

CHAPTER 1

INTRODUCTION

Since 1913, Case Western Reserve University and its predecessor institutions have received accreditation at the institutional level by the Higher Learning Commission of the North Central Association of Colleges and Schools (and its antecedents). The university's last general accreditation review occurred in 1995, and Case is now applying to retain its accreditation status. This self-study, which demonstrates that Case meets the accreditation criteria specified by the Higher Learning Commission, is also intended to provide analysis and recommendations for the university's use in developing strategies for progressing toward its ambitious vision.

Case Western Reserve University is recognized nationally and internationally for excellence in scholarship and research. Although its origins date to 1826, the university in its present form is the result of the 1967 merger of Case Institute of Technology and Western Reserve University. The two institutions had shared adjacent campuses since the late nineteenth century, and were involved in cooperative efforts for many years. Today, Case Western Reserve has a balanced academic enterprise that includes undergraduate, graduate, and professional programs that encompass the arts and sciences, dental medicine, engineering, law, management, medicine, nursing, and social work.

The Case campus is located at the heart of University Circle, one of the world's most extraordinary concentrations of museums, gardens and parks, educational institutions, hospitals, churches, and human service agencies. The resources of University Circle and the city of Cleveland provide students, faculty, and staff with countless opportunities for experiential learning,

societal engagement, and personal growth. Case thrives on collaboration across academic and administrative units within the university, and on partnerships with other institutions, including many in University Circle.

The university is chartered as an educational institution under the laws of the State of Ohio, and holds a Certificate of Authorization from the Ohio Board of Regents. Profiles of the seven schools and one college that compose Case are provided at the end of this chapter. Information on programmatic level accreditation is included in these profiles.

This introductory chapter intends to clarify the goals and objectives of Case's self-study and to provide a framework for the chapters that follow. This chapter includes information on Case's current accreditation status, and describes progress in those areas of concern identified in the 1995 evaluation team report. A brief discussion of significant developments over the past decade elucidates just how different a place Case is now compared to what it was in 1995. The caliber of the students is even higher, the physical plant has improved dramatically, engagement with external constituencies is greatly enhanced, and a renewed energy pervades the campus. Finally, the process of creating this document is outlined, and the theme of the self-study – developing the transformational learning environment – is explored and explained.

SIGNIFICANT DEVELOPMENTS SINCE 1995

Since the last general accreditation review, Case has continued to progress and evolve in numerous areas.

From administrative changes – some anticipated and planned, some sudden and disruptive – to an enlightened focus on student learning and living, the “people” aspects of the institution are transforming the climate for faculty, staff, students, alumni, and friends. The update of the Master Plan in 2001 and the Board of Trustees’ approval of major spending to enhance campus life have made possible an exciting array of campus improvements. A commitment to more extensive engagement with the community has provided the university with a sense of purpose and a more outward-directed view. Significant developments at Case over the past ten years can be broadly categorized as follows:

Administrative Change

Within the past decade, the university has faced major administrative change. There have been two presidential searches, the first in 1999 following the twelve-year tenure of Agnar Pytte, the second in 2001 after the abrupt resignation of David Auston, who held the position for only twenty months. There have also been significant changes in the governance structure of the Board of Trustees, and in the organization and composition of the senior administration. Throughout these transitions, discussed in detail in Chapter 2, the university’s academic and research activities did not lose quality or momentum.

Focus on Student Learning

There is a growing culture of assessment and learning at Case, evidenced by the exceptional success of the University Center for Innovation in Teaching and Education (UCITE, see Chapter 6), established in 1994, and by major changes in curriculum, exemplified by the far-reaching Seminar Approach to General Education and Scholarship (SAGES, see Chapter 4) Program, adopted as the general education requirement for all first-year students beginning in fall 2005.

There has been increased attention to learning in co-curricular aspects of undergraduate student life as well. The President’s Commission on Undergraduate Education and Life (PCUEL, see Chapter 4), appointed in 2000, examined the total undergraduate experience, looking not only at curriculum but also at the social and physical campus environment. The Undergraduate

Experience Model (see Appendix 3) implemented in fall 2004 by Housing and Residence Life takes a developmental, intentional, and comprehensive approach to residential programming, treating student learning as a continuous process that extends beyond the classroom.

Physical Development and Improvement of the Campus

Case’s first Master Plan, adopted in 1988, set guidelines for campus development for the next quarter century and called for a series of physical improvements to make the campus a more effective and enjoyable environment for study and work. A number of major new buildings have been completed since 1995:

- The Kelvin Smith Library, an “intellectual commons” both contemporary and neo-classical in design
- The Veale Convocation and Recreation Center, the site of major campus events and, with the 2004 vice presidential debate, of national events as well
- The Pytte Science Center, which added classrooms and state-of-the-art laboratories for chemistry and biology, linking existing facilities with a dramatic new atrium
- The Frank Gehry-designed Peter B. Lewis Building, whose shape and mix of materials represent a stunning (and controversial) departure from traditional architecture
- The Wolstein Research Building, completed in 2003, which encourages collaboration among researchers through its open design of laboratory space

There have been major improvements to existing buildings as well, including a multimillion-dollar renovation of the Wood Building (School of Medicine) and renovated facilities for the departments of physics, biomedical engineering, and civil engineering, and new classroom and office space in Sears, Nord, Clark, and Gund halls, among others.

The second Master Plan, approved by the Board of Trustees in 2001, updates the 1988 plan and calls for completely new approaches to student residential space

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as well as new and renovated facilities for academic programs. The new plan envisions a campus that is more outwardly focused and more integrated with its neighboring institutions and communities. The North Residential Village, currently under construction, is the first phase of a long-range plan to completely revamp housing arrangements for undergraduates by creating living-learning environments that increase social and academic interaction. Accompanying all construction is a landscape master plan that will allow the university to preserve and add green space.

Increased Community Engagement

Case has focused considerable attention over the past decade on community relationships and building partnerships with local organizations. After a period of tension in the mid- and late-1990s, relationships with affiliated hospitals have been reaffirmed and strengthened through new agreements with the MetroHealth Medical Center and University Hospitals Health System. The new Cleveland Clinic Lerner College of Medicine of Case Western Reserve University represents a significant enhancement of the university's educational and research partnerships with the Cleveland Clinic Foundation. The university's acquisition of the nearby site of the former Mount Sinai Medical Center raised Case's community presence; the university is working closely with community groups to develop the site, now called the "West Quad," in ways that benefit the city and surrounding neighborhoods and are compatible with Case's mission of education and research. New academic programs such as the M.F.A. Professional Actor Training Program with the Cleveland Play House have been fully realized only through collaboration with community partners. The increased technology transfer effort indicates the university's commitment to assuming a greater role in regional economic development as well. For other examples of greater emphasis on community involvement at all levels, see Chapter 10, Case in the Community.

One fairly recent significant development that is expected to have an impact on all students, faculty, and staff for years to come stems from Case's invigorated efforts toward achieving its vision. Since the arrival of President Hundert in August 2002, the university has embarked

on a path that is focused around the development of Case's powerful learning environment. The philosophy underlying Case's new vision and a description of its major components are available online.¹ Major strategic planning activities for achieving this vision have been undertaken (see Chapter 7, Strategic Planning, for details). Six major elements of the Case vision, which will be the targets of substantial financial investment over the next several years, have been identified: undergraduate programs; graduate, professional and research programs; the academic medical center; institutional culture and values; the campus environment; and resources. Subsequent chapters of this self-study address each of these major components of the vision.

PROGRESS IN AREAS OF CONCERN IDENTIFIED IN THE 1995 EVALUATION TEAM REPORT

The 1995 evaluation of the university by the NCA visiting team noted the university's effective leadership, strong faculty, excellent programs, significant financial and physical resources, and board members and alumni who were actively committed to and knowledgeable about the institution. The report also cited three areas of concern, however. As described below, there has been considerable progress in each area.

Concern #1 – Educational Outcome Assessment

The 1995 evaluation team noted that Case did not have a well-defined, university-wide plan for assessment of student academic achievement, although it acknowledged that individual departments and schools were, to varying degrees, already involved in assessment-related activities (the Weatherhead School's assessment of management competencies in the M.B.A. program was cited as an interesting example). As a result, the team recommended that the university give the highest priority to development of a formal plan to provide an academic assessment program, and that it submit such a plan as a progress report to the NCA by June 30, 1996.

The report, "Plan for Assessment of Student Learning and Academic Achievement," was accepted by the NCA with no additional follow-up required. The plan included a description of the newly formed Assessment Planning

1. See Envisioning a New Case at <http://www.case.edu/vision/index.htm>.

Committee, charged with developing the framework for a university-wide assessment plan. Later that year, the Faculty Senate convened an ad hoc Committee on Outcome Assessment to stimulate interest in and facilitate the practice of outcome assessment. In the course of its work, that committee also recommended a structure for ongoing assessment activities and produced a philosophy statement that was endorsed by the Faculty Senate in early 1998.

In April 1998, the Faculty Senate adopted a plan for the “Ongoing Structure and Process of Outcome Assessment at Case,” which included a recommendation that each school form a standing committee on outcome assessment.² The associate provost was given responsibility for coordinating, promoting, and reporting on assessment activities. From that time forward, formal outcome assessment reports have been delivered to the Faculty Senate on a regular basis.

In spring 2002, an Outcome Assessment Executive Committee (OAEC) was formed to provide university-level coordination of assessment activities and oversee communication of those activities. A year later, the university established a Center for Institutional Research, which serves as a repository for reports as well as a clearinghouse for survey research on outcome assessment. In fall 2003, the OAEC reviewed its original philosophy statement and proposed a revision to align that statement with the new Case vision statement; that revision was approved by the Faculty Senate in April 2004. The text of Case’s current philosophy statement on outcome assessment is as follows:

“Case Western Reserve University strives to be the most powerful learning environment in the world. Because Case seeks to have transformational impact on all students, we commit to a comprehensive educational outcome assessment program, wherein we measure how our students have changed, what knowledge has been learned, and what competencies have been developed. Our educational outcome assessment programs will not only provide information on how well we are achieving our objectives, but also identify what types of programs and experiences have the most powerful impacts.

The ultimate goal is to incorporate continuous evaluation into the educational culture for the improvement of programs and for enhancing the distinctiveness of our University.

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

This philosophy statement appears in the most recent edition of the General Bulletin, indicating a very public commitment to outcome assessment at Case.

In February 2004, the OAEC compiled its most recent report on outcome assessment activities.³ This report shows significant activities underway within each school. Assessment activities in individual schools and programs are discussed in detail in Chapter 6, Assessment of Teaching and Learning.

Concern #2 - Minority Enrollment

The visiting team noted a significant decline in the number of African-American students, and particularly in the number of first-year students who are African-American (from more than seven percent in fall 1990 to approximately four percent in fall 1994). Team members believed the decline had the potential to seriously affect progress made toward improving the diversity of the university community. The team also noted that changes in quantitative admissions criteria and financial aid packaging, with decreased focus on need, could conflict with the goal of increasing minority enrollment.

Despite significant efforts, the percentage of African-American students at Case has remained relatively flat since 1994, at approximately five percent of undergraduates and six percent of graduate and professional students, though there are positive developments. There are 46 African-American students

2. For the text of the Faculty Senate Outcome Assessment report, see www.case.edu/pubaff/univcomm/outcome.htm.

3. The Educational Outcome Assessment report for 2004 can be viewed at www.case.edu/president/cir/excassessrpt.htm.

among this year's first-year students – the highest number since the early 1990s, and about six percent of the entering class. At the post-baccalaureate level, certain programs at Case regularly enroll significant numbers of minority students, notably the M.D. program in the School of Medicine and the master's program in the Mandel School of Applied Social Sciences. Underrepresented minority students make up approximately fourteen percent of the 2004 entering class in the M.D. program, and Case has consistently been among the top institutions in the country in graduating African-American physicians.

Some of the special initiatives that Case has undertaken to improve the recruitment and retention of underrepresented minority students are summarized in the sections below.

Programs for Pre-College Students

Case offers a number of programs that have the dual purposes of increasing the overall number of underrepresented minority students interested in pursuing post-secondary education, either at Case or elsewhere. Some of these programs are described here.

Upward Bound and **Talent Search** are two federally funded, pre-college programs administered within the division of Student Affairs. The Upward Bound program is designed to prepare low-income (and first-generation to attend college) high school students for successful postsecondary studies directed toward professional health careers. Approximately 150 students participate each year. Talent Search, which serves 6th through 12th grade students in the East Cleveland Public School System, encourages completion of high school along with preparation for college.

For many years, the Case School of Engineering has served as participating site in the **Future Connections** program, which is a collaboration involving University Circle institutions, the Cleveland Municipal School District, and the district's business partners. The intent of this program is to provide students with an exposure to university-level academic study and practical experiences as preparation for future rewarding careers.

Special Efforts to Recruit First-Year Students from Underrepresented Minority Groups

From 1995 to 2004, Case's strategy for the recruitment of underrepresented minority students has consisted of initiatives on several levels. The Office of Undergraduate Admission assigns the coordination of the recruitment of these students to a member of the professional staff. The role of that individual is to develop and direct a strategy for the recruitment of students of color; he is not solely responsible for the cultivation of all minority students, but rather directs the staff activities in this area, working with the assistant dean for first-year students in the Office of Undergraduate Studies and the Director of Multicultural Affairs. The admissions office also initiated a program that provides complimentary air transportation for highly desirable underrepresented minority students to visit the campus for a weekend program and visit. The weekend is chosen to coincide with a number of on-campus activities, including the annual Unity Banquet, a popular event whose proceeds support a Book Fund for minority students.

Special Programs to Attract Upper-Class Underrepresented Minority Students

In October 2002 Case and **Fisk University**, an HBCU (Historically Black Colleges and Universities) in Nashville, established a partnership with the objectives of providing a wider range of options for individuals at both institutions to achieve their educational goals, and promoting cooperation and collaboration in educational pursuits, research, and scholarly endeavors. In September 2003, an agreement between Fisk and the Case School of Engineering for the binary (3-2 Engineering) program was put in place to complement the partnership. Currently, Case is exploring opportunities for integrated graduate studies programs to further enhance the partnership.

Case and Fisk are exchanging students and faculty for purposes of research, guest lectures, and seminars. This past year Case had two visiting professors from Fisk. In summer 2004, Case had five undergraduate women from Fisk in the ACES Summer Research Internship Program. These women engaged successfully in challenging research, and several have expressed interest in returning

to Case. The university also had three undergraduate men from Fisk involved as summer interns, two in the macromolecular science program and one in biomedical engineering. All three men are considering the Engineering Binary Program.

Case is also an affiliated institution for the NIH-funded Bridges program at Cuyahoga Community College (Tri-C) in Cleveland. The **Bridges** program supports an academic year research program for Tri-C students. Current participants in this program are all members of underrepresented groups and are primarily female. In order to permit Bridges participants to engage in a more meaningful research experience, Case is forming a committee with Tri-C administrators and faculty to review skills required for successful research programs. Prepared students would thus be able to enter Case's new B.S. program in Computational Biology and Biotechnology as well as participate in independent research. Students recruited to the program participate in a research seminar that introduces them to potential research mentors and addresses issues such as research conduct and bioethics. Various offices on the Case campus such as the Office of Multicultural Affairs and Educational Services for Students (ESS) are involved in helping Bridges students assimilate into the academic community through extensive mentoring activities by Case faculty and ESS tutorials.

The **Minority Engineers Industrial Opportunity Program** (MEIOP) was part of a national effort to increase the number of underrepresented engineers. The undergraduate phase of MEIOP provided incoming first-year students with study laboratories, workshops, counseling, and tutoring. Financial assistance and summer employment opportunities were offered to students selected by the industrial sponsors of MEIOP. Although the program did not guarantee all participants a summer job or an industrial sponsor, most receive some form of financial assistance through this program or the Incentive Grants Program of the National Action Council for Minorities in Engineering (NACME, Inc.). Individual awards generally ranged from \$250 to \$2,000 per year. These grants were considered part of the student's financial resources in

the determination of his or her financial need. MEIOP also provided a strong support system for its participants. Although the program attracted some talented minority students to study engineering at Case, the program has been suspended and is currently being studied for enhancement and reintroduction.

Financial Aid for Underrepresented Minority Students

In the 1980s Case had designed a special financial aid package to help attract more students from underrepresented minority groups, particularly at the undergraduate level. By the early 1990's, the university became aware of concerns that federal policies specifically prohibiting such arrangements for minority students were in the offing. Such concerns led Case's president to reluctantly decide that the university should not continue with the financial aid policy that was in place at that time. (We note that the legality of Case's packaging policies in the early 1990s was borne out by subsequent rulings in several court cases.)

The university responded with the four-year **Provost's Special Scholarship** program, designed to identify, recruit, and support students whose socioeconomic and/or cultural background would enrich the cultural diversity of the Case community. The Provost's Special Scholarship provides a scholarship equal to approximately 60 percent of the student's tuition for the first year. The scholarship is renewable for three additional years provided that the student makes satisfactory academic progress toward a degree.

The **Frank "Doc" Kelker Scholarship Fund**, established in 2000 by Harold McRae, an African-American trustee and alumnus, was a \$75,000 challenge grant designed to assist in the recruitment of students of color and to encourage other individuals and companies to match the gift. That challenge grant has enabled Case to reduce loans for a limited number of students.

Retention of Underrepresented Minority Students

Although the university's success in attracting underrepresented minority students has been uneven, there has been significant progress in retaining the minority students who do enroll. The table below presents the four-, five-, and six-year graduation statistics for undergraduates

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who matriculated at Case between 1991 and 1998. Only 58 percent of the minority first-year students who entered in 1991 graduated in six years, compared to 77 percent of white and Asian first-year students in the same class. However, the four-, five-, and six-year graduation rates for minority students have improved noticeably since then: among 1998 first-year cohort, 85 percent of minority students graduated within six years, compared to 81 percent for white and Asian students.

Retention data for undergraduate students who enrolled at Case in fall 1999 and thereafter (and thus are within the six-year graduation window) are presented in the table below. For these cohorts, retention is gauged by summing together the data for those that have graduated or are still enrolled at Case. For the overall class, retention rates are hovering in the low 80 percent range, which is a figure the university intends to improve upon through the new vision investments. During the period from 1999 through 2002, the number of underrepresented minority students retained at Case through graduation dipped below the figures for non-minority students, which clearly indicates that Case needs to pay continuous attention to minority retention issues.

Special Programs to Aid Retention of Underrepresented Minority Students

Case undertakes a number of initiatives to improve the ability of underrepresented minority students to succeed and complete their degree at Case. Some of those programs are described in this section.

Over the past decade, the **Office of Student Affairs** has continued to encourage and support the Share the Vision Program, which was launched in 1990. This program is designed “to realize our vision of a just and humane campus community.” One of the key components asks all members of the Case community to “appreciate and enjoy our rich cultural, ethnic, and racial diversity.”

The **Office of Multicultural Affairs (OMA)** has worked diligently to establish a warm, welcoming atmosphere on campus and to participate in the recruitment of prospective minority students. The ultimate goal of OMA programs is to have a critical mass of qualified, talented students of color on campus to enrich campus life, and to provide a friendly, comfortable environment for the university’s minority student population. The OMA links students with available resources throughout the university and strives to ensure that students’ needs

Enrollment of First-Year Minority Students						
	2004	2003	2002	2001	2000	1999
First-time freshmen ^a	784	877	836	738	835	764
Underrepresented minorities	66	59	63	48	63	46
Minority percentage	8%	7%	8%	7%	8%	6%
Still enrolled in fall 2004:						
Minority freshmen	100%	93%	71%	67%	17%	7%
All freshmen	100%	90%	85%	82%	23%	4%
Graduated as of fall 2004:						
Minority freshmen				--	52%	50%
All freshmen				2%	59%	74%

a. Adjusted for allowable exclusions.

are recognized and addressed through such efforts as individual tutoring, study groups, college success workshops, social and cultural enrichment programs, and career development opportunities.

The **Career Center** has worked with students of color to assist them throughout their college career by encouraging participation in internships and cooperative education. These external experiences are designed to assist students as they develop and refine their skills, and to prepare them for employment searches. Finally, the **Office of University Relations** created an African-American Alumni Group to assist in the identification, cultivation, and recruitment of the next generation of minority alumni. One of the first activities undertaken by this group was the “Dinner with Six Strangers” Program. This program involves alumni of color hosting a dinner at their residence for six students, a staff member, and another alumnus of color. The purpose of the program is to reengage alumni of color in the university and to provide an on- and off-campus network to support and encourage students of color.

The goal of the **Louis Stokes Alliances for Minority Participation** (LSAMP) program, sponsored by the National Science Foundation (NSF), is to increase the

number of underrepresented minority students who receive undergraduate degrees in science, technology, engineering, and mathematics (STEM) fields, and to encourage and support these students to pursue graduate study in these fields. The ultimate goal is to increase the number of underrepresented faculty in the STEM fields. In 2003, LSAMP funded the grant proposed by the Ohio Science and Engineering Alliance, a coalition of fifteen universities. This group sponsors a number of programs to help it achieve the goals of LSAMP and includes programs centered around (a) transition to college; (b) first-year and beyond student programming; (c) research experiences for rising juniors and seniors (i.e., Glenn-Stokes Research Scholars); and (d) professional development for students. The Glenn-Stokes Research Scholars is a growing program at Case and the other alliance member institutions. Last academic year, each university had one Glenn-Stokes Scholar. During summer 2004, each alliance university had up to four funded research positions. The summer program also included a research conference at Ohio State where all students participated in a poster session. Case had three students participate on campus and three students participate elsewhere. This academic year, each alliance university has two funded research positions.

Graduation Rates for Undergraduates								
	Cohort Matriculation Year							
	1998	1997	1996	1995	1994	1993	1992	1991
Size of entering class ^a	830	739	738	729	732	712	762	647
Total underrepresented minority	39	54	55	37	43	43	65	65
Minority percentage	5%	7%	7%	5%	6%	6%	9%	10%
Graduation rates for minority students:								
Within four years	44%	63%	44%	59%	35%	28%	32%	18%
Within five years	77%	72%	65%	76%	51%	44%	57%	58%
Within six years	85%	76%	65%	76%	56%	51%	62%	58%
Six-year graduation rate, all students	81%	78%	76%	78%	75%	73%	72%	75%

a. Full-time, first-time first-year students; adjusted for allowable exclusions

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For the past 12 years, the Howard Hughes Medical Institute has sponsored a **Summer Program for Undergraduate Research** (SPUR) at Case. This program has been a very successful vehicle for undergraduate research, and in particular has enhanced the participation of women and underrepresented minority students in the biological sciences at Case. The program is run by the Department of Biology in the College of Arts and Sciences, and undergraduate students enter the program through a national competition held each spring. Since 1990, 308 undergraduates (40 percent Case students, 62 percent female, and 13 percent minority students) have participated in the SPUR program, undertaking life science research with faculty in the departments of biology, chemistry, biomedical engineering, macromolecular science and engineering, psychology, and the nine biological science departments of the School of Medicine.

Concern #3 - Doctoral Enrollment in the Humanities and Social Sciences

A third concern cited by the visiting team was the drop in the number of Ph.D. students in the social sciences and humanities. While approximately 200 students were enrolled in all such programs in fall 1994, several programs had fewer than ten students. The report noted that there appeared to be growing concern by the faculty that declines in availability of external support for research in the social sciences and humanities would make it increasingly difficult to continue to attract students to the programs.

The data in the table below show an overall drop of 27 students between 1995 and 2004, but enrollment trends are not uniform among departments. Some show a significant drop, others a steady increase, and still others no change of statistical importance. Some decreases were the result of deliberate departmental decision-making in order to secure better quality students, provide students with larger stipends, or achieve a program of optimal size in relation to the number of full-time faculty. Where enrollments have risen, department chairs linked the increases to higher student stipends or to higher national and international profiles of department programs and faculty.

Six programs have experienced decreased enrollments, and one doctoral program has been discontinued:

American Studies: The College of Arts and Sciences decided to terminate the doctoral program in American Studies due to changing faculty and a decline in student quality. The dwindling numbers represent students who were completing their degrees.

Communication Sciences: The Department of Communication Sciences has temporarily suspended admission to its doctoral program while it searches for faculty to fill several open tenure-track positions.

English: In the mid-1990s, the Department of English underwent an external review that advised the department to cut back graduate admissions in order to raise the quality of candidates and enable faculty to concentrate more effectively on those students. The department has subsequently followed that advice, with good results.

History: The Department of History made a conscious effort to reduce the size of its doctoral program for three reasons: an ethical concern not to turn out Ph.D.s in a seriously depressed job market; a pragmatic concern regarding the small size of the faculty and its ability to give each student the best individualized education; and a desire to raise the standards and increase selectivity of its candidates. The level of support for doctoral students is not competitive with other history programs, however, both in the amount of the stipend and the number of years the department can guarantee support.

Political Science: Given the size of the faculty, the best prospects for graduate enrollment involve forming cross-departmental activities, collaborating with such programs as law, medicine, economics, and cognitive science.

Psychology: Where there are training grants to support students, they do well. As in political science, the best prospects for graduate enrollment involve forming cross-departmental activities, connecting to a variety of departments and units across the university and affiliated institutions.

Four departments have stable or increasing enrollment in their doctoral programs:

Anthropology: The department chair attributes the increase in enrollment to the department’s national profile in medical anthropology and to the international reputations of individual faculty members. Doctoral programs have been enhanced through continued development of sub-programs in psychological/psychiatric anthropology and in international and public health. Work-study funds became available in 2002 and helped make it possible to increase the annual stipend and attract better students. Additional stipend increases would make it possible to compete with nationally ranked programs.

Art History: The Department of Art History and Art has witnessed a dramatic increase in the number of applications in the past three years and an increase in enrollments as well, even though the department awards only modest stipends, and many admitted students must pay their own way. The department chair believes that the outstanding international reputations of the faculty and the close relationship with the Cleveland Museum of Art account for this interest.

Music: Enrollment in the doctoral programs in music has been steady, and is comparable to levels in benchmark programs. Two years ago, the chair negotiated a 400 percent increase in graduate funding, which has had a huge impact on the quality of students: candidates are held to much higher standards than previously, resulting in the highest quality students. The acceptance rate is currently under 50 percent, with a 100 percent yield among admitted students in recent years.

Sociology: There has been a steady increase in the number of doctoral students in sociology over the past ten years, resulting in a program of optimal size in relation to the number of faculty.

The new Dean of the College of Arts and Sciences recognizes that the current situation is troubled. He regards this as an opportunity to make positive changes that will strengthen these graduate programs. This will include raising the visibility and perception of excellence for current strong programs. The institutional structure of departments is currently too rigid to take advantage of cross-disciplinary interests and the availability of experts who reside outside individual departments. The dean hopes to de-couple the ability to deliver

Doctoral Enrollment in the Humanities, Arts, and Social Sciences, 1995-2004										
	2004	2003	2002	2001	2000	1999	1998	1997	1996	1995
American Studies	0	0	1	1	3	6	7	7	11	13
Anthropology	29	30	31	27	21	23	22	20	23	25
Art History and Art	30	24	23	21	23	23	24	16	17	18
Communication Sciences	2	2	3	3	1	1	0	1	3	3
English	27	32	28	33	36	41	47	44	39	35
History	23	24	24	24	24	32	36	43	43	42
Music / Music Education	15	13	15	13	15	11	12	10	14	14
Political Science	2	1	3	3	2	3	6	4	3	2
Psychology	36	37	37	38	41	43	48	51	52	51
Sociology	27	25	24	23	17	16	15	11	13	15
Grand Total	191	188	189	186	183	199	217	207	218	218

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graduate education from the number of FTE faculty in departments, using the model of the new Department of Cognitive Science as a point of departure. Cognitive science is an interdisciplinary field that involves many different areas of academic inquiry including neuroscience, linguistics, philosophy, and psychology. The department will develop its undergraduate and graduate degree programs principally by linking together offerings from existing departments and fields of study, both at Case and at other institutions in University Circle.

Efforts have been made to increase the number of tuition waivers; the start-up packages being offered to new faculty include some tuition support for graduate students they advise. Graduate programs would also benefit greatly from recruitment and marketing efforts such as are directed toward undergraduates. Currently, departments are responsible for their own marketing, a difficult task for those with strapped budgets and little or no marketing expertise.

The College of Arts and Sciences has initiated external reviews and internal strategic planning for the departments of anthropology and history, partly for the purpose of reconsidering their graduate programs. It has completed an external review of the Department of Communication Sciences, and on the basis of that review has redesigned the department to focus on clinical research on the science of communication and communication disorders with emphasis on children, which will directly impact its graduate program. This department has just received full accreditation in speech and language pathology on the basis of this redesign. Additionally, the college is conducting external searches for chairs in the departments of art history, anthropology, and modern languages and literatures, who will be charged with reviewing graduate programs in those disciplines. Similarly, the Department of Cognitive Science will establish graduate programs once it hires its founding chair.

DESCRIPTION OF THE SELF-STUDY PROCESS

A seventeen-member Accreditation Steering Committee was appointed in October 2002 by then Provost James Wagner to provide leadership for the entire self-study

process. This committee was composed of a faculty representative from each school (in some instances, the dean); administrators with particular expertise in broad institutional matters; and undergraduate, graduate, and professional students.

One of the first actions of the Steering Committee was to select a theme around which the self-study would be crafted. Because Case is experiencing relatively new leadership and an enhanced statement of mission, vision, and values, the university is at a critical juncture in its history. The university is striving to gain recognition for its unique learning environment with educational programs that focus on the transformation of learners of all types. Significant energy and financial investment are being dedicated to achieving this goal, and additional resources will be devoted to the purposes of further enriching the learning environment in the coming years.

Correspondingly, the theme for the self-study was chosen to be *Developing the Transformational Learning Environment*. Progress toward this goal is reflected in several ways. At the most basic level, the effort is based on the premise that learning has less to do with the transfer of information and everything to do with the transformation of the learners. For example, the university seeks to bolster a passion for learning among students so that they more easily progress from receivers of an education to pursuers and managers of their own learning. Supporting and promoting an engaged and committed faculty will help individual faculty members achieve growth through their efforts in teaching, research, scholarship, and mentoring. Similarly, administrative and staff members can be engaged more effectively in supporting and facilitating the learning-centered activity on campus.

Thus, the goal of this self-study is to provide a thoughtful, comprehensive examination of the foundation upon which the transformational learning environment at Case will continue to be developed. This analysis is expected to provide insight on the university's existing strengths and challenges, to articulate opportunities and means for improvement, and to provide guidance for future investments.

In January 2003 the Steering Committee made the decision to pursue a customized review process. Several factors led to this decision: energetic new leadership; an enhanced mission and vision; plans for bold, major investments; and the timing of the accreditation review. This customized process benefits the university by providing focused self-studies in the four topic areas that are believed to be critical to the continuing development of Case's transformational learning environment. Many aspects of each of these four special emphasis areas span multiple accreditation criteria in a cross-cutting manner.

The following paragraphs describe the four special emphasis areas, each of which resonates with the theme of transformation, and the rationale for their selection.

Interdivisional Collaborations and External Partnerships: The Steering Committee thought it was important to examine the role and value of collaborations and partnerships in contributing to the learning environment at Case. A subcommittee was asked to evaluate the current climate (attitudes, opportunities, incentives, needs, barriers) for interdivisional (school-to-school) collaborations within Case, and among Case's schools and non-university partners for educational, research, technology transfer, and service programs. The subcommittee was also asked to identify existing and desirable means to assess the value of such partnerships to the university, and to assess the contributions of selected representative partnerships to meeting the university's vision. The subcommittee's report was expected to perform a critical evaluation of how Case can better facilitate the formation and nurturing of such collaborations, including, as appropriate, policies (or lack of policies) on research centers, technology transfer, funding initiatives, and similar areas.

Faculty Engagement, Motivation, and Commitment: A strong faculty is essential to the achievement of the university's mission, yet no systematic study of faculty attitudes, experiences, and concerns had been undertaken for many years. A subcommittee was asked to perform a broad analysis of the level of faculty engagement, motivation, and commitment

at Case with respect to the full range of learning and discovery, using a comprehensive survey to gather pertinent data. The subcommittee's report was expected to identify issues that could be addressed to strengthen faculty commitment and motivation and raise expectations for higher levels of engagement. Building on other initiatives to enhance the campus environment for faculty, the subcommittee was also asked to assess factors that may be adversely affecting the recruitment and retention of highly qualified faculty, especially women and underrepresented minorities.

Undergraduate Student Development: The university seeks to offer an undergraduate experience that transforms students in many ways, helping them to develop cognitive and emotional intelligence competencies as well as disciplinary knowledge and skills. A subcommittee was asked to evaluate the effectiveness of the various academic and non-academic programs that contribute to the development of the student as a "whole person" at Case, and to study whether the undergraduate experience takes full advantage of Case's status as a research university.

Graduate and Professional Student Development: Graduate and professional students should enroll at Case with expectations that they will gain in-depth disciplinary knowledge as well as relevant scholarly and/or professional skills and behaviors. Many also expect they will become highly integrated with the teaching, research, and service enterprises of the university. A subcommittee was asked to evaluate the success of the various academic and non-academic programs intended to contribute to the overall development and maturation of Case's graduate and professional students. The subcommittee was also asked to identify common issues affecting the overall experience for graduate and professional students at Case, as well as opportunities for improving these areas.

Members of the Steering Committee served as liaisons to each of the four subcommittees to ensure continuous communication; the liaisons reported back to the

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Steering Committee on the subcommittees' progress, and in turn conveyed the Steering Committee's reactions and suggestions to the subcommittee members.

This self-study is organized into twelve chapters (in addition to this Introduction) plus four appendices:

- Chapter 2 presents information on Case's mission and vision, plus some remarks on expectations for ethical behavior for Case students, faculty, and staff.
- Chapter 3 describes the various organization and governance structures in place at the university.
- Important aspects of the undergraduate programs and student experiences are presented in Chapter 4.
- Chapter 5 contains information about the graduate and professional programs.
- A summary report on the status of educational outcome assessment at Case is given in Chapter 6.
- Strategic planning activities are highlighted in Chapter 7.
- Research, scholarship, and creative activities that are fundamental to Case's mission are described in Chapter 8.
- Chapter 9 contains a description of the academic medical center.
- Case's involvement in community activities is addressed in Chapter 10.
- The university's human, financial, and physical resources are analyzed in Chapter 11.
- Chapter 12 describes how Case is accountable for all of its policies and operations.
- Conclusions from the self-study and a summary of how Case satisfies the accreditation criteria are contained in Chapter 13.
- The four appendices contain the reports of the four accreditation subcommittees.

As part of the ongoing process of involving the campus

in the self-study, a brochure describing accreditation and the self-study process was distributed to all faculty, staff, and students in early December 2004. A draft of the self-study was posted on the Case website for campus review, also in early December. Comments, either anonymous or self-identified, were accepted through mid-January 2005. In addition, a number of individuals, offices, and groups (e.g., the Faculty Senate, the Undergraduate Student Government) were directly solicited for feedback on this self-study document. Many very good suggestions and corrections resulted.

COLLEGE OF ARTS AND SCIENCES

Created in 1992, the College of Arts and Sciences builds on more than 175 years of excellence in the liberal arts, tracing its origins to the founding of Western Reserve College in 1826. The college offers curricula leading to bachelor's, master's, and doctoral degrees in a full range of disciplines in the humanities, fine and performing arts, social sciences, natural sciences, and mathematics. Undergraduates enrolled in the schools of engineering, management, and nursing take a substantial share of their courses in the college, and it is the academic home for undergraduates majoring in biochemistry, computer science (the B.A. program only), economics, and nutrition. The College of Arts and Sciences also collaborates with other schools at Case to offer interdisciplinary and joint degree programs at both the undergraduate and graduate levels.

Curricular offerings are enhanced by the college's affiliations with other University Circle institutions, including the Cleveland Museum of Art, the Cleveland Orchestra, the Cleveland Museum of Natural History, the Cleveland Institute of Music, the Western Reserve Historical Society, the Children's Museum of Cleveland, the Cleveland Institute of Art, and the Cleveland Play House.

Departments

Humanities and Arts: Art History and Art, Classics, English, History, Modern Languages and Literatures, Music, Philosophy, Religion, and Theater and Dance

Natural Sciences: Astronomy, Biology, Chemistry, Geological Sciences, Mathematics, Physics, and Statistics

Social and Behavioral Sciences: Anthropology, Cognitive Science, Communication Sciences, Political Science, Psychology, and Sociology

Interdisciplinary Centers

Baker-Nord Center for the Humanities

Center for Education and Research in Astrophysics

Center for Policy Studies

Center for Science and Mathematics Education

Dittrick Medical History Center

Mandel Center for Nonprofit Organizations

Samuel Rosenthal Center for Judaic Studies

Schubert Center for Child Development

Program Accreditation

American Chemical Society

American Psychological Association

American Speech-Language-Hearing Association

National Association of Schools of Music

Ohio Department of Education, Division of Teacher Education and Licensure

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College of Arts and Sciences: Statistical Profile		
Enrollment Fall 2004	Undergraduate*	852
	Master's	183
	Doctoral	380
Degrees Awarded 2003-04	Bachelor of Arts	319
	Bachelor of Science	67
	Master of Arts	62
	Master of Fine Arts	10
	Master of Science	16
	Doctor of Philosophy	43
Faculty and Staff	Full-time faculty	215
	Percent with tenure	72%
	Lecturers (full- and part-time)	70
	Endowed professorships	48
	Full-time staff	149
Financial Resources	Operating budget, FY 2004-05	\$79.3 million
	Percent of budget covered by:	
	Tuition	56%
	Research and training	21%
	Endowment	19%
	Gifts	3%
	Private support, 2003-04	\$12.5 million
Research and Training	External awards for research, 2004-05:	
	Humanities, arts, social sciences	\$3.8 million
	Math and natural sciences	\$10.9 million
	Number of external awards, 2004-05	149

*Includes students with declared majors in the College of Arts and Sciences, but not first-year and other undeclared students intending to major within the college.

CASE SCHOOL OF ENGINEERING

The Case School of Engineering continues the tradition of rigorous engineering education that was the hallmark of its two predecessor institutions, first the Case School of Applied Science (founded in 1880) and then the Case Institute of Technology (1947). The school offers 14 degree programs at the undergraduate level, all with formal experiential learning options – cooperative education, internships, research opportunities, and international programs. At the post-baccalaureate level, the school offers the M.S. and Ph.D. for advanced, research-based study in engineering and information science. The school also offers two specialized degrees at the master's level: the Master of Engineering, designed for practicing engineers, and an integrated Master of Engineering and Management, jointly administered with the Weatherhead School of Management, which prepares undergraduate engineering majors for work in a business environment, particularly in technology-based organizations.

Faculty in the Case School of Engineering conduct a substantial body of research; external support for research has more than doubled since 2001 to nearly \$60 million. Interdisciplinary research centers act as intensive incubators for students and faculty doing research and studying applications in specialized areas, often in collaboration with industrial and government partners.

Departments

- Biomedical Engineering (joint department with the School of Medicine)
- Chemical Engineering
- Civil Engineering
- Electrical Engineering and Computer Science
- Macromolecular Science and Engineering
- Materials Science and Engineering
- Mechanical and Aerospace Engineering

Interdisciplinary Research Centers

- Case Advanced Power Institute
- Center for Applied Polymer Research
- Center for Cardiovascular Biomaterials
- Center for Computational Genomics
- Center for Micro and Nano Processing
- Center for Modeling Integrated Metabolic Systems
- Cleveland Functional Electrical Stimulation Center
- Ernest B. Yeager Center for Electrochemical Sciences
- National Center for Microgravity Research on Fluids and Combustion
- Neural Engineering Center

Program Accreditation

- Accreditation Council for Cooperative Education
- Accreditation Board for Engineering and Technology, Computing Accreditation Commission and Engineering Accreditation Commission

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Case School of Engineering: Statistical Profile		
Enrollment Fall 2004	Undergraduate*	993
	Master's	271
	Doctoral	360
Degrees Awarded 2003-04	Bachelor of Science in Computer Science	49
	Bachelor of Science in Engineering	235
	Master of Engineering	14
	Master of Science	100
	Master of Engineering and Management	31
	Doctor of Philosophy	53
Faculty and Staff	Full-time faculty	111
	Percent with tenure	77%
	Lecturers (full- and part-time)	5
	Endowed professorships	24
	Full-time staff	172
Financial Resources	Operating budget, FY 2004-05	\$74.1 million
	Percent of budget covered by:	
	Tuition	32%
	Research and training	54%
	Endowment	11%
	Gifts	3%
	Private support, 2003-04	\$6.5 million
Research and Training	External awards for research, 2004-05	\$58.9 million
	Number of external awards	297
*Includes students with declared majors in the Case School of Engineering, but not first-year and other undeclared students intending to major within the school.		

FRANCES PAYNE BOLTON SCHOOL OF NURSING

The Bolton School of Nursing has a proud heritage that began with the Lakeside Hospital Training School for Nurses in 1898. In 1923 the school was established within Western Reserve University through a generous endowment from Frances Payne Bolton, the first elected congresswoman from Ohio, whose work in government helped bring about the creation of the Cadet Nurse Corps and other national nursing programs. The school offers curricula leading to the Bachelor of Science in Nursing, with an emphasis on acute care; the Master of Science in Nursing in several nursing specialties; the Doctor of Nursing (N.D.), a professional doctorate for students who already hold baccalaureates in the liberal arts or sciences; and the Ph.D. in nursing, preparing students for careers as researchers, scientists, and university faculty. Clinical facilities for instruction are abundant and varied, drawing on the resources of three major academic hospitals – University Hospitals of Cleveland, the Cleveland Clinic Foundation, and MetroHealth Medical Center – as well as more than 200 health, social service, and educational organizations in the Greater Cleveland area.

The Bolton School is noted for leadership and excellence in nursing education, research, and practice, both nationally and internationally. Among its innovative programs is the nation's first master's concentration in flight nursing, created in 2002 through a collaborative effort with MetroHealth Medical Center. The school houses a World Health Organization Collaborating Center for Nursing, one of only ten in the United States. The faculty maintain an active research program, including a number of interdisciplinary projects with faculty in other schools at the university.

Research Centers

Greater Cleveland Nursing Research Consortium
 Sarah Cole Hirsh Center for Best Nursing Practices Based on Evidence
 University Center on Aging and Health
 World Health Organization Collaborating Center in Home Care Nursing

Program Accreditation

American Association of Nurse Anesthetists
 American College of Nurse Midwives
 National League for Nursing
 The school is approved by the State of Ohio Board of Nursing and is a member of the Council of Baccalaureate and Higher Degree Programs of the National League of Nursing.

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Frances Payne Bolton School of Nursing: Statistical Profile		
Enrollment Fall 2004	Undergraduate	222
	Master's	161
	Doctor of Nursing	240
	Ph.D. in Nursing	66
	Non-degree	27
Degrees Awarded 2003-04	Bachelor of Science in Nursing	26
	Master of Science in Nursing	93
	Doctor of Nursing	15
	Doctor of Philosophy	11
Faculty and Staff	Full-time faculty	62
	Percent with tenure	24%
	Lecturers (full- and part-time)	27
	Endowed professorships	11
	Full-time staff	42
Financial Resources	Operating budget, FY 2004-05	\$18.2 million
	Percent of budget covered by:	
	Tuition	57%
	Research and training	21%
	Endowment	19%
	Gifts	3%
	Private support, 2003-04	\$1.4 million
Research and Training	External awards for research, 2004-05	\$2.0 million
	Number of external awards	37

MANDEL SCHOOL OF APPLIED SOCIAL SCIENCES

Founded in 1916 as one of the nation's first university-affiliated schools of social work, the Mandel School of Applied Social Sciences offers curricula leading to the Master of Science in Social Administration (M.S.S.A.) degree in social work, and to the Ph.D. degree in social welfare. Through the Mandel Center, the Mandel and Weatherhead schools offer a joint program leading to the degree of Master of Nonprofit Organizations. For the first time since the 1980s, the school is offering courses for undergraduates, with the goal of adding an undergraduate minor in social work. The school also operates continuing education programs for social workers, educators, nurses, and psychologists in the region, with 31 different workshops available in fall 2004.

The school's long-standing commitment to community action has brought more than 400 organizations into a field education program of unusual scope, helping students to develop skills in direct practice, policy analysis and development, research, management, and community development. Through their research, Mandel School faculty address issues facing both the community and the field of social work, including welfare reform, urban poverty, family caregiving, community development, and child welfare.

Interdisciplinary Centers

Begun Center on Violence Prevention
Research and Education

Center for Community Development

Center on Interventions for Children and Families

Center on Substance Abuse and Mental Illness

Center on Urban Poverty and Social Change

Mandel Center for Nonprofit Organizations

Ohio Substance Abuse and Mental Illness
Coordinating Center of Excellence

Program Accreditation

Council on Social Work Education

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Mandel School of Applied Social Sciences: Statistical Profile		
Enrollment Fall 2004	Master's	301
	Doctoral	54
	Non-degree	6
Degrees Awarded 2003-04	Master of Science in Social Administration	143
	Doctor of Philosophy	9
Faculty and Staff	Full-time faculty	26
	Percent with tenure	65%
	Endowed professorships	8
	Full-time staff	59
Financial Resources	Operating budget, FY 2004-05	\$17.4 million
	Percent of budget covered by:	
	Tuition	48%
	Research and training	21%
	Endowment	12%
	Gifts	18%
	All other	2%
Private support, 2003-04	\$4.4 million	
Research and Training	External awards for research, 2004-05	\$4.1 million
	Number of external awards	25

SCHOOL OF DENTAL MEDICINE

Founded in 1892, the School of Dental Medicine offers a curriculum leading to the Doctor of Dental Medicine (D.M.D.) degree, and postdoctoral training in several dental specialties leading to the Master of Science in Dentistry. The school also offers programs of continuing dental education to practicing dentists and dental auxiliary personnel.

In conjunction with its curriculum, the school also operates a dental clinic on campus where students provide faculty-supervised dental service to area residents. The school has working relationships with a number of hospitals and health clinics in the Greater Cleveland area, and community service is integrated into the curriculum through several programs with the Cleveland Municipal School District.

In 2003 the school changed its name from the School of Dentistry to the School of Dental Medicine, reflecting the evolving role of the dental profession in contributing to a healthy society and the school's increasing emphasis on health and prevention. Students currently enrolled at the time had the option of receiving either the new D.M.D. or the D.D.S, but students entering in 2004 and after will receive a D.M.D. upon graduation.

Departments

- Biological Sciences
- Community Dentistry
- Endodontics
- Oral and Maxillofacial Surgery
- Oral Diagnosis and Radiology
- Oral Pathology
- Orthodontics
- Periodontics
- Pediatric Dentistry
- Practice of General Dentistry

Affiliations

- University Hospitals of Cleveland
- Louis Stokes Veterans Affairs Medical Center
- Free Clinic of Greater Cleveland

Program Accreditation

- American Dental Association

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School of Dental Medicine: Statistical Profile		
Enrollment Fall 2004	Professional (D.M.D.)	282
	Graduate (M.S.D. and certificate programs)	41
Degrees Awarded 2003-04	Doctor of Dental Surgery	14
	Doctor of Dental Medicine	60
	Master of Science in Dentistry	12
Faculty and Staff	Full-time faculty	65
	Percent with tenure	17%
	Voluntary faculty	approx. 250
	Full-time staff	83
Financial Resources	Operating budget, FY 2004-05	\$18.5 million
	Percent of budget covered by:	
	Tuition	59%
	Research and training	9%
	Endowment	2%
	Gifts	8%
	All other (including dental clinic)	23%
Private support, 2003-04	\$1.9 million	
Research and Training	External awards for research, 2004-05	\$2.8 million
	Number of external awards	13

SCHOOL OF LAW

Founded in 1892, the School of Law was among the first law schools to be accredited by the American Bar Association, and is a charter member of the Association of American Law Schools. The school offers a broad range of courses leading to the J.D. degree. The centerpiece of the curriculum is *CaseArc*, an innovative program introduced in 2003 that integrates lawyering skills throughout the three years of law school. *CaseArc* is designed to coordinate experientially-based instruction in such fundamental skills as interviewing, fact-gathering, and legal research with more traditional classroom methods for teaching legal analysis.

The J.D. is also offered as part of dual degree programs with the College of Arts and Sciences and the schools of applied social sciences, management, and medicine. The school also offers graduate instruction leading to the LL.M. in U.S. and global legal studies, a program designed for graduates of foreign law schools.

As part of its curriculum, the school operates a legal clinic through which law students provide services to clients from the community. Under the guidance of full-time faculty, students handle a broad range of legal matters: family law, consumer matters, elder and disability law, estate planning and probate, immigration law, not-for-profit incorporation and advising, and criminal misdemeanors.

Interdisciplinary Centers

Center for Business Law and Regulation

Center for Interdisciplinary Study of Conflict and Dispute Resolution

Center for Law, Technology, and the Arts

Frederick K. Cox International Law Center

Law-Medicine Center

Mandel Center for Nonprofit Organizations

Milton A. Kramer Law Clinic Center

Program Accreditation

American Bar Association

Association of American Law Schools

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School of Law: Statistical Profile		
Enrollment Fall 2004	Professional (J.D.)	707
	Graduate (LL.M.)	46
	Non-degree	1
Degrees Awarded 2003-04		
	Juris Doctor	217
	Master of Laws	40
Faculty and Staff		
	Full-time faculty	47
	Percent with tenure	57%
	Endowed professorships	12
	Full-time staff	45
Financial Resources		
	Operating budget, FY 2004-05	\$26.7 million
	Percent of budget covered by:	
	Tuition	74%
	Research and training	0%
	Endowment	19%
	Gifts	6%
	All other	<1%
	Private support, 2003-04	\$3.5 million
Research and Training		
	External awards for research, 2004-05	\$8,139
	Number of external awards	1

SCHOOL OF MEDICINE

Since its founding in 1843, the School of Medicine has been an innovator in medical education and a pioneer in research. In 1952, the school introduced a groundbreaking M.D. curriculum, featuring an interdisciplinary approach to organ systems and introducing students to clinical work and patients as early as the first year. The curriculum has been emulated widely throughout the world, and its components remain at the core of medical education today. In addition to the M.D. program, the school offers instruction leading to master's and doctoral degrees in the biomedical sciences.

Faculty in the school are extensively involved in biomedical research, attracting nearly \$290 million in external funding for research during the last fiscal year. The school and its affiliated hospitals are major economic forces in Northeast Ohio, employing thousands and further stimulating the economy by attracting top scientists to Cleveland and providing concepts for technology transfer to the business sector.

Through a network of affiliated hospitals and clinics, full-time faculty in the school's clinical disciplines also have a major commitment to patient care in the region. The school's commitment to the community is extended through educational programs that link medical students with health-care providers in underserved areas.

Departments

Basic Sciences: Anatomy, Biochemistry, Bioethics, Biomedical Engineering (joint department with the Case School of Engineering), Environmental Health Sciences, Epidemiology and Biostatistics, General Medical Sciences, Genetics, Molecular Biology and Microbiology, Molecular Medicine, Neurosciences, Nutrition, Pathology, Pharmacology, and Physiology and Biophysics.

Clinical: Anesthesiology, Dermatology, Emergency Medicine, Family Medicine, Medicine, Neurological Surgery, Neurology, Ophthalmology, Orthopaedics, Otolaryngology/Head and Neck Surgery, Pediatrics, Psychiatry, Physical Medicine and Rehabilitation, Radiation Oncology, Radiology, Reproductive Biology, Surgery, and Urology.

Interdisciplinary Research Centers

Case Comprehensive Cancer Center
 Center for Adolescent Health
 Center for AIDS Research / AIDS Clinical Trials Unit
 Center for Bioarchitectonics
 Center for Global Health and Diseases
 Center for Health Care Research and Policy
 Center for Psychoanalytic Child Development
 Center for Research in Family Practice and Primary Care
 Center for RNA Molecular Biology
 Center for Science, Health and Society
 Cleveland Center for Structural Biology
 General Clinical Research Center
 Rammelkamp Center for Education and Research
 Tuberculosis Research Unit

Program Accreditation

American Board of Genetic Counseling
 American Medical Association and Association of American Medical Colleges, Liaison Committee on Medical Education
 Commission on Accreditation for Dietetics Education, American Dietetic Association
 Commission on Accreditation of Allied Health Education Programs

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School of Medicine: Statistical Profile		
Enrollment Fall 2004	Undergraduate* (through Arts and Sciences)	82
	Master's	263
	Doctor of Medicine	632
	Doctor of Philosophy	465
Degrees Awarded 2003-04	Master of Arts	27
	Master of Public Health	11
	Master of Science	66
	Doctor of Medicine	144
	Doctor of Philosophy	52
Faculty and Staff	Full-time faculty	1,781
	Clinical (part-time / uncompensated) faculty	approx. 2,200
	Endowed professorships	58
	Full-time staff	1,278
Financial Resources	Operating budget, FY 2004-05	\$312.4 million
	Percent of budget covered by:	
	Tuition	10%
	Research and training	72%
	Endowment	6%
	Gifts	5%
	All other	7%
Private support, 2003-04	\$27.0 million	
Research and Training	External awards for research, 2004-05	\$288.2 million
	Number of external awards	1,144
*Programs in biochemistry, nutrition, nutritional biochemistry and metabolism, and public health studies.		

WEATHERHEAD SCHOOL OF MANAGEMENT

The Weatherhead School of Management offers curricula leading to bachelor's, master's, and doctoral degrees in management, accountancy, information systems, organizational behavior, operations research, and other areas of business administration. Members of the school's faculty also provide instruction in economics for undergraduate students, a program that is offered as a B.A. degree through the College of Arts and Sciences. Since awarding the region's first business degree in 1930, the Weatherhead School has been recognized as an innovator in business education. It was the first school of business to establish graduate disciplines in organizational behavior and operations research, and continues its tradition of innovation through such initiatives as the competency-based M.B.A. program, the specialization in bioscience entrepreneurship, and ground-breaking research in the areas of appreciative inquiry and emotional intelligence.

The school collaborates with other schools at Case to offer interdisciplinary and joint degree programs. Through the Mandel Center for Nonprofit Organizations, the Weatherhead School and the Mandel School offer a program leading to the degree of Master of Nonprofit Organizations. The Weatherhead School also participates with the Case School of Engineering in the Institute for Management and Engineering, which offers an integrated Master of Engineering and Management degree. The M.B.A. is offered in joint programs with the schools of applied social sciences, law, medicine, and nursing. The school offers a wide range of educational programs for professional managers through the George S. Dively Executive Education Center, including customized executive education programs that have been ranked by *Business Week* as among the nation's (and world's) best.

Departments

- Accountancy
- Banking and Finance
- Economics
- Information Systems
- Marketing and Policy Studies
- Operations
- Organizational Behavior

Interdisciplinary Research Centers

- Center for Business as an Agent of World Benefit
- Center for Regional Economic Issues
- Health Systems Management Center
- Mandel Center for Nonprofit Organizations

Program Accreditation

- AACSB International – the Association to Advance Collegiate Schools of Business

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Weatherhead School of Management: Statistical Profile		
Enrollment Fall 2004	Undergraduate*	291
	Master's	813
	Executive Doctor of Management	53
	Doctor of Philosophy	90
	Non-degree	107
Degrees Awarded 2003-04	Bachelor of Science	94
	Master of Accountancy	19
	Master of Business Administration	391
	Master of Nonprofit Organizations	25
	Master of Science	2
	Master of Science in Management	14
	Executive Doctor of Management	15
	Doctor of Philosophy	20
Faculty and Staff	Full-time faculty	75
	Percent with tenure	64%
	Lecturers (full- and part-time)	21
	Endowed professorships	13
	Full-time staff	76
Financial Resources	Operating budget, FY 2004-05	\$41.9 million
	Percent of budget covered by:	
	Tuition	73%
	Research and training	4%
	Endowment	11%
	Gifts	5%
	All other	7%
	Private support, 2003-04	\$2.9 million
Research and Training	External awards for research, 2004-05	\$1.0 million
	Number of external awards	16
*Includes students with declared majors in the Weatherhead School of Management, but not first-year and other undeclared students intending to major within the school.		

CASE WESTERN RESERVE UNIVERSITY

Case Western Reserve University is located in Cleveland's University Circle, the 500-acre, park-like home of more than 40 cultural, medical, educational, religious, and social service institutions. The only independent, research-oriented university in a region bounded by Pittsburgh and Rochester on the east, Nashville on the south, and Chicago on the west, Case holds membership in the Association of American Universities, and is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and by several nationally recognized professional accrediting associations.

Enrollment (fall 2004):

Undergraduate: 3,737

Graduate and Professional: 5,686

Total (headcount, all programs): 9,423

States represented: 50

Countries represented: 87

Faculty (full-time, fall 2004): 2,382

Staff (full-time, fall, 2004): 2,980

Lecturers (fall 2004): 52 full-time; 72 part-time

Alumni: 96,000

Operating budget (FY 2005): \$709.7 million

Endowment funds (market value, June 30, 2004):
\$1.470 billion

Gifts and pledge commitments from private sources
(2003-04): \$82.5 million

External support for research, (all sources, 2003-
04): \$377.8 million

Full-time undergraduate tuition (2004-05): \$26,500

Library holdings: 2.2 million volumes

Campus size (campus in University Circle):
150 acres

Campus buildings (in University Circle): 94

Chief Executive Officer: Edward M. Hundert,
M.D., President

Institutional type (Carnegie classification):
Doctoral/Research University - Extensive

Fiscal year: July 1 to June 30