

Faculty Senate Meeting
 Wednesday, March 30, 2016
 3:30p.m. – 5:30p.m. – Toepfer Room, Adelbert Hall,

3:30 p.m.	Approval of Minutes from February 24, 2016 Faculty Senate Meeting	Roy Ritzmann
3:32 p.m.	President and Provost's Announcements	Barbara Snyder Bud Baeslack
3:35 p.m.	Chair's Announcements	Roy Ritzmann
3:40 p.m.	Report from the Executive Committee	Peter Harte
3:45 p.m.	FLSA Update	Carolyn Gregory
4:00 p.m.	Revisions to Amendment Provision of the Faculty Constitution, <i>attachment</i>	David Carney
4:05 p.m.	Research Presentation	Sue Rivera Lee Hoffer
4:25 p.m.	Graduate Certificate in Maternal and Child Nutrition	Paul MacDonald Mary Beth Kavanagh
4:35 p.m.	Concussions-Policy and Protocol for Student Athletes	Amy Backus Christopher Bailey Shana Miskovsky Jessica White Greg Debeljak
5:00 p.m.	Outcome Assessment Report	Susan Perry

Faculty Senate Meeting
Wednesday, March 30, 2016
3:30-5:30 p.m. – Adelbert Hall, Toepfer Room

Members Present

Alexis Abramson	Robin Dubin	Mary Quinn Griffin
Bud Baeslack	Kimberly Emmons	Roy Ritzmann
Amy Backus	Carol Fox	Andrew Rollins
Cynthia Beall	Michael Harris	Robert Savinell
Christine Cano	Lee Hoffer	Jessica Slentz
David Carney	David Hussey	Barbara Snyder
Cathy Carlin	Sudha Iyengar	Robert Strassfeld
Susan Case	Zina Kaleinikova	Nishant Uppal
Gary Chottiner	Paul MacDonald	Rebecca Weiss
Juscelino Colares	Frank Merat	Jo Ann Wise
Lisa Damato	Carol Musil	Richard Zigmond
Peg DiMarco	Pushpa Pandiyan	Christian Zorman

Members Absent

Timothy Beal	Megan Holmes	Martin Palomo
Joy Bostic	Jean Iannadrea	Andres Pinto
Colleen Croniger	Cheryl Killion	Vasu Ramanujam
Heath Demaree	Kurt Koenigsberger	Usha Stiefel
Mitch Drumm	Lisa Lang	Fahreen Velji
Scott Fine	Kenneth Ledford	Horst von Recum
T. Kenny Fountain	Gerald Mahoney	Stuart Youngner
Angelina Herin	Pete Moore	Amy Zhang
Jessie Hill	Meral Ozsoyoglu	
Susan Hinze	Leena Palomo	

Others Present

Dan Anker	David Fleshler	John Sideras
Rick Bischoff	Arnold Hirshon	Lynn Singer
Bob Brown	Marilyn Mobley	Jeff Wolcowitz
Jonathan Carlson	James Nauer	Sue Workman
Donna Davis Reddix	Dean Patterson	Victoria Wright
Don Feke	Sue Rivera	

Call to Order

Professor Roy Ritzmann, chair, Faculty Senate, called the meeting to order at 3:30 p.m.

Approval of Minutes

The minutes from the February 24, 2016 Faculty Senate meeting were approved with one correction.

President's Announcements

The President mentioned that several CWRU programs had either maintained or increased their positions in the 2016 U.S. News & World Report rankings. The President also reported on the spring development event that just took place. The focus of the event was on student scholarships. Donors and student scholarship recipients spoke. To date, \$187 million has been raised in scholarships of which \$186 million is earmarked for undergraduate students. The Republican National Convention is taking place in Cleveland this summer and faculty are engaging in research and developing unique coursework related to this event. The university will house some of the RNC security personnel in the residence halls this summer. The President thanked the senators for attending the Senate reception in February. She hopes to make this a twice-yearly event.

Provost's Announcements

The Provost thanked Professor Kimberly Emmons for chairing the Provost's Commission on the Undergraduate Experience (PCUE) and also thanked faculty who are serving on the Commission. Forums are being held to solicit comments and suggestions from the CWRU community.

Chair's Announcements

Prof. Ritzmann reported that representatives from ITS attended the March 16th Executive Committee meeting to demonstrate the iClicker system for electronic voting at Faculty Senate meetings. iClickers can also be used to take attendance. The Executive Committee agreed that the system would be beneficial. It should be available for use during the next academic year. Prof. Ritzmann reminded the Senate that the deadline to vote for the 2016-2017 Senate chair-elect is April 12th. The candidates are Juscelino Colares (LAW) and Elizabeth Madigan (SON). Prof. Ritzmann encouraged senators to attend events offered during the Humanities Festival and said goodbye to Jennifer Jackson, department assistant for the Faculty Senate, who is leaving the university.

Report from the Executive Committee

Professor Peter Harte reported on the March 16th Executive Committee meeting. Several items on the agenda for that meeting were postponed due to insufficient time. These included revisions to the SON By-Laws, revisions to the Law School By-Laws and a report from Susan Perry on outcome assessment. Susan Perry will report to the Senate today.

FLSA Update

Carolyn Gregory, VP for Human Resources, reported on proposed modifications to the Fair Labor Standards Act (FLSA). Under the current law, employees earning \$23,660 or more are considered exempt from FLSA overtime requirements. New federal regulations propose

increasing the salary threshold for exempt employees to \$50,440, and this amount will be indexed to inflation annually. To be considered exempt, employees must meet two tests: the salary test (\$50,440 or higher) and a duties test. Final regulations (which may be issued as early as April or May) could change the threshold amount and duties test, but the new law is certain to have a substantial impact on the university. Approximately 800 employees will be directly affected and many others indirectly affected. Consideration will have to be given to similarly situated positions across campus and compensation equity. Salary compression may be an issue also. All schools, the college and UGEN have reviewed the situation in their units and have provided recommendations. The university is in readiness mode since we may have only 60 days from the date of the final regulations to develop an implementation plan. The Senate will be kept up to date. *Attachment*

Revisions to Amendment Provision of the Faculty Constitution

Professor David Carney, chair of the Senate By-Laws Committee, reported that revisions to the amendment provision of the Faculty Constitution had been presented at the March Faculty Senate meeting, but require further explanation. The current provision states that if an amendment to the Constitution is proposed by majority vote of the Faculty Senate (as opposed to being proposed at an annual or special meeting of the University Faculty), that the President must call a special meeting of the University Faculty to consider the proposed amendment. The proposed revisions change this language so that all amendments regardless of how they are proposed may be considered at annual meetings and the vote would be by electronic ballot sent to the University Faculty within 14 days of the meeting. The revisions also include language stating that the voting process is the same for issues raised by initiative or referendum. *Attachment*

Research Presentation

Sue Rivera, VP of Research, provided background on the survey conducted by the Faculty Senate Committee on Research and the Office of Research Administration during the spring of 2015. She thanked Professor Lee Hoffer, chair of the Senate Research Committee, for all of his work and said that while they had learned quite a bit through this process, that there is much more to be done. Prof. Hoffer presented the final results of the survey. The survey objectives were to assess faculty satisfaction with research support services, identify priorities for improving research support and to collect open-ended responses. The desired outcomes were to identify specific areas for improvement, make recommendations and to establish a monitoring framework.

Results of the survey were categorized as follows: what CWRU does well, points without a consensus, and what CWRU can improve. In response to what CWRU does well, collaboration, departmental research staff, and perceived flexibility were cited most often. With regard to what CWRU doesn't do well, university staff, internal funding, and grant-writing support were cited most often.

Prof. Hoffer said that the survey will be conducted again in the fall and on regular intervals in the future. This type of survey is challenging because of the diverse population of faculty at CWRU. He plans to improve the survey questions and work on ways to make the survey relevant to researchers not in STEM areas. These changes, and better communication with faculty should improve the response rate considerably. The survey results may be used to monitor faculty satisfaction over time. Sue Rivera said that the survey results will help inform the university's strategic research implementation committee. Results of the survey will also be posted on the ORA website. A faculty senator said that when the survey is conducted faculty may be at different points in the grant submission process. She asked that this be taken into consideration when revising the questions for future surveys. *Attachment*

Graduate Certificate in Maternal and Child Nutrition

Professor Paul MacDonald, chair of the Faculty Senate Committee on Graduate Studies, introduced the Graduate Certificate in Maternal and Child Nutrition from the Department of Nutrition in the School of Medicine, and reported that it had been approved by the Graduate Studies Committee at the March 2nd meeting. Professor Mary Beth Kavanagh presented information on the certificate. She said that it is intended to formalize the current specialty in maternal and child nutrition and is consistent with the department's strategic planning goal of establishing clinical and educational excellence in the areas of maternal and child health. The certificate is unique in that it focuses on nutrition where other programs in the country focus on health of mothers and children more broadly. The certificate consists of 12 credit hours that will be satisfied with courses that are currently being offered. The Faculty Senate voted unanimously to approve the graduate certificate. *Attachment*

Concussions- Policy and Protocol for Student Athletes

Professor Ritzmann said that Professor Richard Zigmond had brought this topic to the Senate Executive Committee for discussion. The Executive Committee found the discussion and information provided by the Athletic Department to be extremely relevant and informative and thought it would be important for the Senate to be involved in the discussion also. Amy Backus, Athletic Director, introduced Christopher Bailey (Director of the UH Sports Medicine Concussion Center, Director, Concussion Program, Neurological Institute Univ. Hospitals Case Medical Center), Jessica White (team trainer) and Greg Debeljak (football coach). She reported that the NCAA Division III By-Laws require all active members to have concussion management plans in place. Member institutions must require student athletes to be educated about the signs and symptoms of concussions. A student who exhibits signs and symptoms of a concussion must be removed from play and examined by a medical staff member with experience in the treatment of concussions. The student is not to return to play until given clearance to do so by a physician. Information for student-athletes at CWRU is contained within the Student-Athlete Handbook and students-athletes must acknowledge that they have reviewed the information. Students are required to watch a video about concussions and the CWRU Athletic Department has established football specific guidelines for practice.

So far this year 16 concussions have been reported out of 526 student-athletes. 19 non-athlete student concussions have been reported during the same time period.

Baseline testing for student-athletes participating in high-impact sports is required at CWRU. Baseline testing can help confirm a suspected concussion and can also be used to determine whether a student has healed properly.

Cognitive rest is most important when it comes to the healing process. This includes avoiding many of the assignments that students normally work on. Amy Backus encouraged faculty to support students during these times by following physician recommendations and allowing additional time for completion of assignments after the recovery period.

Prof. Zigmond said that the Senate Executive Committee spent more time talking about how to recover from concussions and less time on how to prevent them. Christopher Bailey said that the Ivy League is moving to eliminate tackling in football practice, however, most concussions happen in games, so this may not help the problem. Helmets are important and can prevent skull fractures, but not necessarily concussions. The NFL changed the kick-off line from the 30 to the 35 yard line which reduced the number of concussion by 50% from 3 years ago. But this is a “sports” problem, not just a football problem. Concussion are high in wrestling, soccer and hockey. More research and data is needed to determine the best ways to prevent concussions.

A faculty senator said that if she hadn’t heard the presentation in the Executive Committee meeting, she would have given the wrong information to a student who had just been in a car accident and had suffered a concussion.

Another faculty senator asked about “sandbagging” where a student will perform poorly during baseline testing so that when they suffer a concussion it won’t be reflected in comparison testing. Christopher Bailey said that this is rare among student-athletes. They are more likely to ignore the symptoms and not get the rest they need.

Prof. Ritzmann said that this is just the beginning of the discussion on this topic. The USG and the GSC should be informing their student constituencies and faculty should be provided with the information also. *Attachment*

Outcome Assessment Report

Susan Perry, University Director of Outcome Assessment, gave an update on the activities of her office. An Outcome Assessment Coordinating Committee has been established with faculty representatives from each of the schools and the college as well as UCITE. They have created a dashboard document showing progress made on issues cited by the HLC during the 2005 accreditation process. Feedback from the HLC during the 2015 accreditation process was positive and they hope to continue the momentum. Mini-grants are now available through the Office of Outcome Assessment for faculty/departments to support program-level assessment of student learning. Professional development opportunities are being created for faculty and Susan Perry is involved with a number of campus groups focused on student assessment. She is also enhancing the Outcome Assessment website to provide more information for the university community. Next steps include a refresh of the university’s assessment plan that was

developed in 1996, improvements to school program assessment plans, and preparation of the Year 4 HLC Assurance Argument and Evidence file that is due in 2019.

The meeting was adjourned at 5:30pm.

Fair Labor Standards Act (FLSA)

March 30, 2016
Human Resources

What Is The FLSA

- The Fair Labor Standards Act (FLSA) is a federal law that sets the criteria to determine which employees are entitled to overtime based on duties performed, level of responsibility, decision making authority, and level of compensation.
- This is from where the terms “exempt” and “non-exempt” come.

Who Enforces the FLSA

- The Department of Labor creates the FLSA regulations.
- The Wage and Hour Division of the DOL administers and enforces labor laws regarding wages, hours, and working conditions with entities governed by the FLSA.
- The statute of limitations on claims for wages or overtime violations is generally two (2) years from the date the illegal act occurred. If, however, the failure to pay wages or overtime was willful, (i.e. that the employer knew its conduct was prohibited by the FLSA or showed reckless disregard for whether it might be prohibited) the statute of limitations is extended to three (3) years.

Why Is The FLSA In The News

- In March 2014, President Obama issued a directive to the Secretary of Labor to reform the existing “white collar” exemptions.
- On June 30, 2015, the Department of Labor released proposed regulations that would modify certain provisions of the FLSA. Specifically, the proposed regulations increase the minimum salary required to be earned by an employee in order for that employee to be exempt from the FLSA overtime requirements.
- We are awaiting the issuance of final regulations from the U.S. Department of Labor about a pending increase to the salary threshold test for exemption.

Exempt Employees

- Exempt employees must meet two tests: the **salary basis test** and **duties test** (for specifics regarding the duties tests please contact Carolyn Gregory or Stephanie Hathaway).
- The salary test currently is \$23,660 (i.e. \$455/week). The proposal would raise that to \$50,440 (i.e. \$970/week) and be indexed to inflation annually thereafter.

Types of Work that Is Compensable

- Meal periods, unless the employee is completely relieved of all duties and free to leave the duty post for at least 30 minutes.
 - Employees who eat at their desks and answer phones, check emails, or otherwise perform work would not be considered relieved of duties. Therefore, we recommend that all non-exempt employees not be permitted to eat at their desks.
 - Currently, many exempt employees eat at their desks, so this will be a change for many. Supervisors will be responsible for enforcing.

Some Major Issues

- We do not know for sure what the salary basis test will be when the final regulations are issued (*i.e.* whether it will be the proposed \$50,440 or a lesser amount). However, we are confident that the salary basis amount will be increased by a significant amount.
- We do not know the timeline for implementation until the final regulations are issued – but it may be as little as 60 days. Recent statements from DOL officials indicate they are targeting April/May 2016 for release of the final regulations with an effective date 60 days thereafter.
- We also do not know if the duties tests will change and how that will affect positions currently classified as exempt aside from salary.

Morale Issues

- Employees perceive exempt status as “professional.” Therefore, moving employees to non-exempt status will suggest to many employees that they are not professional. We anticipate that morale will suffer as a result.
- Tracking of time – exempt employee do not record their time, while non-exempt employees must do so. This will be a change for employees who transition from exempt to non-exempt; supervisors will be expected to pay closer attention to compensable work hours and time approvals.

Decision Points

Which Staff Stay Exempt

- What positions will we raise to meet the salary threshold?
 - Over 800 positions are directly affected by this change, with others indirectly affected.
 - Considerations must be given for similarly situated positions across campus and compensation equity.
 - Consideration for compression.

All schools, the college and UGEN have reviewed potentially impacted ees and provided recommendations.

Compensation Issues

- Exempt employees pay is calculated on a 40 hour work week.
- Most non-exempt employees pay is calculated on a 37.5 hour work week.
 - This means that for exempt employees who are reclassified to non-exempt, they should receive a 6% reduction in pay.
- Should we classify those employees as non-exempt as 40-hour employees?
- Should transitioning employees be grandfathered at a 40-hour per week schedule?

Work Hours Issues

- The University's core hours are 8:30-5, with an hour lunch. Exempt employees are required to work a minimum of 40 hours per week, meaning that they should be working beyond the University's core hours. However, many exempt employees do not do that, meaning they are really working 37.5 hours. Supervisors are not enforcing the work hours. What this means is that an employee may go from exempt, working 37.5 hours, to non-exempt, working 37.5 hours (and with the resulting decrease in pay).

Issues with Annual Raises

- Because the proposed FLSA regulations require that the minimum salary start at \$50,440 and be indexed to inflation annually thereafter, it requires annual raises. This means that the performance review/merit increase would be minimized because the minimum raise would be set by the government for employees close to the \$50,440 threshold.
- It also means that an exempt employee may have a review that is below average (does not meet expectation) and still get a raise higher percentage-wise than employees who are above expectations or outstanding in order to maintain exempt status.

Part-Time Employees

- We currently have some part-time, exempt employees. Because exempt employees must receive the \$50,440/\$970 per week regardless of whether they work full or part-time, should we require that all part-time employees are non-exempt, regardless of pay level or job duties?

Training and Record Keeping

- How to communicate the changes to all effected employees and supervisors?
- Need to provide training to all affected employees and their supervisors.
 - Comprehensive training and education for managers and employees will be critical to ensure compliance.
- HCM/time system – should we provide monthly overtime utilization to areas (e.g. monthly query run by payroll and sent to the applicable departments)?

Where are in the review

- We anticipate hearing news soon.
- We are in readiness mode.
- A communication strategy is being developed.
- An implementation plan needs to be developed and, once the final regulations are issued it should be tweaked, finalized and implemented with a 60 day timeline for implementation.

ARTICLE VIII. INITIATIVE AND REFERENDUM

Sec. A. Initiative

A motion or resolution may be placed on the agenda of a meeting of the University Faculty by any of the following initiative procedures:

1. A request of the president,
2. A request of the chair of the Faculty Senate,
3. A petition signed by forty percent of the voting members of the Faculty Senate,
4. A petition signed by two-thirds of the voting members of the University Faculty in any constituent faculty, or
5. A petition signed by ten percent of the voting members of the University Faculty.

~~C. The vote on any initiative or amendment to the constitution proposed by initiative shall be by written ballot sent to the voting members of the University Faculty as described in Article IX, Par. 1~~

Sec. B. Referendum

Any action of the Faculty Senate may be made subject to referendum by the University Faculty, within six months of the date of such action, by any of the procedures specified above for initiative. ~~A two-thirds vote of the voting members of the University Faculty present at the meeting called to consider such referendum shall be required to overrule the action of the Faculty Senate. In the event that the meeting does not achieve a quorum (what quorum rules apply?), that petition of referendum shall expire.~~

Sec. C. Voting

~~The vote on any initiative or amendment referendum proposed under this to the constitution Section shall be presented at any meeting of the University Faculty pursuant to Article IV. Within fourteen (14) days after such a meeting, the Secretary of the University Faculty shall send out an electronic ballot to the voting members of the University Faculty. The proponents of the initiative or referendum shall include a statement of the reasons for the proposal. Any opponents of the proposal may also include a statement of the reasons for their opposition. An initiative or referendum vote is valid only if at least 10% of the voting members of the University Faculty return a ballot within 14 days. The vote on any proposed initiative or referendum requires the approval of at least sixty percent of those voting members returning ballots.~~
~~proposed by initiative shall be by written ballot sent via electronic means or other means to the voting members of the University Faculty sent to the voting members of the University Faculty as described in Article IX, Par. 1~~

Proposed Revisions to Article X of the Faculty Handbook, Chapter 2, Article IX

ARTICLE IX. AMENDMENT

Par. 1. An amendment of this constitution may be proposed by either (a) majority vote of the Faculty Senate or by b) according to the initiative and referendum procedures specified in Article VIII, Sec. A. ~~action of the voting members of the University Faculty at an annual meeting or at a special meeting, subject to the procedures specified in Article VIII, Section A. A proposed amendment shall be presented at any meeting of the University Faculty pursuant to Article IV. Within fourteen (14) days after such a meeting, the Secretary of the University Faculty shall send out an electronic ballot written ballot via electronic means or other means~~ to the voting members of the University Faculty. The vote on any proposed amendment ~~shall be by mail ballot of the University Faculty and shall~~ requires the approval of sixty percent of those voting members returning ballots.

~~In the case of an amendment proposed by majority vote of the Faculty Senate, the president of the University shall call a special meeting of the University Faculty to discuss the proposed amendment; that meeting shall take place not later than the fifth day preceding the final date for submission of ballots.~~

Par. 2. At least once every five years, the Faculty Senate shall review all provisions of this constitution and recommend to the University Faculty as to desirable amendments.

Par. 3. After its approval by the voting members of the University Faculty, an amendment shall be submitted to the president for consideration and transmittal to the Board of Trustees for approval. The amendment shall take effect immediately upon receipt of trustee approval unless the amendment specified otherwise.

The Faculty Senate Committee on Research: 2015 Faculty Research Survey

March 30, 2016

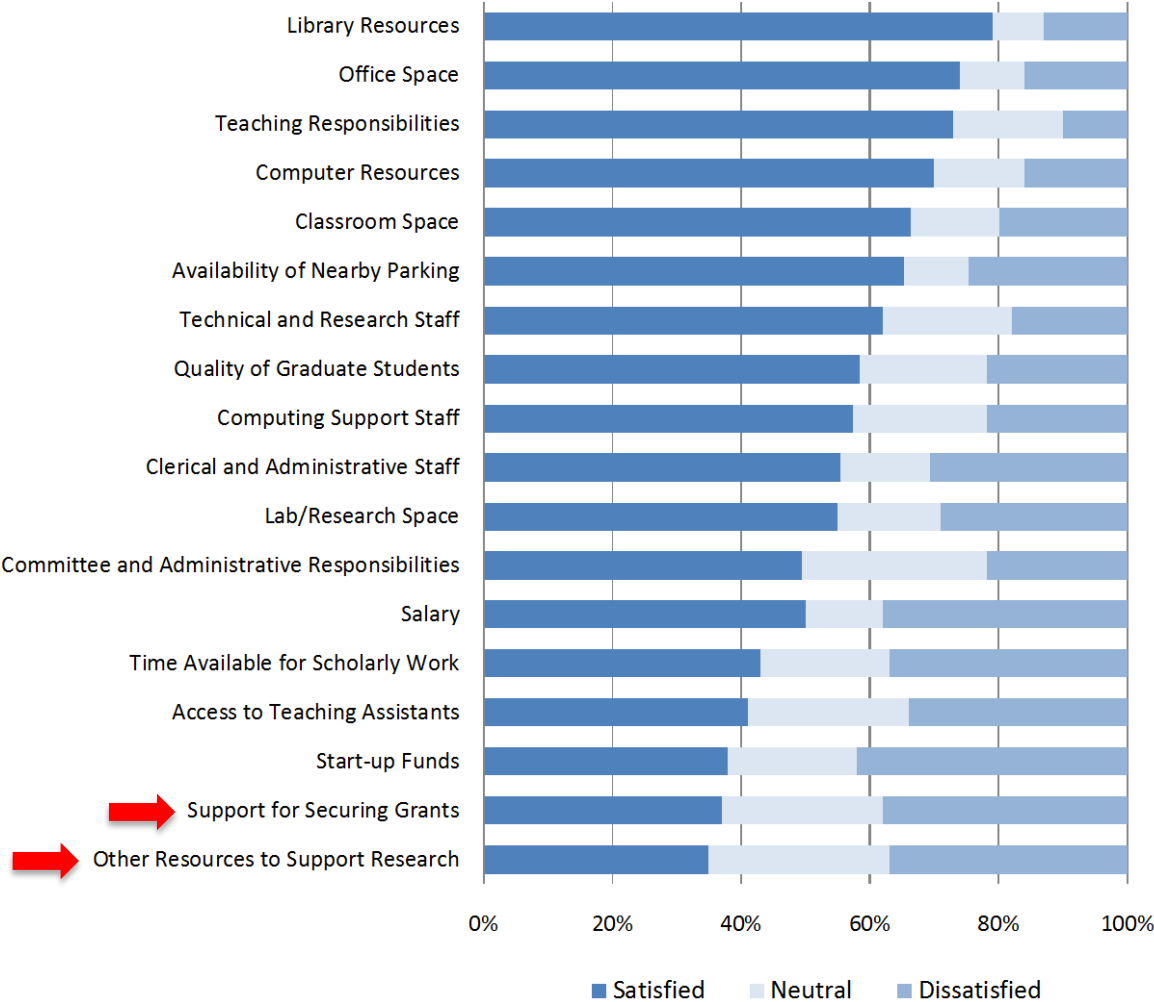
Lee D. Hoffer
Chair, Faculty Senate Committee on Research

Background

- Based on data from CWRU 2010 & 2014 Faculty Climate Surveys:
 1. Satisfaction about “research” was low among faculty, lower than parking
 2. More dissatisfaction about research support compared to peer institutions

Background

Satisfaction with Facilities, Resources, and Support
2010 Faculty Climate Survey



Background

- “FSRC Faculty Research Survey” (Faculty Senate Committee on Research & Office of Research Administration)
 - Thanks to: Josh Terchek (Associate Director, Institutional Research Office) Julia Knopes (Graduate Student / Anthropology)
- Objectives of the survey:
 1. Assess faculty satisfaction with research support services
 2. Identify priorities for improving research support
 3. Collect open-ended responses
- Outcomes:
 - Identify specific areas for improvement
 - Make recommendations
 - Establish a monitoring framework

Background

- Method:
 - Email announcement sent to all faculty w/ link to on-line survey April 30, 2015. (Survey closed May 21, 2015.)
 - Implemented in Qualtrics
- N=393
- Low “response rate” 11% (N=3384)
- Potential selection bias (faculty doing more research)
- The survey primarily asked about grant funded research processes / services

2015 Faculty Research Survey

Quantitative Data

Sample:

Primary faculty appointment at CWRU

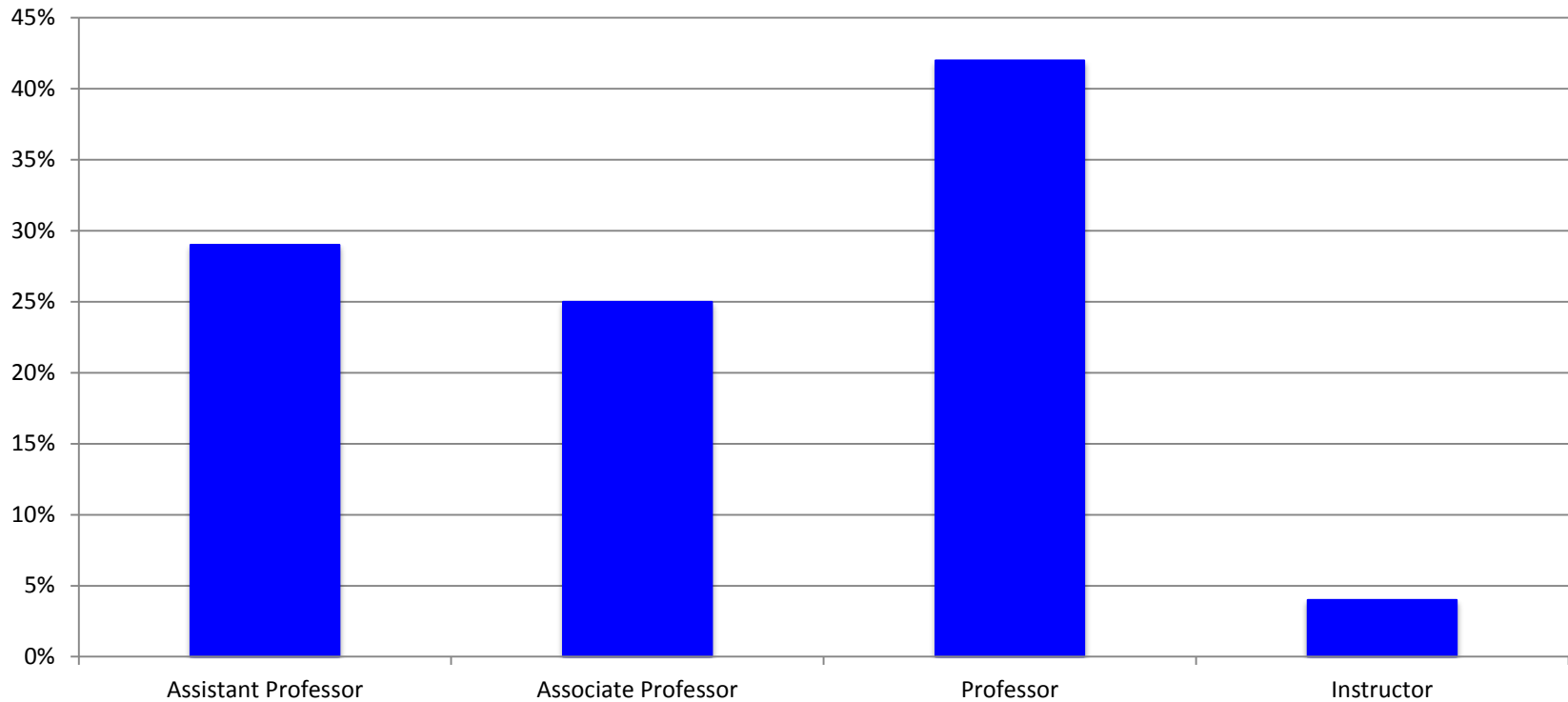
	N	%
Case School of Engineering	28	7
College of Arts and Sciences*	105	27
Frances Payne Bolton School of Nursing	23	6
Jack, Joseph, and Morton Mandel School of Applied Social Sciences	10	3
School of Dental Medicine	15	4
School of Law	7	2
School of Medicine**	172	45
Weatherhead School of Management	17	5
Total	N=377	

* CAS divided by Social Sciences, Arts & Humanities, & Physics / Natural Sciences

** SOM divided by Basic Science & Clinical Medicine

Sample:

Faculty rank/position

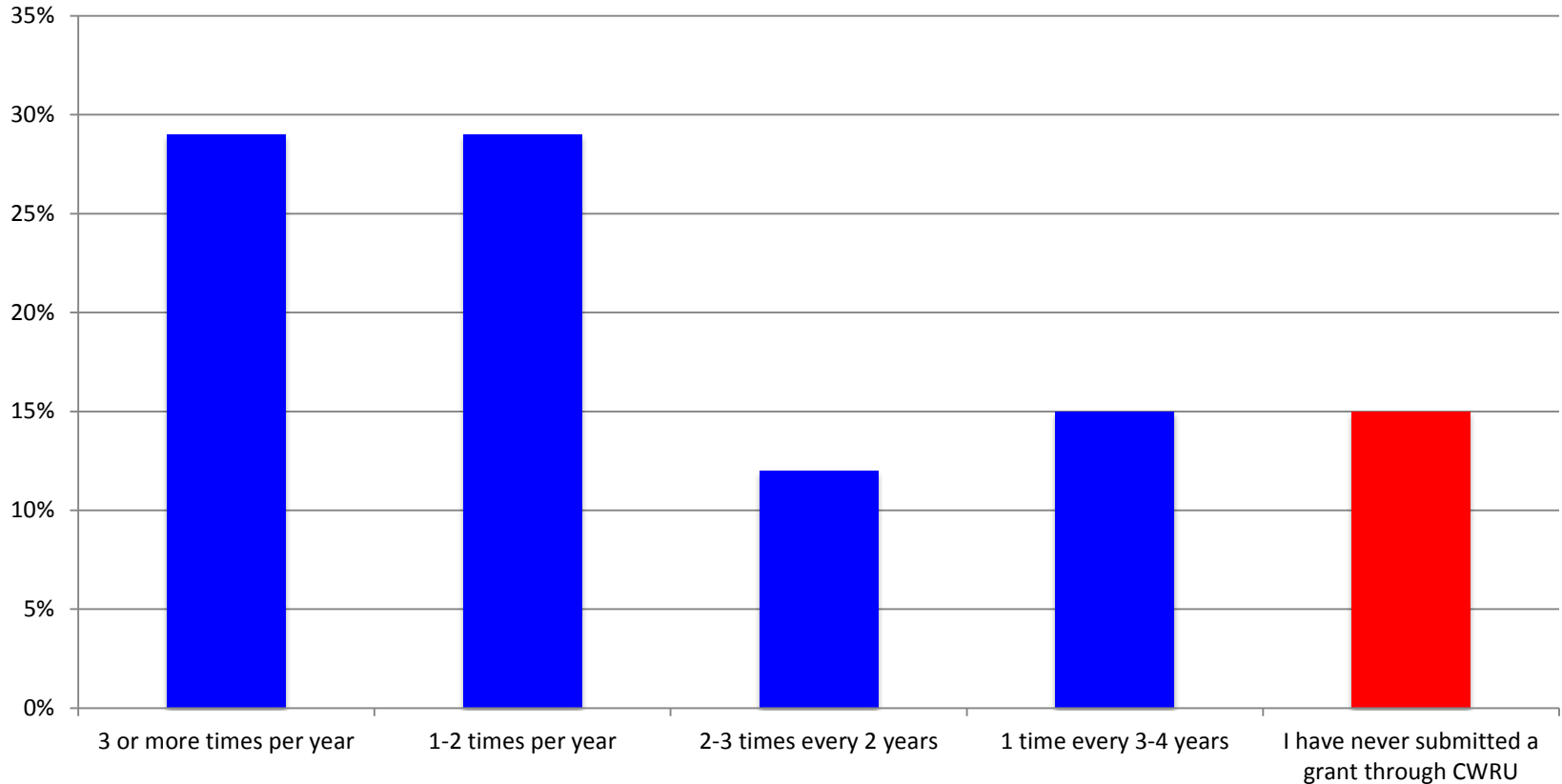


- 54% Tenured
- 23% “Clinical faculty”
- 91% Main campus

N=375

Sample:

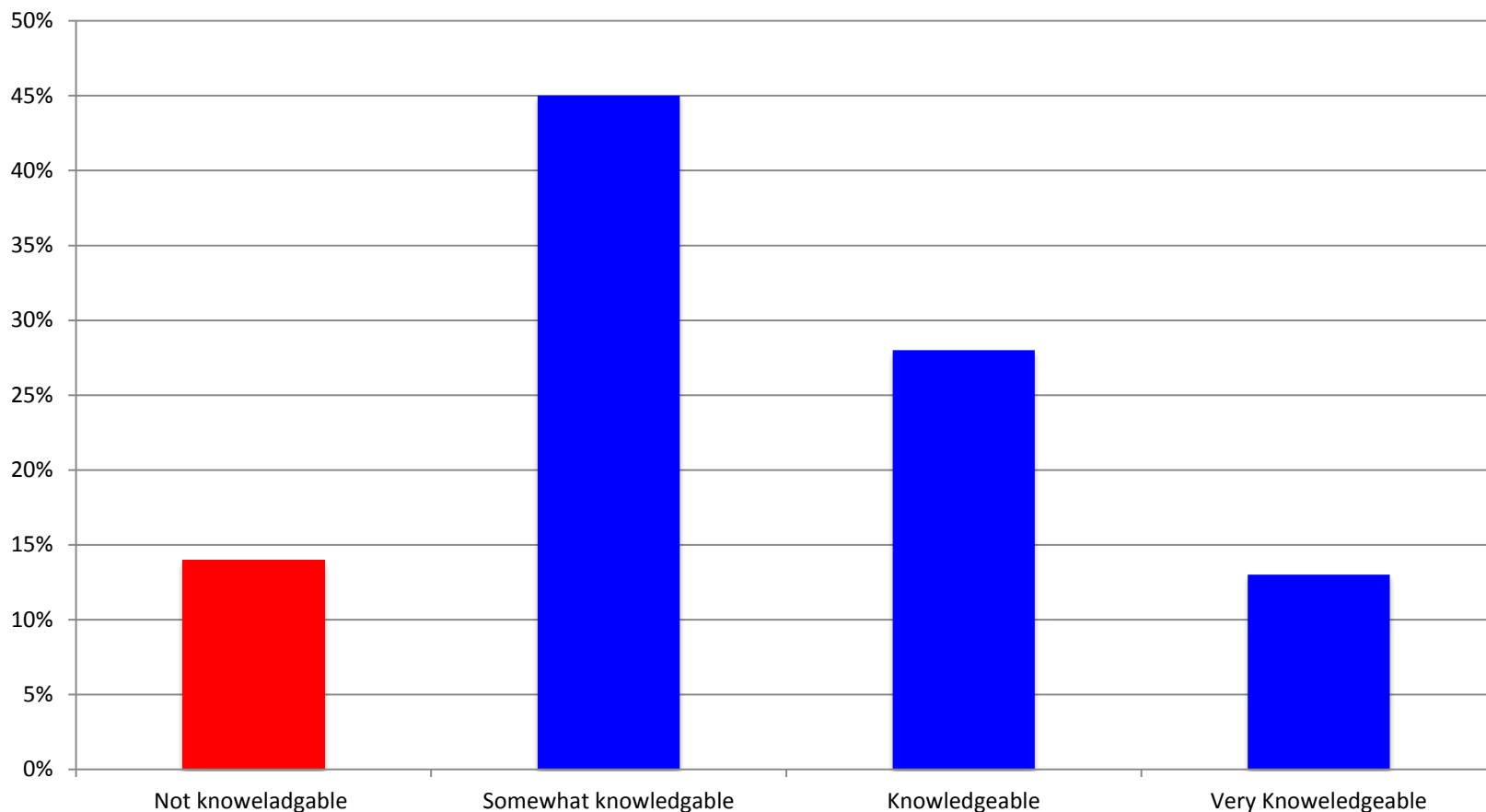
How Frequently do you submit grants?



N=373

Sample:

How would you rate your knowledge about services?



N=351

How satisfied are you with assistance for pre-award activities

Question	Dissatisfied	Satisfied	Not important / NA
→ Identifying Federal/State grant opportunities	30.32%	52.91%	16.77%
Identifying foundation support opportunities	43.22%	42.58%	14.19%
Identifying industry support opportunities	47.25%	19.74%	33.01%
→ Understanding sponsor / agency guidelines	28.89%	52.27%	17.90%
IRB submission / review processes	32.69%	35.60%	31.71
Negotiating contracts	34.09%	22.08%	43.83%
Proposal writing	42.37%	31.72%	25.89%
Preparing proposal budgets	37.42%	46.45%	16.13%
→ Submitting proposals	33.87%	52.58%	13.55%
→ Keeping up-to-date on research news and sponsor guidelines / policies	24.19%	59.47%	16.34%

N=310-306

→ = More satisfied (+10%)

How satisfied are you with assistance for pre-award activities

Question	Dissatisfied	Satisfied	Not important / NA
Identifying Federal/State grant opportunities	30.32%	52.91%	16.77%
Identifying foundation support opportunities	43.22%	42.58%	14.19%
→ Identifying industry support opportunities	47.25%	19.74%	33.01%
Understanding sponsor / agency guidelines	28.89%	52.27%	17.90%
IRB submission / review processes	32.69%	35.60%	31.71
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→ Proposal writing	42.37%	31.72%	25.89%
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Submitting proposals	33.87%	52.58%	13.55%
Keeping up-to-date on research news and sponsor guidelines / policies	24.19%	59.47%	16.34%

N=310-306

→ = More dissatisfied (+10%)

How satisfied are you with assistance for pre-award activities

Sorted by “satisfied”

	Activity	Dissatisfied	Satisfied	Not important / NA
More Satisfied	Keeping up-to-date on research news and sponsor guidelines / policies	24.19%	59.47%	16.34%
	Identifying Federal/State grant opportunities	30.32%	52.91%	16.77%
	Submitting proposals	33.87%	52.58%	13.55%
	Understanding sponsor / agency guidelines	28.89%	52.27%	17.90%
	Preparing proposal budgets	37.42%	46.45%	16.13%
	IRB submission / review processes	32.69%	35.60%	31.71
More Dissatisfied	Identifying foundation support opportunities	43.22%	42.58%	14.19%
	Proposal writing	42.37%	31.72%	25.89%
	Negotiating contracts	34.09%	22.08%	43.83%
	Identifying industry support opportunities	47.25%	19.74%	33.01%

N=310-306

Which 3 pre-award activities if improved would most benefit your research agenda?

Activity	Number of mentions
Identifying foundation support opportunities	128
Proposal writing	105
Submitting proposals	88
Preparing proposal budgets	82
Identifying Federal/State grant opportunities	81
Identifying industry support opportunities	72
IRB submission / review processes	57
Negotiating contracts	49
Keeping up-to-date on research news and sponsor guidelines / policies	38
Understanding sponsor / agency guidelines	37

How satisfied are you with assistance for post-award activities

Activity	Dissatisfied	Satisfied	Not important / NA
→ Setting up research account(s) (a.k.a. "speedtypes")	21.83%	54.93%	23.24%
IRB submission / review processes	27.04%	31.32%	41.63%
IACUC submission/review processes	13.26%	17.57%	69.18%
IBC submission/review processes	8.36%	17.09%	74.55%
Monitoring research accounts	42.30%	34.41%	23.30%
Hiring research staff	38.16%	26.50%	35.33%
→ Evaluating research staff	25.45%	35.13%	39.43%
Payment and invoicing issues	40.78%	34.76%	24.46%
Establishing and managing sub-awards	23.74%	29.14%	47.12%
Purchasing research equipment	30.00%	36.79%	33.22%
Setting up/managing IT services for research	29.43%	31.92%	38.65%
→ Project reporting	23.14%	50.89%	25.98%
→ Project closeout activities	20.51%	47.48%	32.02%

N=275-280

→ = More satisfied (+10%)

How satisfied are you with assistance for post-award activities

Activity	Dissatisfied	Satisfied	Not important / NA
Setting up research account(s) (a.k.a. "speedtypes")	21.83%	54.93%	23.24%
IRB submission / review processes	27.04%	31.32%	41.63%
IACUC submission/review processes	13.26%	17.57%	69.18%
IBC submission/review processes	8.36%	17.09%	74.55%
→ Monitoring research accounts	42.30%	34.41%	23.30%
→ Hiring research staff	38.16%	26.50%	35.33%
Evaluating research staff	25.45%	35.13%	39.43%
→ Payment and invoicing issues	40.78%	34.76%	24.46%
Establishing and managing sub-awards	23.74%	29.14%	47.12%
Purchasing research equipment	30.00%	36.79%	33.22%
Setting up/managing IT services for research	29.43%	31.92%	38.65%
Project reporting	23.14%	50.89%	25.98%
Project closeout activities	20.51%	47.48%	32.02%

N=275-280

→ = More dissatisfied (+10%)

How satisfied are you with assistance for post-award activities

Sorted by “satisfied”

	Activity	Dissatisfied	Satisfied	Not important / NA
More Satisfied	Setting up research account(s) (a.k.a. "speedtypes")	21.83%	54.93%	23.24%
	Project reporting	23.14%	50.89%	25.98%
	Project closeout activities	20.51%	47.48%	32.02%
	Purchasing research equipment	30.00%	36.79%	33.22%
	Evaluating research staff	25.45%	35.13%	39.43%
	Setting up/managing IT services for research	29.43%	31.92%	38.65%
	IRB submission / review processes	27.04%	31.32%	41.63%
More Dissatisfied	Establishing and managing sub-awards	23.74%	29.14%	47.12%
	Hiring research staff	38.16%	26.50%	35.33%
	Payment and invoicing issues	40.78%	34.76%	24.46%
	Monitoring research accounts	42.30%	34.41%	23.30%

*two activities “IACUC submission/review processes” & “IBC submission/review processes” are not included as +70% of faculty reported them as “not important / NA.” Both also garnered more satisfaction than dissatisfaction.

N=275-280

Which 3 post-award activities if improved would most benefit your research agenda?

Activity	Number of mentions
Monitoring research accounts	102
Hiring research staff	85
Payment and invoicing issues	71
IRB submission / review processes	53
Project reporting	52
Setting up/managing IT services for research	41
Setting up research account(s) (a.k.a. "speedtypes")	40
Purchasing research equipment	37
Establishing and managing sub-awards	24
Project closeout activities	23
Evaluating research staff	18
IACUC submission/review processes	16
IBC submission/review processes	6

In general, how satisfied are you with assistance provided by the university in the following

Activity	Dissatisfied	Satisfied
Help finding funding opportunities	54.58%	45.42%
Training on how to write a grant	52.21%	47.79%
Grant writing support	70.00%	30.00%
Regulatory Committee support (IRB, IACUC, IBC, etc.)	50.84%	49.15%
Financial Accounting / Budget support	60.32%	39.68%
Human Resources (for research)	57.38%	42.62%
Purchasing/Procurement	51.44%	48.56%
→ Lab/research space	36.40%	63.59%
→ Mentorship from senior faculty	40.08%	59.92%
Bridge funding	70.09%	29.92%
Startup, seed, or pilot project funding	64.23%	35.78%

N=262-224

→ = More satisfied (+10%)

In general, how satisfied are you with assistance provided by the university in the following

Activity	Dissatisfied	Satisfied
→ Help finding funding opportunities	54.58%	45.42%
Training on how to write a grant	52.21%	47.79%
→ Grant writing support	70.00%	30.00%
Regulatory Committee support (IRB, IACUC, IBC, etc.)	50.84%	49.15%
→ Financial Accounting / Budget support	60.32%	39.68%
→ Human Resources (for research)	57.38%	42.62%
Purchasing/Procurement	51.44%	48.56%
Lab/research space	36.40%	63.59%
Mentorship from senior faculty	40.08%	59.92%
→ Bridge funding	70.09%	29.92%
→ Startup, seed, or pilot project funding	64.23%	35.78%

N=262-224

→ = More dissatisfied (+10%)

In general, how satisfied are you with assistance provided by the university in the following

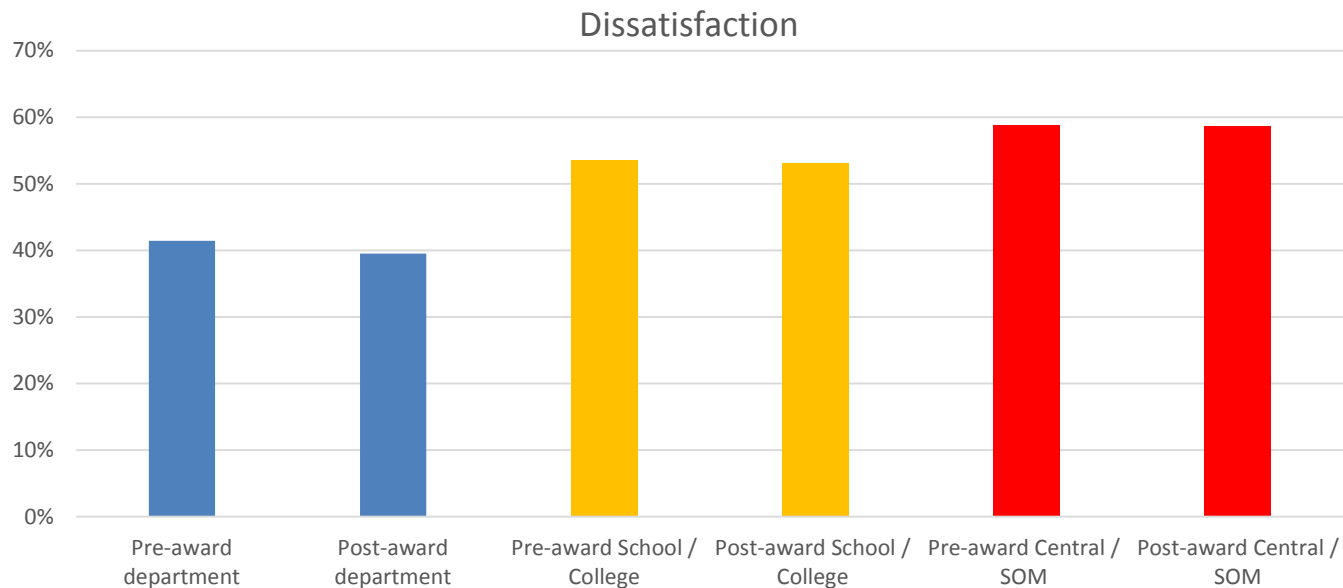
Sorted, >50%

Activity	Dissatisfied
Bridge funding	70.09%
Grant writing support	70.00%
Startup, seed, or pilot project funding	64.23%
Financial Accounting / Budget support	60.32%
Human Resources (for research)	57.38%
Help finding funding opportunities	54.58%
Training on how to write a grant	52.21%
Purchasing/Procurement	51.44%

How satisfied are you with the current assistance you receive in...

Question	Dissatisfied	Satisfied
<i>Pre-award support from your department</i>	41.45%	58.55%
<i>Post-award support from your department</i>	39.54%	60.46%
<i>Pre-award support from School / Management center / College</i>	53.55%	46.46%
<i>Post-award support from School / Management Center / College</i>	53.06%	46.94%
<i>Pre-award support from Central / SOM</i>	58.85%	41.15%
<i>Post-award support from Central / SOM</i>	58.72%	41.28%

N=263-235



2015 Faculty Research Survey

Qualitative Data

Summary

- The Faculty Research Survey asked two open-ended questions...

Q.17 What does CWRU do well?

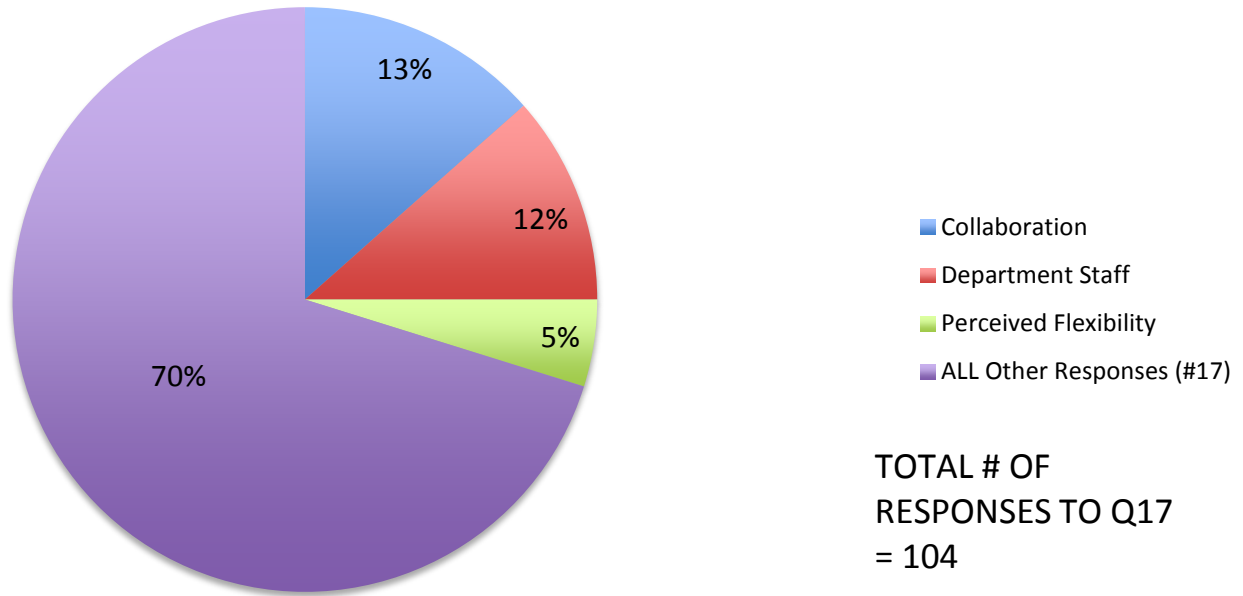
Q.18 What can CWRU improve?

Summary

- Data was thematically coded and numerically accounted using NVivo software
- Responses are listed in three categories:
 1. What CWRU Does Well
 2. Points Without a (Single) Consensus
 3. What CWRU Can Improve

What CWRU Does Well

What CWRU Does Well:
Overall Breakdown of (Positive) Responses: Q #17



What CWRU Does Well: *Collaboration*

- “CWRU is a very collaborative environment.”
- “Good academic environment with wonderful colleagues.”
- “There are many capable scientists at the university for me to collaborate with.”

What CWRU Does Well: *Department Staff*

- “Departmental support for creating budgets and submitting proposals is fantastic.”
- “Friendly and overall efficient staff in our department.”
- “The people in my department are very good but extraordinarily overworked and overwhelmed.”

What CWRU Does Well: *Perceived Flexibility*

- “Allows me to determine my own budgets for research travel and book purchases.”
- “You have freedom.”

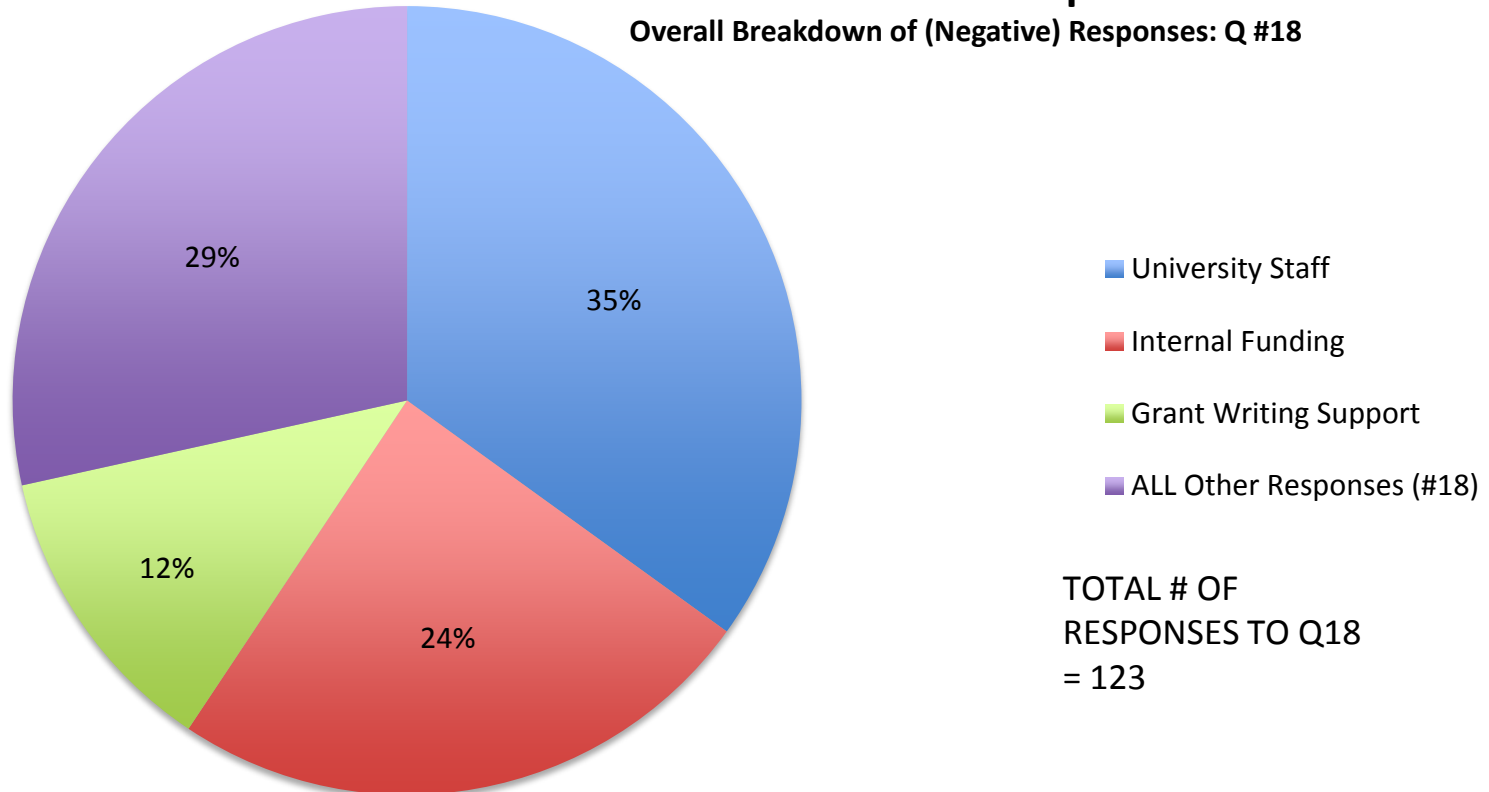
Points Without Consensus

Points with No (Single) Consensus		
	Positive Comments	Negative Comments
Facilities/Equipment	9	7
Software	10	4
Funding Emails*	6	4
College/School Level Staff	2	7

** There were 10 comments total on funding emails. All 10 were positive and said the regularity of emails was helpful: however, 4 also noted the funding reported was too focused on STEM opportunities or were irrelevant to non-"hard" science fields.*

What CWRU Can Improve

What CWRU Can Improve On:
Overall Breakdown of (Negative) Responses: Q #18



What CWRU Can Improve: *University Staff*

- “University staff” concerns included comments on both pre-award and post-award administration
- University staff included a mixture of comments about 4 groups:
 - ORA
 - IRB*
 - HR
 - Purchasing

What CWRU Can Improve:

Internal Funding

- There were 41 specific comments on the following 7 topics:
 1. (Internal) Seed/Pilot Funding: 14 comments
 2. Other/Misc. Funding: 10 comments
 3. Bridge Funding: 7 comments
 4. Small Discretionary Funding: 4 comments
 5. Travel Funding: 4 comments

What CWRU Can Improve: *Grant Writing Support*

- “It would be great to have a professional editing/writing service for grant proposals.”
- “Establish a system for faculty mentorship on grant writing.”
- “The lack of a proactive infrastructure that facilitates grant development and submission in the social/behavioral sciences is a factor in losing quality faculty to other institutions.”

Conclusions

Pre-award

- Dissatisfaction:
 1. Grant writing support
 2. Identifying foundation support opportunities
- For improvement:
 1. Identifying foundation support opportunities
 2. Proposal writing
 3. Submitting proposals

Post-award

- Dissatisfaction:
 1. Monitoring accounts
 2. Payment & invoicing
- For improvement:
 1. Monitoring research accounts
 2. Hiring research staff
 3. Payment & invoicing

In general

- Dissatisfaction:
 1. Bridge funding
 2. Grant writing support
 3. Startup, seed, or pilot project funding

What CWRU **does well**:

1. Collaboration
2. Department staff
3. Flexibility

What can CWRU **improve**:

1. University staff (ORA, IRB, HR, Purchasing)
2. Internal funding
3. Grant writing support

Future

- **Improve survey** (e.g., stratified sampling, improve response rate, ask better questions, include non-STEM items)
- **Utilize survey as an outcome measure to evaluate CWRU research support services**

Pamela B. Davis, M.D., Ph.D.

Dean

Senior Vice President for Medical Affairs

Office of the Dean

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Cleveland, Ohio 44106-4915

Visitors and Deliveries
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<http://casemed.case.edu>

February 23, 2016

Roy Ritzmann, PhD
Chair, Faculty Senate
c/o Rebecca Weiss, Secretary of the University Faculty
Adelbert Hall
7001

Dear Dr. Ritzmann:

As noted in the accompanying memo from Dr. Bill Schilling, Chair of the School of Medicine's Faculty Council, the Faculty Council has recommended approval of a Graduate Certificate in Maternal and Child Nutrition.

This program will formalize what has previously been known as the "Specialty in Maternal and Child Nutrition" in the Department of Nutrition and as "Maternal and Child Nutrition Option" in the General Bulletin. The courses will continue to be taught by our expert faculty and the students will be able to distinguish themselves in this area. The departments and faculty have experience with the management and coordination of necessary for successful certificate programs.

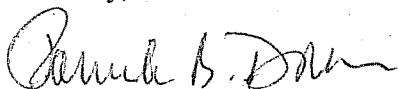
The proposal approval process is outlined in Dr. Schilling's memo. An ad hoc Committee was convened to review this new program and after revisions, the program was approved by the Faculty Council.

I concur with the Faculty of Medicine and recommend approval of this graduate certificate program.

Please submit the proposed graduate certificate program to the appropriate committees for their review at their earliest opportunity. I would be pleased to answer any questions that might arise during the review process.

Thank you.

Sincerely,



Pamela B. Davis, MD, PhD

c: Dr. Bill Schilling, Chair, Faculty Council
Nicole Deming, Assistant Dean for Faculty Affairs and Human Resources, SOM

enclosures



SCHOOL OF MEDICINE

CASE WESTERN RESERVE
UNIVERSITY

Memorandum

To: Pamela B. Davis, MD, PhD
Dean, School of Medicine
Case Western Reserve University

From: William Schilling, PhD
Chair, Faculty Council

Re: Maternal and Child Nutrition Certificate

Date: February 22, 2016

At its December 21, 2015, meeting, the Faculty Council voted to recommend approval of a Graduate Certificate in Maternal and Child Nutrition Program proposal. The certificate will be offered by the Department of Nutrition in the School of Medicine.

In accordance with our SOM practices, an ad hoc committee composed of members of the Faculty Council Steering Committee, Graduate Directors, the SOM members of the Faculty Senate's Committee on Graduate Programs, and the Associate Dean for Graduate Education was created to review the program proposal. The ad hoc committee was chaired by Nicholas Ziats and met with Hope Barkoukis, Interim Chair of Nutrition. The ad hoc committee reviewed the document, discussed the proposal, and engaged with the program presenter. After the meeting was concluded a summary of changes was created. These changes were adopted and the revised proposal was circulated to the ad hoc committee for a vote. The ad hoc committee approved the reviewed proposal and it was sent to the Faculty Council for a vote.

After your review, I hope you will join me in recommending approval of the proposal for a Graduate Certificate in Maternal and Child Nutrition by the Faculty Senate, President, and Board of Trustees as required by the Faculty Handbook. This Certificate will also require approval by the Ohio Board of Regents.

Please let me know if I can provide any additional information.

Thank you for your consideration.

Sincerely,



William P. Schilling, Ph.D.
Faculty Council Chair
Professor of Physiology and Biophysics
Case Western Reserve University School of Medicine

cc: Nicole Deming, JD, MA



Department of Nutrition
School of Medicine – Room WG 48
2109 Adelbert Road
Cleveland, Ohio 44106-4954
216.368.2440

To Nick Ziats, Nicole Deming, & Committee

I am pleased to very enthusiastically support the Graduate Certificate in Maternal and Child Nutrition from the Nutrition Department that is being presented for approval. Creating an official Certificate in this specialty area is part of the Department's strategic plan to establish a clinical and educational excellence in the areas of maternal and child nutrition.

The 12 credit hours of courses included in this Certificate are currently in existence in our graduate course offerings and taught by experienced nutrition clinicians, (registered dietitians). None of these courses are new, nor do they require any alteration from their existing, approved course curriculums. Faculty load also remains unchanged by this certificate since clinical nutrition experts who currently teach these courses will remain the primary faculty of record.

The professional advantage of achieving this Certificate for our graduate students in the Public Health or Coordinated Dietetic Internship tracks is the ability to differentiate themselves as those with advanced training in these nutrition domains. Nutrition, similar to medicine, is composed of practicing dietitians who specialize in various areas of practice. These specializations are often the difference between being hired for a position or not. They also set the stage for being a component in their upward professional trajectory and development as well.

Lastly, students who may be in other clinically based fields, such as medical or nursing or physician assistant students would also benefit from this Certificate. They would benefit from having exposure to expert instructors who also happen to be experienced, exceptional clinicians too.

Please do not hesitate to contact me for further information. I will look forward to the successful development of this Certificate.

Sincerely,

Hope Barkoukis, PhD, RDN, LD
Interim Chair and Associate Professor
Department of Nutrition, CWRU

Proposal
Graduate Certificate in Maternal and Child Nutrition
August 2015

The Department of Nutrition in the School of Medicine presents this proposal and is committed to sponsoring this new graduate certificate program. This program has been informally administered as an “option” or as a “specialty” by the previous Director of the MS/Public Health Nutrition Dietetic Internship Program. The Department wishes to formalize this program as an official graduate certificate program at Case Western Reserve University for our MS/Dietetic Internship students and non-degree Registered Dietitian Nutritionists or other licensed health care professionals who are pursuing certifications for their professional advancement or for continuing education credits.

Justification for a Graduate Certificate in Maternal and Child Nutrition

Healthy People 2020 identified 33 objectives for Maternal and Child Health. Many, if not most of these objectives have a strong nutrition component. Ensuring good nutritional status for women of child-bearing age before conception and during pregnancy is crucial to achieving objectives like MICH-1.1: Reduce the rate of fetal deaths at 20 or more weeks of gestation and MICH 8: Reduce low birth weight and very low birth weight.

Maternal and child malnutrition, defined as both under-nutrition and over-nutrition, is a global problem. Maternal iron deficiency can contribute to fetal growth restriction, maternal death and low birth weight while maternal overweight and obesity are associated with maternal death, preterm birth, and increased infant mortality. Undernutrition in infants and children can contribute to increased mortality, stunting of growth and delayed development, and an increase in infectious diseases. Overweight and obesity is increasing in children younger than 5 years of age and can contribute to increased risks for diabetes and cardiovascular disease.

Registered Dietitian Nutritionists are the food and nutrition experts on the inter-professional health care team who are uniquely trained to help our nation achieve the objectives of *Healthy People 2020* and beyond. They provide care for people with various health diseases that are the direct result of over-nutrition and under-nutrition.

Many institutions grant graduate degrees with an emphasis on Maternal and Child Health (for example Boston University and George Washington University) and several universities award graduate certificates in Maternal and Child Health (for example Emory University and Johns Hopkins University). The University of California, Davis offers a graduate program in Maternal and Child Nutrition which requires 36 units of graduate and upper division courses and awards the degree of Master of Advanced Study to those completing the program. There were no graduate certificate programs in Maternal and Child Nutrition identified in a recent search of

Association of Schools and Programs of Public Health's website, gradschools.com, or graduateprograms.com in Northeast Ohio nor in the state of Ohio.

The Master of Science/Coordinated Dietetic Internship and the Master of Science/Public Health Nutrition Dietetic Internship Programs in the Department of Nutrition prepare students to become Registered Dietitian Nutritionists. In the future, there will be increased demand for these professionals and an increase in their employment in community nutrition practice and interventions for disease prevention according to the Accreditation Council for Education in Nutrition and Dietetics. Graduates of both of these MS programs can enhance their employment opportunities by demonstrating competence and focused study in Maternal and Child Nutrition.

Requirements to earn the Graduate Certificate in Maternal and Child Nutrition for students enrolled in the MS/Coordinated Dietetic Internship or the MS/Public Health Nutrition Dietetic Internship.

Four courses, totaling 12 credit hours, will be required for the proposed certificate. Any student who is enrolled in the MS/Coordinated Dietetic Internship or the MS/Public Health Nutrition Dietetic Internship and the MD/MS in Nutrition, the SOM, Cleveland Clinic Lerner College of Medicine, Physician Assistant Program, and Nurse Practitioner Program can earn this certificate.

Students who are enrolled in either of the two MS/Dietetic Internship Programs can earn the graduate certificate while completing their degree program.

Students enrolled in the MS in Nutrition program and students enrolled in other MS programs in the School of Medicine will not be eligible due to the strong clinical nutrition component in the required coursework.

There is no required clinical component for the Graduate Certificate in Maternal and Child Nutrition. However, one of the required courses, NTRN 533 – Neonatal Nutrition (see page 4) is taught in the NICUs at MetroHealth Medical Center and University Hospitals Case Medical Center. Students gain about 30 hours of clinical experience as a component of this course. Students in both programs are taking graduate courses while simultaneously completing supervised practice hours that require demonstration of competence in nutrition assessment, nutrition diagnosis, and nutrition intervention in pregnant and lactating women, infants, and children. In addition, students enrolled in these programs may elect to take NTRN 532c (see page 4) which provides 3 credit hours (minimum of 135 clinical hours) of individually arranged clinical experience.

Students will be made aware of the certificate program by their academic advisors as well as by announcements on the Department of Nutrition's website and promotional materials. Students who are already enrolled in one of the two MS/Dietetic Internship programs must complete the "Intent to Complete the Graduate Certificate in Maternal and Child Nutrition Form" (see page 6) after successfully completing one of the required courses with a grade of "B" or better. After completion of all required courses, the student must formally apply to Graduate Studies for the certificate. The certificate will be awarded at the completion of a student's degree program if the

student has earned at least a “B” in all of the required courses. Courses taken at other educational institutions will not be accepted in lieu of any of the 12 credits required for the Certificate.

Requirements to earn the Graduate Certificate in Maternal and Child Nutrition for students enrolling as non-degree students

Four courses, totaling 12 credit hours, will be required for the proposed certificate. Practicing Registered Dietitian Nutritionists and other credentialed health care clinicians (such as physician assistants, nurse practitioners, and others) who have already earned a Bachelor’s degree may enroll in the University as non-degree students in order to earn this graduate certificate to enhance their knowledge base or for continuing education credits. These students are not required to complete the MS in Nutrition in order to earn the graduate certificate. If students later decide to complete the MS in Nutrition degree, the credits earned for the courses required for the graduate certificate would be counted towards the 30 credit hours required for the degree if within the time frame specified by Graduate Studies at the time of matriculation.

There is no required clinical component for the Graduate Certificate in Maternal and Child Nutrition. However, one of the required courses, NTRN 533 – Neonatal Nutrition (see page 4) is taught in the NICUs at MetroHealth Medical Center and University Hospitals Case Medical Center. Students gain about 30 hours of clinical experience as a component of this course.

The Department of Nutrition will actively promote the Graduate Certificate in Maternal and Child Nutrition initially to Registered Dietitian Nutritionists who are currently practicing dietetics in Northeast Ohio via announcements through the Ohio Academy of Nutrition and Dietetics and through regional affiliates such as Greater Cleveland Academy of Nutrition and Dietetics. Other credentialed health professionals will be targeted in the second year of the graduate certificate program.

Non-degree students who wish to earn this graduate certificate must complete the “Intent to Complete the Graduate Certificate in Maternal and Child Nutrition Form” after successful completion (grade of “B” or better) of one of the required courses. After completion of all required courses, the student must formally apply to Graduate Studies for the certificate. The certificate will be awarded after satisfactory completion of all the required courses with a grade of “B” or above. Courses taken at other educational institutions will not be accepted in lieu of any of the 12 credits required for the Certificate.

Capacity and current interest in the Graduate Certificate in Maternal and Child Nutrition

The Department of Nutrition plans to accept a maximum of 5 students initially to the Graduate Certificate Program. We will target students currently enrolled in both of the MS/Dietetic Internship Programs although acceptance will not be limited to these students. There are 3 students who are currently enrolled in the MS/Public Health Nutrition Dietetic Internship Program who have expressed strong interest in earning this graduate certificate. Recruitment will be managed by the academic advisors for these students, currently Tamara Randall and Stephanie Harris, who will also provide guidance through completion of the graduate certificate.

Coursework Required for the Graduate Certificate in Maternal and Child Nutrition

The following courses, all of which currently exist and are being taught by Department of Nutrition faculty, will be required:

NTRN 435 - Nutrition for Pregnancy and Lactation. 3 Units.

Study of current research literature on nutrition for pregnancy and lactation including nutrient requirements, nutrition assessment, and nutrition intervention.

NTRN 436 - Pediatric Nutrition. 3 Units.

This course will focus on understanding the nutritional needs of infants, children and adolescents. Evidence based guidelines will be used as we discuss best clinical practice for the management of pediatric nutrition issues. Anthropometric measurements used in growth assessment will be reviewed. Nutrient requirements for each stage of development will be explored with a specific focus on micronutrients relevant to pediatrics such as fluoride, iron, calcium and vitamin D. Abnormal growth resulting in malnutrition and obesity will be examined with a focus on prevention, diagnosis and treatment. Skills necessary to complete a pediatric nutrition assessment will be reviewed with opportunities to practice and demonstrate competency.

NTRN 533 - Nutritional Care of Neonate. 3 Units.

Nutritional assessment and management of high-risk newborns with emphasis on prematurity and low birth weight. Review of current literature coordinated with clinical experience in the neonatal intensive care unit. Issues on follow-up included.

NTRN 532C - Specialized Public Health Nutrition Field Experience. 1 - 3 Units

Individually arranged clinical experience.

Note: 3 units of this course will be required for the Graduate Certificate in Maternal and Child Nutrition. The clinical experience will be focused on maternal and child nutrition and will include a minimum of 135 hours of clinical experience. Non-degree students who are pursuing this certificate are not eligible to select this course because they are not recognized under the current affiliation agreements with the clinical practice sites.

OR

NTRN 446. Advanced Maternal Nutrition: Special Topics. 3 Units.

Analysis of the problems commonly associated with high-risk pregnancies and fetal outcome. Discussion of causes, mechanisms, management and current research.

Importance of the Proposed Graduate Certificate to the Department of Nutrition

The proposed Graduate Certificate in Maternal and Child Nutrition reflects the strategic plan of the Department of Nutrition in several important ways. First, it will strengthen the academic offerings at the MS level. Second, it may enhance the employment opportunities for our MS graduates. Third, it will strengthen the reputation of the Department and of the School of Medicine as a leader in this specialty field and will set the groundwork for the Department of Nutrition's future plans for collaborating with Rainbow Babies and Children's Hospital for an Advanced Practice Residency in Pediatric Nutrition.

Students enrolled in the either of our two MS/Dietetic Internship Programs who successfully complete the certificate would show strong competence in these important practice areas and possibly be able to leverage the certificate in lieu of clinical experience to obtain employment in these specialty areas. The opportunity to obtain this enhanced entry-level competence would be an important recruiting message for applicants to our MS/Dietetic Internships.

Students enrolled as non-degree students who successfully complete the certificate may also have enhanced employment opportunities in addition to the strong competence in these practice areas. These students may be able to use the coursework required for the certificate to count towards the requirements to obtain an additional credential of "Board Certified Specialist in Pediatric Nutrition" as administered by the Commission on Dietetic Registration. This would be a unique recruiting message to increase applications for this graduate certificate program.

Importance of the Proposed Graduate Certificate to the School of Medicine

The graduate Certificate in Maternal and Child Nutrition, if accepted, would be totally unique in the state of Ohio and therefore of great value to the School of Medicine. The proposed Graduate Certificate in Maternal and Child Nutrition fits perfectly with the School of Medicine's vision to demonstrate leadership in building collaborations across the community, region, and nation to catalyze better health care. There are no universities who offer a similar Graduate Certificate. This program also fits with the School of Medicine's desire to develop, expand, and market MS, certificate, and related programs to provide cutting edge and in demand educational opportunities.

Importance of the Proposed Graduate Certificate to Case Western Reserve University

The proposed Graduate Certificate in Maternal and Child Nutrition fits well with the University's Strategic Plan to advance interdisciplinary initiatives in research and education that align our expertise with the world's most pressing needs and to enhance learning, course design, advising, and research.

Costs and Income from the Proposed Graduate certificate in Maternal and Child Nutrition

There is no cost associated with this certificate program for enrolled in the MS/Coordinated Dietetic Internship or the MS/Public Health Nutrition Dietetic Internship or MD/MS program since the required courses currently exist. The movement of students through the coursework will be supervised by their academic advisors.

There will be some cost to advising non-degree students who wish to pursue this graduate certificate. The exact cost is not known at this time.

Nominal administrative costs are anticipated which will be covered by the traditional tuition return for our graduate Nutrition students. An administrative fee of \$100 will be utilized to cover costs for non-degree applicants in addition to graduate Studies fees required for the application process for admission.

Program administration, oversight, and evaluation

The Graduate Certificate Program will be administered by the Director of the MS/Public Health Nutrition Dietetic Internship Program, currently Tamara Randall, with the assistance of the Department of Nutrition Graduate Program Coordinator, currently Pamela Woodruff.

The MS Curriculum Committee in the Department of Nutrition will oversee the certificate program and collect outcome data related to enrollment, course evaluations, student satisfaction with the program, curriculum changes, and employment outcomes for those who complete the certificate program. The committee will review this data annually and make recommendations for any needed changes in the graduate certificate program.



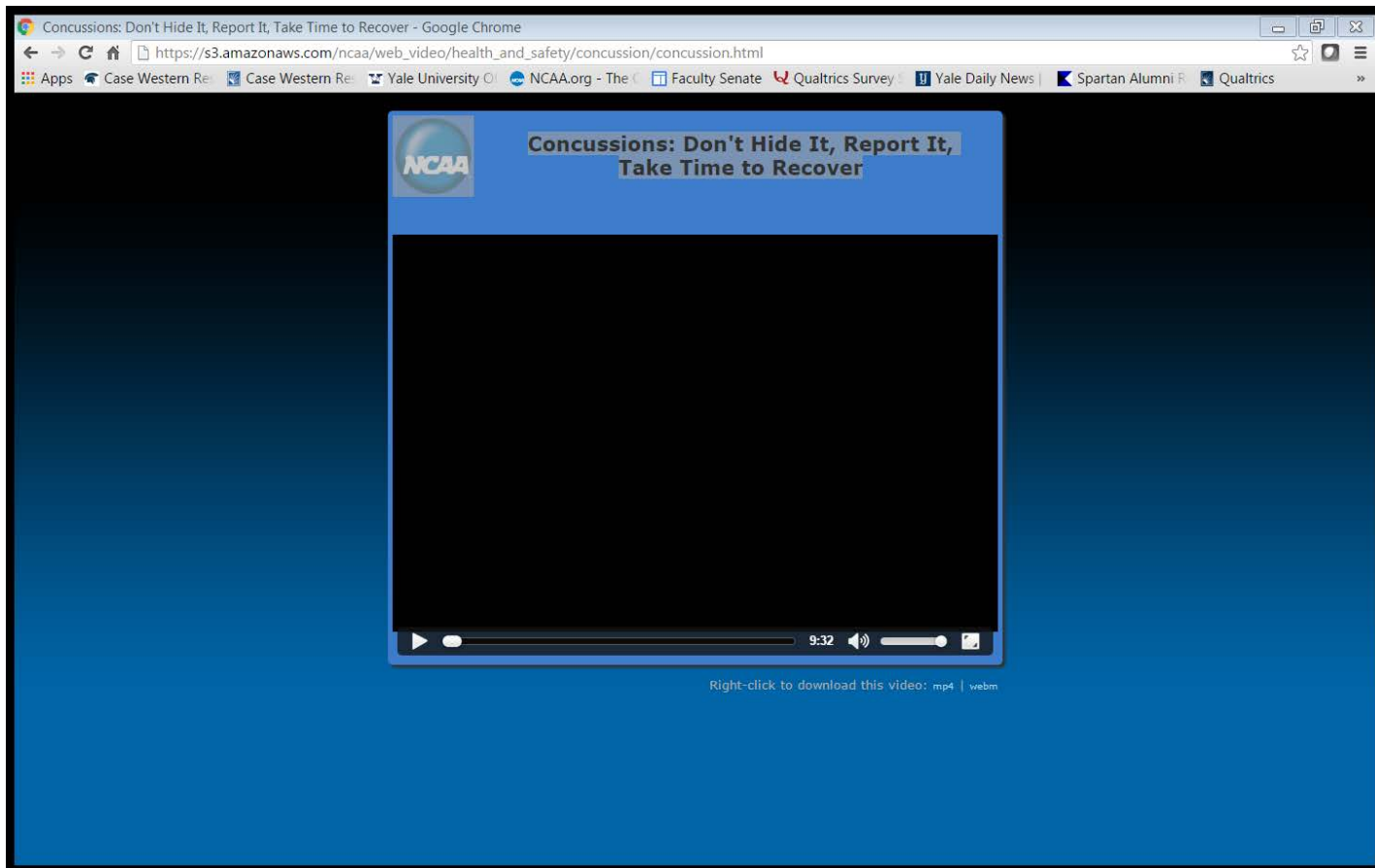
CWRU Department of Physical Education & Athletics

CWRU CONCUSSION PROTOCOL

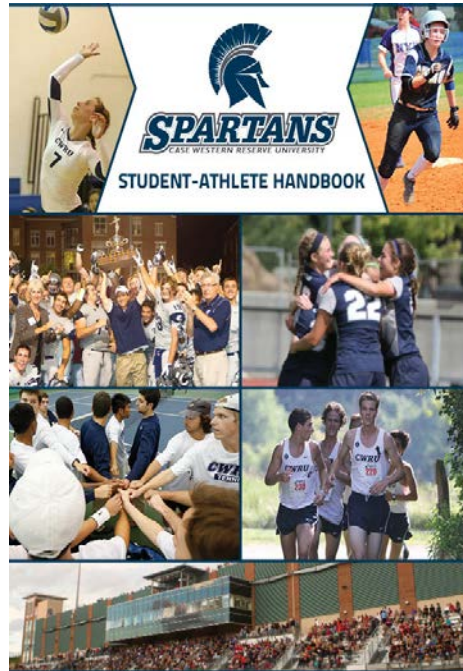
Concussion Management Plan. NCAA Division III By-laws

- ▶ An active member institution shall have a **concussion** management plan for its student-athletes. The plan shall include, but is not limited to, the following: **[D]** (Adopted: 7/20/10)
- ▶ (a) An annual process that ensures student-athletes are educated about the signs and symptoms of concussions. Student-athletes must acknowledge that they have received information about the signs and symptoms of concussions and that they have a responsibility to report **concussion**-related injuries and illnesses to a medical staff member;
- ▶ (b) A process that ensures a student-athlete who exhibits signs, symptoms or behaviors consistent with a **concussion** shall be removed from athletics activities (e.g., competition, practice, conditioning sessions) and evaluated by a medical staff member (e.g., sports medicine staff, team physician) with experience in the evaluation and management of concussions;
- ▶ (c) A policy that precludes a student-athlete diagnosed with a **concussion** from returning to athletics activity (e.g., competition, practice, conditioning sessions) for at least the remainder of that calendar day; and
- ▶ (d) A policy that requires medical clearance for a student-athlete diagnosed with a **concussion** to return to athletics activity (e.g., competition, practice, conditioning sessions) as determined by a physician (e.g., team physician) or the physician's designee.

Concussion Education CWRU Athletics – NCAA video



Sports Medicine Policy and Protocols



NCAA By-law 3.2.4.16 Concussion Management Plan

- ▶ An active member institution shall have a concussion management plan for its student athletes.
- ▶ The plan shall ensure that student-athletes are educated about the signs and symptoms of concussions. Student athletes must acknowledge that they have received information about the signs and symptoms of concussions that they have a responsibility to report concussion-related injuries and illnesses to a medical staff member.



▶ I, _____ (print name), acknowledge that I have received information regarding the signs and symptoms of concussions and that I will report any concussion-related injuries and illnesses to a medical staff member.



▶ _____ (Signature)



▶ _____ (Sport)



▶ _____ (Date)



ImPACT testing –Nord Computer lab

baseline testing for the following teams

Football

M/W Soccer

Volleyball

M/W Basketball

M/W Swimming- Divers only

Wrestling

Baseball

Softball

M/W Track- Pole Vaulters only

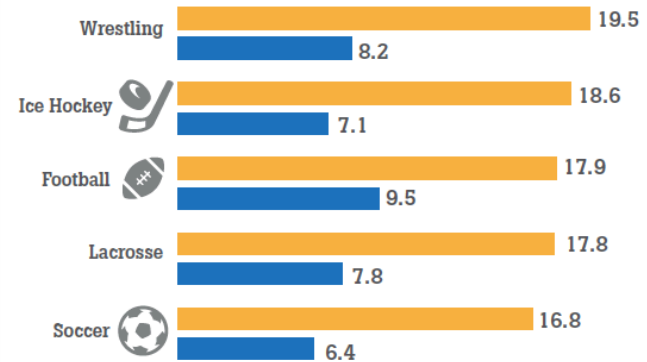
M/W Tennis

Data Collected by the NCAA in Feb. 2014 from approximately 20,000 student athletes from over 600 NCAA institutions

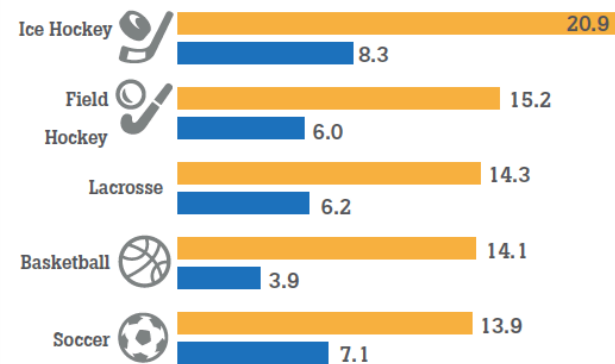
COLLEGE SPORTS WITH HIGHEST CONCUSSION RATES

■ % of athletes reporting one concussion
 ■ % of athletes reporting multiple concussion

MEN



WOMEN



Source: "Self-Reported Concussion among NCAA Student-Athletes," NCAA, February 2014

By the numbers

- ▶ CWRU total # student athletes = 526
- ▶ 2015-16 Diagnosed concussions = 16
- ▶ 4 Football
- ▶ 2 Volleyball
- ▶ 2 Women's Soccer
- ▶ 2 Softball
- ▶ 2 Women's Swimming
- ▶ 1 Women's Basketball
- ▶ 1 Men's Basketball
- ▶ 1 Wrestling
- ▶ 1 Women's Diver

Non athlete
concussions
diagnosed at UHS =
19

Football Specific Guidelines for Practice

- ▶ Five Day Acclimatization Period
- ▶ This period limits # of hours for practices
- ▶ Protective equipment limitations
- ▶ Three hour recovery time between sessions
- ▶ Each individual must go through a five day period

Recent National Developments

Ivy League Moves to Eliminate Tackling at Football Practices during regular season



How can Faculty help?

- ▶ Student Athletes diagnosed with concussions are under the care of the team physician
- ▶ Cognitive rest is the best
- ▶ CWRU students are driven to achieve and succeed academically, they will want to turn in papers, take tests on time. This is not what will help in recovery.
- ▶ Dean Wolcowitz helps with communication between our department and professors

Discussion Questions

**Department of Sports Medicine
Concussion Management Policy**

As excerpted directly from the CWRU Sports Medicine Faculty Policies and Procedures

I. Head Injuries

- A) Student-athletes participating on medium and increased risk classification varsity CWRU athletic teams will receive a baseline ImPACT assessment during the pre-participation process. Medium and increased risk classifications are noted in the CWRU Sports Medicine Protocols for Medical Coverage of Intercollegiate Varsity Athletics policy outline.
- 1.) A computerized, ImPACT, neuropsychological test.
- B) Concussion Management
- 1.) A certified athletic trainer (or team physician) will perform an initial exam to determine the status of a student-athlete. Included in the initial eval:
- Symptom Score
 - Memory Recall
 - Balance Error Scoring System (BESS)
 - Neurological Assessment
- 2.) If a student-athlete shows any symptoms or signs of a concussion:
- The student-athlete will not be allowed to return to play in the current game or practice
 - The student-athlete must see a team physician and be given medical clearance prior to beginning Return to Play protocol
 - The student-athlete will complete a daily symptom score sheet
 - Consultation with Dr. Christopher Bailey or Dr. Phillip Fastenau
 - Post-injury tests will be repeated in accordance to Dr. Bailey or Dr. Fastenau's guidelines.
 - Following a concussion the student-athlete is to be withheld from activity. Complete rest may be required (Physician's note may excuse athlete from coursework as necessary).
 - Once the student-athlete is asymptomatic for 24 hours he/she will be re-evaluated by a team physician and neuropsychologist.
 - Return to Play Protocol must follow a medically supervised stepwise process.
 - Progression towards activity will proceed as follows:
 - Day 1: Light aerobic exercise such as walking or stationary cycling without resistance training for 20 minutes.
 - Day 2: Sport specific exercise.
 - Day 3: Non-contact training drills.
 - Day 4: Full contact training only after clearance from team physician.
 - Day 5: Full participation.
 - Progression will only occur if the student-athlete remains asymptomatic throughout each activity. Recurrence of ANY symptoms will result in immediate removal from all activity and beginning the RTP process from Day 1.

Outcome Assessment Update

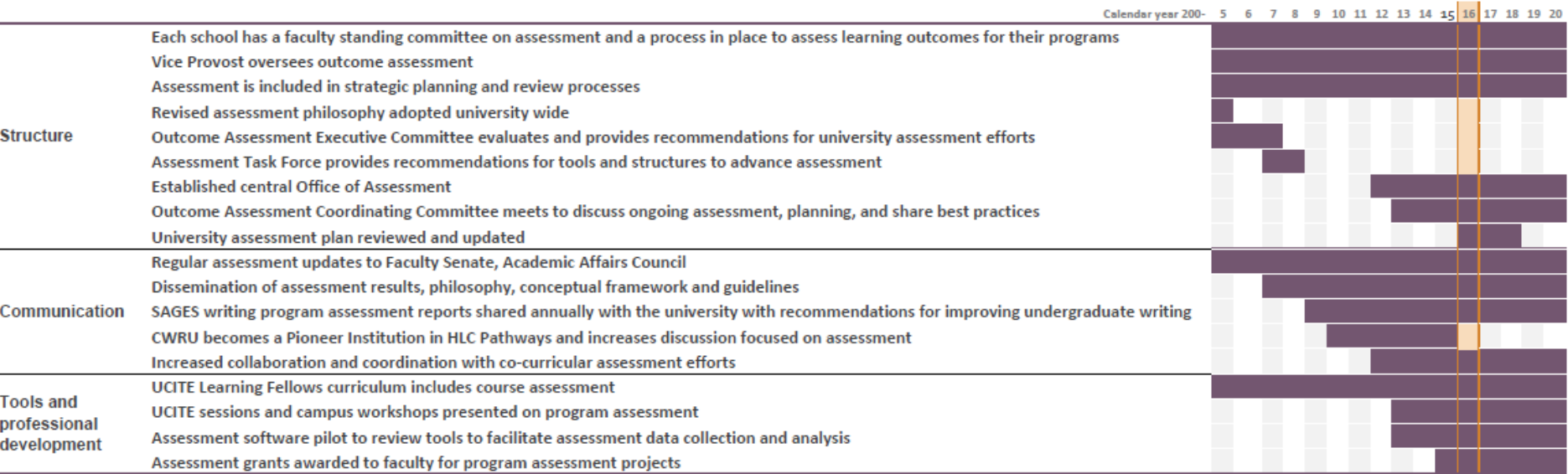
Susan Perry
University Director of Outcome Assessment

Faculty Senate
March 30, 2016

Outcome Assessment Coordinating Committee (2015-2016)

- Jaime Bouvier (School of Law)
- Mary Quinn Griffin (Frances Payne Bolton School of Nursing)
- Jennifer Johnson (Weatherhead School of Management)
- Peter Lagerlof (Case School of Engineering)
- Klara Papp (School of Medicine)
- Susan Perry, University Director of Outcome Assessment
- Sarah de Swart (UCITE)
- Kristin Victoroff (School of Dental Medicine)
- Peter Whiting (College of Arts and Sciences)
- Zoe Wood (MSASS)

Academic Assessment @ CWRU



HLC feedback - 2005

- Increase institutional support for assessment efforts
- Increase the effective use of data across all of the university
- Continue progress in all units, including central documentation of assessment activities and resulting improvements
- Focus on developing direct measures of student learning
- Expand the assessment of graduate programs

HLC feedback - 2015

- Assessment is an ongoing, faculty-led and faculty-directed activity
- Coordination of assessment across the university has improved through the Outcome Assessment Coordinating Committee
- CWRU has clearly stated goals for student learning which are made available to all members of the University community
- The University has increased its commitment to educational achievement with the addition of a University Director of Outcome Assessment and faculty development through UCITE
- There is evidence of improvements in program design/curriculum and student learning informed by an active process of assessment
- Programs vary in maturity of assessment processes

New assessment mini-grants

- Faculty members and departments invited to apply
- Up to \$1,000 to support program-level assessment of student learning
- Focus of projects
 - impacting student learning through new assessment strategies
 - improving existing assessment approaches
 - faculty professional development in assessment

New involvement with committees and groups

- Survey Approval Process Advisory Group
- Student Affairs Assessment Advisory Group

Professional development opportunities

- Learning outcomes for program improvement and accreditation – UCITE
- Learning outcomes and the Degree Qualifications Profile – UCITE
- Outcome assessment – teaching workshop, School of Law
- Learning outcomes – CIM division heads
- Assessment and program evaluation – Grant Writing Group, Office of Faculty Development

Communication enhancements

- Workshop/consultation form
- Student learning outcomes by academic program (from Google site)
- URL change
- Program evaluation guidelines
- Accredited programs

The screenshot shows the 'Outcome Assessment' page on the Case Western Reserve University website. The header includes the university logo, 'EST. 1826', a search bar with 'search CWRU...' and a magnifying glass icon, and a 'cwrU links' menu. The main navigation bar contains 'Home', 'About', 'Committees', 'Resources', and 'Program Evaluation'. The main content area features a large image of two students working on a project, with a caption: 'Outcome Assessment measures the impact of our educational programs on student learning. [Find out more >](#)'. Below this are three smaller sections: 'Who is Involved?' with a description and a 'View Committee Members >' link; 'Workshops and Consultations' with a description and a 'Request a Session >' link; and 'More Resources' with a description and a 'Discover Other Resources >' link. The footer contains links for 'Provost', 'Deputy Provost', 'General Bulletin', 'Institutional Research', and 'UCITE', along with a copyright notice: '© 2015 Case Western Reserve University, 10900 Euclid Ave., Cleveland, Ohio 44106 216.368.2000 (legal notice)'.

Program Evaluation

🏠 > Outcome Assessment > Program Evaluation

A robust plan for evaluating the impact of a research program is essential for determining its success. The following suggestions and resources are provided to assist with developing an evaluation plan for grant proposals.

Alignment

- Create clearly defined and detailed objectives for your program that align with priorities of the funding program.
- Determine the outcomes that you expect to see if your program has the desired impact.
- Develop an evaluation plan that aligns with your objectives and answers questions about the success of your program based on your intended outcomes.
- Integrate assessment in an intentional way throughout your program, rather than adding it on at the end.

Methods

- Include a mechanism for formative assessment, where you review progress and use evaluation results at multiple points in time to feed back into the program for improvement.
- Construct an evaluation plan that is sustainable and something that others can replicate. Many granting agencies will specify a certain amount of budget to be devoted to evaluation (commonly 10-15%), so consider what can be accomplished with those resources when planning the scope of your evaluation.
- Include a timeline to help the reader understand how you are going to carry out the evaluation.
- Use multiple methods of evaluation to balance the strengths and weaknesses of any particular approach.
- Perform a scan of internal and external resources. You may already have access to internal data or to publicly available measures that could contribute to your program evaluation.
- Describe the evaluation instruments and techniques you intend to use and why they are appropriate measures of your outcomes. Do not assume the reader will already be familiar with commercial scales or surveys.
- Collect data that are specific enough to allow you to identify program strengths and weaknesses.
- Consider involving an external evaluator to add objectivity and expertise. That person can help you with the design of the evaluation section for your proposal as well as assist in carrying out the evaluation plan.

Determining success

- Evaluate both process (show you are doing the things you said you would) as well as outcomes (the impact of those things).
- Establish benchmarks that will enable you to determine if your program is accomplishing what you set out to do.

CWRU RESOURCES

Resources for assessing learning outcomes (Office of Assessment)

Outcome Assessment Coordinating Committee and school/College assessment committees (Office of Assessment)

Data on CWRU faculty, staff and students (Office of Institutional Research)

Faculty grant writing program (Office of Faculty Development)

Research computing services, including a vendor for data management plans (Information Technology Services)

<http://www.case.edu/assessment/program-evaluation/>

Accredited Programs

Accreditation

CWRU at a Glance

Diversity

Faculty & Staff Facts

Student Facts

🏠 > Institutional Research > CWRU Facts > Accredited Programs

Accredited Program	Current Organization	Initial Accreditation*	Current Standards	Next Review
Accounting	Association to Advance Collegiate Schools of Business	1958	AACSB	2017
Advanced Education in General Dentistry	American Dental Association	1987	ADA	2016
Anesthesiologist Assistant	Commission on Accreditation of Allied Health Education Programs	1992	CAAHEP	2022
Applied social sciences (MSSA)	Council on Social Work Education	1919	CSWE	October 2017
Business	Association to Advance Collegiate Schools of Business	1958	AACSB	2017
Chemistry (BS, BA+)	American Chemical Society		ACS	2019
Clinical Fellowship in Craniofacial and Special Care Orthodontics	American Dental Association	2012	ADA	2020
Clinical Psychology	American Psychological Association	1948	APA	2021
Computer Science	Computing Accreditation Commission of ABET, Inc.	1999	ABET	2018-2019
Dental medicine (DMD)	American Dental Association	1945	ADA	2016
Dental Public Health	American Dental Association	2012	ADA	2020
Dietetics (Didactic)	Commission on Accreditation for Dietetics Education, American Dietetic Association	1970	ACEND	January 2019
Dietetics (Internship)	Commission on Accreditation	1985	ACEND	January 2019

<http://www.case.edu/ir/cwru-facts/accred/>

Review of University assessment plan

- “Plan for Assessment of Student Learning and Academic Achievement”
- Prepared for submission to the North Central Association of Colleges and Schools Commission on Institutions of Higher Education by the CWRU University Assessment Planning Committee in 1996
- Refers to committees and reporting structures that no longer exist
- Includes a timeline that ends in 2000, outdated rankings and test scores
- School/College-level assessment descriptions may no longer reflect current practice
- Does not include progress made over the past 20 years

Next steps

- Support implementation of strategic plan
- Expand software review
- Increase faculty development opportunities
- Begin reviewing university assessment plan
- Continue moving forward with program assessment plans
- Prepare for Year 4 HLC Assurance Argument and Evidence File (2019)



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<http://www.case.edu/assessment>