. Teaching assignments are made at the department level and department chairs have agreed to offer courses on a regular and predictable basis so that distance students can plan a predictable and timely program of study.

14. Program development resources are sufficient to create, execute, and assess the quality of the program being offered, irrespective of site and delivery mechanism employed.

Because this is just an expansion of the delivery mechanism, the same processes are in place as for the on-campus programs.

15. Procedures are in place to accept qualified students for entry in the program—it is imperative that students accepted be qualified for entry into the on-campus programstl (of)4(t)-7(he)11(s)-

We will employ the same assessment mechanisms as employed in our on-campus programs.

17. Overall program effectiveness is clearly assessed, via attention to measures of student satisfaction, retention rates, faculty satisfaction, etc.

We will make use of all of the current assessment mechanisms that are in place for these same degree programs.

MEMORANDUM

July 30, 2008

TO: Dean Gary
FR: Prof. Mich
RE: Establishir

Introduction

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Spencer Neth, Secretary



Faculty Senate Meeting

Wednesday, February 24, 2010

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

AGENDA

3:30pm	Approval of Minutes from the January 19, 2010 Faculty Senate meeting, <i>attachment</i>	C. Musil
3:35pm	President's Announcements	B. Snyder
3:40pm	Provost's Announcements	B. Baeslack
3:45pm	Chair's Announcements	C. Musil
3:50pm	Report from the Executive Committee	A. Levine
3:55pm	Report from Secretary of the Corporation	J. Arden-Ornt
4:00pm	Report from Minority Affairs Committee	F. Gary
4:15pm	University Professor, Faculty Handbook	C. Cano
4:30pm	Report from Enrollment Management	R. Bischoff
	New Business	

Framework for University Professor Guidelines

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Faculty Handbook

Chapter 3, Part Two, Article XII

XII. University Professor