

Phase I Report of the SAGES Task Force

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Executive Summary

Over the course of the summer of 2003, we have gathered a body of evidence – based upon a set of carefully constructed suppositions – that full implementation of some configuration of SAGES is feasible. The impact upon the university will be broad and substantial, requiring that the faculty be thoroughly engaged in discussion and development of the final proposal. The proposal will then be submitted to each of the schools for consideration and action as appropriate for that school.

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

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

Even with solutions for staffing, other issues arise as the number of SAGES classes increase toward steady state. Some but not all of the challenges that must be addressed include:

- Development of a strategic hiring plan, including identification of resources and space to support new faculty in various departments
- Development of a strategic plan for recruitment of SAGES faculty from the professional schools that is consistent with the missions of each school
- Establishment of an infrastructure for support of Presidential Fellows during their tenure in SAGES
- Identification of existing or potential new or modified classroom space suitable for the SAGES program
- Identification of current courses or sections that will be eliminated or offered less frequently as SAGES becomes the GER
- Identification of sources for graduate writing assistants for First Seminars and University Seminars.
- Examination of issues revolving around intensive advising
- Development of a plan for efficient use of University Circle Institutions to augment learning experiences
- Development of a plan for the capstone experience
- Development of a plan for governance of the final program

Through our deliberations, we have considered many of these issues and examined possible solutions. At this point, we believe that full implementation is possible, if faculty can be drawn from the various sources outlined above. It is important to point out that various solutions to each issue are possible and their relative value should be discussed by the faculty. Moreover, it will be essential for us to analyze assessment data to determine how critical each aspect of the current SAGES pilot is to full implementation. Only then can we determine the form of the final program. With this in mind, we present this report as the beginning of a conversation on full implementation of SAGES, not as a final answer. The faculty must now be engaged in discussions to decide on the exact course that is to be taken. We recommend that our report start a series of monthly faculty forums during which aspects of the SAGES program are discussed. Student groups and individual departments should also be encouraged to discuss these issues with members of the Task Force. The Task Force will then use the results of those deliberations to craft a final program that will be acted upon by the various schools in 2004.

Introduction

In June of 2003, the SAGES Task Force was charged by the President, Provost, and Deans of all of the University colleges. The charge had two phases. In Phase I, we were to consider various models (including, but not limited to, financial, personnel, and space issues) for making SAGES the General Education Requirement for all Case first-year students entering in Fall 2005. This phase required a report to the President and the University Faculty by the end of August, 2003. Phase II, to occur during the 2003-2004 academic year, involved leading the efforts necessary to implement the recommendations made in Phase I. This document will serve as the Phase I report. The make-up of the SAGES Task Force can be found in Appendix A of this report.

The Rationale for Change

As the Case undergraduate develops into a learned member of society, he or she should be able to conduct scholarly research or pursue other creative endeavors, first under the mentorship of our faculty, then as independent scholars and ultimately serving as mentors to those who follow. This transformation will be possible when the already academically talented and motivated Case students are provided with an appropriately challenging curriculum and rich mentoring relationships. Achieving this ambition requires that the student master essential skills while a member of our community. **Ultimately a Case student should, well before graduation, be able to define a problem, critically research background material, and communicate an effective argument or response to that problem.** The response could involve written or oral presentations or any number of artistic endeavors that seek to affect the thinking of other people.

When this goal is achieved, we will have effected several important changes in the Case community. First, we believe that an integrated curriculum, combining SAGES with exceptional majors programs, will serve our current students better. Second, this exceptional curriculum will distinguish our undergraduate educational programs from those of other Research Intensive (formerly Research I) peer institutions, thereby making Case Western Reserve University more attractive to new students. Third, as a consequence of the second point, we should be able to increase net tuition revenue. Finally, a fourth benefit will be greater integration of professional school faculty into the educational experiences of our undergraduate students and with the faculties of the schools that lead the efforts for undergraduate education.

Serving our current students better: While there are many areas where our students excel, National Survey of Student Engagement (NSSE) data from seniors indicate that we are not currently realizing the ambitions described above. Only 54% of Case seniors agree that their undergraduate experience contributed “quite a lot” or “very much” to their ability to write clearly and effectively. The corresponding number at other doctoral research universities in the survey is 70%. Only 50% of Case seniors agree that their undergraduate experience contributed “quite a lot” or “very much” to their ability to speak clearly and effectively. The corresponding number at other doctoral research universities in the survey is 64%. On a variety of other measures of the academic program (whether they made a class presentation, prepared 2 or more drafts of an assignment, whether the program enhanced their ability to relate to others of a different race, country, or religion, or to be able to place current problems in an appropriate context), Case seniors rated their experience lower than peers rated their experience elsewhere. The campus environment at Case was also rated lower in terms of social support and relationships with fellow students.

Developing a distinguished undergraduate curriculum: In response to criticisms of the GER both from students and faculty, the College of Arts and Sciences developed the Seminar Approach to

General Education and Scholarship (SAGES). We are now seeking to deliver this innovative program to all of our undergraduate students. Under SAGES, the First Seminar (FS) provides training in basic skills of information gathering and communication. It also emphasizes critical thinking skills and includes discussions on ethics. These skills are acquired through discussions and exercises in a small seminar course. The FS's incorporate a team consisting of a full time faculty member and a graduate writing instructor. They also make use of facilities and staff in our University Circle partner institutions. University Seminars (US) extend work on these basic skills while introducing the student to ways of addressing issues in three broad areas, the natural world, symbolic world, and social world. Rather than concentrating skills development into a single class, under SAGES, communication and critical thinking skills are engaged over four semesters in the context of a series of interesting topics. With this methodology, we hope that critical thinking and communication skills become second nature well before Case students encounter subsequent courses, the capstone project, and further life experiences. Moreover, because students taking these seminar courses come from all major fields represented at Case, they quickly begin to learn the benefits of interdisciplinary discussion.

SAGES has as its premise the observation that the seminar setting provides an especially rich path of academic inquiry. The seminars embolden our newer students to discover the life of the mind. The seminar program supports this exploration with small class sizes, the development of relationships that extend beyond the classroom, and advising by the First Seminar instructor. The limited number of participants (~15) helps facilitate the development of an environment of comfort, where new ideas and perspectives are explored and where exploration and creative analysis is encouraged. The topics covered in seminars and other seminar activities set the stage for discussions to continue after class. Frequent meetings in small groups provide faculty substantial time for helping students to explore the diversity of knowledge. The seminar series deliberately develops and refines skills of oral presentation, analysis and interpretation, and effective public discussion.

Rather than being isolated educational experiences, the SAGES seminars are the starting point for an integrated educational program. The basic skills acquired in those seminars facilitate experiences in other courses and in the student's outside life experiences. Armed with these tools, the student should then examine in detail at least one specific area of interest through one of our majors programs. Through the breadth requirement, they also encounter a range of ideas in six courses across three broadly defined areas. Finally, in their senior year, students will bring together the GER and the majors programs to fulfill the original objective of our undergraduate experience. The successful Case student will use the wisdom, background experiences, and specialized techniques gained in the majors program and, through the skills acquired in the SAGES seminars, take part in a scholarly capstone event such as an original research project, team analysis, or creative endeavor under the supervision of a faculty mentor.

We believe that the various aspects of SAGES such as engaging students in small discussions with faculty, spreading writing instruction over four semesters, and interactions with UCI institutions come together to generate an exciting education leading to a transforming experience that fits with the University vision of creating the most powerful learning environment in the world. Students in this program will learn how to learn, ultimately engaging in a capstone experience that involves them in original research or creative endeavors that will be presented in a public event. Through this program, we will create a unique environment that bridges the gap between faculty and student scholars.

Improving student recruiting and improving net tuition revenue: In addition to the pedagogical benefits of SAGES, we further believe that it will serve as an important constituent of a cultural change at Case that will lead to better student recruitment. An improvement in this area will ultimately lead to an increase in tuition revenue, by lowering our current discount rate. The financial benefits of

such improvements cannot be minimized. Currently, our tuition is lower and discount rate is higher than our peer institutions. As a result, while our class sizes have risen over recent years, tuition dollars have not risen at the same rate. This condition cannot continue because it deprives the University of an important source of funds for maintaining and enhancing educational quality. Infrastructure components that are critical for our educational and scholarship missions have remained under funded. Moreover, faculty salaries in the colleges that deliver most of the undergraduate curriculum are not comparable to those at other peer institutions. Without improvements in these areas, we will have difficulty in recruitment of exceptional new faculty and retention of current faculty. Although we do not feel that full implementation of SAGES on its own can reverse this trend, we do believe that it will play a critical part in the cultural change in our programs that are envisioned by the University.

Involvement of professional schools in undergraduate education: This document proposes solutions to many of the challenges facing full implementation. One of the important suggestions is to utilize faculty from the various professional schools in the US's. Although initially a response to faculty staffing issues, we believe that this aspect of the program can have tremendous benefits to both undergraduate students and the faculty of the traditional undergraduate colleges. For students, the opportunity to develop relationships with professional school faculty can be a unique and transformational experience. Imagine a pre-law student finding out that his or her US instructor is a faculty member in the School of Law. For students who are not currently interested in pursuing professional school education, such a relationship may alter their thinking about a future career or, at the very least, broaden their viewpoint on important issues. For faculty, extending their relationships beyond the traditional boundaries of their schools can greatly enhance their experiences at Case. An example of this type of change was seen when the College of Arts and Sciences was formed. Prior to the existence of CAS, faculty in Natural Sciences and Mathematics rarely interacted with faculty from the Humanities and Social Sciences. Now such collegial interactions are common. As faculty from the professional schools increase their involvement in undergraduate education, we envision a similar change creating a university wide community of scholars.

Background - SAGES

The SAGES proposal arose from many years of concerted faculty discussions concerning the optimal curriculum for our institution. A brief history of these efforts sets the stage for the current discussions on curricular reform:

- The current General Education Requirements (GER) were approved by the faculty of the College of Arts and Sciences in March, 1995 (and went into effect in the 1995-1996 academic year).
- The Committee on Educational Programs (CEP) proposed that “a comprehensive review of the General Education Requirements (GER) be conducted after the present requirements have been in effect four academic years.” This proposal was approved by the CEP in December, 1997. The CEP was then charged to undertake this review and report back to the faculty of the College of Arts and Sciences.
- The CEP report (2001) suggested that there was substantial dissatisfaction with the current GER and recommended a program of curricular reform.
- Intensive faculty discussions of the CEP report led to the formation of the Task Force on the Proposed Changes to the General Education Requirements. The Task Force had four members, with one each from the Departments of Psychology, Physics, Math, and English.
- The Task Force met throughout the summer of 2001 and crafted the current proposal that has come to be known as SAGES. The Task Force report, issued in the Fall of 2001, coincided with the report of the PCUEL, which contained several similar recommendations, but was the

result of a separate series of deliberations among a different group of university faculty and was broader than curricular reform.

- Throughout the Fall 2001 semester, the Task Force met with departments and held a series of faculty forums to discuss the proposed GER revision (now known as SAGES).
- At a special College of Arts and Sciences Faculty meeting held January 31, 2002, the SAGES Pilot was approved by a vote of 101 to 7. (The resolution is attached as Appendix B).
- Faculty in the Case School of Engineering (CSE) (see Appendix C), the Bolton School of Nursing and the Weatherhead School of Management voted to include their incoming students in the SAGES Pilot.
- The SAGES Pilot began in the Fall, 2002 with a class of 150 students.
- In January, 2003, President Hundert's inaugural address included a challenge to the faculty to accelerate SAGES such that it would be the general education program for all incoming students beginning in Fall, 2005.
- Summer, 2003, The University-wide SAGES Task Force was appointed to address this challenge and report to President Hundert and the faculty.

At his inauguration, President Hundert also announced the Presidential Fellows initiative to enhance the course offerings to SAGES by including faculty from the professional schools and individuals from the community as SAGES seminar instructors. A University-wide faculty committee met to make recommendations for the structure of this program and to review applications and make nominations to the President. The first Presidential Fellows began teaching in the Fall, 2003 semester.

The SAGES Pilot includes a first seminar (FS), three university seminars (US), six courses representing a breadth requirement, a writing portfolio, and a senior capstone experience (Fig. 1). The FS classes are limited to 15 students and are taught by a team made up of a full-time faculty member and a graduate writing assistant. All FS classes follow a common theme and a similar syllabus. The US classes are again taught by a full-time faculty member and a writing assistant. They fall within three thematic areas, thinking about the social world, the symbolic world, and the natural world. For the breadth experience, students are required to take two courses in each of three areas, the social sciences, the arts and humanities, and the natural sciences and mathematics. The capstone experience seeks to immerse the student into scholarly endeavors with faculty members. SAGES also includes an intensive advising program during the first year of study. Each student's FS instructor also serves as the student's first-year advisor. This role is considered to be a teaching obligation.

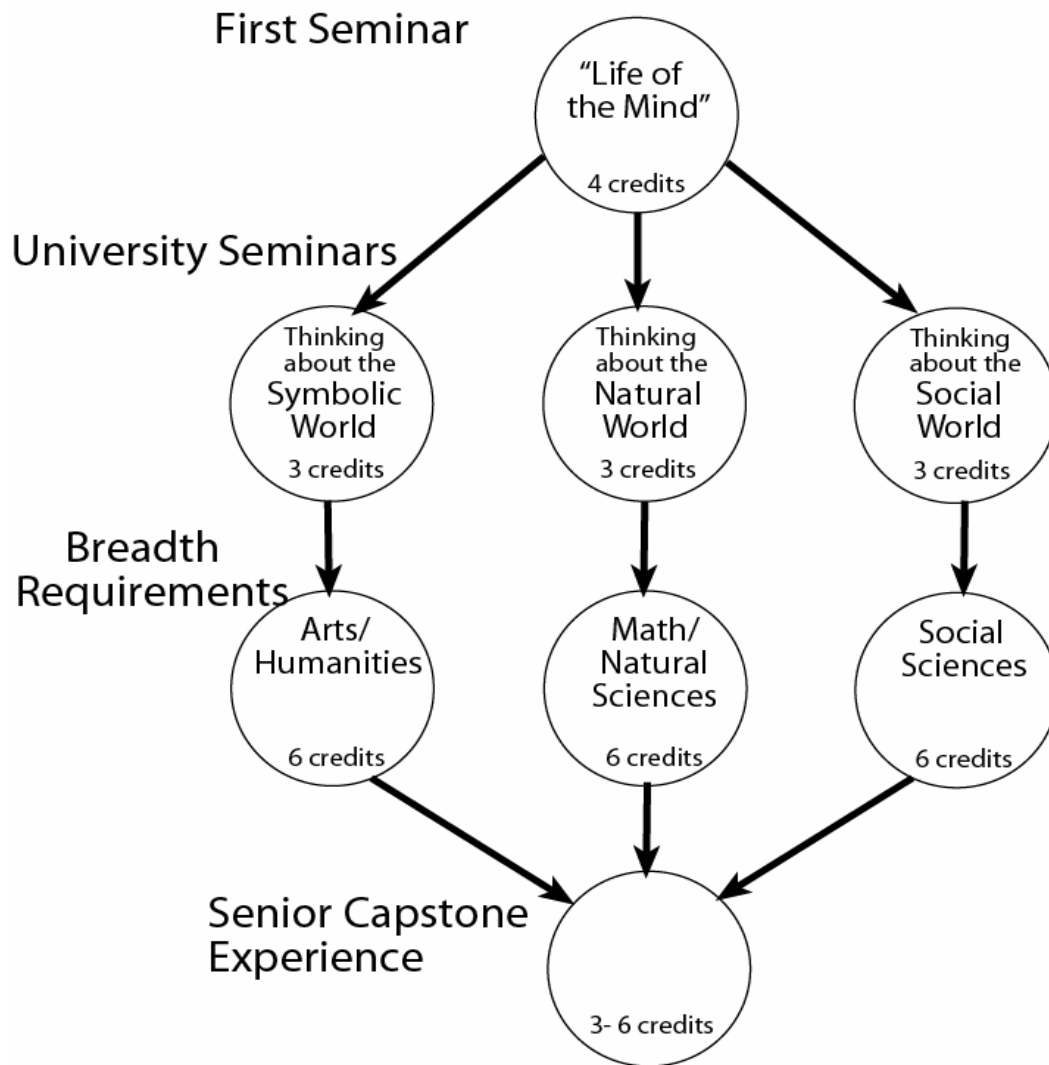


Figure 1. A figure taken from the original SAGES report written for the CAS is shown.

Boundary Conditions

The Task Force started with some basic goals in mind. We believe that the SAGES program as conceived in the pilot represents a pedagogically sound and exciting program that will benefit our students and enhance the reputation of the University. However, it is only one aspect of the scholarly endeavors critical to an outstanding undergraduate program and a strong university. Other aspects include undergraduate majors programs, graduate and professional programs as well as faculty research and scholarship. All of these constituent parts of the University’s programs are inextricably linked. Thus, in order for the University to achieve its full potential, all aspects must be strong.

In an effective undergraduate curriculum, the general education requirements should complement majors programs rather than compete with them. The SAGES seminars provide Case students a valuable multi-dimensioned context for considering and gaining perspective on various disciplines, for honing essential skills of academic inquiry, and indeed for establishing a solid intellectual platform from which to explore the fullness of the world. However, it is in the majors programs that students acquire in-depth understanding and skills that can be brought to scholarly and creative endeavors. Courses required for majors represent 25 to 70 percent of any student’s undergraduate curriculum.

Indeed, the strength of a majors program is often the most important reason a student chooses to attend a particular institution. Case students experiencing complementary SAGES and majors programs will gain an appreciation of the important distinction between acquiring knowledge and merely gaining information and will have the in-depth disciplinary literacy to be effective in their chosen field. The complementary nature of SAGES and major programs require that both be strong.

A research university such as Case clearly cannot excel without strong graduate and professional programs. These programs are at the core of what makes a research university a powerful learning environment for all. The presence of strong graduate and professional programs enhances undergraduate education both through the direct participation of more advanced students in undergraduate education (e.g. as Teaching Assistants) and through the milieu created by these young scholars as they generate important research and scholarship at the beginning of their academic careers. In turn, the presence of an excellent undergraduate curriculum and population provides benefits to graduate and professional programs by enhancing the reputation of the institution and providing outstanding and well-trained students to participate in research and scholarship. A separate Task Force on Graduate and Professional Education has been working over the past year, and its recommendations should be included in deliberations about the future directions of SAGES and curricular reform.

At a research institution such as ours, scholarship, including research and creative endeavors, are critical to a stimulating intellectual environment. In many ways, quality scholarship is the reason for existence of a research university. In effect, our nation has two parallel types of higher education. Small colleges are staffed by personnel whose primary role is as teachers. Although they may do excellent research, teaching is considered primary. Research universities are staffed by world class scholars who welcome undergraduates to study with them. This second line, which includes Case, is essentially a mentorship program, and we are seeking to enhance that mentorship experience. Clearly any program that seeks to enhance mentorship but detracts from the faculty's ability to perform scholarship will be counterproductive.

A truly effective SAGES program will enhance all aspects of the University's mission. We envision undergraduates who in their first few years are so well trained in critical thinking, problem solving, and analysis of ideas that they are sought out by faculty members to join their research teams or creative groups as effective contributors. Moreover, we expect that students who have experienced SAGES seminars will be better prepared for their majors courses. Finally, we expect the SAGES experience to be enriching both to the faculty and the students who participate in it. Nevertheless, the Task Force is sensitive to the requirement that the final program not overburden faculty that are currently carrying the major task of undergraduate education (CAS and CSE). Failure to adhere to this requirement would have a negative impact on these faculty's capacity to perform scholarship and deliver majors programs. Moreover, we anticipate increased involvement in faculty from the Case professional schools. Yet again, this input cannot be accomplished to the detriment of their primary missions.

Financial and Staffing Models

SAGES represents an important departure from the existing general education requirements (GERs) and as such has important implications for the University in terms of faculty teaching (even the definition of teaching), the infrastructure to support undergraduate education, and the role of graduate students. The following paragraphs discuss the changes that are likely to be most significant.

SAGES is a faculty time-intensive program when compared with our existing requirements. The start of SAGES, First Seminar (FS), is taught by a regular member of the faculty and by a graduate

student writing instructor. Under the existing GER, writing skills are developed in ENGL 150, a course taught primarily by graduate students. Class size in FS is 15 as compared to the 20 students in ENGL 150. The University Seminars (US) that follow FS are courses that would otherwise be breadth requirements under the existing GERs. Because the seminars are capped at 15 students and the typical breadth course has 24 students, additional faculty are needed to cover additional classes. SAGES requires fewer breadth courses (6 courses – 2 in each of three areas) than the existing GERs, thus we would expect lower enrollments in courses typically taken to satisfy breadth requirements. While courses taken to satisfy breadth requirements typically double as courses required for majors, we anticipate that a substantial number of these courses will be offered less frequently, with some eliminated altogether, as the number of students taking these courses to satisfy breadth requirements drops. The Task Force is asking the Deans to begin a conversation with the chairs of departments regarding reasonable expectations for courses that may be eliminated or reduced in frequency. Finally, supervision of Capstone Experiences represents additional faculty time for those departments where such a requirement would be new.

In SAGES, the first year advisor is the FS instructor. The seminar setting, frequency of contact, and deliberate intensive academic planning that continues through the spring semester lead to a satisfying experience for students and advisors. The scope and effort associated with this approach to advising is sufficiently greater, that we recommend that first-year advising be treated as teaching rather than service (as is presently done).

The faculty load can be looked at from various perspectives. First, one can simply ask how many faculty must be engaged in new activities if the pilot were to be fully implemented in its current form. Second, one can examine the faculty teaching equivalents that are needed to educate a class through four years including the SAGES program. Finally, the changes in faculty efforts that are required minus the recovery due to class reduction and involvement of professional school faculty can be examined. The Task Force examined the problem from all of these all of these perspectives.

Assuming an eventual freshman class of 900 students, First Seminars (FS) capped at 15 students will require 60 faculty and 30 TAs for the first semester. Under the SAGES Pilot, these faculty serve as freshman advisors for the students in their FS throughout the first year. The intensive advising that is envisioned in the SAGES Pilot requires sufficient faculty time that a course release was provided for the faculty during the spring semester. If this policy is maintained, the FS and advising accounts for 120 faculty-class equivalents. The first-year students also take one University Seminar (US) in the spring semester of their first year. So, in the first year of full implementation 180 faculty-class equivalents are required. In the second year, these students will take two US's (one in the fall semester and one in the spring semester) requiring 120 faculty-class equivalents. In addition, another class of 900 will enter in the Fall semester and this cohort will require another 180 faculty-class equivalents for a total of 300 during the course of a year. This steady state will continue as long as classes of 900 students matriculate. Currently, around 367 faculty teach undergraduate courses at Case each year. The implication is clear, that full implementation of the SAGES Pilot, using only the faculty who traditionally have taught undergraduates, would impact most if not all of the faculty in CAS and CSE.

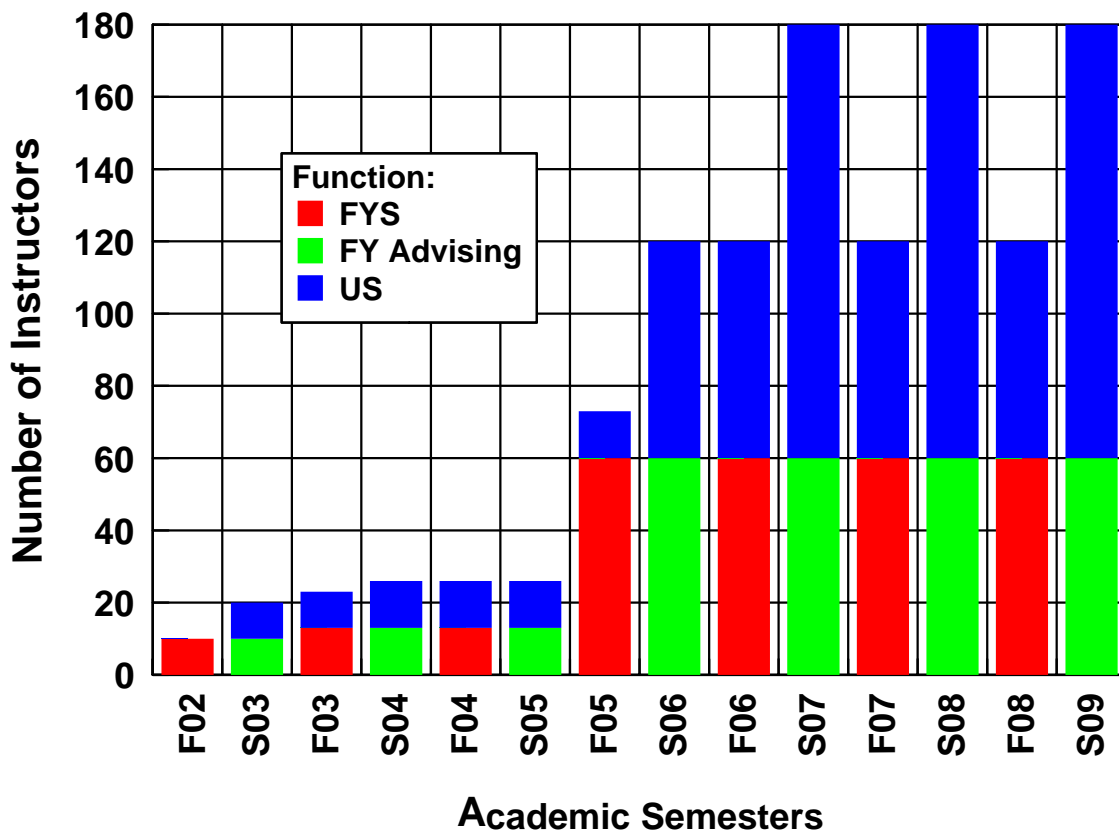


Figure 1. This chart describes the full time faculty requirements as we move to full implementation assuming a start in the Fall 2005 semester and entering classes of 900 students. Note the intensive advising performed by FS instructors in each Spring semester is counted (green bar).

Two mathematical models of faculty staffing needs were considered. One, developed for PCUEL, examined the faculty FTE required to educate the Case undergraduate student body in toto. It included important assumptions around faculty workload, a more intensive advising model, and substantive changes to the university's current consideration of advising as part of the faculty workload. This model helped the committee understand the sensitivity of the assumptions from both political and numerical perspectives. A second, incremental model, asked questions about how faculty staffing would need to change with full implementation of SAGES. Both models were consistent in projecting the need for significant faculty hiring to accommodate the SAGES goals. In the end, the committee opted to use the incremental model for developing estimates of new faculty hires because it relied upon more verifiable data.

The two models are essentially consistent in describing the increased load upon the faculty. When the pilot was considered by CAS or when similar programs were proposed university wide by PCUEL, the case was made that it should not be done on the backs of existing faculty. This point was critical to passage of the pilot. Although the Task Force now looks upon SAGES as a University-wide program, it is clear that the primary load will always be borne by those schools that traditionally have done most of the undergraduate teaching (CAS and CSE with less contribution by the Weatherhead School of Management and the Frances Payne Bolton School of Nursing). Indeed, the current policy is to limit faculty for the FS only to personnel from those schools, with more flexibility in the US's. The question that the current Task Force has wrestled with is how to accomplish this without overburdening the current university undergraduate faculty. Indeed, it should be noted that substantial participation in

general education courses by CSE faculty marks a dramatic change from the tradition of GER courses being taught solely by CAS faculty.

Several possible solutions were considered. They can be divided into two polar strategies. One is to reduce significantly the scope of the SAGES program at full implementation. The second strategy starts with the goal of maintaining the SAGES Pilot as much as possible by hiring additional faculty and examining creative ways of including instructors from outside of the schools that have traditionally taught the majority of our undergraduate students (CAS and CSE).

We have chosen to emphasize the second strategy for two reasons. First, the SAGES Pilot is, in its current form, pedagogically sound and should not be weakened. Second, we see the inclusion of faculty from a wide range of venues to be a plus rather than a mere necessity. By bringing in faculty from professional schools, the Cleveland community, and recent graduate programs into the mix, we believe that SAGES will be enhanced. We also believe that in this way SAGES can serve to break down barriers that have existed on the Case campus for all too long.

Professional School Faculty

One potential source of faculty comes from the professional schools. In our model we project 4 courses will be taught by faculty from Dentistry, an additional 4 from Law, 5 from MSASS, 9 from Nursing, 21 from Management, and 40 from the much larger faculty of the School of Medicine.

The Task Force believes that the use of professional school faculty is not simply an expediency to fill classrooms. Rather, inclusion of professional school faculty is considered a major plus for the program. Certainly, in the US's and Capstone Experiences, faculty from the professional schools bring an added breadth of expertise that will be attractive to many students. Indeed, a relationship that a pre-med or pre-law student may experience with members from the schools in which they wish to someday study could be a remarkably rewarding experience. The recognition of roles for faculty from these schools led to inclusion of representatives from each of the schools on the Task Force.

It is unlikely that large numbers of faculty from the professional schools will be available without some compensation to their home school even if the deans are very supportive of SAGES. Several faculty from professional schools have participated in the pilot, indicating that these schools can free up a few faculty for undergraduate programs. Moreover, the fact that all of the deans signed off on the creation of the Task Force indicates a general level of acceptance and an understanding that strong undergraduate programs benefit the entire university. However, at the end of the day, the deans of these schools must be judged on the success of their programs rather than on their willingness to participate in undergraduate programs.

Presidential Fellows from Outside of Case

In addition to professional schools, talent in the Cleveland community can add significantly to the experience of Case undergraduates by serving as seminar instructors, complementing and extending the role such people currently serve as adjunct faculty. The recently announced Presidential Fellows program seeks to attract accomplished leaders from the Cleveland community as well as from the Case faculty who do not normally teach in undergraduate programs. These Presidential Fellows may or may not have previous teaching experience. In either case, they will require training in the SAGES program, staff support, office space, and logistical support such as parking. As with the professional school faculty, one of the major pluses of this source of personnel is the possibility of long-term relationships between our students and people who have been successful in various fields of endeavor that the students may ultimately be interested in entering. In our model we have included 27 Presidential Fellows from outside the current Case faculty.

Other Potential Sources of Instructors

Ideally, we seek to have each FS and US class staffed by a full-time faculty member or qualified Presidential Fellow. However, in the period of transition from the pilot to full implementation, other creative sources of instructors should be examined. These should be considered not only as a stop-gap measure but as a pilot in themselves that will be assessed to examine effectiveness. It is possible that we will find that these personnel play a very positive role in SAGES and should be maintained even as the final version of full implementation is achieved.

Lecturers and Instructors

Many departments make excellent use of lecturers and instructors in teaching. These individuals should not be ignored by the SAGES programs. Many of these people have excellent scholarly backgrounds and are exceptional teachers. This resource may be particularly important as we ramp up SAGES, and we may find through assessment of the program that lecturers and instructors should continue to play important roles even after steady state is attained. In addition, if these personnel ultimately play reduced roles in SAGES classrooms, they can be critical in staffing other courses, thereby freeing up tenure-track faculty for SAGES classes.

Postdoctoral Fellows

Individuals who have recently completed doctoral thesis projects are often amongst the most enthusiastic and up-to-date people in the field and could serve as excellent role models for students wishing to move on to graduate programs. For these individuals to realize this potential, they must receive training and experience in classroom situations. A postdoctoral fellows program could provide this needed bridge.

SAGES postdoctoral fellows could engage in an integrative program of teaching and research, particularly if their research is under the guidance of a full-time SAGES faculty member. Thus, participation in SAGES could benefit the research productivity of SAGES faculty by providing her or him with a postdoctoral colleague. As with adjunct faculty, these individuals may serve SAGES either by teaching US classes or in other courses, thereby freeing up full-time faculty. In order for postdoctoral fellows to be employed in SAGES, independent funding in the form of training grants should be pursued. Another possible source of support for this program could come from alumni groups that currently fund the Presidential Fellows initiative.

Emeritus Faculty or Faculty Near Retirement

The Presidential Fellows program recognized Emeritus faculty as excellent resources for US classes. Many of our emeriti are vibrant and exciting individuals who have had, and in many cases still maintain, active and prestigious research careers. They actually may have more time for their students and have unique stories to tell regarding the history of their professions. Emeriti are encouraged to apply for Presidential Fellows and should be included in the mix for future programs.

Faculty near retirement may be looking forward to reducing their work load but are not yet ready to retire completely. A part time role in SAGES could be an attractive situation for them.

Graduate Student or Senior Teams with Faculty

Graduate students represent yet another source of instructors. Graduate students could lead US classes under the direction of a full-time faculty member. In the original pilot, US classes were set at 25. This number was used to keep the faculty load reasonable. However, in the first year, we found that this number was too large for an effective seminar course. The Presidential Fellows program was instituted to reduce US class sizes to 15. With full implementation, keeping US classes at 15 increases

faculty load considerably. By employing graduate students as leaders under a full-time faculty instructor, the class load could effectively be returned to 25 while keeping seminar class size at 15 or lower. The model would be as follows. In a class that meets Tuesdays and Thursdays, two sections of 12 or 13 would meet separately but at the same hour. Each class would have a graduate student leader. The faculty member would join one section on Tuesday and one on Thursday. If it is necessary to give a demonstration or other presentation, the two classes could combine to form a class of 25.

Another source of seminar leaders, could come from seniors who have come through the SAGES program. Several departments utilize seniors as recitation leaders or lab assistants. These programs work well because many students relate better to peers. Moreover, the teaching process is a tremendous learning experience for the seniors. Indeed, involvement in teaching underclass SAGES courses could be part of a senior capstone experience.

Hiring New Faculty

Each of these sources of faculty for full implementation should be vigorously pursued. Nevertheless, they cannot eliminate the original projected need for increasing the size of the full-time faculty. Ultimately a significant number of new hires will be required to balance out the increased teaching load mandated by SAGES. The model indicates that approximately 30 new hires will be needed, even with favorable numbers and reasonable use of professional school faculty and Presidential fellows. This number could be an underestimate. Some critical numbers may be inaccurate. Moreover the model does not consider the increased faculty time associated with the capstone experience which is currently under development. It also assumes enthusiastic support from all of the professional schools. Currently support is mixed from several of the professional schools and from CSE. The pilot has experienced some difficulty recruiting faculty especially for FS. There are several reasons for this problem. Departments are reluctant to free up faculty from their majors programs and individual faculty are reluctant to take on new courses with the time commitment required for development. These issues are exacerbated with the pilot running concurrently with the existing GER. These concerns must be addressed in order to achieve success.

Examination of the number of classes required for full implementation (figure 2) clearly shows that most of the faculty of CAS and an increased number from other schools will have to be involved in SAGES at some time in their career. The favorable numbers provided by the various models can only be achieved if other courses are reduced or eliminated. Faculty time can be freed up by eliminating whole courses, reducing sections, merging courses or offering them on an every other year basis. **A careful assessment by the Deans of CAS and other schools is necessary to reduce these courses without creating deficiencies in other programs.** These changes must be done carefully, because some courses will be needed for breadth requirements; and, of those offered regularly, the majority are currently used in majors programs.

These factors clearly indicate that it will be absolutely essential to hire a significant number of new faculty. The models simply are not accurate enough to provide definite numbers of new faculty hires. But a conservative estimate would put the number at around 25-35. Clearly the University cannot and should not hire 25-35 faculty over the next two years. Such a rush would probably result in decreased quality and a shock to many university systems. Moreover, even if funds could be found to hire that many faculty, other considerations might preclude it. All personnel need office space which is at a premium. For the sciences and engineering, new laboratory space must be identified, and setup costs for these personnel can run near \$500,000.

Our recommendation is to begin a hiring program that will increase the faculty size sufficiently to staff SAGES while maintaining and enhancing the other components of an

excellent research university (scholarship, graduate, professional, and majors programs). As SAGES progresses through various interim phases of implementation, honest assessment will indicate appropriate faculty size. As much as possible, new faculty hires should be endowed chairs that are self sustaining.

Programmatic Considerations

In addition to faculty staffing, there are several programmatic issues that must be resolved in scaling the pilot from serving 200 students to a full class of 900. We have begun discussion of these factors. Many of these issues should be discussed further in faculty forums during the 2003-04 school year to gain input from a wider range of expertise.

Space Considerations

A fully implemented SAGES program will put stress on available space. Limiting seminar classes to 15 students will increase the number of necessary classrooms. Moreover, the newly hired faculty will require office and, in some cases, laboratory space. Presidential Fellows from outside the University will need office space and staff support to allow conferences with students.

We have met with University officials who are familiar with the space that is currently available or can be made available in the near future. They indicated that over the course of the 2003-04 academic year, the university will conduct a space assessment to determine future needs including those associated with SAGES. However, the situation is currently unclear. For example, Baker Building, which is scheduled to be razed, contains many small classrooms. Its loss could stress the situation, but new space in Sears should replace many of those classrooms. In addition, current plans for the new residence halls include recitation rooms. The Task Force and the director of residence life discussed the use of these rooms for SAGES. The idea was enthusiastically received, and the Task Force was asked to provide input on designs for these rooms.

Early indications are that current classroom space is adequate to support a full implementation of SAGES. Modest renovations could further improve on the appropriateness of available rooms. It is worth noting that the implementation of a large number of additional sections will require increased utilization of current rooms. The end result is likely to be less flexibility in the times and places in which courses are offered.

Graduate Writing Assistants

The SAGES pilot creates a teaching team in each seminar course. The team is made up of one full-time faculty member and one graduate writing assistant. The writing assistants are critical, since faculty come from diverse disciplines and may not have expertise in writing instruction. Currently all writing assistants come from the English department graduate programs, and each assistant serves in two classes. Under a continuation of this method for providing writing instruction, 120 classes will be run in each semester at full implementation. It is unlikely that the English department can provide 60 graduate assistants for a fully implemented SAGES program. However, we believe that graduate assistants from other departments can be trained to provide writing instruction. This idea is being developed on a limited scale in the pilot. The results of this effort will help to determine feasibility, effectiveness, and costs for full implementation.

Although the use of graduate assistants from a broader range of disciplines should help staff SAGES, it may create problems for individual departments. Graduate assistants are needed in courses other than SAGES. Will we be seriously depleting the pool of graduate assistants for majors courses? The clear answer to this problem is to recruit additional graduate students. This goal would benefit the

graduate programs of each department and is an excellent example of how the SAGES program could have wider ranging benefits throughout the University. Graduate programs in the University and particularly in CAS have been woefully under-funded for years. Multiple studies including the recent Rhodes commission cited the graduate programs as needing attention. By providing more graduate student stipends, we would raise the graduate student population both in numbers and quality and have a direct benefit on the research and scholarly efforts throughout the college.

An alternative strategy is to reduce the number of graduate assistants that are needed for SAGES. This goal might be accomplished by increasing support for the Writing Center. Increasing the availability of assistance with writing from an expanded Writing Center could increase the number of classes taught by each writing instructor. It is also possible that seniors, as they work through SAGES, will be able to help in the staffing of the writing center. Such involvement by seniors serves to reinforce their own writing skills and provides powerful models for new students.

Intensive Advising

Intensive advising of first-year students by the faculty of the FS is a unique aspect of the SAGES pilot. Currently, FS faculty serve as advisors of SAGES students in their FS class at least through the student's first year and possibly beyond until the student chooses a major area and is assigned a major advisor. The vision of the SAGES Pilot was to ramp up the role of advisors and move this effort from the realm of service to teaching responsibility in the lives of faculty. As such, the teaching aspect of FS advising was recognized by providing a course reduction for each FS instructor.

This level of course reduction accounts for a significant staffing need in the models that the Task Force examined. Nationally, quality of advising is an important factor contributing to student satisfaction. Furthermore, a personal mentoring relationship provides a unique and distinctive experience for many students that should be encouraged. However, questions were discussed regarding whether the practice of providing course reductions for intensive advising could be maintained in full implementation. At this stage, our models continue to assume this practice.

On the negative side, several members of the Task Force questioned whether the efforts involved in freshman advising would ever rise to the level associated with creating and executing a course. Also, the breadth of knowledge simply to make sure that each student is moving in the right direction is daunting. With SAGES, we have faculty in the humanities advising engineering students and vice versa. This has been a challenge in the pilot, and CSE has addressed this issue by providing engineering advisors for their SAGES students. This dual advising situation could create additional staffing issues in full implementation.

The Task Force recognizes the importance of a mentoring relationship with FS faculty and further recognizes the importance of viewing this role as a teaching event. However, we question whether the details of class scheduling fall into that role. Perhaps separating those roles would alleviate the stress on the FS mentor and provide a better advising situation. Scheduling could then be performed by staff personnel in a larger undergraduate studies program whose role is to assure that students are taking the appropriate courses for their program of choice. This program would essentially enhance and continue the situation for incoming freshman to the end of their freshman year. Although increased staffing would be necessary for this role and would require funding, the mentorship role played by FS faculty could then be reduced perhaps to a one-half course release, thereby balancing those funds.

University Circle Institutions

The role of University Circle Institutions (UCIs) is critical to SAGES. A long-term goal for the University has been to bridge the gap between Case and UCIs. We reside in a truly unique environment which is improving annually with the new Shafran planetarium at the Cleveland Museum of Natural History, the exciting expansion of the Cleveland Botanical Gardens, and proposed expansion of the Cleveland Museum of Art. If we take advantage of the expertise provided by all UCIs, we will go a long way toward creating the unique learning experience described in the University's vision.

UCIs were brought into the SAGES Pilot in the FS. To accomplish this goal, the FS classes earned 4 credits instead of the normal 3 credits; and UCI events were grouped with other activities as "4th hour events." In the first year, all students were required to attend large UCI events during the fall semester. As exciting as these events were, they created barriers to inclusion in FS classes. Within each class, some students attended one UCI event while others attended other events. In some cases, faculty attended neither. How could the experience impact discussions in the seminars? This year the FS committee altered the UCI experience. They attempted to make UCIs available to FS students on a class-by-class basis. To accomplish this goal, a two hour "4th hour period" was created so that each student would have a period in their schedule where she or he would attend UCIs with their classmates and instructor. The "4th hour period" could, of course, be used for other purposes such as discussion of writing assignments; and it would not be used every week. Nevertheless, its inclusion greatly altered how the UCIs could be used in class.

To bring the possibilities to the faculty, each UCI invited the faculty to a meeting and demonstration of what they could provide. The UCIs were enthusiastic in their willingness to help and in many cases made extraordinary efforts to provide what each faculty member needed to enhance their class. Since Fall 2003 is the first time this program is used, we have no feedback on its success, but most of the faculty expressed excitement about the possibilities, and one faculty member commented after a meeting that "no other university in the country could do this." We believe that if this kind of enthusiasm moves through the student population, SAGES will be well on its way to creating the "most powerful learning environment in the world."

Of course, this raises another challenge for full implementation. The UCIs are clearly excited about sharing their programs with our students and stand ready to help with the 13 FS classes that we plan for the 2003-04 academic year. However, with 60 classes, the task becomes daunting. Moreover, these events come with a cost that is negotiated between the UCIs and Case. This price could become very significant with full implementation.

The University must discuss these problems with representatives of UCI to determine how they can be solved without eliminating a very exciting aspect of the program. One way to alleviate the pressure on the UCIs is to include more institutions. Additions could come from the Rock 'n Roll Hall of Fame, Great Lakes Science Center, and the newly renovated Health Museum. Other institutions around Cleveland or in more distant locations such as Akron could also be investigated. This strategy still would not solve the problem of expense to Case, and transportation to distant locales would actually exacerbate this aspect of the problem. Reducing the number of UCI events may be necessary but is not an attractive alternative. Perhaps special funding could be sought through development offices to defray costs for this item.

Before considering the various alternatives, we must first ask opinions of FS faculty and students regarding the importance of UCI events to the SAGES mission. Unfortunately, although the pilot is

being intensively assessed, the report from the assessment team for the first year is just now becoming available, and it will not include information on the new version of the 4th hour. Student course evaluations next year could provide timely information on this matter but full assessment would be preferable.

Capstone Experience

We have not discussed the senior capstone experience in any detail, because that aspect of the pilot has not yet been implemented for the first class. A capstone committee met this summer, and a preliminary plan has been developed. The draft plan envisions a range of capstone experiences coupled with a course in the junior year to prepare students for the actual capstone. In developing this aspect of the program, we must understand that our students are not a homogenous population. Not all of our students are interested in doing laboratory or field research or even library research. Capstone opportunities should be broad enough to be exciting and rewarding experiences for the diverse student body that we hope to attract. They should also include multidisciplinary opportunities and teaming with other students both within their major discipline and outside of the area.

Regardless of the program, this aspect of SAGES will represent a significant time commitment from faculty both in the preliminary courses and in executing the capstone itself. Many units within the University already require capstone events or other forms of undergraduate research. Indeed, CSE has long required a senior project of all their students, and many science departments take pride in providing large amounts of undergraduate research opportunities. However, bringing these events to an entire senior class can be difficult.

Our hope is that the capstone will be rewarding for both students and faculty. With the increased training in the underclass SAGES seminars, we hope that students will be more in tune with scholarly endeavors and better prepared for senior capstone. If this is the case, many will actually be sought after by various faculty as positive additions to already active programs.

This aspect of SAGES is really the ultimate goal of the program. As stated earlier, our mission in creating SAGES at a research I institution is to enhance the mentor relationship that is built into that philosophy of higher education. In effect, we now have two populations of scholars on campus; students and faculty. We are attempting to break down the barriers that exist between them and create bridges that will make the senior capstone a natural culmination of the educational program. In this light, the FS mentorship begins that process; it is continued with relationships in the US classes and culminates in the capstone.

The Library Role

SAGES seeks to provide basic skills that will contribute to the transforming events that all Case students will experience. In addition, to writing and oral communication skills, Case students should also be well versed in gathering background information to develop and support arguments that will stand the test of time. These information skills can be greatly facilitated by adding trained librarians to our instruction team. The Task Force met with the Director of University Libraries and discussed a proposal she has developed to add librarians to her staff for this purpose. We strongly support this effort as rounding out the instruction teams for purposes of achieving the goals set forth for SAGES.

Another source of information is the expertise found on our own faculty. We need to create an atmosphere that fosters interaction between student and faculty scholars. For example, one suggestion is to create a database of individual faculty research interests (in all schools) complete with contact information. Armed with this resource, instructors in seminars such as, but not restricted to FS and US's, could tap that resource to enhance discussion. One could envision a discussion being bogged

down by concepts related to Darwinism or neurology. A faculty leader could then suggest that one or more students access the database and contact an expert on that field who is on campus and report back to the group in the next class period. If our students started out from their first year feeling free to make such contacts, it would become second nature and would distinguish our students as feeling one with our research faculty. Unlike most of the factors discussed in this report, this kind of database would have minimal cost. It could be developed and maintained by personnel with database skills in the libraries.

Students Entering Case with Varying Academic Backgrounds

In crafting a final plan, we must be sensitive to the needs of students entering Case with various credits and backgrounds. Transfer students must be able to enter the program at various stages without undue difficulty. The ramifications for transfer students are being discussed and need further study. Other students will need remedial writing instruction as currently provided by ENGL 148. The third year of the SAGES Pilot will include ENGL 148 students.

Governance

Even though SAGES originated as a pilot established by action of the College of Arts and Sciences (CAS), there are now far more stakeholders in the program. Most notably, financial interests extend across management centers. SAGES will be providing courses for roughly 1800 students by 2007. The administration of this program will be a full-time job. As such, an effective and equitable system of governance must be in place to efficiently direct the day-to-day mission of SAGES and to ensure maximum return on our investment of faculty time in the form of increased tuition revenue.

Various structures could be envisioned. For example, the governance structure could be led by a faculty director who comes from CAS and holds the rank of associate dean of CAS. This person could be part of an executive committee with representation from all of the participating colleges as well as relevant University administrative offices. Any governance plan should also have sufficient staff support and budget to permit efficient direction of the program. The details regarding the structure of this body should be worked out well before the final program is submitted to the faculty for consideration.

Gaining Faculty Support

Ultimately any proposed curricular change must be approved by the faculty. The SAGES Pilot was voted on by the faculty of CAS and subsequently approved by all other schools granting undergraduate degrees (CAS, CSE, WSOM, FPB). Full implementation requires a similar process. Indeed, the faculty of every school within the University would need to be engaged in a program such as that envisioned by the Task Force. The issues and processes are unique to each school as indicated below.

Actions in the College of Arts and Sciences

CAS must play the major role in SAGES. It is the school that has the greatest responsibility for general education, and it is the unit that created SAGES. Passage of SAGES by CAS faculty is critical and some further thought about the history of that faculty's passage of the SAGES pilot is important.

Background: The SAGES pilot was passed almost unanimously by the CAS faculty. As the proposal was developed, the faculty engaged in discussions of the program in forums and in department meetings. The inclusion of many faculty in the development of the proposal was critical for faculty support.

As enthusiastic as the faculty were in voting for the SAGES Pilot, some important qualifiers must

be recognized. First, it was ONLY passed as a pilot. The pilot was to be assessed over three years, and then a decision was to be made whether to go forward. An extensive team was developed and has been working with the faculty and directors of the program to provide such data. However, since the pilot has only now completed its first year, the Task Force for full implementation is operating without the assessment report. A preliminary report of evaluation data was made available in late July. However, those data were not complete. Even a complete assessment report can only consider the first year. The pilot has always been considered to be an experiment, which everyone expected to be in need of some modification. This has happened. The structure of the FS was changed considerably between the first and second year, allowing faculty much more freedom in planning their individual classes and completely renovating the 4th hour events. US classes had 25 students, and this number was found to be too large for effective discussions. The Presidential Fellows program was instituted to bring that number down to 15. Assessment of the effects of these changes may not be available until next summer. Therefore, the need to consider the second-year assessment data may make it appropriate to delay consideration by faculty until Fall 2004. However, a mid-year assessment report on the Fall 2003 classes could provide the basis for earlier consideration.

Hiring new faculty: We must actively begin to fulfill the promise that was made in most if not all discussion of SAGES and PCUEL; that is, that these programs would not be implemented on the backs of existing faculty. Time and again the question was asked “Who will teach these courses?” Time and again the response indicated that the Board of Trustees had embraced these programs and was willing to hire additional faculty to help ease the burden. Indeed, this is one of the incentives for a department to get involved in SAGES. Greater involvement by any department should translate into a higher probability of being included in new SAGES-related faculty lines. This practice was also held up as an example of how SAGES could actually enhance the scholarship mission of the University.

In examining the models, we cannot put exact numbers on how many new faculty will be needed. However, a conservative estimate would place it between 25 and 35 university wide. Further assessment of the fully implemented program may direct hiring to an even higher number. Clearly, that number of faculty cannot and should not be hired in a very short period. As was pointed out above, such appointments come with additional burdens of set-up costs and space. However, a plan must be presented to the faculty that convincingly demonstrates that full implementation of this plan will come with these kinds of hires. Moreover, the process of putting those hires in place should commence immediately. Without such a commitment from the administration, full implementation of SAGES is unlikely to be approved by the faculty. This point cannot be made strongly enough.

The effect of the status quo: Beyond new hires, each faculty member will want to know how full implementation will impact his or her situation. To address this question, the administration must engage the faculty in discussions about the current financial situation of the University. Evaluation of current financial and student trends suggests that the University cannot continue on our historical course. The President has indicated that although the investment in SAGES will have substantial short-term costs, a successful program will pay dividends in the long term. SAGES by itself cannot reverse current financial trends, but as part of a wider group of proposals, we believe that it can play a critical role. In order for faculty as a whole to support SAGES, the administration must make a convincing case regarding the importance of curricular reform to the financial well being of the institution. Getting this point across to the entire faculty is a critical, but sensitive, issue.

Plans for efficient use of faculty in all courses: The plans for SAGES always included reduction of existing GER courses. Without those changes, staffing of SAGES would be impossible. Departments within CAS must begin immediately to examine which courses can be eliminated, reduced in section numbers, or offered in alternate years. All courses should be examined for student

and programmatic needs. The need for frequently offered courses that typically attract small numbers must be questioned. Justification for some courses in small programs may be sufficient to keep them, but others should be eliminated or offered in alternate years.

Faculty outside of CAS

Many of the points made above apply also to other schools in the University. We are seeking a university-wide program that will alter the culture at Case. All faculty should be encouraged to join in the discussion. However, some points are specific to faculty units outside of CAS.

Case School of Engineering: CSE is unique in this plan in that it, along with CAS, plays the primary teaching role for undergraduates. However, it has not been involved in providing staff for the GER. These courses have always been provided largely by CAS faculty. Although the faculty of CSE embraced the pilot and provided some faculty support for its implementation, they will be asked to play a much larger and more active role in full implementation. To gain approval of this critical unit, they must be fully included in the planning process, including plans for adding new faculty appointments and streamlining of programs.

A second dimension to the discussion that will be important to the faculty of engineering is the anticipated impact of SAGES on CSE students beyond the humanities and social science component of the engineering core. Two examples stand out. The first is that the proposed strategy for advising first-year students within SAGES is a marked departure from the traditional strategy in which first year with an identified interest in engineering are directly advised by a CSE faculty member. The Task Force recognizes that the establishment of an early direct relationship between an engineering faculty member and an interested student is held to be very important to the CSE faculty. It also is important that the discussions regarding the reduction or elimination of CAS course sections be coordinated with CSE so that the impact on CSE students seeking minors in the humanities or social sciences can be assessed. Over the past several years, more than 30% of the CSE graduates have had such minors, and this is regarded as a distinctive feature of our engineering program.

Professional Schools: Participation from the professional schools is critical to success of SAGES. Again, this is a plus as well as a challenge. By bringing together the professional schools and the faculty who traditionally have taught undergraduates, we believe the University will become a more vibrant and exciting environment for both students and faculty. Many of the professional schools already provide some faculty support for the pilot. However, these are low numbers. In order to get the participation needed to keep faculty loads in line, funds must be made available to these units to defray the cost of losing faculty from existing programs. We recommend a plan be developed by which the professional schools are compensated for participation in SAGES. One method would credit tuition dollars for each class to the school where the instructor's primary appointment is held. In an alternative plan, a SAGES development fund could be created to provide support for professional schools proportional to their efforts in SAGES. Under this latter plan, all tuition dollars would remain in CAS to support plans for enhancement of that school, which plays the largest role in undergraduate education.

How to Proceed

The Task Force recommends that action be taken including the following points:

1. The plan put forward in this document should be circulated to the University community. This report should be the *beginning* of a conversation leading to curriculum reform that best serves all of our students and faculty.
2. The administration should commit to hiring 25-35 new faculty university wide over a reasonable specified time frame. A significant percentage of these appointments should be initiated immediately to support curricular enhancement in a timely manner.
3. Following the presentation of this report, the Task Force will solicit feedback from the University community through a series of monthly faculty forums. These meetings would provide opportunities to address questions and concerns with the recommendations. Additional meetings should include input from departmental units, current students (both in and outside of SAGES), alumni, administration, and staff.
4. Deans in CAS and other schools should begin a proactive investigation to identify specific courses that might be offered less frequently to accommodate teaching seminars. Some of this reduction can occur as a consequence of a reduced demand for courses associated with the current GER.
5. Any plan will likely involve interim aspects that allow SAGES to go forward before all faculty hires are in place. Any interim plan should:
 - a. be evaluated to determine whether interim aspects are effective long term.
 - b. be a demonstrable improvement over the existing curriculum.
 - c. contain a logical path of evolution toward the final plan.
6. The Task Force will direct these discussions, refine identified uncertainties and reflect on comments and suggestions. It will then use this information to craft a final plan that is acceptable to the faculty to be submitted to the constituent schools for consideration in 2004.

Appendix A: Members of the SAGES Task Force for Full Implementation

Voting Members

Name	College
Roy E. Ritzmann, Chair	College of Arts and Sciences
Cyrus Taylor	College of Arts and Sciences
John Orlock	College of Arts and Sciences
Mark Hans	School of Dentistry
Tim Fogarty	Weatherhead School of Management
John Yankey	Mandel School of Applied Social Sciences
Chris Hudak	Bolton School of Nursing
Robert Lawry	School of Law
Jim McGuffin-Cawley	Case School of Engineering
John Blackwell	Case School of Engineering
Steven Garverick	Case School of Engineering (Summer Replacement)
Peter Whitehouse	School of Medicine

Non-Voting Members

Name	Representing
Lee Thompson	Co-Director of SAGES Pilot
Peter Whiting	Co-Director of SAGES Pilot
Julie Amon	Assistant Dean for First Year Students
Margi Robinson	Dean of Undergraduate Studies
Jill Korbin	Associate Dean of CAS
Laura Tanski Lockledge	University Director for Budget & Financial Planning
Jay Mann	Chair, Executive Committee of UUF
Lynne Ford	Staffing

Appendix B: CAS Resolution on SAGES Pilot

Passed by CAS faculty on January 31, 2003 by a vote of 101 – 7.

RESOLVED, that the College of Arts and Sciences of Case Western Reserve University adopt as an alternative¹ set of General Education Requirements the requirements described in the Report of the Task Force on the Proposed Changes to the General Education Requirements, January 2002, as described on pages 3-7.

1. Students entering the Classes of 2006, 2007, and 2008 shall be offered the opportunity to fulfill the General Education Requirements by taking the Freshman Seminar; three College Seminars; six courses in fulfillment of the Breadth Requirement, of which two courses shall be taken from each of the three major disciplinary areas identified in the report²; and a Senior Capstone Experience of three-six credit-hours.
2. In the first year of implementation of the program, a maximum of 150 students shall be permitted to participate in the program of study described above.³ Students who follow the alternative requirements shall in so doing fulfill the English 150 requirement.
3. The Executive Committee of the College of Arts and Sciences shall set up an appropriate administrative structure, as described in the report, page 9, to oversee the implementation of the program, and shall establish an appropriate outcomes assessment mechanism, as described on pages 7-8 of the report. The Executive Committee may approve changes in the number of participating students and minor changes in the regulations in the second and third years.⁴
4. Students who choose to follow the new requirements shall be permitted to elect at a later date to fulfill the current General Education Requirements instead. In such an instance the student's faculty advisor together with the appropriate advisory committee shall determine how courses taken shall be counted toward fulfillment of the requirements.⁵ If a course required under the requirements of the new program is not offered, an appropriate substitute for the requirement shall be determined by the advisor and advisory committee.
5. In the 2004-2005 academic year, or sooner if it deems it appropriate, the Executive Committee shall bring to the Faculty of the College for consideration its recommendation on whether to adopt the new General Education Requirements for the entire student body of the college. The recommendation to the faculty shall take into account budgetary considerations as well as the results of assessment.

¹ This word is chosen to indicate that in the next three years there will be two ways for a student to fulfill the General Education Requirements.

² The Committee on Educational Programs shall designate courses that fulfill these requirements.

³ Individual exceptions may be permitted by petition to the Office of Undergraduate Studies.

⁴ This proviso allows some experimentation without the necessity of lengthy legislative procedures.

⁵ For example, a college seminar may count toward completion of a sequence requirement, perhaps even when followed by a course taught in a different department.

Appendix C: CSE Resolution on SAGES Pilot

Resolution of the Executive Committee

Case School of Engineering (CSE)

- 1. Passed Unanimously in Principle by Those Present on March 14, 2002.**
- 2. Endorsed by the Policy committee of Chairs on March 15, 2002.**
- 3. This Wording Passed Unanimously by Those Present at the Executive Committee Meeting on April 9, 2002.**
- 4. Endorsed Unanimously by Those Present Meeting of the CSE Faculty April 26, 2002.**

Considering:

1. That the College of Arts and Science has passed a resolution (see attachment) to adopt an alternative set of General Education Requirements.
2. That the GER includes a restructuring of some courses taken by all engineering students, which is a significant fraction of the CWRU Freshman class.
3. That the first year of a three-year is funded for 150 incoming CWRU students, who volunteer for this program, starting Fall semester of 2002.
4. That it is expected that a substantial subgroup will be engineering students.
5. That for these students, the four credit "Life of the Mind" First Year Seminar will partially replace the three-credit ENGL 150, "Expository Writing" course.
6. That the College Seminars starting the second semester, Theme I "Thinking About The Symbolic World" and Theme III "Thinking About The Social World" appear appropriate for social science or humanities electives for engineering students.

Concern Over:

1. ABET2000 accreditation, which requires continuous improvement and monitoring and is scheduled for review in five years, may question the adequacy of these courses as part of the engineering core.
2. The appropriate professional mentoring of engineering students during the crucial first three semesters of study.
3. The participation of engineering faculty in planning and executing the first year seminar.

Be it resolved that the executive committee:

1. Supports the three year pilot study of the four-credit course "First Year Seminar: Life of the Mind." We will accept this course for credit toward our engineering core (humanities/social sciences/composition) requirements.
2. Supports the three-year pilot study of the three-credit courses "College Seminars Themes I and III". We will accept these courses for engineering core (humanities/social sciences/composition) requirements.
3. Supports the three-year pilot study of the three-credit course "College Seminars Theme II," but believe that technology and engineering must be a part of "Thinking About The Natural World" or offered as an independent Theme IV. Consistent with present practice, each program of CSE will decide how to accept courses in theme II as part of their core; our students must not be penalized by this GER alternative.
4. Requests that engineering faculty will be involved in the planning and delivery of these (First Year Seminar and College Seminar) courses starting with planning in the Spring Semester of 2002 in preparation for delivery in the Fall Semester of 2002.
5. Affirms that the CSE Freshman advising program involving engineering faculty now in place will continue. The CSE will establish a collaborative relationship with instructors in the various seminar courses and our group of advisors.
6. Supports a flexible approach to student counseling which will allow students to transition back to the current CSE – CAS core.