

POSITION AND CANDIDATE SPECIFICATION

CASE WESTERN RESERVE UNIVERSITY

PROVOST AND UNIVERSITY VICE PRESIDENT

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POSITION SPECIFICATION

Client Organization

Case Western Reserve University is a nationally recognized research university located in Cleveland, Ohio. With origins dating to 1826, the University in its present form is the result of the 1967 federation of Case Institute of Technology (founded in 1880) and Western Reserve University (renamed in 1882 when Western Reserve College relocated to Cleveland).

Academic Programs

Case Western Reserve University's faculty and leadership are committed to excellence across the disciplines, but recognize the imperative of setting strategic priorities. The institution is in the midst of an ambitious university-wide strategic planning process due to be completed in mid-June. Its goal is to articulate a clear direction for the University, along with concrete benchmarks designed to measure progress toward goals. Broad imperatives include a commitment to increasing the quality of doctoral programs, enhancing salary and research support for faculty and more aggressively embracing diversity across the campus. The plan will seek to focus University-level support for academic priorities of the constituent schools and foster strategic alliances among schools for specific interdisciplinary initiatives. An important future goal is establishing an implementation plan with timelines and milestones.

Case Western Reserve University is comprised of eight schools: the College of Arts and Sciences, the School of Dental Medicine, the Case School of Engineering, the School of Law, the Weatherhead School of Management, the School of Medicine, the Frances Payne Bolton School of Nursing and the Mandel School of Applied Social Sciences. It enrolls more than 10,100 students – about 43 percent in undergraduate programs and the balance in graduate and professional programs. Approximately three-fourths of all students attend full-time. Case Western Reserve University draws most naturally from the state and the region, with approximately 50 percent of its students (undergraduate and graduate) coming from Ohio. The remaining 50 percent come from all 50 states, the District of Columbia and nearly 80 countries. The distribution of major fields of study among 2007 bachelor's degrees was approximately: Engineering (including Computer Science), 33 percent; Humanities, Arts and Social Sciences, 31 percent; Sciences and Mathematics, 19 percent; Management (including Accounting), 10 percent; and Nursing, 7 percent.

At the post-baccalaureate level, 23 percent of degrees awarded in 2005-06 were earned in Management; 20 percent in Medicine or the Biomedical Sciences; 17 percent in Law; 11 percent in social work; 10 percent in Engineering and Computer Science; 7 percent each in Nursing and the Arts and Sciences; and 5 percent in Dental Medicine.

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Resources

Case Western Reserve University's operating budget for the 2007-08 fiscal year is \$853.7 million. Tuition and support for research and training are the two largest sources of revenue, accounting for 31 percent and 43 percent of the total, respectively. The University's endowment was valued at \$1.84 billion as of June 30, 2007, and its net worth is more than \$2 billion. Pooled endowments earned a total investment return of 16.3 percent and 9.8 percent, respectively, for the three-year and ten-year periods ending June 30, 2007. Giving by alumni and friends, as well as foundations and corporations, has traditionally been an important revenue source. This accounted for total private support of about \$41 million for the fiscal year ending June 30, 2007.

Overall, awards to Case Western Reserve University for research and training rose more than 45 percent from fiscal year 2002 to fiscal year 2006. In fiscal year 2006, awards from the federal government accounted for 82 percent of the \$418.9 million total, followed by other non-governmental sources (6 percent), foundations and associations (6 percent), non-federal government (3 percent), and industry (3 percent). Medicine accounted for 80 percent of the dollar amount, followed by Engineering at 11 percent, and Arts and Sciences at 4 percent. The largest single source of federal support was the National Institutes of Health. For federal fiscal year 2005, the University ranked 16th among all institutions and 12th among all medical schools in NIH awards. In addition, according to the National Science Foundation, the University ranked 22nd among all universities and colleges in federal obligations for science and engineering research and development for the federal fiscal year 2005 (the most recent report).

University Community

The University's Board of Trustees, with 40 active members, is the institution's principal governing body. The Trustees are responsible for setting major institutional policies, approving appointments of faculty and key administrative officers, granting authorization to officers to make major commitments of funds and to introduce, modify, or eliminate academic programs and working to secure the institution's financial health.

The faculty is the University's greatest strength – women and men who are outstanding educators, who have gained national and international reputations in their fields and who contribute to the discovery and advancement of knowledge. Full-time faculty members number more than 2,500, including over 1,900 from the School of Medicine, supplemented by a similar number of part-time faculty. Approximately 95 percent of full-time faculty hold a doctorate or equivalent terminal degree. About 38 percent of full-time faculty hold tenured or tenure-track appointments. The undergraduate student/faculty ratio is 9 to 1.

The University employs a "management center" system in which deans have significant responsibility for both the income and expense budgets for their programs. This approach empowers deans and leads to strong schools, able to provide leadership in recruiting faculty, developing programs, raising funds and controlling costs. While this model has

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clear benefits, the University is working to develop more flexible systems that will minimize limitations and ease collaborations.

Environment

Case Western Reserve University has substantially completed the main elements of a 20-year master plan launched in 1990. A second master plan, developed in 2000, has led to an impressive upgrade of undergraduate housing and seeks to optimize the inherent aesthetic values of the campus and surrounding institutions.

Case Western Reserve University is a key leader in University Circle, an unparalleled neighborhood of world-class cultural, academic and medical institutions. Among its more than 40 immediate partners are the Cleveland Orchestra, thought by many to be one of the world's leading symphonies; the Cleveland Museum of Art, with world-renowned collections; University Hospitals, the primary hospital affiliate of the School of Medicine and its partner in research and education; the Louis Stokes Department of Veterans Affairs Medical Center, also a teaching affiliate of the School of Medicine; the Cleveland Play House, which collaborates with the College of Arts and Sciences in a fast-rising M.F.A. program; and, the Cleveland Museum of Natural History, with important collections and scholarship in human anthropology. The Cleveland Clinic, also affiliated with the School of Medicine, is adjacent to University Circle and is the site of the Cleveland Clinic Lerner College of Medicine, a program within the Case School of Medicine that collaborates with the School on other educational and research ventures.

With the assistance and leadership of The Cleveland Foundation, the member institutions of University Circle are taking part in an exciting process designed to enhance collaboration among them and make the area a vibrant and dynamic destination drawing both new residents and visitors. Several arts institutions have launched renovations projects or are building entirely new structures, while a developer the University has selected is exploring the potential of a significant retail and residential project known as Uptown.

In addition, Cleveland and Northeast Ohio are well on their way to transforming the economy from one focused on manufacturing to a center of technology and biomedical innovation. Venture capital investments in the area more than doubled in 2007, with more than \$318 million going to 71 companies.

Position Summary

The Provost and University Vice President is the chief academic officer of Case Western Reserve University (CWRU) and is responsible for collaboratively setting and implementing the academic vision of the institution. The Provost provides leadership that supports all aspects of the academic enterprise of CWRU, sets academic priorities and ensures that resources are aligned with those priorities. He/she acts to promote innovation, collaboration, excellence in research and scholarship and teaching and learning and a culture of transparency.

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The Provost is a partner to the President and leads and supports the efforts of the deans and the faculty to drive academic excellence across all of CWRU's colleges, schools and centers. The Provost also serves as the chief executive officer when the President is absent.

Key Relationships

Reports to: President

Direct Reports: Deans of the Colleges and Schools
Deputy Provost and Vice President for Academic Programs
Vice President for Planning and Budget
Vice President for Research and Technology Management
Special Assistant
Executive Assistant

Other Key Relationships: Other academic and administrative leaders
Trustees
Peers at other institutions
Public and private funders/partners

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CANDIDATE SPECIFICATION: KEY SELECTION CRITERIA

Ideal Experience

The provost will be a proven academic leader with a record of building academic excellence at the school, college or university level within a highly regarded research extensive institution. He/she will have excellent academic credentials, including a Ph.D. or terminal degree and a reputation for excellence as a teacher and a scholar. The next Provost will bring experience in the development and articulation of a compelling academic vision and new academic programs, as well as the recruitment and retention of highly productive faculty. In addition he/she will have:

- Experience managing an academic budgeting process in collaboration with the finance function;
- Developed and implemented academic plans that link strategic initiatives with both operating and capital plans;
- Built or led integrated, cross-disciplinary initiatives and developed a broad, innovative view about the ways they can interact;
- A nuanced understanding of doctoral programs and the role they play in a research extensive university;
- Built infrastructure to support an academic enterprise including information technology platforms and physical facilities for teaching and research;
- Participated directly in faculty governance, and recognize the importance of campus life to students' success;
- Demonstrated a commitment to building diversity in an academic setting; and,
- Represented programs to external audiences such as governing boards, accrediting agencies, government agencies, foundations and corporations and other institutions and individuals, as well as the larger community.

Critical Competencies for Success

Academic Leadership: In an environment where there is an expectation that the quality and reputation of schools and programs will be continually enhanced, drive academic excellence by developing a coherent academic strategy that will elevate the stature of the University as a whole and create distinctive centers of excellence within it. Advocate for and implement high standards in teaching, research and public service. Achieve this by inspiring and enabling growth, productivity and accountability in each College and School. Collaboratively build on the strong programs that are already in place, fostering more effective dialogue and shared goal-setting across disciplinary lines and management centers. Foster an environment that makes it possible to attract, motivate and retain faculty and students of distinction.

Strategic Resource Management: In an institution with significant academic assets that is still recovering from a period of weak fiscal management, take a clear, analytical, data-

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driven and transparent approach to setting academic priorities and making investments in academic programs and infrastructure. Work collaboratively with deans and other leaders to optimally deploy and leverage the University's resources and to develop incentive programs to drive similar behavior within and across the various academic units. Identify and pursue opportunities to leverage the University's assets by creating partnerships with other institutions. Balance the need to be opportunistic and creative with the need for fiscal discipline, return on investment and accountability.

People and Organizational Skills: In a highly cooperative and entrepreneurial environment, build an effective and efficient office of the Provost by creating a culture of constructive collaboration and co-governance with faculty and by inspiring and motivating others to take on challenges and realize opportunities. Advocate and implement clear, transparent standards, policies and procedures, especially as they relate to academic programs, tenure and promotion and student support. Partner effectively with the President and the Chief Financial and Administrative Officer to facilitate collaboration between CWRU's college and schools, creating mechanisms and structures that encourage interdisciplinary initiatives, joint investments and other cooperative efforts.